



Trull Primary School

An Introduction to the
Foundation Stage
Curriculum

Reminders

- Coats every day please (do not put in book bags).
- Please label items of clothing.
- Small and healthy Snacks (just one piece fruit/ veg (no nuts please)).
- No toys in books bags. However love to hear about achievements!

- **Independence is empowering!**

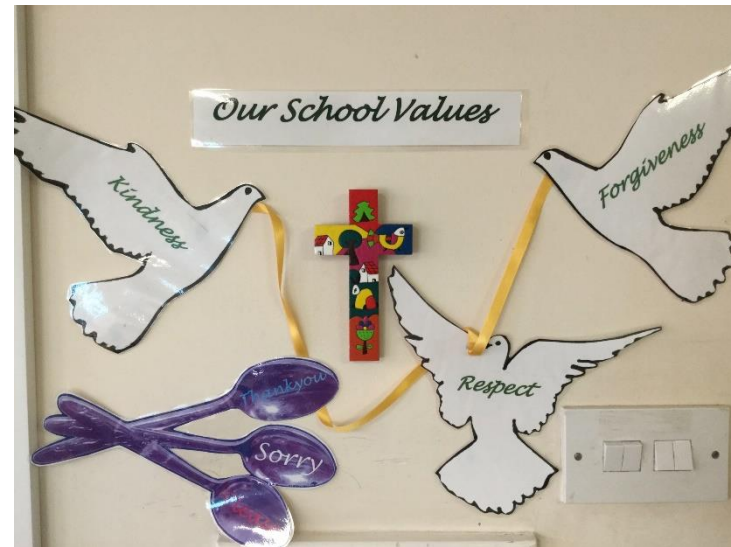
Encourage your child to:

- Tidy up after themselves
- Overcome the challenges of taking off and putting on shoes (this includes outdoor and indoor wear).
- **Together in school we are working on:**
- Learning to wait patiently when needing an adults attention.
- Sharing and turn taking with our peers.
- Waiting for our turn to speak rather than shouting over others.
- Following instructions given by an adult.

Our Golden Rules



Our School Values



The children are now attending our Wednesday Worship Assemblies

Information

Have you visited our school website?
Make sure you read our weekly newsletters.
Any letters will be put in book bags.
You may occasionally receive text messages
from the school.
Please contact the school directly if you have
any problems or concerns.

Aim of the meeting

- To have an understanding of the current EYFS Curriculum and how it has recently changed.
- To understand what children need to know and be able to do by the end of reception.
- Ideas of how to help your child at home.

What Is the EYFS?

The Early Years Foundation Stage covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

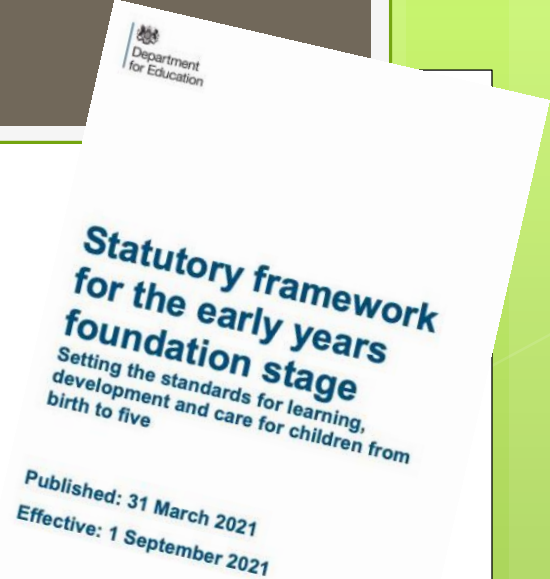
All schools and Ofsted registered early years providers in England must follow the EYFS.

Also included in the EYFS are the **seven Areas of Learning**. They are:

- **Communication and Language**
 - **Personal, Social and Emotional Development**
 - **Physical Development**
 - **Literacy**
 - **Mathematics**
 - **Understanding the World**
 - **Expressive Arts and Design**
- At the end of the EYFS, there are **17 Early Learning Goals** that children are expected to achieve.

Overview of Early Learning Goals

- At the end of the reception year, children are assessed against the **17 Early Learning Goals**.
- It is important to remember that:
 - The ELGs are not a test. Staff will use what they already know about a child to make their decisions.
 - The ELGs are not the EYFS curriculum. They are just an end point.



- The Early Years Foundation Stage Curriculum is based on the Early Years Outcomes and The Development Matters document. The children's interests are incorporated through various themes ensuring that the curriculum combines learning both in and outside of the classroom. We plan an exciting and challenging curriculum based on our children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

The Curriculum

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
Keep trying
Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

Having their own ideas
Making links
Working with ideas

Areas of Learning and Development

Birth to 5 Matters Aspects

Prime Areas

Personal, Social and Emotional Development	Making Relationships
	Sense of Self
	Understanding Feelings
Physical Development	Moving and handling
	Health and Self-care
Communication and Language	Listening and Attention
	Understanding
	Speaking

Specific Areas

Literacy	Reading
	Writing
Mathematics	Mathematics
Understanding the World	People and Communities
	The World
	Technology
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive

How does this look in the classroom?

- Lots of interactions and chatting!
- Adult led and child-initiated activities
- Whole class teaching
- Small group work
- Working with an individual child
- Continuous observation
- Opportunities to explore both indoors and outdoors

**WHAT IS THIS
TEACHER DOING?
THE CHILDREN ARE
JUST PLAYING!**

I'M DEVELOPING
SOCIAL SKILLS.

I'M PRACTISING
CO-OPERATION.

I'M
DEVELOPING
MORE ELABORATE
LANGUAGE.

I'M DEVELOPING
A SENSE OF STORY
AND ENHANCING
MY STORY
COMPREHENSION.

I'M LEARNING ABOUT
THE PROPERTIES OF
VARIOUS OBJECTS.



I'M FOLLOWING
A MENTAL
PLAN.

I'M
PROBLEM-
SOLVING.

I'M DEVELOPING
FINE-MOTOR
SKILLS.

I'M LEARNING
HOW TO REPRESENT
MY EXPERIENCES.

I'M
DEVELOPING
SORTING
SKILLS.

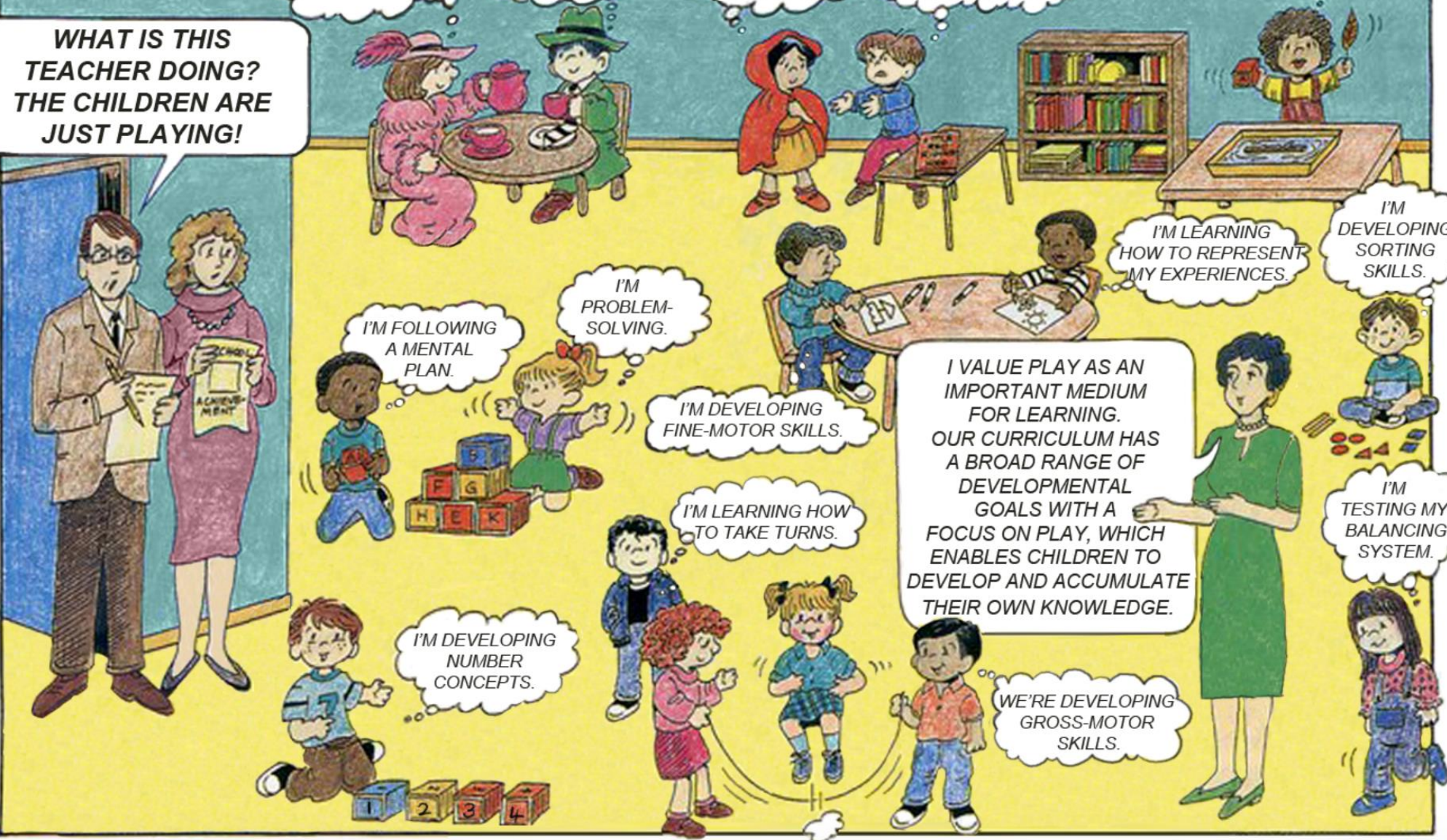
I VALUE PLAY AS AN
IMPORTANT MEDIUM
FOR LEARNING.
OUR CURRICULUM HAS
A BROAD RANGE OF
DEVELOPMENTAL
GOALS WITH A
FOCUS ON PLAY, WHICH
ENABLES CHILDREN TO
DEVELOP AND ACCUMULATE
THEIR OWN KNOWLEDGE.

I'M LEARNING HOW
TO TAKE TURNS.

I'M
TESTING MY
BALANCING
SYSTEM.

I'M DEVELOPING
NUMBER
CONCEPTS.

WE'RE DEVELOPING
GROSS-MOTOR
SKILLS.



“Play underpins the delivery of all of the Early Years Foundation Stage.

Children must have opportunities to play indoors and outdoors. Providing well planned experiences based on children’s spontaneous play, this is an important way in which practitioners support young children to learn with enjoyment and challenge.”

(The Early Years Foundation Stage Practice Guidance)

Our General Timetable

8:40 Door Opens	8:45	8:55-9:25	9:25- 10:15		10:20-10:30	10:30-10:45	10:45-11:05	11:05 - 12:05	12:15 1.15	1:15-2:50 (Optional Afternoon Break)	2:50- 3:15		
Mon HH	Meet & greet, Register, STC timetable	Assembly	Literacy/Maths Continuous Provision		Snack Time	Break Time	Daily Phonics	Literacy/Maths Continuous Provision	Lunch Time	Art		Snack Time	Prayer/ Story Time End of day recap
Tues HH		KS1 Assembly	Literacy/Maths Continuous Provision					PE		Literacy/Maths Continuous Provision	Understanding The World/Science		Prayer/ Story Time End of day recap
Wed HH/EB		Assembly <small>Led by the church</small>	Phonics	Literacy/Maths Continuous Provision			Daily Phonics			Literacy/Maths Continuous Provision	Religious Education (PPA)		Prayer/ Story Time End of day recap
Thur EB		Singing Assembly	Literacy/Maths Continuous Provision					Literacy/Maths Continuous Provision		PSHE/ICT			Prayer/ Story Time End of day recap
Fri EB		Celebration Assembly	Literacy/Maths Continuous Provision				Literacy/Maths Continuous Provision	Music		Prayer/Story/ End of day recap			

End of Year ELG (Early Learning Goals)

What are we working towards?.....

Communication And Language

End of year Early Learning Goals

ELG: Listening, Attention and Understanding

Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding;- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking Children

Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal Social Emotional Development

End of year Early Learning Goals

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:- Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.



Physical Development

End of year Early Learning Goals

ELG: Gross Motor Skills

Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others;- Demonstrate strength, balance and coordination when playing;- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

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.



4 & 5-year-olds: how you can help me with my learning

Communication & Language

- Play games with me where I have to listen to your instructions such as a treasure hunt.
- Share a wide range of books and stories with me, including non-fiction and poetry.
- Talk out aloud, commenting on your actions and mine. This helps me hear clear, well-formed sentences.
- Encourage me to have lots of back and forth conversations with other children and adults.

Personal, Social & Emotional Development

- Listen carefully to me. Encourage me to express my feelings using words.
- Help me solve problems by talking them through with me. This will help me keep going even when I find it really hard.



Physical Development

- Give me time and space to be highly active and get out of breath every day.
- Encourage me to crawl on all fours, climb, pull myself up on a rope and hang on monkey bars. These activities will help me develop the strength I need for writing.
- Let me use one-handed tools like peelers and knives.



Maths

End of year Early Learning Goals

ELG: Number

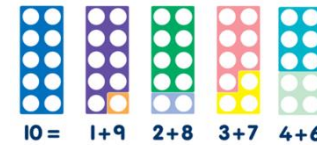
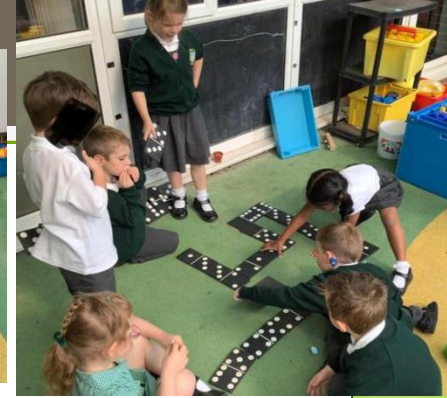
Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.





Mathematics

What can I do to help?

- Who has a **clock** or a **numberline** in their bedroom?
- Practise.....**recognising**, **ordering** and **writing** numbers
- Sing lots of number songs
- Talk about routine and the time of day different things happen

Kitchen Fun!

- Sort shopping by size, shape etc and look at prices and barcodes.
- Help with cooking, weighing, cutting.
- Look at numbers on clock/cooker/mircrowave etc

Outdoors fun

- Count steps, lamp-posts, bicycles, coloured cars, dogs etc.
- Look at door numbers, number plates, street signs etc.
- Talk about the different sizes of trees, fences etc.
- Look at 2D and 3D shapes in the environment-windows, doors, tiles etc..

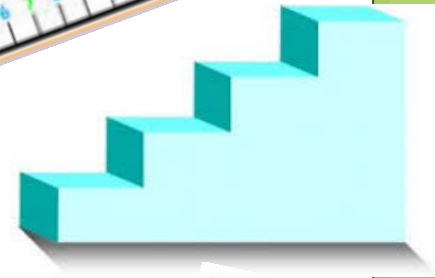
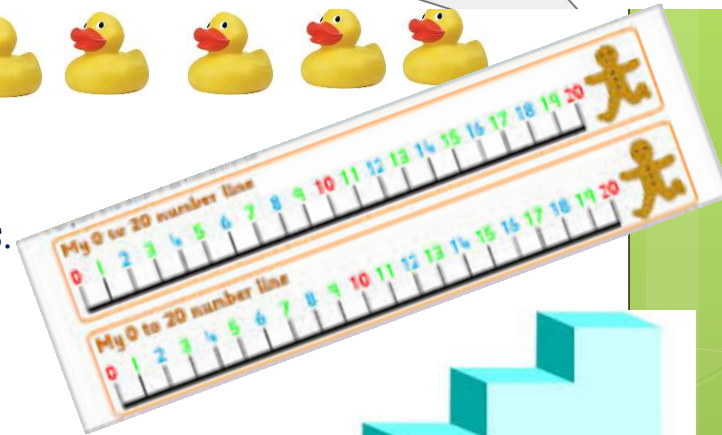
Bath time fun

- Talk about concepts and language such as hot/cold, wet/dry, in/out, up/down, full/empty



Mathematics

- Name small groups of things, this helps me to 'subitise' (instantly seeing how many without counting) e.g. "There are 3 slices of pizza left."
- Ask me to count out a number of things from a group, e.g. "Could you get me 6 eggs?"
- Make number snap or bingo with numerals and pictures. Match the numerals with the right amount.
- Make patterns with objects, e.g. buttons or shells. Such as 'big, small, big...' Make a mistake and talk with me about how to fix it.



Literacy

End of year Early Learning Goals

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

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.



Writing

What can I do to help?

- Pencil grip
- Fine motor skills
- Formation (pictures)
- Hearing dominant sounds in word
(beginning, middle and end)
- Finger spaces
- Some correct use of capital letters
- A full stop at the end of each sentence



Literacy

- Keep reading with me everyday. Share books that let me see people of different races, cultures, gender and religion.
- Play games where you give me an instruction like “Can you h-o-p?” I have to put the sounds of the word together.
- Let me make up stories – you could write them down for me and we could act them out.
- Make a photo book of our family or when we went to the park and let me write my own words in it.

Pencil Grips



Phonics

Learning about letters and sounds



- **Phonemes**= the sounds within a word.

(A phoneme you hear)



- **Grapheme**= A way of writing down a phoneme.

(A grapheme you see)



- **Digraph**= Two letter that make one sound e.g. 'ai'

- **Segmenting** e.g. when writing "dog, d-o-g"

- **Blending** e.g. when reading e.g. sounding out words "c-a-t, cat"

Letters and Sounds

- We follow a programme called '**Letters and Sounds**' where the sounds are introduced in phases.

There are approximately 44 phonemes in the English language (it depends on different accents). These sounds can be written in over 100 ways!

- In FS the children are initially taught **one representation** for each of the 44 phonemes e.g. ai (**rain**) (they are later introduced to other possibilities e.g. the phoneme ai could be written with an ay (**day**) or the split digraph a-e (**make**))

We begin teaching these initial 44 sounds (Learning a sound with an action)

Pure sounds

- We can hold these sounds indefinitely:
/f/ /l/ /m/ /n/ /r/ /s/ /sh/ /v/ /th/ /z/
- We can't hold on to these sounds: /k/ /p/ /ch/ /h/
They will sound short and clipped.
- /b/ /d/ /g/ /j/ /w/ /y/ with these sounds it is impossible not to make some sort of following vowel sound - but try to minimise this.

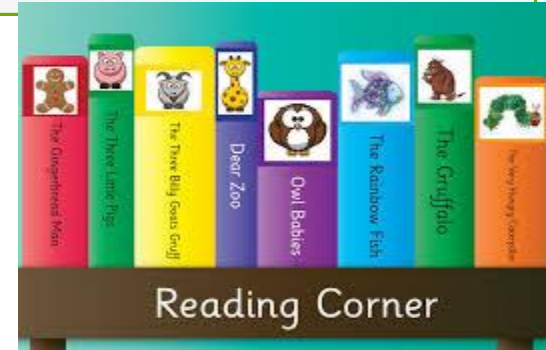
Common Exception Words and High Frequency Words

- **Common Exception Words**= Are words that cannot be sounded out e.g. *go, the, to*
- **High Frequency Words**= Are common words that can be sounded out e.g. *can, dad, that*
- These words are taught alongside each of the phases.

- A quick phonics recap.....
- For more information on Phonics please see our Phonics Powerpoint on the school website.



Reading



Please keep your child's book in their book bag every day.

What can you do to help?

● Read with them every night for pleasure!

1. Attempt to decode, spot and point out phonemes or digraphs.
2. Is it a tricky word? Do they recognise it?
3. Use context and pictures as clues.
4. Tell the children, do not let them get frustrated or interrupt the flow of reading.

See if they recognise the word at a later date.





TEACH YOUR MONSTER TO READ

o Teach your little monsters how to read



Understanding the World

End of year Early Learning Goals

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.





What can I do to help?

Understanding the World

- Share photos and tell stories about my family, both past and present.
- Take me to places of worship and places of local importance in my community.
- Let me help you cook. Talk about changes such as 'melting' or 'boiling'



Expressive Arts and Design

End of year Early Learning Goals

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

Share their creations, explaining the process they have used;

- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;

- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



What can I do to help?

Expressive Arts & Design

- Sing and dance with me when we hear our favourite songs. Encourage me to make up my own routine.
- Give me string, scissors, glue, sticky tape and boxes to make a model.



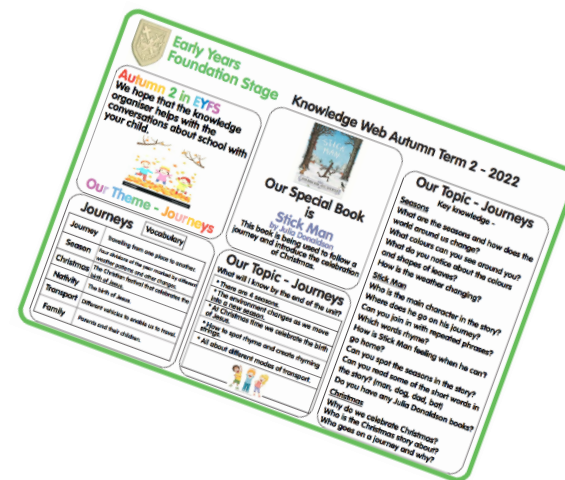
Celebrate your child's achievements

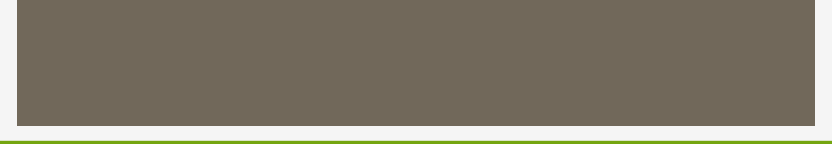
WOW Notes!

So remind me, what can I do
to help?.....

...in a nutshell...

- **Independence:** Dressing themselves, toileting, hand washing, eating and drinking, looking after their belongings, helping to care for their environment e.g. tidying away and taking care of their toys.
- **Practise Phonemes (pure sounds!)**
- **Read regularly (every night if possible)**
- **Pencil grip**
- **Practise correct formation**
- **Lots of counting, recognising numbers**
- **WOW notes!**
- **Look at our class webpage where you can find our half termly knowledge webs**





Thank you so much for taking the time to read through this PowerPoint. If you have any questions regarding the EYFS Curriculum please contact us and we would be happy to talk through it.