

**Welcome to the  
Early Years Foundation  
Stage Curriculum  
Evening  
04.10.2022**



# What is the Early Years Foundation Stage?

A document that covers the years from birth to the end of the Early Years Foundation Stage.

Sets out what most children are expected to achieve by the end of the Early Years Foundation Stage



# 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



# 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.



# Baseline Assessment

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



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



# Phonics

- Little Wandle Letters and Sounds Revised is a complete systematic phonics programme developed for schools
- Each session, we Revisit and Review / Teach and Practise and Practise and Apply
- After Phonics, we do 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

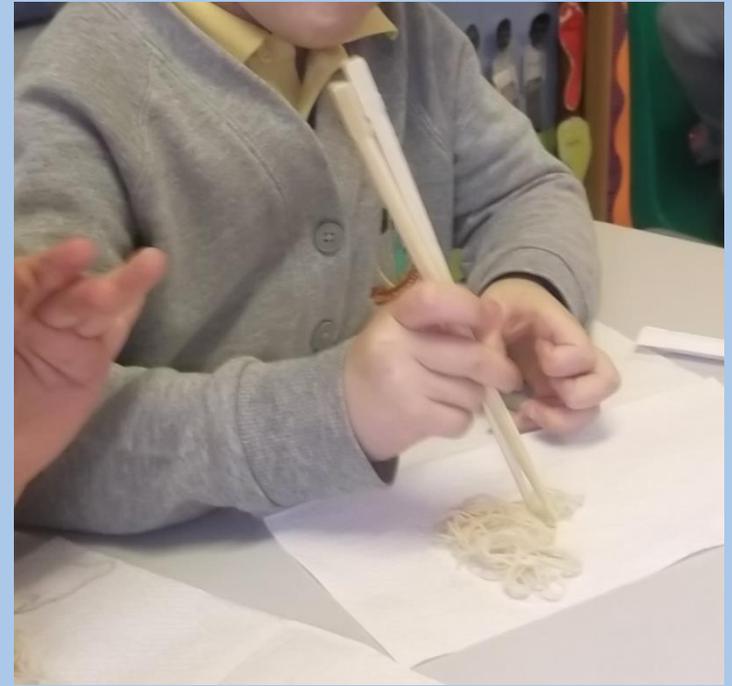
Picking beads out of tubs of alien goo with tweezers

Wind-up toys

Threading

Spinning tops





## Snack -

Under 5's are entitled to free milk (over 5's can have milk if it is paid for)

- We have fruit available to children everyday
- 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 try to remind children to drink their water



Literacy sessions will focus on:

- Focused adult directed sessions
- Literacy involves working on speaking, learning new vocabulary, role-play, reading, writing, sharing new texts.



# Maths

## Maths sessions will focus on:

Having a deep understanding of numbers to 10.

Subitising up to 5

Recall number bonds to 5 and some number facts up to 10.

Doubling

Counting to 20 and beyond

Looking at number patterns e.g. odd and even, doubling and sharing.

We use White Rose Maths for our focused Maths sessions.

Whilst some children may be ready for this, writing numbers is not in our curriculum.



# Lunch

Children come into the hall to eat their lunch.

Each class is assigned a dinner lady, who will stay with the children throughout lunch.



# 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

The children are currently having daily Worship in class.

From Term 2, the children will attend whole school  
Worship.



# 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



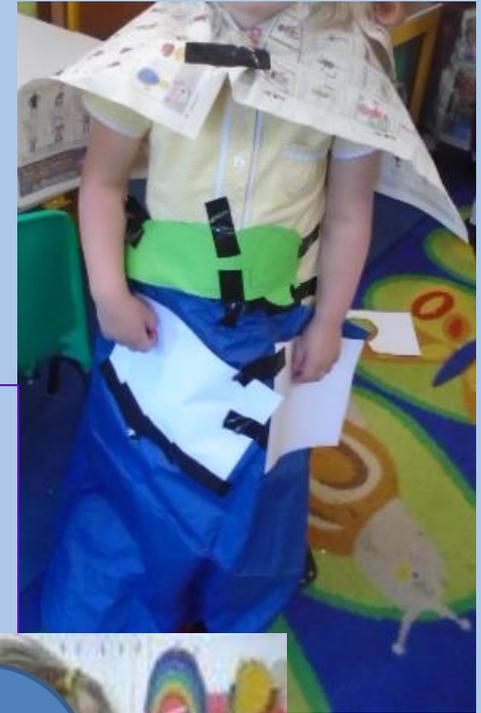


**PLAY IS THE WORK  
OF CHILDREN. IT'S  
VERY SERIOUS  
STUFF.**

**‘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.



# School Rules and Super Powers

- We have 3 School Rules:
  - Be Safe
  - Be Ready
  - Be Respectful
  
- Superpowers which help us learn and develop:
  - Independence, Resilience and Brain Power
  - All underpinned by Creativity

# Learning at Home

**Reading** - will be sent home with your child weekly. Please comment on Seesaw so we know that your child has read to you. 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. It takes time and commitment from all parties and it is important that all involved know their role.

**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**

