

EYFS
Curriculum
Evening

The Way, the Truth and the Life

God's World

Learning Goals for this half term

Know that God loves and cares for each one of us and reflect on this.

Hear about and respond to the things God created for us.

Know that God has asked us to care for the world and think of ways in which we can help to do this.

Know that God made each one of us different and special and reflect on this.

The Early Years Foundation Stage

- The Foundation Stage Curriculum is based on the recognition that young children learn best through **play and active learning** both indoors and outdoors .
- Balanced learning experiences – young children learn best through a range of self-chosen and well planned adult led activities
- Teaching through a creative curriculum based on our termly topic
- LOVE of learning
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Development Matters

- The document that we use to plan and assess ranges from birth all the way to the Early Learning Goal which is reached at the end of Reception.
- You can look at the document “What To Expect When” to see how you can support your child’s progress towards the Early Learning Goals.
- When we assess your child we will use the term “Age related expectations.” For Nursery, age related expectation is 30-50 months and for Reception it is 40-60+ months.





Personal, Social and Emotional Development: Making relationships

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 22-36 months	<ul style="list-style-type: none"> Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. 	<ul style="list-style-type: none"> Ensure that children have opportunities to join in. Help them to recognise and understand the rules for being together with others, such as waiting for a turn. Continue to talk about feelings such as sadness, happiness, or feeling cross. Model ways of noticing how others are feeling and comforting/helping them. 	<ul style="list-style-type: none"> Make time for children to be with their key person, individually and in their key group. Create areas in which children can sit and chat with friends, such as a snug den and cosy spaces. Provide resources that promote cooperation between two children such as a big ball to roll or throw to each other.
 30-50 months	<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults. Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included. Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried. Plan support for children who have not yet made friends. 	<ul style="list-style-type: none"> Plan activities that require collaboration, such as parachute activities and ring games. Provide stability in staffing, key person relationships and in grouping of the children. Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions. Provide a role-play area resourced with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos. Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying 'You can't play'.
 40-60+ months	<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Early Learning Goal</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> Support children in linking openly and confidently with others, e.g. to seek help or check information. Model being a considerate and responsive partner in interactions. Ensure that children and adults make opportunities to listen to each other and explain their actions. Be aware of and respond to particular needs of children who are learning English as an additional language. 	<ul style="list-style-type: none"> Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. Ensure children have opportunities to relate to their key person, individually and in small groups. Provide activities that involve turn-taking and sharing in small groups.

Three Prime Areas

Communication and language

- Listening and attention
- Understanding
- Speaking

Physical development

- Moving and handling
- Health and self care

Personal, social and emotional development

- Making relationships
- Self- confidence and self awareness
- Managing feelings and behaviour



Specific Areas

Literacy

- Reading
- Writing

Mathematics

- Numbers
- Shape, space and measures

Understanding the world

- People and communities
- The world
- Technology

Expressive arts and design

- Exploring and using media and materials
- Being imaginative



Reading

In the Nursery we provide plenty of opportunities for the children to be exposed to a wide variety of books and partake in phonics activities and games . We believe this is of great importance as it prepares the children to be readers who will have a love for reading.

Phase One Phonics (7 aspects)

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting

Reading at home

- Creates interest in books and reading print
- Gives opportunities for the children to use their imaginations
- Enjoyable
- If children see you reading as a source of pleasure it will motivate them to value reading

Reading

In the Reception we provide plenty of opportunities for the children to be exposed to a wide variety of books and partake in real life phonics activities and games . We believe this is of great importance as it prepares the children to be readers who will have a love for reading.

Phase two and three phonics

- Initial sounds
- Blending sounds together- cvc
- Segmenting sounds- cvc
- Tricky words
- Simple sentences

Reading at home

- Creates interest in books and reading print
- Gives opportunities for the children to use their imaginations
- Enjoyable
- Children can practice their reading skills.



Writing

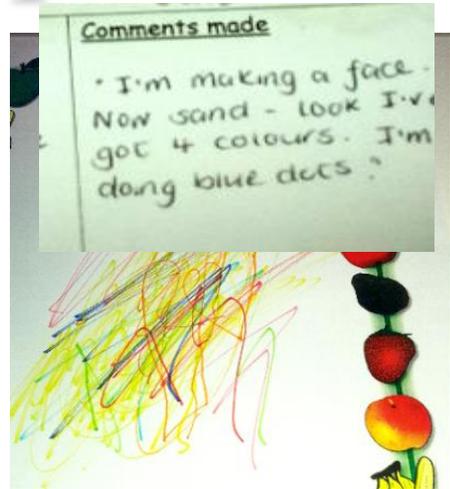
- While the children are learning their basic phonics (initial sounds) we will encourage them to use this in their independent play
- This will then be developed to writing words and then simple sentences.
- We encourage children to use their phonics so we do not expect children to spell things 'correctly' although there are some words which this does not apply to.
- At home please encourage your child to write for a purpose- cards, letters, labels, lists.



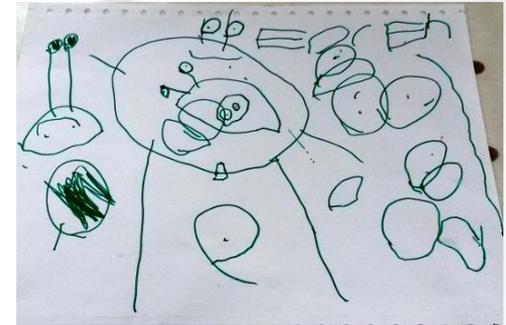
Example writing



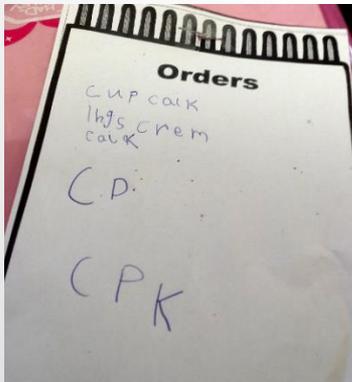
- Distinguishes between the different marks they make (22-36)



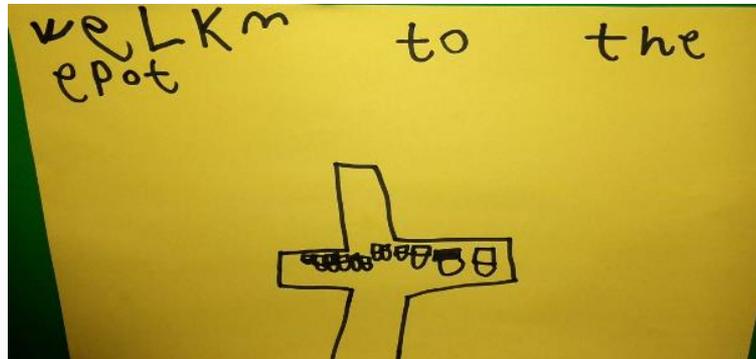
- Sometimes gives meaning to marks as they draw and paint. (30-50)



- Gives meaning to marks they make as they draw, write and paint. (40-60)



- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly. (40-60)



Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Introduction to Phonics

The way children are taught to read, write and spell in schools today is called phonics or sometimes 'letters and sounds.' This guide tells you about some of the terms you may hear teachers use when talking about phonics or how your child is making progress in Literacy. There are also some top tips to help your child with phonics at home.

Word	What Does It Mean?
blend	Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.
consonant	Most letters of the alphabet (excluding the vowels: a,e,i,o,u).
CVC words	<p>Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound).</p> <p>Other similar abbreviations include:</p> <ul style="list-style-type: none">• VC words e.g. on, is, it.• CCVC words e.g. trap and black.• CVCC words e.g. milk and fast.
digraph	<p>Two letters which together make one sound e.g. ee, oa, ea, ch, ay.</p> <p>There are different types of digraph:</p> <ul style="list-style-type: none">• Vowel digraph: a digraph in which at least one of the letters is a vowel, for example; boat or day.• Consonant digraph: two consonants which can go together, for example shop or thin.• Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.
grapheme	Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.

Word	What Does It Mean?
letters and sounds	<p>A Government document detailing the teaching of phonics. There are 6 phases described:</p> <ul style="list-style-type: none"> • Phase 1: This is split into 7 aspects, which focus on hearing and talking about environmental sounds and letter sounds. • Phase 2: Learning 19 letters of the alphabet, along with the first 5 'tricky words and using them to read and spell simple words and captions'. • Phase 3: Learning the remaining letters of the alphabet, some 2 and 3 letter digraphs, along with the next set of 'tricky words'. Reading and writing captions and sentences. • Phase 4: Learning to blend and segment longer words, including words with adjacent consonants and more than one syllable. Reading and writing using these and the next 'tricky words', within sentences. • Phase 5: Learning alternative spellings and pronunciations for phonemes, including their common usage within words. Reading and writing using these and the next 'tricky words', within sentences. • Phase 6: Learning longer words and spelling rules. Children may work from another document from this point, called 'Support for Spelling'.
phoneme	<p>A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.</p>
phonics	<p>Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and write words.</p>
pure sound	<p>Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'</p>

Top Tip!
 When starting phonics, avoid using the letter names (see, ay, tee etc) and use the sounds instead (c, a, t)! This will help your child with spelling and recognising letter sounds when reading. Letter names can be introduced more gradually.



Top Tip!
 It is tricky to say some sounds without the 'uh' sound at the end – like b, d, v and g! Try to emphasise the main letter sound when talking about these letter sounds. Some are easier to say by dragging the sound out e.g. fffff rather than 'fuh' or mmmmm rather than 'muh.'



Word	What Does It Mean?
segment	<p>This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing.</p> <div data-bbox="1188 215 1624 575"><p>Top Tip! Play word games with your child that encourage them to build words and recognise individual sounds in words e.g. word jigsaw puzzles, Hangman style games, I-Spy and making collections of objects that contain the same letter sounds at either the beginning, middle or end.</p></div>
tricky words	<p>Words that are difficult to sound out e.g. said, the, because.</p> <div data-bbox="1188 611 1624 786"><p>Top Tip! Have some tricky word flashcards around and use them to practise reading and word recognition.</p></div>
trigraph	<p>Three letters which go together make one sound e.g. ear, air, igh, dge, tch.</p>
vowel	<p>The letters a, e, i, o, u.</p>

Observations and Assessment

- Each of the 17 areas of learning includes its own set of ‘**Development Matters Statements**’ and ‘**Early Learning Goals**’ which track each child’s individual development through the Early Years Foundation Stage.
- We monitor and assess the children’s progress against these statements, forming their individual profiles.
- Observations of the children play a key role in helping us to assess the children and plan the next steps in their learning.



Focus Children (after half term)

- Every week we will choose three children to be our focus children.
- We will ask you to fill out a short form- anything you want us to know about your child, any area you would like us to focus on with your child.
- At the end of the week, you will receive a copy of that week's observations.

Independence

Independence plays a crucial role in the Early Years Curriculum

- Looking after their own belongings- all clothes clearly labelled
- Toileting
- Dressing/undressing
- Taking responsibility and ownership
- Learning to resolve conflicts
- Being willing to “have a go”
- Being involved and concentrating
- Choosing ways to do things



WOW Moments

- We value the knowledge and understanding you have of your child. Please share any significant milestones, interests or skills as they develop.
- This helps us to plan the next steps in their learning enabling us to provide a rich and stimulating environment that challenges your child and takes their learning forward.
- There is a WOW moment sheet which can be found on our class pages on the school website.



Partnership

We recognise you as your child's first and foremost educator, therefore we see the importance working together and building parent- teacher partnerships.

We want to give the children as many first-hand experiences as possible as we believe that this gives them rich educational experiences. Examples of this are: cooking, real fruit and vegetables in the environment, planting and growing and making their own playdough. However, this costs a lot of money when we are doing these activities daily. Therefore we are asking families to donate £10 to the EYFS fund so that your children can continue to have access to the best learning environment possible. If you have any questions please come and speak to a member of the EYFS team.



Thank you for coming!

I look forward to working with you and your child/ren.
If you have any questions please come and see us!

