

# EYFS @ SML

## Our school vision is for all children to:

	<b>be knowledgeable, confident communicators;</b>		<b>grow in kindness and empathy;</b>		<b>be inspired, creative learners.</b>
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## Our core values are:

	<b>Resilience</b>		<b>Kindness and empathy</b>		<b>Creativity</b>
<p>In reception, this means not giving up when things are tough. Mistakes are OK and show that you are learning!</p>		<p>In reception, this means being kind: sharing; taking turns; helping someone when they are hurt or sad; having good manners; saying sorry when you upset someone.</p>		<p>In reception, this means sharing your ideas and trying new things; solving problems both with learning and relationships.</p>	

## Our curriculum intent:

Our curriculum is implemented on a topic-based approach which has been planned to meet the needs of all children. This approach allows children to identify connections between the different areas of learning and use these skills across different contexts, to scaffold and strengthen understanding.

The learning environments, inside and out, promote all 7 areas of learning and development and meet the varied needs of early learners. Environments are purposefully responsive and fluid. Children's new interests and fascinations will be incorporated at speed so that children see the value of their ideas and interests. It is paramount at St Margaret's that children see themselves as able to shape and contribute to their education from the start.

The environment is language-rich and helps children to learn new vocabulary and extend their linguistic skills. Reading is at the heart of our EYFS curriculum, with high quality core texts at the centre of each half-term's planning and a rigorous phonics scheme to support the children's early reading experience in the form of Read, Write Inc.

A mastery approach to maths is embedded in reception to allow a smooth transition to KS1, following White Rose materials.

Early identification of SEND allows rapid interventions to be planned so that all children are able to make excellent progress from their starting points.

Throughout the year we celebrate a wide variety of culturally significant days that reflect our community and the wider world as well as religious festivals.

Our topic overview:

Autumn	Spring	Summer
Autumn in Lee/Local Area People Who Help Us	Whatever the Weather Reduce, Reuse, Recycle	Pirates Life Seaside Fun
Faith and Heritage Diwali and Christmas	New Life Seasons Change	Dinosaurs vs Outer Space

## Our curriculum:

Central to our EYFS curriculum are the characteristics of effective learning:

Characteristics of Effective Learning		
<b>Playing and exploring – engagement</b>	<b>Active learning – motivation</b>	<b>Creating and thinking critically – thinking</b>
<ul style="list-style-type: none"> <li>children investigate and experience things, and 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li> </ul>	<ul style="list-style-type: none"> <li>children have and develop their own ideas, make links between ideas, and develop strategies for doing things</li> </ul>

Our curriculum is organised into **areas of learning and development**.

The **prime areas of development** are like the foundations or building blocks for learning. During the first half term in reception, these are a priority. When children are secure in these areas, learning in the specific subject areas is more impactful.

The Prime Areas are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

The following charts outline the key 'headlines' for teaching and learning in each area of learning and development, as well as the 'Early Learning Goals' (what we want children to achieve by the end of Reception year).

## Communication and Language: Listening, attention and understanding

The focus 'headlines' for teaching and learning in this area

Maintain Attention	Tune into sounds	Follow Instructions	Understand Language Structures	Listen to stories and rhymes	Develop Conversation
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By the end of the Reception year, 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.

## Communication and Language: Speaking

The focus 'headlines' for teaching and learning in this area

Speak clearly with an increasing command of English	Use language for a range of purposes	Participate in discussions, performances, role play and simple debate	Hold the interest of the listener	Acquire new vocabulary rapidly
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By the end of the Reception year, 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 and Emotional Development

The focus 'headlines' for teaching and learning in this area

Self-regulation	Manage self	Build relationships	Health and self-care
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By the end of the Reception year, children at the expected level of development will:

### Self-Regulation

- 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.

### Managing Self

- 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.

### Building Relationships

- 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 – Gross Motor Skills

The focus 'headlines' for teaching and learning in this area

Negotiate space and obstacles safely Spatial awareness	Developing strength, balance and coordination	Move energetically
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By the end of the Reception year, 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.

## Physical Development – Fine Motor Skills

The focus 'headlines' for teaching and learning in this area

Pencil Grip ( <i>Writing Link</i> )	Tools and fixings ( <i>EAD Art and Design Technology Link</i> )	Drawing & Sculpting ( <i>EAD Art and Design Technology Link</i> )
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By the end of the Reception year, 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.

The specific areas of learning and development form the building blocks for our school curriculum in Key Stage 1 and 2. The following chart shows the general links:

Reception	KS1&2
Literacy (phonics and reading)	English (reading & writing)
Maths (number and numerical patterns)	Maths
Understanding the world (the natural world)	Science
Understanding the world (people and places)	Geography & RE
Understanding the world (past & present)	History
Expressive Arts and Design – Being Imaginative and Expressive	Music, PE (dance), English (drama)
Expressive Arts and Design – Creating with materials	Art & design, Design & Technology

The following sections provide some more detail about our curriculum for each specific areas of learning and development:

## Literacy: Word reading, decoding and fluency

The focus 'headlines' for teaching and learning in this area

Phonics

Fluency

By the end of the Reception year, 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.

## Literacy: Comprehension

The focus 'headlines' for teaching and learning in this area

Paying attention to print

Enjoyment and engagement with books and reading

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

By the end of the Reception year, 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.

More specific information relating to our curriculum for Literacy:

## Phonics

We use a phonics programme called **Read Write Inc.** Children are **assessed every 6 weeks** and are given books to read that provide the appropriate challenge. In class, they are grouped in a way that helps to ensure they are learning well. The books they take home are read in class and it really helps if they also **read them at home regularly.**

A few things to note:

- Lessons are taught by teachers and teaching assistants;
- The adults change groups throughout the year;
- Children may also change groups, depending on their progress.
- Saying the sounds using 'precise pronunciation' is important e.g. 'ssss' not 'suh' for s

# Reading

Alongside reading phonics books, we also have a carefully selected class literature spine. We use these for what we call 'structured storytime', where we read the story, non-fiction text or poem and think more deeply about the themes.

<b>Bear Shaped</b> Dawn Coulter-Cruttenden 	<b>The Invisible</b> Tom Percival 	<b>The Squirrels Who Squabbled</b> Rachel Bright  	<b>Each Peach Pear Plum</b> Allan and Janet Ahlberg 	<b>What Makes me a Me?</b> Matt Goodfellow 
<b>Shu Lin's Grandpa</b> Ben Faulks  	<b>Pumpkin Soup</b> Helen Cooper 	<b>Mrs Noah's Garden</b> Jackie Morris 	<b>Winnie-the-Pooh Helps the Bees!</b> Catherine Shoolbred  	<b>The Dark</b> Lemony Snicket 
<b>Luna Loves Art</b> Joseph Coelho  	<b>It's a No-Money Day</b> Kate Milner 	<b>I'm (almost) Always Kind</b> Anna Milbourne 	<b>The Story Orchestra</b> Katy Flint 	<b>Standing Up to Racism</b> Dr Pragya Agarwal  
<b>The Gingerbread Man</b> Mara Alperin 	<b>Anansi and the Golden Pot</b> Taiye Selasi  	<b>Celebrations Around the World</b> Katy Halford 	<b>William Bee's Things That Go!</b> William Bee 	<b>Tad</b> Benji Davies  
<b>Clean Up!</b> Nathan Bryon   	<b>Mr Wolf's Pancakes</b> Jan Fearnley 	<b>Martha Maps It Out</b> Leigh Hodgkinson  	<b>The Wonder</b> Faye Hanson 	<b>Chicken Clicking</b> Jeanne Willis and Tony Ross 

## Key themes

-  Revisiting authors
-  Heritage texts / traditional tales / classics
-  Diversity of representation – author or protagonist
-  Strong female role model
-  Specific social, ethical, moral issues / PSED
-  Curriculum links

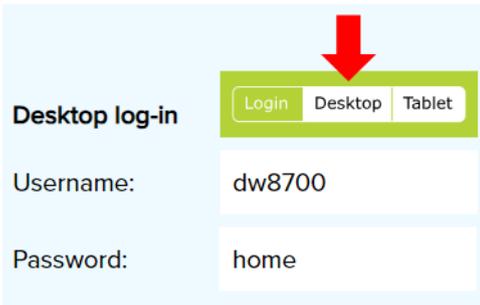
**Favourite Nursery Rhymes** (Ladybird) – woven in throughout the core spine units  
*Ten Green Bottles; Hot Cross Buns; 1 Potato ...; Old Mother Hubbard; Jack and Jill*

## Our Class Literature Spine:



## Handwriting

We use a programme called **Letterjoin** for our handwriting. It's really useful for parents and carers to see how children learn letter formation using the app or desktop website. Children can also practise using a tablet at home.

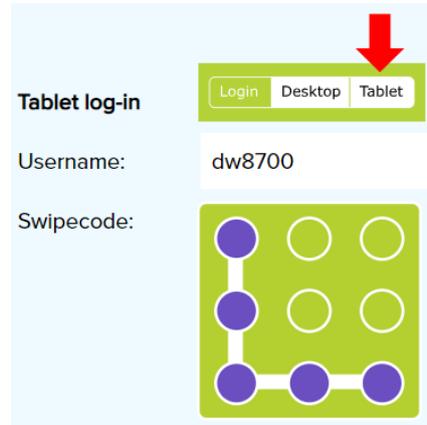


**Desktop log-in**

Login Desktop Tablet

Username: dw8700

Password: home



**Tablet log-in**

Login Desktop Tablet

Username: dw8700

Swipecode:

Letter-join

Handwriting

at home for parents and pupils

You can have a parent user manual as well. Just ask your teacher and we can give you a copy.

It's really important for children in reception to develop a **good pencil grip** and **form letters correctly**. Any practice at home will be helpful.

## Spelling

We teach spelling in reception primarily through the Read Write Inc. phonics programme.

During this time, children learn two key things in relation to spelling:

1. To spell new or unfamiliar words using their phonic knowledge;

This can mean children spell words incorrectly but phonetically plausible e.g. peepl (people), majick (magic). This is ok and part of the learning process for most children! Most children tend to rely less on phonics to spell as they get older and read more.

2. To correctly spell high frequency words that don't follow a simple phonic pattern e.g. **the**, some, of 'off by

In the Read Write Inc. books, these are the red words in the few pages.

**Red Words** Ask children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.

to	my	washing*	the
all	me	he	we
she	want	said	I've
are	go	no	her

\*Not used in this book only.  
Read Write Inc. Phonics © Oxford University Press 2016. No sharing, copying or adaptation of material permitted except by subscribers to Oxford Owl.

necessarily  
heart'

opening

Throughout school, we want children to apply their spelling knowledge in their independent writing. However, we also don't want worry about spelling to prevent them from writing fluently. We teach them to 'dotty underline' a word if they are unsure of the spelling and an adult can help them when they are free.



If you do any writing at home, try the same approach. If your child says, "How do you spell ...?", encourage them to say the sounds as they write, then dotty underline. Praise a good phonetic attempt and then correct them!

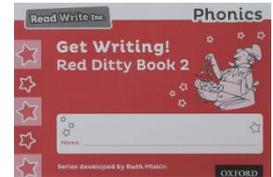
## Writing

Writing in Reception class can be broken down into two areas:

1. Opportunities for children to write around the classroom through the 'continuous provision' e.g. children writing food orders in the role play café, making a thank you card or labelling plants in the garden



2. Writing led by the teacher, including using the Read Write Inc. Get Writing! books.



## Mathematics: number

By the end of the Reception year, 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.

## Mathematics: numerical patterns

By the end of the Reception year, 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.

More specific information relating to our curriculum for Mathematics:

## Mathematics

We use the White Rose EYFS mathematics scheme as the basis of our mastery-based curriculum. Although we use the scheme flexibly, the long term plan below helps to provide structure and ensure all children are ready for Year 1 by the end of the summer. Children go on to use the White Rose Curriculum for maths in Y1 through to Y6.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you (Take this time to play and get to know the children!)			Just like me!			It's me 1, 2, 3!			Light and Dark		
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation		
Summer	To 20 and Beyond			First, then, now			Find My Pattern			On the Move		

Maths carpet sessions with the whole class usually last about 15-20 minutes. During this time, children have opportunities to review what they are learning in a variety of ways, using a range of 'manipulatives' (objects), images, songs, rhymes and stories. This is to ensure they develop a deep understanding of number concepts.

There is a maths area in the classroom for children to explore and this is also used for small adult-led group work.

Some examples of the activities children may be involved in (courtesy of White Rose ©):

Reception – Spring Phase 6 – Building 9 & 10



## Bonds to 10

### Guidance

The children explore number bonds to 10 using real objects in different contexts. E.g. There are 10 apples. How many in the tree and how many on the ground? 10 frames or egg boxes (with 10 holes) can be partially filled with objects and the children asked How many more do we need to make a full ten?



Other manipulatives such as fingers, bead strings and number shapes are also useful for exploring bonds to 10

### Other Resources

- Number Bond Rhymes
- 5 Eggs and 5 Eggs
- Chuck, Chuck, Chuck
- Mr Willy-Nilly and Zoey's Dream – Seung-yim Bak
- Farmer Pete – You Tube
- Numberblocks - Blast Off!

### Prompts for Learning

Ask the children to explore different ways of building the bonds to 10 E.g. How many ways can they find to park 10 cars in 2 car parks, place 10 fairies on 2 toadstools, 10 dinosaurs in 2 Jurassic parks.



Provide each child with a number shape. Ask them to find a partner so that their combined shapes total ten. Compare the different tens that are made.



Hold up a number shape and ask the children to find the shape which goes with yours to make 10



Ask the children to count out 10 double-sided counters or butter beans. Drop their counters onto a paper plate. How many are red? How many are yellow? Repeat. How many are red and yellow this time? Did anyone get 5 red and 5 yellow? Did anyone get all 10 red?



Although we don't use this in school until Year 1, every child has a login/password. It's an online maths journey that provides children with increasingly challenging problems. If you'd like to explore it with your child, your teacher will give you a login card.

## Understanding the World: The Natural World (Science)

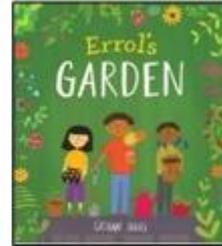
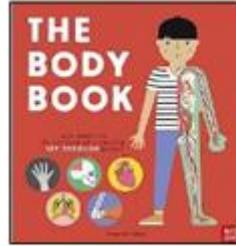
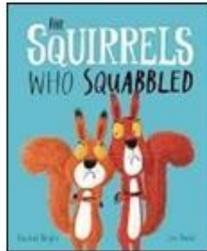
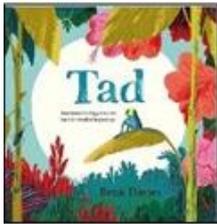
The focus 'headlines' for teaching and learning in this area

Plants	Animals including humans	Everyday materials	Seasonal change	Environmental change	Forces & how things work	Working scientifically
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By the end of the Reception year, 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.

Books that can unlock learning in this area:



## Understanding the World: People & Places (Geography)

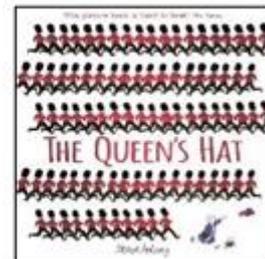
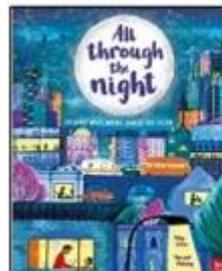
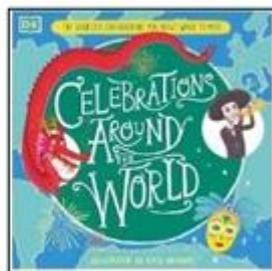
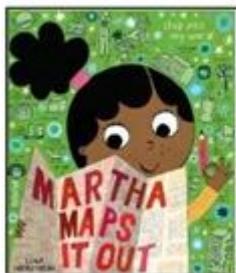
The focus 'headlines' for teaching and learning in this area

Locational Knowledge	Place Knowledge	Seasonal changes and weather	Geographical Skills and Fieldwork	People and Communities, including different religious and cultural communities.
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By the end of the Reception year, 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.
- 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.

Books that can unlock learning in this area:



## Understanding the World: Past & Present (History)

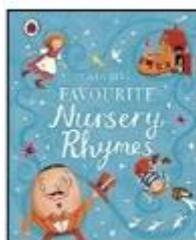
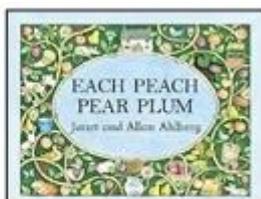
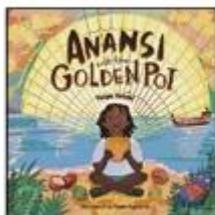
The focus 'headlines' for teaching and learning in this area

Chronology	Changes within living memory	Their families	Significant people & events locally	Understanding the past through story	Enquiry (including interpretation, comparison, similarities and differences)
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By the end of the Reception year, 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.

Books that can unlock learning in this area:



## Expressive Arts and Design – Being Imaginative and Expressive (Music, Dance and Drama)

The focus 'headlines' for teaching and learning in this area

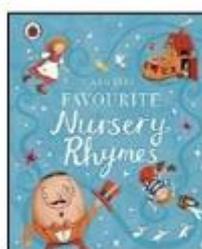
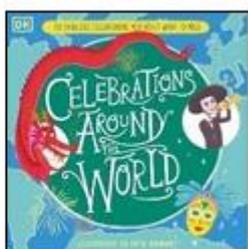
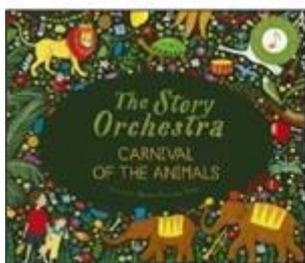
Using voices	Playing instruments	Listening with concentration	Experimenting with sounds
Response, discussion and evaluation	Dance using simple movement patterns.	Adapt, create and sustain a range of roles	Improvise, devise and script drama

By the end of the Reception year, children at the expected level of development will:

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.

Books that can unlock learning in this area:



## Expressive Arts and Design – Creating with Materials (Art and DT)

The focus 'headlines' for teaching and learning in this area

Range of materials	Tools and fixings	Painting	Drawing / line
Sculpting	Colour / pattern / texture / shape	Artists / Wider concepts	Discussion and evaluation

By the end of the Reception year, children at the expected level of development will:

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.

Books that can unlock learning in this area:

