

EYFS Curriculum meeting



Baseline

The children all completed their Baseline Assessment, which was a series of maths and literacy questions.

The statements in the report reflect the tasks presented during the reception baseline assessment. They are designed to provide a snapshot of your child's attainment in the assessment at the time the tasks were completed.

“There is insufficient evidence to provide feedback on this domain.”

We are using this information alongside other assessment evidence gathered to gain a fuller picture of each child's attainment, in order to provide next steps in learning.

The 2021 changes

The aim of the changes is to improve the learning for all children and better prepare them for the move into year 1.

1. **Reduced the amount of unneeded written recordings and assessment of children by staff.**
2. **There is more of an emphasis on the importance of developing communication and language skills.**
3. **There is a focus on how reading stories is important to help children develop in all of Areas of Learning.**
4. **There is a focus on encouraging healthy choices overall and an understanding of oral health.**



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 should not be used to be taught to, they are just an end point.

The ELGs match up with the national curriculum in year 1. This will help children to be better prepared for their move to the next key stage.

GLD

At the end of the academic year, your child's teacher will use their personal judgements to determine if your child has reached a Good Level of Development.

This includes all of the prime areas AND Maths and Literacy.

Informal Assessments

The '**Development Matters**' document is not compulsory but it can be used by staff to support them to understand child development in the different Areas of Learning.

Staff can now use their own knowledge of child development to decide each child's next steps and support needs.

These changes allow more freedom for adults to plan to the learning and interests of the children in their class.



Key Person Approach

The key person is an important role model for the child who they can relate to and rely on. The key person observes your child to identify how they learn through their play, their next aspect of development, what their interests are and whether there is any cause for concern or need for extra support.

As staff, we communicate with each other about our interactions with the children and what their next steps are so we can work together to ensure progress for all children.



What you can do at home

The Prime Areas

Personal, Social, Emotional

- Independence
- Resilience
- Help to make dinner
- Responsibilities

Communication and language

- Story telling
- Nursery rhymes and action songs
- Guessing and memory games

Physical development

- Playdough
- Lego
- Junk modelling
- Painting
- Dancing



Communication and Language

As children develop speaking and listening skills, they're building the foundations for literacy and learning. Plus they're learning key skills like how to express themselves and make friends.

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.



WellComm

Wellcomm is a speech and language toolkit that is designed to assess children's speech and language skills. Not how they talk but the language they use and the language and grammar they understand.

The WellComm system is an approach that operates in partnership with parents. A means of tracking the progress of all children in the class, regardless of ability.

It can then help put immediate interventions into place, specific to the needs of each child.

You will be informed if your child is taking part in additional intervention and given ways to support at home.



Phonics

We are using the Little Wandle Phonics scheme. This is comprised of daily phonics sessions, where we learn a new sound along with its letter formation and practice blending newly acquired sounds into words. There are also three reading sessions per week, using a book at the children's reading level

Children will also bring home a reading sharing book, which is above their reading level. Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!



Tricky words

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.

Tricky

is I the put pull full as and
has his her go no to into
she push he of we me be

Tricky

was you they my by
all are sure pure



Reading

Reading makes up a fundamental part of language development in early childhood. Not only does it help with a child's ability to understand words, it also ignites the spark for imagination. Reading plays a crucial role for speech development and introduces children to the world around them as well as new concepts.

Your child will read at school at least three times per week.

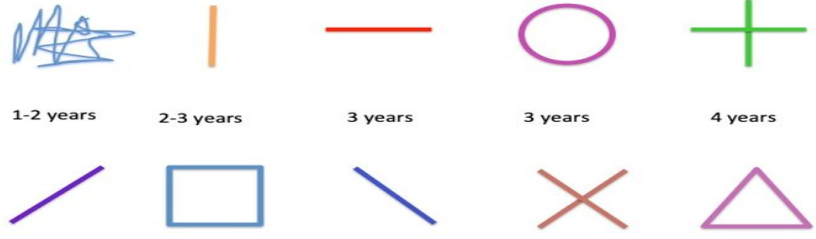


Writing

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>The car (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We went to the store.</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To daye i wot to play witht the white board and the shapes and I won to play with my feh</p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I fad Thim. The end</p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

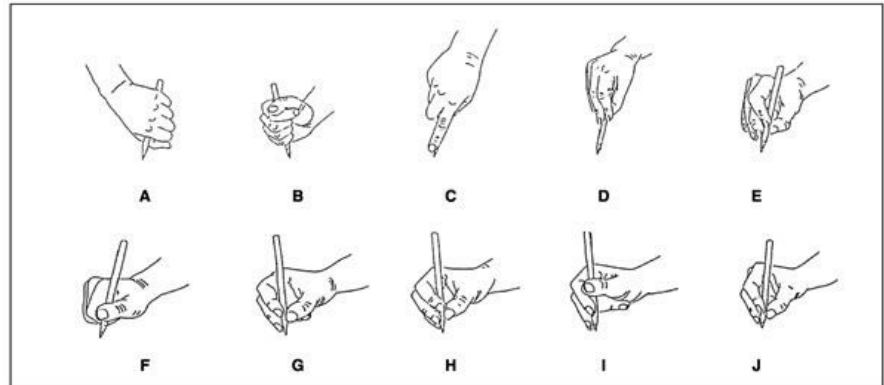
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Pre Writing Shapes



1-2 years	2-3 years	3 years	3 years	4 years
4 years 4 months	4 years 6 months	4 years 7 months	4 years 11 months	5 years 3 months

www.SensoryLifestyle.com



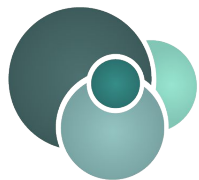
A = radial cross palmar grasp; B = palmar supinate grasp; C = digital pronate grasp, only index finger extended; D = brush grasp, E = grasp with extended fingers; F = cross thumb grasp; G = static tripod grasp; H = four fingers grasp; I = lateral tripod grasp; J = dynamic tripod grasp.

Maths

The scheme aims to secure firm foundations in the development of good number sense for all children, attention will be given to key knowledge and understanding needed in Reception classes.

We have a daily Maths session of 10-15 minutes and it is supplemented with both adult led and independent activities for children to put their knowledge into practice.

We will be supplementing this with White Rose Maths to teach shape, space and measure.



NCETM

NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS



Topics

General Themes: These themes may be adapted at various points to allow for children's interests to flow through the provision

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Superhero Me and Superhero You!	Let's celebrate!	Terrific Tales!	Come Outside!	A Long time Ago!	Off on an adventure!
Discovery questions					
Why is it good to be me? Who are people that help us and what do they do?	What do people celebrate? Why are celebrations important?	What is a fairy tale and how do we become storytellers? What is the moral of the story?	What grows and lives on the farm? What can we grow? How to animal's change?	How have things changed? What is different?	Where have you been? Where shall we travel? How can we get there?
Curriculum Focus					
PSED / Communication and language	Communication and language/ People and Communities focus	Communication and language / PSED	Understanding the world (natural world) focus	Understanding the world (Past and present) focus	Understanding the world (People and communities / Natural world) focus

Each topic will include high quality texts and experiences to engage pupils.

Summary

We hope that you have a better understanding of the changes that have been made to the Early Years Foundation Stage.

We also hope you feel reassured that the wellbeing and care of the children is still the main priority of the EYFS.

Young children are still encouraged to learn and develop through play and exploration. The adults support this through guidance and teaching of skills.

Should you have any further questions on the EYFS changes, staff will be happy to discuss these with you.



