




September
2023



EYFS Curriculum Information for Parents/Carers

William Gilbert Endowed
Primary School and Nursery



Aims of the Presentation


- To help you to understand the curriculum that your child will be covering in the foundation stage.
- To explain the importance of play, talk and discovery in your child's learning.
- To identify the key ways in which you can help your child at home and in school.
- Share the range of learning that takes place in our reception classroom – inside and out.
- Provide you with a wealth of further reading and support



The EYFS

The best possible start in life requires good parenting and high quality early learning – at William Gilbert School we believe a strong partnership between home and school is crucial to giving our children the best possible start in life. *‘Childhood lasts a lifetime’*

Helen Britten September 2023



“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years, and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together, provide the foundation children need to make the most of their abilities and talents as they grow up.”

Statutory framework for the early years foundation stage (July 2020)



What is the Early Years Foundation Stage?

- The Early Years Foundation Stage (EYFS) outlines what adults must do to help children learn and develop and to be healthy and safe. It is the stage of education for children from birth to the end of the Reception year.
- The EYFS includes seven areas of learning and development. The non statutory guidance given to schools separates the learning and development into 3 broad age bands
 - Birth to three
 - 3-4
 - 4-5 (the reception year in school)
- At the end of the reception year, we will provide you with a written report detailing your child's attainment against the Early Learning Goals (ELGs)
- The Profile is a quick check of your child's learning, which will be shared with you.

Helen Britten September 2023



The EYFS is based on 4 Themes

The four themes of the EYFS underpin everything we do in reception and threads throughout our daily practises. They are;

1. A Unique Child

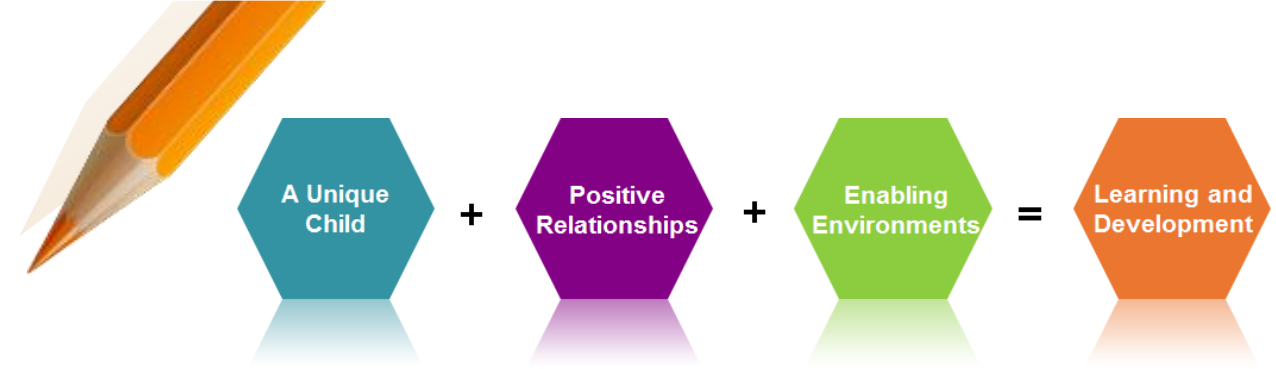
2. Positive Relationships

3. Enabling Environments

4. Learning and Development (there are 7 areas of learning and development)

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them.

Development is not an automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.



The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning. They are...

“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 trying - enjoying achieving what they set out to do

“Creating and thinking critically” – thinking

Having their own ideas - Making links - Choosing ways to do things

How do they learn in reception?



A play-based approach appeals to a child's natural curiosity and desire to engage in experiences based on their interests and strengths. **Play is a powerful vehicle for learning.** However, there are some things that cannot be learnt through play. **Some things need expert and direct teaching;** these areas include phonics and learning to read, handwriting and mathematical skills. Therefore, in our early years setting there are 3 different types of learning taking place.



Child-initiated Learning

Children will be playing in a range of areas within the classroom undirected by the adults. It will be chosen by the child and they will decide how long to sustain the play, what the play is about and who to play with. It is the most natural way that **all** children learn. The adult will be observing to see; how children use their imagination and creativity; their developing social skills; what are children's current interests and pre-occupations as this helps plan for and extend future learning and play opportunities.

Adult led learning

Adults working with individuals, pairs or groups of children either indoors or out, on an activity planned and structured by the adult. The adult may be introducing new learning, giving targeted support, modelling language, enabling a child to be independent at a later stage or to assess and evaluate what the children understand.

Adult-Initiated Learning

The adult will have planned and set up activities that are open-ended for the children to work on independently on areas that your child would benefit from practising independently. The adult will be observing and noting; who can manage learning independently; those who can use their initiative; those who can work collaboratively and cooperate without adult support and children's independent thinking in order to plan the next steps in learning.

The role of the Adults

The adults in the setting have a very important role. They aim to know all about the children they work with and what interests and excites them. This, in addition to their knowledge of child development, helps them to enhance a child's learning by modelling, commenting, and questioning whilst interacting with the children. During a play interaction, Miss Whiting and the other adults will be considering how they can further communication skills, maths skills, social skills, physical skills, enquiry skills, creative skills and much more!

The setup of the Classroom

The resources on offer are carefully considered to best meet the needs of the children in the class. The adults in the class constantly assess the quality of the materials and the engagement levels of the children, making changes accordingly.

Why is play central to the Foundation Stage curriculum ?

What are the Benefits?

For learning to take place, a child needs to be engaged. We feel a child is much more likely to be engaged if they are making choices about their learning. A play-based approach appeals to a child's natural curiosity and desire to engage in experiences based on their interests and strengths.

What are observations?

Observing how a child plays, is a key part of a play-based approach. The adults in reception gauge when to observe and when to skilfully interject. They will only interrupt a child's play if it will add value to a child's learning. Regular and quality interactions between the adults and children also support the observation and assessment of their learning and development.

What is Play –Based Learning ?

A play-based learning approach provides children with long blocks of uninterrupted time to explore their classroom environment and outdoor space, making choices whilst being supported by teachers and support staff who encourage and scaffold learning.



During play children's concepts, skills, attitudes and achievements are extended.



Play fosters imagination and flexibility of mind, promoting children's ability to be 'players' now and in the future.

Benefits of play in the Foundation Stage curriculum

Children are given opportunities to explore their fears and anxieties in their play.

They experiment and practise skills and learn new ones – developing a 'can do' approach to learning.

Opportunities to follow an interest or line of enquiry making mistakes in a safe environment



Play and exploration promotes brain development

Seven areas of learning and development in the EYFS

*The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.*



Communication and Language



Personal, Social and Emotional Development



Physical Development

*The three prime areas are strengthened and applied through the **four specific areas**.*



Literacy



Mathematics

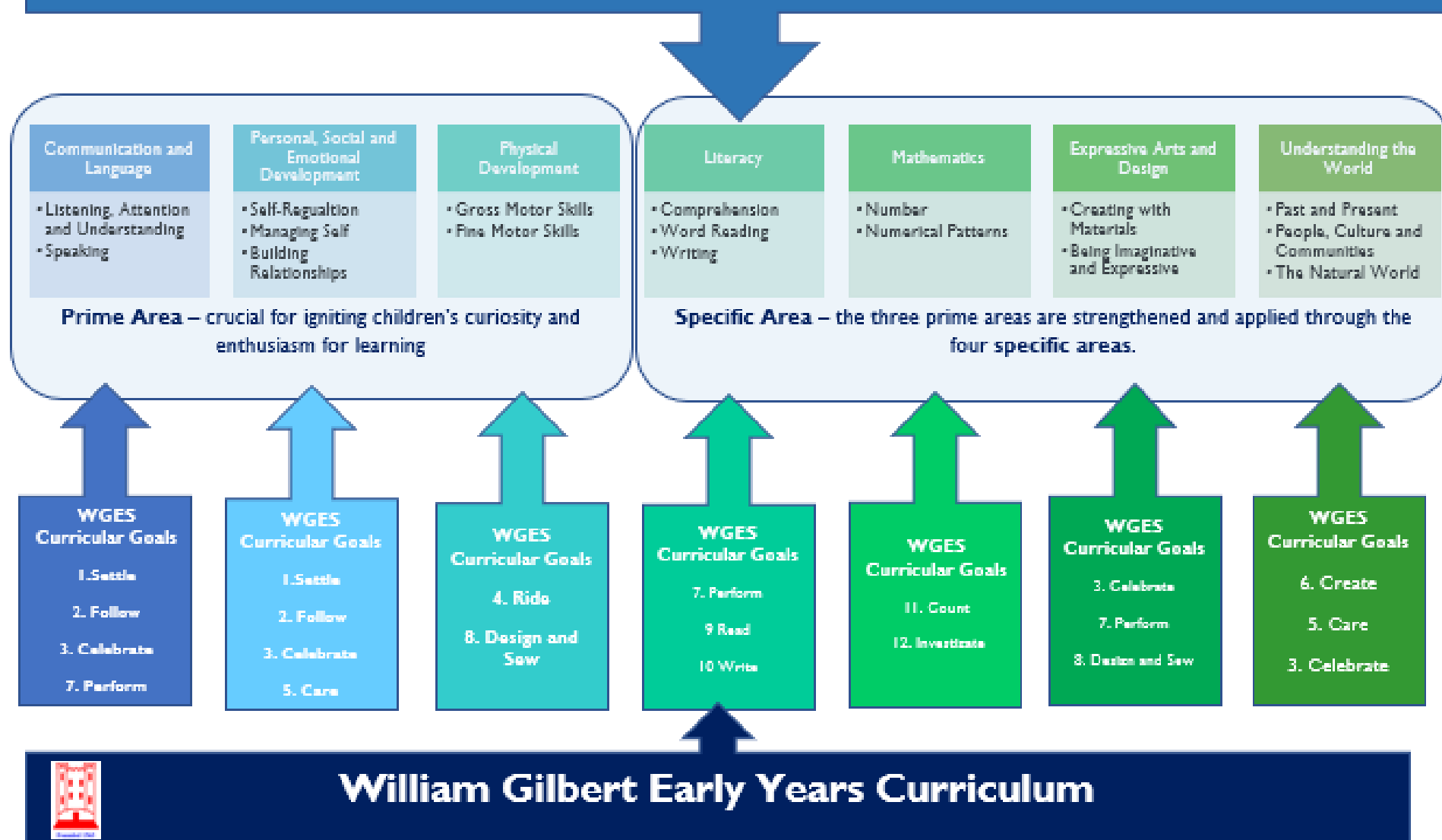


Understanding the World



Expressive Arts and Design

All Early Years providers must follow a legal document called the Statutory Framework for the Early Years Foundation Stage. Within the framework there are seven Areas of Learning and Development – Each area has an educational programme (We must address these within our curriculum) At the end of the EYFS all pupils must be judged against 17 Early Learning Goals (ELGs) which assess pupils' development within the seven areas of learning and development (there are 2 or 3 for each area) The ELGs are **NOT** our curriculum. The Statutory Framework allows Practitioners to decide what they want children in their setting to learn, and the most effective ways to teach it. We have designed our own curriculum which addresses the 7 educational programmes and prepares them with all the knowledge and skills to meet the expectations of the 17 ELGs. In the summer term the EY teacher completes the statutory EYFSP – Early Years Foundation Stage Profile- they make a judgement of 'expected' or 'emerging' against each of the 17 ELGs



Our EYFS Curriculum

Our early years curriculum reflects the aims of the whole school curriculum intent; to provide William Gilbert pupils with memorable, engaging learning experiences that transcend cultural boundaries, to empower and equip them for today and the future.

Our rich and progressive curriculum is designed to:

- **Develop and build on knowledge and skills**
- **Develop character**
- **Inspire Confident, robust advocates for the future**
- **Promote respect**

The requirements of the Statutory Framework 2021 including: The overarching principles for the EYFS, the Education Programmes for each of the seven areas of learning and being mindful of the progress required to meet each of the 17 Early Learning Goals

The skills, knowledge and vocabulary as set out in our chosen programmes for phonics and maths (Read, Write, Inc and Power Maths)

The composite and component skills, knowledge and vocabulary associated with the uniqueness of William Gilbert School and Nursery including: Our Christian faith, the people, our school buildings, our gardens and the creatures and animals who live there.

Our Christian faith - the schools vision and aims
"Through Faith, Hope and Love we learn together"

Children's individual experiences, interests, needs and talents.

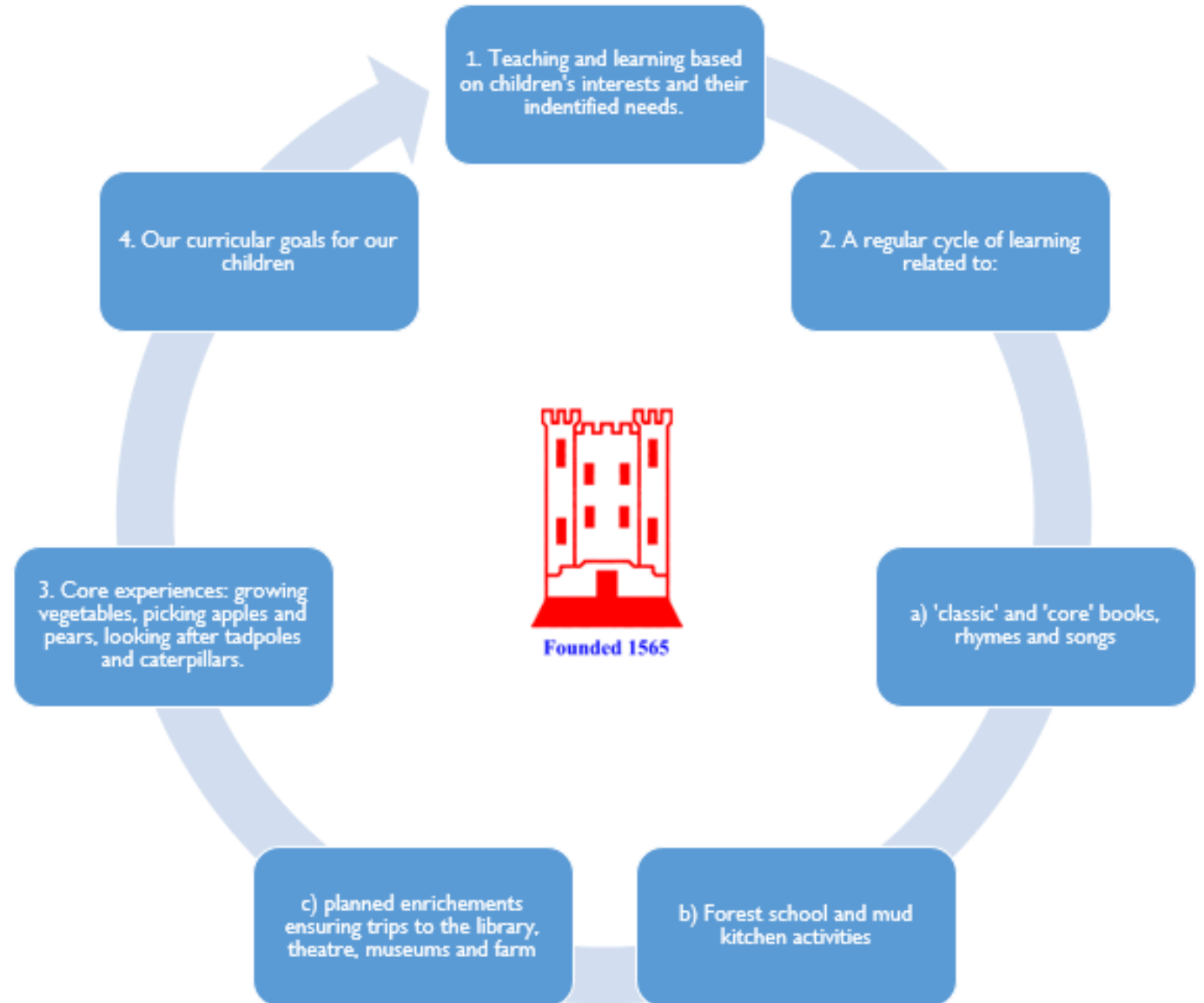
Our commitment that all children develop tolerance of others, a sense of responsibility and care for the natural world and an understanding of its wonder and beauty

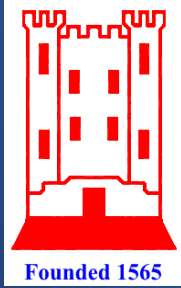
Our commitment that all children develop the language and literacy skills needed to communicate effectively and to have a lifelong love of books and stories

Our Curriculum Overview

We offer a high quality broad and balanced curriculum based upon the needs of our children.

Our curriculum has the following four main elements:





Our 12 Curricular Goals

We regularly review our curriculum and the resources we use. We want a curriculum that includes 'meaningful and culturally diverse material' and which 'commemorates diversity'. This is further supported by the discrete teaching of Religious Education, PSED and Relationship and Health Education (RHE)

Settle in	• Settle in and become an independent and confident learner
Follow	• Follow recipes to make a picnic
Celebrate	• Celebrate differences and similarities
Ride	• Confidently and safely ride a balance bike
Care	• Care for living things in the school environment
Create	• Create your own gallery of artwork
Perform	• Perform a poem, song or a dance
Design and Sew	• Design, sew and make your own teddy bear
Read	• Read a range of books, design your own library and be able to recommend a book
Write	• Write a postcard/letter and post it
Count	• Create a simple track game and explain how to play it
Investigate	• Show confidence in completing an outdoor maths trail and have a go at making their own

4. Confidently ride a balance bike

ELG Gross Motor and Fine Motor Skills


<p><i>Knowledge/Children will learn:</i></p> <ul style="list-style-type: none">• A tricycle has 3 wheels. A bicycle has 2 wheels.• A wheeled vehicle has a seat, handlebars and some have pedals and brakes.• Bikes/trikes travel faster <u>downhill</u> and we need to pedal harder to travel uphill.• To stay safe when riding a bike/trike we must wear a helmet.• When riding outside school, we cycle on the pavement	<p><i>Associated vocabulary:</i></p> <p>Tricycle, trike, bicycle, bike, Balance Bike, helmet, handlebars, seat, saddle, pedals, wheels, brakes, scoot, gears, start, stop, push, forwards, backwards, space, uphill, downhill, stabilisers, safety, obstacle, road, pavement, playground, weave, steer, negotiate, left, right, around, between, over.</p>	<p><i>How adults will help the children to know, remember and do more:</i></p> <ul style="list-style-type: none">• Daily play and interactions with peers and adults to model how to start, steer and stop a wheeled vehicle.• Photographs of bikes/trikes/sit on wheeled vehicles that identify and name the different parts of the vehicles.• Step by step, small group or 1-1 modelling and scaffolding of skills to improve their agility/success.
<p><i>First milestone:</i> Children explore and access push along wheeled vehicles independently.</p>	<p>As children become more confident at scooting, they will develop more control through steering and stopping/starting. They will not crash into so many things. They can negotiate courses with increased speed <u>and also</u> when going slowly. Children will also negotiate the outside equipment with increased confidence.</p>	
<p><i>Second milestone:</i> Children sit on a trike with good balance and can negotiate space safely to scoot along.</p>		
<p><i>Third milestone:</i> Children pedal and steer their trike picking up speed with increased confidence and can stop with control.</p>	<p>Children will begin by pedalling backwards. Staff show children how to pedal forwards and children understand the pressure that needs to be applied to pedal forwards. They begin to use the handlebars to steer to avoid obstacles and other children.</p>	
<p><i>Fourth milestone:</i> Children sit on a Balance Bike with good <u>balance, and</u> are able to move over the ground with both feet off the ground.</p>	<p>They begin to use the handlebars to avoid obstacles and other children. Adults will slowly raise the seat to encourage balancing with both feet raised for extended periods of time/distances.</p>	
<p><i>Fifth milestone:</i> Children ride a Balance Bike with both feet off the ground, control direction and speed around a set of obstacles, including gradients on the playground.</p>	<p>Once children become confident at moving on the balance bikes, they use their handlebars to avoid obstacles and other children. They will successfully navigate courses <u>involving</u> weaving in, around, on top of obstacles. Children understand how to keep themselves safe (by wearing and adjusting their helmet).</p>	
<p><i>Final milestone:</i> Children ride a Balance Bike, balancing with both feet off the ground, and maintaining control by steering and being able to slow down or speed up. They can ride a Balance Bike safely along the pavement.</p>		



An example of different pathways children might take to achieve the curricular goal of learning to ride a bike (Goal 4)

Children develop and learn at different rates and in different ways. Their development is not neat and orderly!


Some will be confident scooter-riders, steering around obstacles and understanding how to keep safe. As they can co-ordinate steering and pedalling, they are ready to try the balance-bike



some will want to go straight onto the balance bike - for them, we can skip out the scooter altogether



some might be reluctant to use any wheeled equipment- they may need quieter times e.g. as part of a smaller group and have an extended turn in a low-pressure environment



we can lend scooters and bikes to families at weekends, prioritising those children with low confidence. Accessing additional one-to-one support from our bike ability team can also help

Personal, Social and Emotional Development



Within the area, personal, social and emotional development there are three aspects.

1. **Self Regulation**
2. **Managing Self**
3. **Building Relationships**

The orange boxes show the Early Learning Goals or ELGs for these areas which are the end of year expectations for your child in reception.

Through **WGES Curricular Goals 1. Settle, 2. Follow, 3. Celebrate and 5. Care**; your child will learn to share, take turns, work together, share and manage their feelings and become independent learners.

They will develop an understanding and acceptance of similarities and differences in appearance, culture and beliefs. Children will develop confidence to talk about their own ideas and beliefs, whilst acknowledging that other people might have different beliefs.

They will be introduced to our schools 'Golden Rules' which support them form positive relationships, manage their behaviour and learn how to make the right choices regarding their behaviour.

Self Regulation

Early Learning Goal

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

Early Learning Goal

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

Early Learning Goal

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.

For more information about this area of learning click the link to read leaflets for parents and educators from the Early Education Learning Together series

[‘Helping children cope with change’](#) and [‘Helping children with their behaviour’](#)

Oral Health

Top interventions for preventing tooth decay

- Reduce the consumption of foods and drinks that contain sugars
- Brush teeth twice daily with fluoride toothpaste. Use a pea sized amount of toothpaste. Parents/carers should brush or supervise brushing until their **child is at least 7**.
- Take your child to the dentist on a regular basis (every six months)



Here is a song to help children when brushing their teeth for the correct amount of time “ Brush Your Teeth” <https://www.youtube.com/watch?v=btGqUT2HEKU>

For further advice visit: <https://www.nhs.uk/live-well/healthy-teeth-and-gums/taking-care-of-childrens-teeth/>

At school your child will be taught about oral health.

We are playful with children about oral health. We suggest they brush the teeth of dolls or soft toys.

We read stories about teeth and smiles.

We talk about healthy food and drinks that help to grow strong teeth, and those that do not.

We ask that only water is provided in their drinks bottle.

We get them to look at their own and each other's teeth, using mirrors.



Communication and Language



Within the area, **Communication and Language** there are two aspects.

1. **Listening, attention and Understanding**
2. **Speaking**

The orange boxes show the **Early Learning Goals or ELGs** for these areas which are the **end of year expectations** for your child in reception.

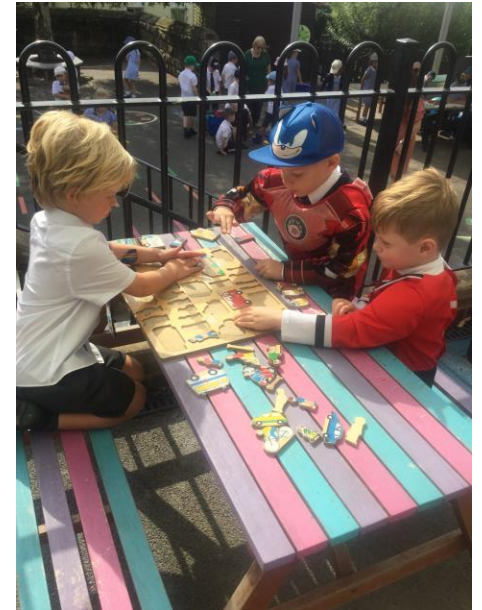
Through **WGES Curricular Goals** 1. Settle, 2. Follow, 3. Celebrate and 7. Perform; your child will learn to listen attentively and respond appropriately. They will be able to expressive their ideas and hold conversations with back-and –forth exchanges.

You can help develop these skills through modelling and vocalising your thoughts and actions with vocabulary and language. This helps them hear clear, well-formed sentences.

Through a range of opportunities to ‘perform’ songs, poems and dances children will develop as confident communicators.

Listening, Attention and Understanding **Early Learning Goal**

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.



Speaking

Early Learning Goal

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.

For more information about this area of learning click the link to ‘[Small Talk](#)’ a website with lots of practical ideas to encourage conversation.

Physical Development



Within the area, **Physical Development** there are two aspects.

1. **Gross Motor Skills**
2. **Fine Motor Skills**

The orange boxes show the **Early Learning Goals** or **ELGs** for these areas which are the **end of year expectations** for your child in reception.

Through **WGES Curricular Goals 4. Ride** and **8. Design and Sew**; your child will develop the necessary gross and fine motor skills.

They will experience a range of physical development opportunities through lessons with our PE coaches, dough disco and funky finger activities and playing and exploring in the outdoor environment.

Gross Motor Skills

Early Learning Goal

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

Fine Motor Skills

Early Learning Goal

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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.



For more information about this area of learning click the link to read leaflets for parents and educators from the Early Education Learning Together series **'Going out to play and learn'**

Physical Development

Every Movement Counts

- It is important for your child to be physically active and to eat well. Children learn through their bodies. Every time they move, their brains build connections.
- Young children need lots of physical activity to develop their balance, posture and coordination. These are the foundations that will help your child to be physically ready to sit still and concentrate.
- Physical activity encourages the development of hand eye coordination for reading and writing.
- When your child is active, they are learning about their bodies and what they can do. They are also learning about social rules and managing their feelings.

Physical activity for early years (birth – 5 years)

Active children are healthy, happy,
school ready and sleep better



BUILDS
RELATIONSHIPS
& SOCIAL SKILLS



MAINTAINS
HEALTH &
WEIGHT



CONTRIBUTES TO
BRAIN DEVELOPMENT
& LEARNING



IMPROVES
SLEEP

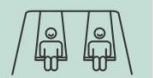


DEVELOPS
MUSCLES
& BONES



ENCOURAGES
MOVEMENT
& CO-ORDINATION

Every movement counts



PLAYGROUND



JUMP



CLIMB



MESSY PLAY



THROW/CATCH



SKIP



OBJECT PLAY



DANCE



GAMES



PLAY



TUMMY TIME



SWIM



WALK



SCOOT



BIKE

Move more. Sit less. Play together

Literacy



Within the area, **Literacy** there are three aspects.

1. **Comprehension**
2. **Word Reading**
3. **Writing**

The orange boxes show the **Early Learning Goals or ELGs** for these areas which are the **end of year expectations** for your child in reception.

Through **WGES Curricular Goals** 7.Perform, 2. Follow, 9. Read and 10. Write; your child will learn to read simple sentences and books.

They will be able to explain why they enjoy different types of books and can answer questions and make predictions of what could happen next. They will be able to think about and write their own stories, coming up with alternative endings and use some elements of narrative in their writing

They will be able to write a range of common exception words correctly and some phonetically plausible multi-syllabic words. They will understand the features of a post card and letter and are beginning to use some capital letters, finger spaces and full stops with some support. They will have the experience of creating their own library and posting their own postcard at the local post office.

Comprehension

Early Learning Goal

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.

Word Reading

Early Learning Goal

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.

Writing

Early Learning Goal

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.



For more information about this area of learning click the link to read leaflets for parents and educators from the Early Education Learning Together series
[‘Making their mark – children’s early writing’](#) and [‘The road to reading’](#)

Mathematics



Within the area, **Mathematics** there are two aspects.

1. Number
2. Numerical Patterns

The orange boxes show the Early Learning Goals or ELGs for these areas which are the end of year expectations for your child in reception.

Through WGES Curricular Goals 11. Count and 12. Investigate; your child will confidently demonstrate their understanding of number. They will apply their knowledge to sequence numbers correctly on a track game using dice and counters, that can be played by their peers and parents.

Children will demonstrate, through the completion of outdoor maths trails, a deep understanding of shape, positional language, length, weight, height and capacity/volume. They will apply skills learnt across the Early Years to complete the challenges within a series of tasks using their problem-solving skills.

Children will begin to learn crucial early mathematical skills through the use of our Power Maths scheme used across the school.

Number

Early Learning Goal

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.

Numerical Patterns

Early Learning Goal

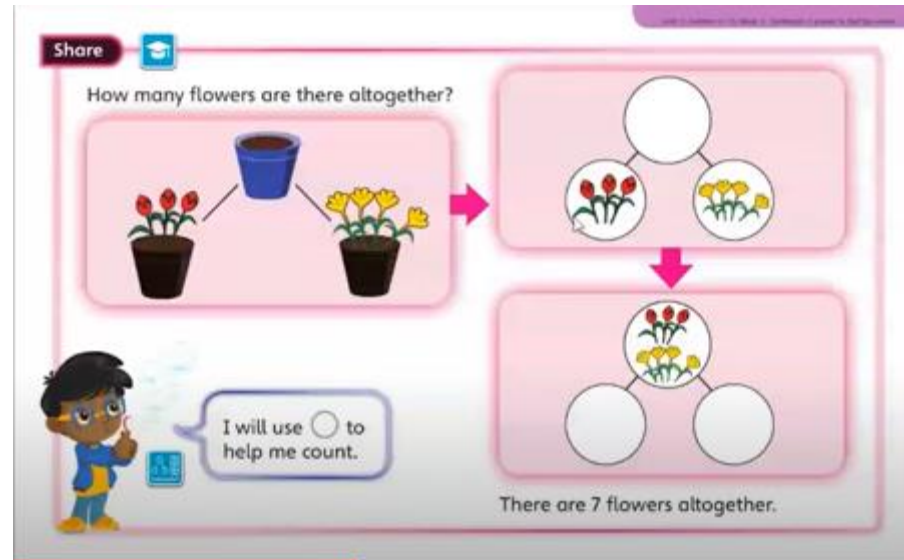
Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity'. Explore and represent patterns within numbers up to 10, including evens and odds, double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



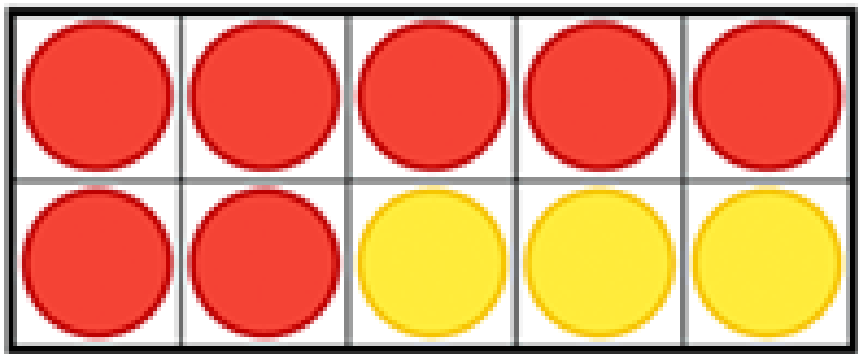
For more information about this area of learning click the link to read leaflets for parents and educators from the Early Education Learning Together series
['Maths is everywhere'](#)

Power Maths

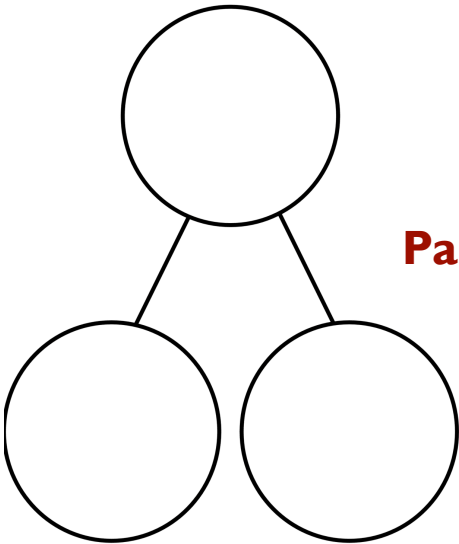
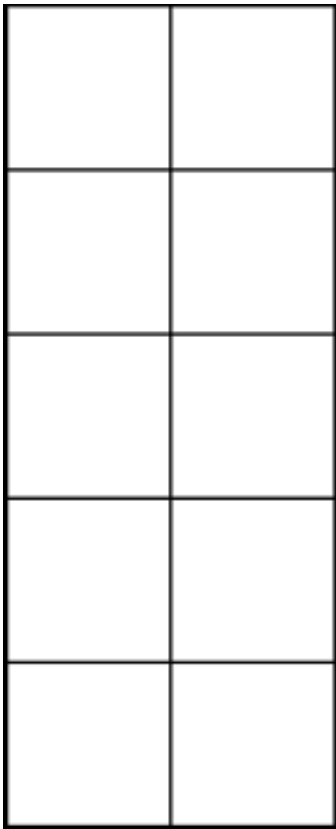
Power Maths, a mastery inspired programme fuelled by a positive 'I can' attitude.



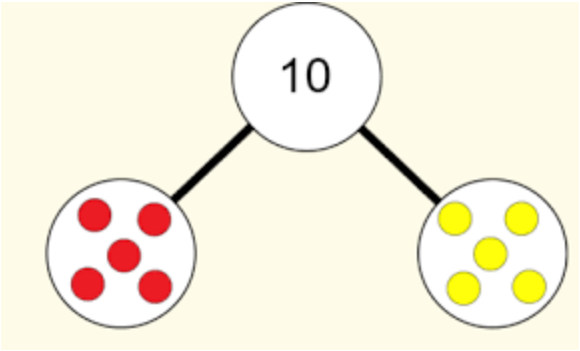
Visual Representations



Ten Frames



Part part whole



Ten Town

Information for parents click here to take you to the Ten Town website

<https://tentown.co.uk/for-parents>

A login code will be sent home for you to access Ten Town and practice at home with your child.



If the video does not play then click this link to find out a little more about Ten Town – the exciting and interactive resource used by Miss Whiting in Reception to support the teaching of maths.

https://youtu.be/yROS_sQhrCQ

Understanding of the World



Within the area, **Understanding of the World** there are three aspects.

1. **Past and Present**
2. **People, Culture and Communities**
3. **The Natural World**

The orange boxes show the **Early Learning Goals or ELGs** for these areas which are the **end of year expectations** for your child in reception.

Through **WGES Curricular Goals** 5. Care, 3. Celebrate and 9. Read; your child will learn about the natural world around them through caring for living things. They will understand how some animals may adapt to changes in the natural world. They will know about common plants and trees and how they change through the seasons.

Children will be able to compare and discuss the similarities and differences between where we live and other communities within the **UK** and further afield. Children know that we are all unique but equally special and loved.

Children will begin to learn about the lives of people around them and know about similarities and differences between things in the past and now.



Past and Present

Early Learning Goal

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

People, Culture and Communities

Early Learning Goal

Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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, nonfiction texts and (when appropriate) maps.

The Natural World

Early Learning Goal

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



For more information about this area of learning click the link to read leaflets for parents and educators from the Early Education Learning Together series '[Science all around](#)' and '[Young children and Technology](#)'

Expressive Arts and Design



Within the area, **Expressive Arts and Design** there are two aspects.

1. **Creating with Materials**
2. **Being Imaginative**

The orange boxes show the **Early Learning Goals or ELGs** for these areas which are the **end of year expectations** for your child in reception.

Through **WGES Curricular Goals 6. Create, 7. Perform and 8. Design and Sew**; your child will learn to confidently express themselves.

Children will independently create pieces of art work and 3D creations. They independently select and use the appropriate tools and materials and are able to share and explain their creations with their peers.

Their fine motor skills will be developed through learning simple running stitches to sew.

Children will also take part in music lessons using the wealth of instruments we have in school.

Creating with Materials

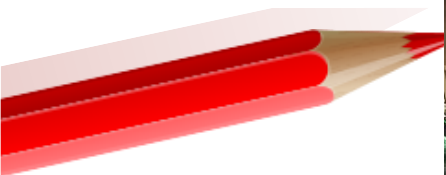
Early Learning Goal

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.

Being Imaginative

Early Learning Goal

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.



For more information about this area of learning click the link to read leaflets for parents and educators from the Early Education Learning Together series '[Children as Artists](#)' and '[Making a Noise for Music](#)'

Themes for Learning

Each term there is an overarching theme that leads the learning. However, within each term there will be 'mini topics' that are initiated by the children's interests and discoveries. The adults in the setting act as facilitators for the children's enquiry and learning.

Our School ▾	EYFS ▾	Key Information ▾	School News ▾	Curriculum ▾	Church School ▾	Remot
n – what we are learning				Curriculum		
022				Year Groups >	Foundation Stage 1 – Nursery	
				English >	Foundation Stage 2 – Yellow Class	
				Mathematics >		
				Science	Year 1 What we are learning	
				Religious Education	Year 2 What we are learning	
				Computing	Year 3 What we are learning	
				History	Year 4 What we are learning	
				Geography		
				Art and Design		

William Gilbert Endowed Church of England Aided Primary School			Curriculum Overview
Curriculum Overview For Parents			
Term - Summer Term One	Year: Reception		
Theme: Animal Kingdom			
Class: Clever Cubs Yellow	Teacher: Miss Whiting	Summer Term: 1 Class: Reception	
Teaching Assistant: Miss Day			
Language &	PSED (Personal, Social, Emotional Development)	Physical Development (Moving & Handling and Health & Self-care)	
Baloo, The Snail, Meerkat Mail	<ul style="list-style-type: none">• Listening carefully to our friends.• Finding out what we are good at – links to Giraffe's can't dance book.• Golden Rules – how we must all work together to stay happy.• Why we do PE and exercise – keeping healthy• 3D Dimensions PSHE• The Colour Monster book – sharing feelings and accessing The Colour Monster display• Looking at democracy and understanding that sometimes we win and sometimes we do not win through weekly book votes.	<ul style="list-style-type: none">• Ways of moving over, under, through round apparatus .• Throwing & catching.• Using bats.• Core stability exercise.• Fine motor activities .• Using tools, Wake and Shake, Funky Fingers, Gross Motor skills.• Ensure a tripod grip to hold writing tools.• Dough Disco• Comparing what animals	

Each half term a curriculum overview will be emailed to you and is also held on our school website. This will detail all the learning intentions within each area of learning and development, along with ideas of how you can help at home, or if there is anything you need to send in to support classroom learning.

Marvellous Me!

Personal, Social & Emotional Development

Explore their emotions and feelings
Use of the 'Colour Monster' story to support this
Expressing their needs
Introducing Golden Rules

Understanding the World

Explore and learn about the senses – touch, taste, smell, sight and sound.
How have we changed since being a baby? Look at changes in their own lifetime using baby photos and clothes
Exploring the technology within the setting

Mathematical Development

Introduction to Power Maths and Ten Town
Number rhymes, songs and games
Number formation and recognition of numbers 1-5 then 5-10
Comparative language of size
2D shapes and 3D shapes

Marvellous Me!

September – October half term theme

Communication, Language and Literacy

All about me: Talking clearly & confidently about their likes and dislikes; listening skills
Daily Phonics and Story time
Recognising their name.

Creative Development

Mark making
Self portraits
Role play in the home corner
Song spoons
Musical instruments
Explore colour

Physical Development

Outdoor gross motor activities
Physical Education lessons with school sports specialist Mr Forbes.
Shake and Wake sessions each morning
Dough Disco! A fun activity to develop fine motor strength and control

Claude and Claudia



Assessment & Observations

Parent Partnership

- The adults who work with your child know a lot about children- but not as much as you do about *your* child.
- Assessment is ongoing throughout the EYFS. The adults in the setting observe, listen and interact throughout the day making mental and physical notes of your child's responses, interactions and characteristics of learning.
- The EYFS profile must be completed for every child in the final term of reception and attainment is reported to the Local Authority, the academy and parents.
- We will report to you at the end of the year regarding your child's level of attainment, in each of the 17 areas, using the following terms.
 - **Expected:** your child is working at the level expected for their age (has met their ELG in this area)
 - **Emerging:** your child is working below the expected level for their age (is working towards achieving the ELG in this area)

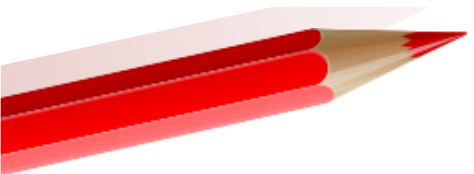


Home Learning



A strong partnership between home and school is crucial to giving our children the best possible start in life. *'Childhood lasts a lifetime'* With this in mind, we strongly encourage regular practice of the skills being taught in school. Little and often is the key to success. We would like this support to include:

- ✓ Hearing your child read at least 4 times per week
- ✓ Read stories to your child regularly
- ✓ Use their sound flash cards to revisit sounds learnt and blend these sounds to read simple words
- ✓ Visit 'Ten Town' to develop their mathematical skills
www.tentown.co.uk
- ✓ Talk to your child, have unrushed to and fro conversations with them about things that interest them and you.



And Finally...



Here are some links to further interesting reading and information



- What to expect in the Early Years Foundation Stage (A parents guide to the Early Years Foundation Stage)

<https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>

- A Parents guide to the EYFS

https://www.foundationyears.org.uk/files/2014/08/EYFS_Parents_Guide-amended.pdf

We will meet with you individually at parents evening in November to discuss your child's current stage of development and progress.



Thank You!

Helen Britten

If you have any questions about anything within this presentation please get in touch using the following emails:

earlyyears@williamgilbertend.derbyshire.sch.uk