



Leigh
Stationers'
Primary Academy

Curriculum Meeting
Monday 9th September 2024
Reception Class

EYFS: The Curriculum and Supporting Your Child at Home

Early Years Foundation Stage



Leigh
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Primary Academy

Communication and Language		Listening, Attention and Understanding
		Speaking
Personal, Social and Emotional Development		Self-regulation
		Managing Self
		Building Relationships
Physical Development		Gross Motor Skills
		Fine Motor Skills
Literacy		Comprehension
		Word Reading
		Writing
Maths		Number
		Numerical patterns
Expressive Arts and Design		Creating with Materials
		Being Imaginative and Expressive
Understanding the World		Past and Present
		People, Culture and Communities
		The Natural World

Miss Kumar
EYFS Lead and Early Reading Lead
Reception Teacher

Key Curriculum Areas

Personal, Social and Emotional

In Reception most children should be able to:

- Talk about relationships with adults and other children.
- Make friendships.
- Share and take turns.
- Understand and follow rules and boundaries.
- Talk about differences in cultures, religion, and language.

Communication and Language

In Reception most children should be able to:

- Talk about what they want and how they feel.
- Express their wants and needs through role play and language.
- Enjoy stories, poems, songs and rhymes.
- Talk imaginatively and retell stories in their own words.
- Speak to others in small and large groups and share their own ideas and thoughts.

Physical Development

In Reception most children should be able to:

- Climb, crawl, balance, move with body coordination.
- Feel the changes that happen in their bodies during physical exercise.
- Talk about how to keep fit and healthy and what foods are healthy.
- Use many tools for writing, drawing, painting, and cutting.
- Thread small beads and objects onto a piece of string.
- Begin to join in and play a team sport.

Mathematics

In Reception most children should be able to:

- Use positional language to describe where an object is.
For example: under, on top, between, in front, and beside.
- Recognise and create a continuous pattern.
- Name and describe 2D shapes and several 3D shapes.
- Count to 20 or higher independently.
- Order numbers from 1 to 20 independently.
- Know 1 more or 1 less than a number up to 20.
- Sort and group objects and explain why they have done so.
- Solve practical problems when doubling, halving and sharing.

Writing

In Reception most children should be able to:

- Write their name.
- Write and draw with a variety of tools. For example: pencils, felt pens, crayons
- Begin to use capital letters and full stops when writing.
- Give meanings to the marks they make – be able to talk about what they have written.
- Begin to write simple sentences and captions.

Reading

In Reception most children should be able to:

- Handle books correctly and share them with others.
- Recognise letters and words in the world around them and know they carry meaning.
- Know that words tell stories.
- Attempt to write letters and words they have seen.
- Know alphabetical sounds through speaking and listening.
- Hear the different sounds that make up a word.
- Apply word knowledge when looking at words in books.
- Begin to read simple sentences and captions.

Understanding the World

In Reception most children should be able to:

- Explore and talk about the world around them.
- Discuss who is within their family and how everyone's families look different.
- Notice changes and differences in the environment.
- Make predictions about why they think something might happen.
- Try things out and talk about why things happen.

Expressive Arts and Design

In Reception most children should be able to:

- Explore and use paint, crayons, and collage materials.
- Express themselves through music, dance and role play.
- Experiment with colour, texture and form, using a range of different materials.

If you would like any more support, please speak to Miss Kumar (EYFS Lead and Reception Teacher).

Useful Websites

- www.bbc.co.uk/cbeebies/
- www.bbcplayer.co.uk (Alphablocks and Numberblocks)
- www.topmarks.co.uk
- www.ictgames.com
- www.phonicsplay.co.uk

Recommended Reads

- The Gruffalo by Julia Donaldson
- The Cat and the Hat by Dr Suess
- Dear Zoo by Rod Campbell
- The Very Hungry Caterpillar by Eric Carle
- The Tiger Who Came to Tea by Judith Kerr
- Room on the Broom by Julia Donaldson
- Brown Bear Brown Bear What do you See by Eric Carle and Bill Martin Jnr
- The Rainbow Fish by Marcus Pfister
- Owl babies
- Rosie's walk
- Farmer duck
- Super Daisy and the peril of Planet pea
- Handas Surprise
- Six Dinner Sid by Inga Moore
- On the Way Home by Jill Murphy
- Mr Gumpy's Outing by John Burningham

Tips for Reading with your Child

- ★ Point to the words in a book as you are reading them to your child.
- ★ Make time to share books with your child. Listen to them read, listen to audiobooks together and try to talk about the content of the story or book.
- ★ Have a range of reading materials available - books, websites, magazines, newspapers, comic books, apps.
- ★ Research things together. Use the internet, the library as well as books to research things of interest.

Tips for Reading with your Child

- What do the pictures tell you about the story?
- What do you think will happen next?
- What was your favourite part of the story?
- What parts of a book do you know? (Front cover, back cover, spine, title page, blurb)
- Who is the author of this book?
- Who is the illustrator of this book?
- Who are the main characters?

Useful Apps

Endless Alphabet
Me Books
Hairy Letters
ABC Pocket Phonics
Ladybird
Math Bingo

Trips and Visits

Here are some ideas of trips/things you could do to support your child with their learning:

- Local plays and performances
- Visit the local library and borrow books
- Visit the local park and look for wildlife
- The London Transport Museum
- The Natural History

Home Reading

Every week your child will be sent home with:

*A levelled reading book

*Tricky words/Hard to read words (your child will need to be able to sight read these words)

*A picture story book (for you to read to your child)

(To find out when your child's tricky words and reading books will be changed, please speak to your child's class teacher).

EYFS and the Curriculum

Miss Kumar

What does EYFS look like within the curriculum?

It is important to remember that all areas of the Early Years Foundation Stage curriculum intertwine and can be seen 'cross-curricularly'. What is on each section is not only limited to that area. Many areas work hand in hand to compliment each other.

What is explicitly covered in EYFS can be seen through the EYFS Curriculum Overview.

What Writing might look like in EYFS

- Developing their fine motor skills daily through activities using small tools.
 - Writing cards and notes for a purpose e.g. for family and friends to enjoy.
 - Making marks with their fingers in trays of malleable materials like salt, rice and glitter.
 - Writing meaningful signs and labels for classroom use.
 - Writing as part of daily phonics sessions.
 - Mark making and writing indoors and outdoors.
 - Writing their own versions of stories.
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What Maths might look like in EYFS

- Singing number songs and rhymes.
 - Talking about daily and weekly routines.
 - Noticing and talking about patterns and shapes in the environment.
 - Using interactive mathematical resources such as 5 and 10 frames.
 - Using positional and/ or directional instructions in play.
 - Writing numbers for a purpose e.g. using numbers in play.
 - Exploiting the opportunities for mathematical teaching and learning through stories. E.g. Goldilocks and the Three Bears
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What Science might look like in EYFS

- Learn about life cycles
 - Sharing books about the weather, the human body, the world, growing etc.
 - Noticing and talking about the changing seasons.
 - Recording data such as tally charts/ number and pictorial representations.
 - Encouraging awe and wonder about the natural world.
 - Exploring how things work/ change.
 - Providing scientific 'invitations to play'- dark den, magnets light sources, ice melting etc.
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What Computing might look like in EYFS

- Knowing they can tell a trusted adult if something on their digital device upsets them.
 - Making resources work using buttons or switches e.g. torches, talking tins etc.
 - Using a digital device to take photos, videos or play music.
 - Talking about ways to stay safe when using a digital device.
 - Playing and listening to digital stories.
 - Using a search engine to help them find out information.
 - Using age appropriate software such as Evidence Me, Purple Mash.
 - Planning a route for a friend or robot.
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What might PE look like in EYFS

- Talking about being healthy e.g. healthy eating, exercise, sleep, well being.
 - Moving and responding to different types of music.
 - Learning how to manage space, obstacles and risks safely.
 - Playing simple games with a variety of resources- beanbags, hoops, balls.
 - Riding bikes, trikes and scooters.
 - Mark making using a variety of different tools.
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What History might look like in EYFS

- Noticing seasonal changes.
- Talking about daily or weekly routines.
- Role playing special events e.g. Christmas Nativity.
- Using language connected with the passing of time.
- Reading stories about how things change or the past.
- Recounting personal memories e.g. a holiday/ wedding/ birthday etc.
- Talking about how they have _____ changed since they were a baby.

What Geography might look like in EYFS

- Role playing places they have visited- fire station or doctors.
 - Talking about similarities or differences between themselves and others.
 - Exploring the local area and talking about meaningful building e.g. a church.
 - Following instructions which include positional language.
 - Sharing books about our world, the environment, the weather.
 - Treasure hunts using simple maps.
 - Using programmable toys and planning a route. e.g. beebots.
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What Music might look like in EYFS

- Listening to and joining in with stories/ poems with repetitive phrases.
 - Building up a bank of Nursery Rhymes
 - Using musical instruments in role play indoors and outdoors.
 - Singing and performing to friends and family.
 - Listening, moving and talking about music from different genres and cultures.
 - Creating movement to music. E.g. moving like animals.
 - Performing in school or class productions.
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What might Art look like in EYFS.

- Developing fine motor skills.
 - Sharing creations with friends, talking about what they have created and how.
 - Learning about different artists and their work. E.g. Piet Mondrian and linking to shape and pattern and primary colours.
 - Exploring paint types- water colour, ready mix, acrylic, powder.
 - Showing different emotions in their drawing and mark making.
 - Exploring colour and colour mixing.
 - Exploring patterns, textures and using natural materials in transient art.
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What PSHE might look like in EYFS.

- Knowing some strategies to regulate emotions.
 - Naming different feelings e.g happy, worried, and understand how others might be feeling.
 - Understanding what makes them special, valued and unique.
 - Recognising rules keep everything fair, safe and enjoyable for everyone.
 - Understanding all families are valuable and special.
 - Talking about what makes a good friend.
 - Talking about ways we can keep healthy e.g. eating healthy, teeth, brushing, exercise, sleep, road safety.
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**If you have any
questions you can
contact me by
calling the office or
sending an email.**

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