Welcome to the Early Years Foundation Stage Curriculum Evening

08.10.2026




FORGIVENESS
Letting go of negative feelings e.g. anger or blame
COMPASSION
Love in action
OUR CHRISTIAN VALUES
JUSTICE
Fairness
RESPONSIBILITY
Doing the things we are supposed to do

What is the Early Years Foundation Stage?

It is the official, legally required framework in England that sets standards for the learning, development, care, and safety of children from **birth to 5 years**

<u>The Three Core Elements</u>
Learning and Development Requirements
Assessment Requirements
Safeguarding and Welfare Requirements



The Three Prime Areas

Communication & Language (C&L)

- Listening, Attention and Understanding
- Speaking

Personal, Social & Emotional development (PSED)

- Self-Regulation
- Managing Self
- Building Relationships

Physical Development (PD)

- Gross Motor Skills
- Fine Motor Skills

The Specific Areas of Learning

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Number
- Numerical Patterns

Understanding the World (UW)

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts & Design (EA&D)

- Creating with Materials
- Being Imaginative and Expressive



The Characteristics of Effective Learning:

Playing and Exploring (Engagement)

Finding out and exploring, playing with what they know, being willing to have a go

Active Learning (Motivation)

Being involved and concentrating, keeping on trying, enjoying achievement what they set out to do

Creating and Thinking Critically (Thinking)

Having their own ideas, making links, choosing ways

to do things

These are fundamental because during their earliest years, children form attitudes about learning that will last a lifetime. Children who receive the right sort of support and encouragement during these years will be creative and adventurous learners throughout their lives.









Baseline Assessment

- Completed in the first six weeks of school
  - Two short task-based assessments
    - Completed with the class teacher



Assessment

At the end of the school year each child's level of development must be assessed against the early learning goals. These reflect what a child is expected to have achieved by the end of their Reception year.

Children will be assessed as met / not yet met (expected / not yet expected).

The ELGS should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for Year 1.



Fine Motor Skills ELG

Children at the expected level of development will:
• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
• Use a range of small tools, including scissors, paint brushes and cutlery;
• Begin to show accuracy and care when drawing.

Writing ELG

Children at the expected level of development will:
• Write recognisable letters, most of which are correctly formed;
• Spell words by identifying sounds in them and representing the sounds with a letter or letters;
• Write simple phrases and sentences that can be read by others.



A day in the life of a child in Reception….



Phonics / Reading

- Little Wandle Letters and Sounds Revised is a complete systematic phonics programme developed for schools

- The children will do adult led group reading.

Clever Fingers

Clever Fingers a series of fun activities for children to build up their upper body strength (gross motor skills) and finger/hand strength and control (fine motor skills).

Adult Directed Activities: Dough Disco, Write Dance, Handwriting, Scissors



Independent activities, such as:

Whisks in water with washing up liquid

Picking beads out of tubs of alien goo with tweezers

Wind-up toys

Threading

Spinning tops

Snack

Self-accessible snack.

Under 5's are entitled to free milk.

The children are allowed to bring in a healthy snack

from home

Please ensure that your child's water bottle is clearly named

We will always remind children to drink their water

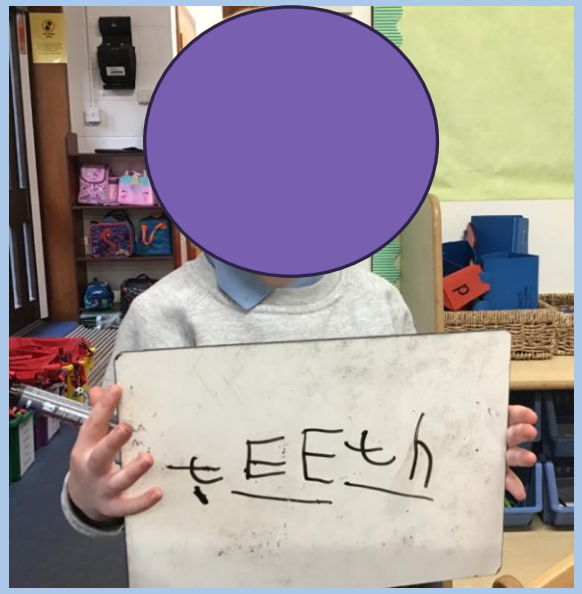






Literacy sessions will focus on:

- Focused activities
- Literacy involves learning new vocabulary, role-play, reading, writing, sharing new texts.







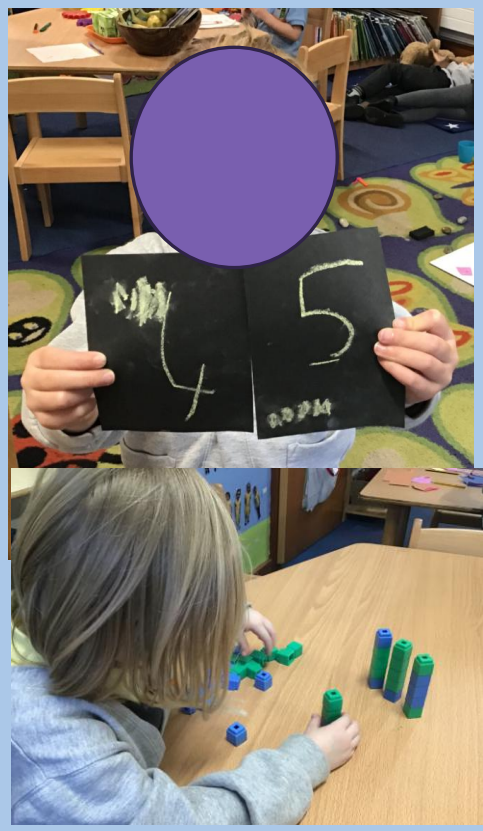
Maths

- We use a national program called mastering number designed by the NCETM (the National Centre for Excellence in the teaching of Mathematics) to support early number sense.

- Focuses on building strong foundations in understanding numbers, recognising patterns, and developing fluency in basic counting and calculation.

- Developing strong number sense helps children become confident mathematicians.

- Supports fluency in key concepts such as counting, number bonds, and subitising (recognising small quantities without counting).



Maths

What Will Your Child Be Learning?

- Daily short sessions (10-15 minutes) focused on number concepts.
- Using visual and practical resources such as number lines, rekenreks (bead strings), tens frames and counters.
- Activities designed to engage children in exploring numbers through play, stories, and songs.
- Develops deep understanding rather than just memorisation.
- Helps prevent gaps in learning that can affect future mathematical development.

How Can Parents Support at Home?

- Suggestions for reinforcing number sense at home: counting objects, discussing numbers in everyday contexts (e.g., counting steps, looking for numbers in the environment).
- Playing simple games like dominoes or using everyday activities like cooking to explore measurement and quantities.



Maths


Mastering Number 2021/22
Reception:
subitising with dinosaurs
NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

Lunch

Children come into the hall to eat their lunch.

OPAL Play



Speaking and Listening

From Term 2 each term we will have a topic. One child per day will be given a five minute slot to do a presentation.







Worship

All children have a daily act of worship:

- Class
- Whole School
- Celebration

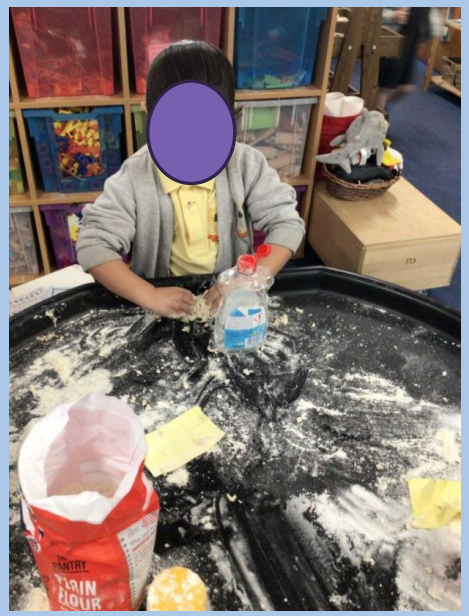


Child Initiated Time

Play is often talked about as if it were a relief from serious learning. But for children, play IS serious learning. Play is really the work of childhood.

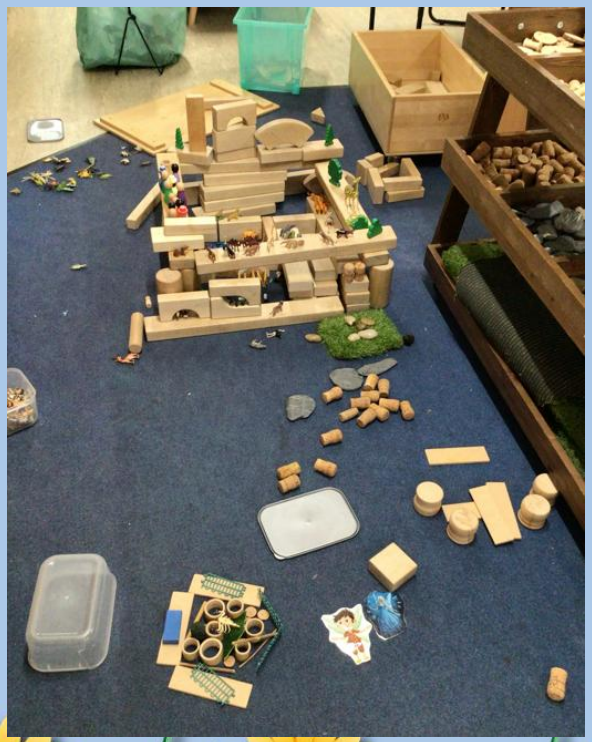
~Fred Rogers

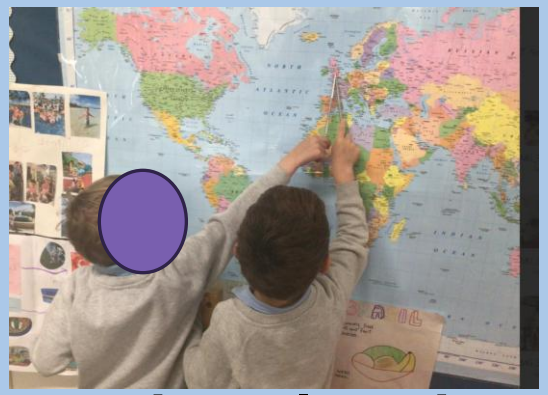




PLAY IS THE WORK OF CHILDREN. IT'S VERY SERIOUS STUFF.







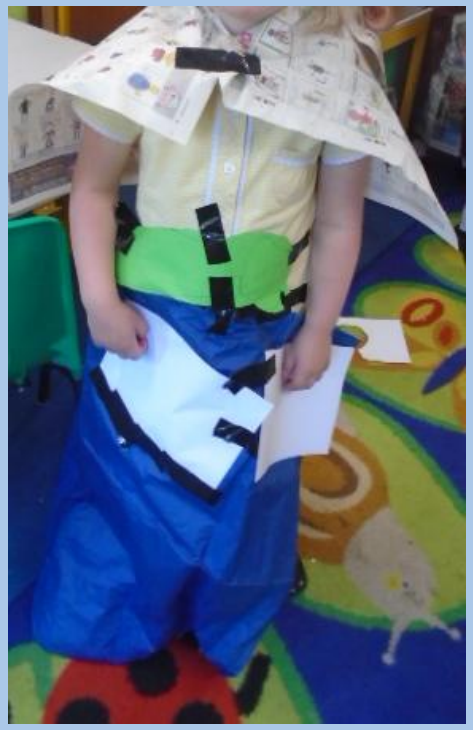


'Play and exploration are fundamental to learning and thinking.'

PLAY BUILDS THE KIND OF FREE-AND-EASY, TRY-IT-OUT, DO-IT-YOURSELF CHARACTER THAT OUR FUTURE NEEDS.
-JAMES L. HYAMS JR

Child Initiated Activities from provision in the classroom







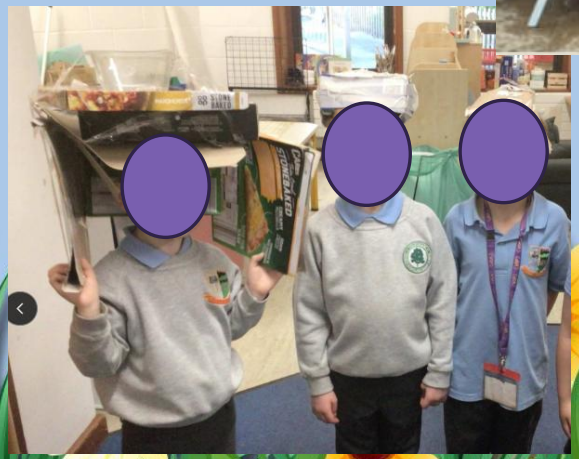












Play:

Play is not frivolous. It is not a luxury. It is not something to fit in after completing all the important stuff. Play is the important stuff. Play is a drive, a need, a brain-building must-do.

Learning at Home

Reading - will be sent home with your child weekly. As reading is a vital life skill, here at Thurnham we encourage a strong partnership between parents, students and staff to build your child's confidence and ability when reading.

Learning Journeys – you can share the record of your child's learning and add to the book too.

Learning at Home Letter – will inform you of what is happening in school that current week, informs you of the phonics we have been learning and it gives you suggested activities your child can do to consolidate their learning.

Seesaw - School app / family app

