

EYFS (Reception)



Curriculum Information
Autumn 2026

Early Years Foundation Stage

- In September 2021 The Early Years Foundation Stage curriculum was updated.
- There are 7 areas of learning and development.
- *All areas of learning and development are important and inter-connected.* [from page 7 Statutory framework for the early years foundation stage 1.9.21]
- This curriculum begins at birth and continues until the end of the Reception year.

The areas of the curriculum are grouped into four themes:

- **A Unique Child** — each child as an individual
- **Positive Relationships** — parents, child, school adults
- **Enabling Environments** — classroom, outside classroom, Forest School, wider world, class trips and visits
- **Learning and Development** — what is known (own experiences) what needs to be learnt dependent on stage of development and building on prior learning

Seven Areas of Learning

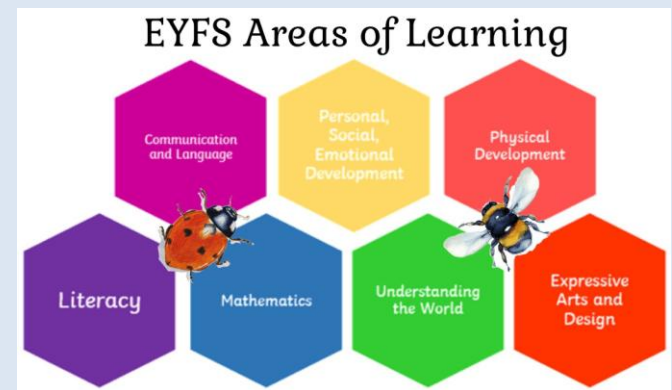
Prime Areas are fundamental, work together and are there to support development in all other areas.

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

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

Specific Areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



•The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

Characteristics of Effective Learning

- The characteristics of effective learning and the prime and specific areas of learning and development are all interconnected.
- The ways in which the child engages with other people and their environment- playing and exploring, active learning and creating and thinking critically- underpin learning and development across all areas and support the child to remain an effective and motivated learner.

- 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



Classroom Organisation – Continuous Provision

- The best way to begin to understand continuous provision is relating it to a supermarket.
- When you go to do your weekly shop – or in my sister's case a 'top up shop' you walk into the supermarket, and you know where everything is. Which aisle and where you are going to go to complete your shopping journey. Because you know where you are going – your shopping trip is less stressful and easier. When you are an adult, you are able to accommodate changes and acknowledge that changes may make your shopping experience longer and at times more challenging if you have to search for what you need.
- Imagine you are 4 years old, and you are trying to complete this shopping trip. Aisles are changed and their goods are in different places. This can provoke distress, anxiety and bewilderment. What you want is not in its usual place, where is it, how do I find it and who do I ask.
- Continuous Provision means resources are stored in a familiar place, enabling children to access with familiarity whilst storing and putting things back where they belong. For half a term, familiar resources will be stored in the same place. Children know where they are and can confidently use them to support their learning. Staff are also to support and enhance learning further with additional resources, questions and knowledge.
- Continuous Provision takes away the 'what will the classroom look like tomorrow? What will I be expected to do?' Resources remain in the same place and provide the same continuity. Children are able to return to learning from the previous day, extend it, alter and change it, developing their thinking and whilst making exchanged with peers develop their ideas.
- Gone are the times of worksheets. Here are the times of clipboards, different paper and mark making tools. Suggestions of additions, changes and discussions about knowledge and ideas. Interactions between peers and staff that support, change and develop ideas.
- Sharing previous knowledge, but using experience to develop thinking, ideas and learning. Continuous Provision enables staff to use whole class learning and use resources, questions and experience with resources that are placed in familiar parts of the classroom to support and extend learning further.

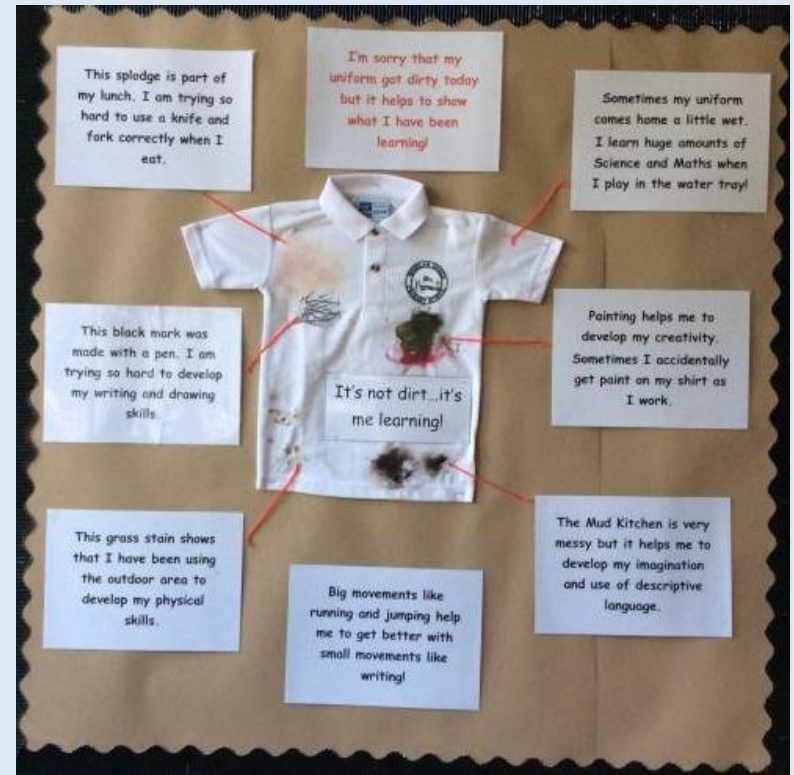
Play



- Play is an integral part of the whole curriculum – it happens everyday and it is very important!
- One play activity may cover many areas of learning.
- Play teaches valuable social/life skills: Co-operation, sharing and turn taking.
- Play allows children to practise, develop and 'try out' ideas within a safe environment.
- Play provides a framework in which to: retell stories or experiences, encourage the use and development of language and listening skills, enhances personal and social skills.
- Outcomes and achievements are identified either by staff or children and all play is valued.
- 'Scientists have determined that it takes approximately 400 repetitions to create a new synapse in the brain – unless it is done with play, in which case, it takes between 10 and 20 repetitions.' (Dr.Karyn Purvis)

Play

- **I'm sorry that my uniform got dirty today but it helps to show what I have been learning!**
- Painting helps me to develop my creativity. Sometimes I accidentally get paint on my shirt as I work.
- Sometimes my uniform comes home a little wet. I learn huge amounts of Science and Maths when I play in the water tray!
- The Mud Kitchen is very messy but it helps me to develop my imagination and use of descriptive language.
- Big movements like running and jumping help me to get better with small movements like writing!
- This grass stain shows that I have been using the outdoor area to develop my physical skills.
- This black mark was made with a pen. I am trying so hard to develop my writing and drawing skills.
- This splodge is part of my lunch. I am trying so hard to use a knife and fork correctly when I eat



Personal, Social and Emotional Development



Self-regulation, Managing Self, Building Relationships

The Developmental needs within this area are met in **ALL** aspects of school life.

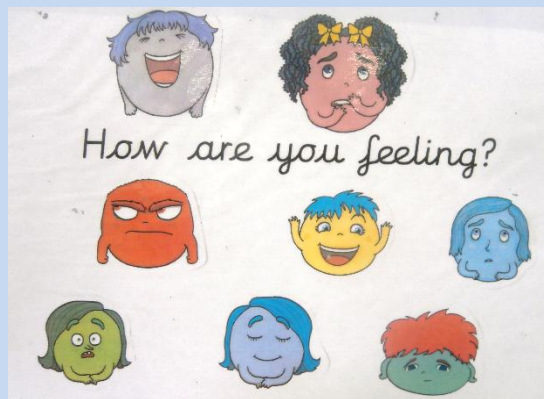
These may be addressed through:

- Class, group or individual activities focusing on specific skills or they may be incidental as opportunities arise during the school day (good manners, taking care of others).

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 - Children at the expected level of development will: - 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. (taken from EYFS Framework March 2021)



Emotional Literacy and Self Regulation

We place a strong emphasis on developing the children's emotional literacy. We make it common place to recognise and name feelings, talk about how different things make us feel and how we can go about changing those feelings if we are unhappy. We introduce the children to 'mood monsters' as a way of learning to read other people's feelings as well as recognising changes in their own emotions and the impact this might have on behaviour. Children are supported in beginning to understand the meaning of empathy (Inside Out clip) and also the ways in which our own behaviour can impact on others around us. Through class discussion we think about ways we can make good choices, keep our mind healthy and regulate our behaviour. The children are also given the opportunity to practise being 'calm', tune into the world around them using all their senses, notice details and relax their bodies. We use the Cbeebies Daydreams series and a variety of yoga style activities.

Communication and Language

Listening, Attention and Understanding, Speaking

- language development is encouraged at every opportunity including the chance to become an active listener, to take turns when speaking, and speaking with understanding of what has been asked and answering with clarity. Sharing ideas and knowledge. Using vocabulary that is new in the correct context. Using words instead of actions to communicate feelings, needs and wishes.



Literacy

Reading (for pleasure)

- We share books and stories at break time, etc. These may take the form of physical picture books, animated versions, listening to authors or other story-tellers, audio versions (no pictures), iPad, tablet versions etc. There are opportunities for children to listen, ask and answers questions and engage in discussions about what they have heard, seen and draw from their own experiences. We encourage children to recognise letters, sounds and words in the environment – reading signs, posters, adverts, labels, logos and non-school books. Also reading weekly with a Year 6 Book Buddy.



Writing

- Emergent writing is mark making and is what your child will perceive as 'their writing' or mimicking adult writing. We will model both capital letters and lower case printed letters. We also make reference to letters that have entry and exit strokes in preparation for writing using a joined script. We encourage children to have opportunities to write at home e.g. shopping lists, post and birthday cards. All writing is valued, from early marking (that might just look like squiggles) to the ability to write recognisable letter shapes and eventually read their own writing back. There are formal and informal opportunities to write. It is important for at this stage that children predominantly practise forming lower case printed letters. Please try to encourage the position of capital letters for names and at the beginning of a sentence (not within words).

Handwriting

- We follow the scheme Teach Handwriting. Handwriting is taught through daily practise, making marks, patterns and formal letter shapes on large and small scale. We use a variety of tools and surfaces for writing eg. Chalks, pens, water, glitter, sand, white/black boards. This is linked to fine motor skills in the physical area of development too.

Phonics and Early Reading (Sounds Write)

- See following slide



Handwriting

The 4Ps of Handwriting

1

Posture



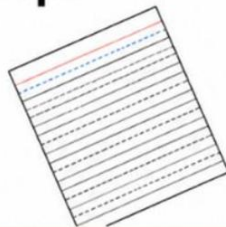
2

Pencil



03

Paper

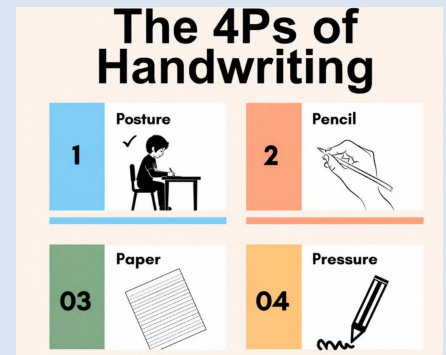
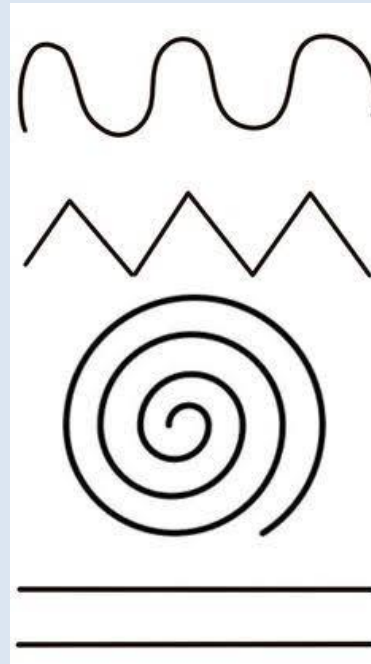
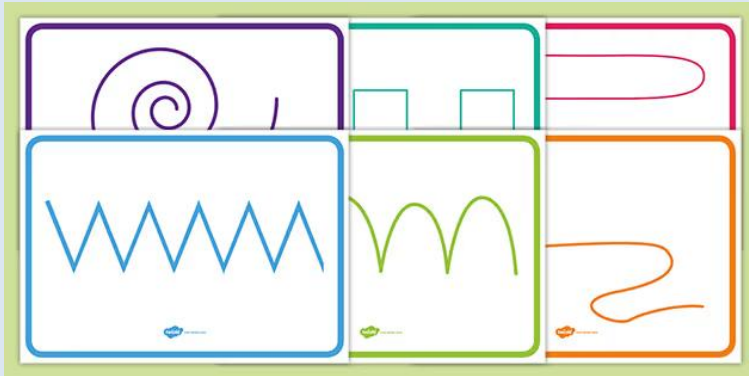


04

Pressure



Handwriting



Writing

not a word

stvrloehw/ nslr
wlp/x

I d P W n F AS.
I like playing with my friends
at school

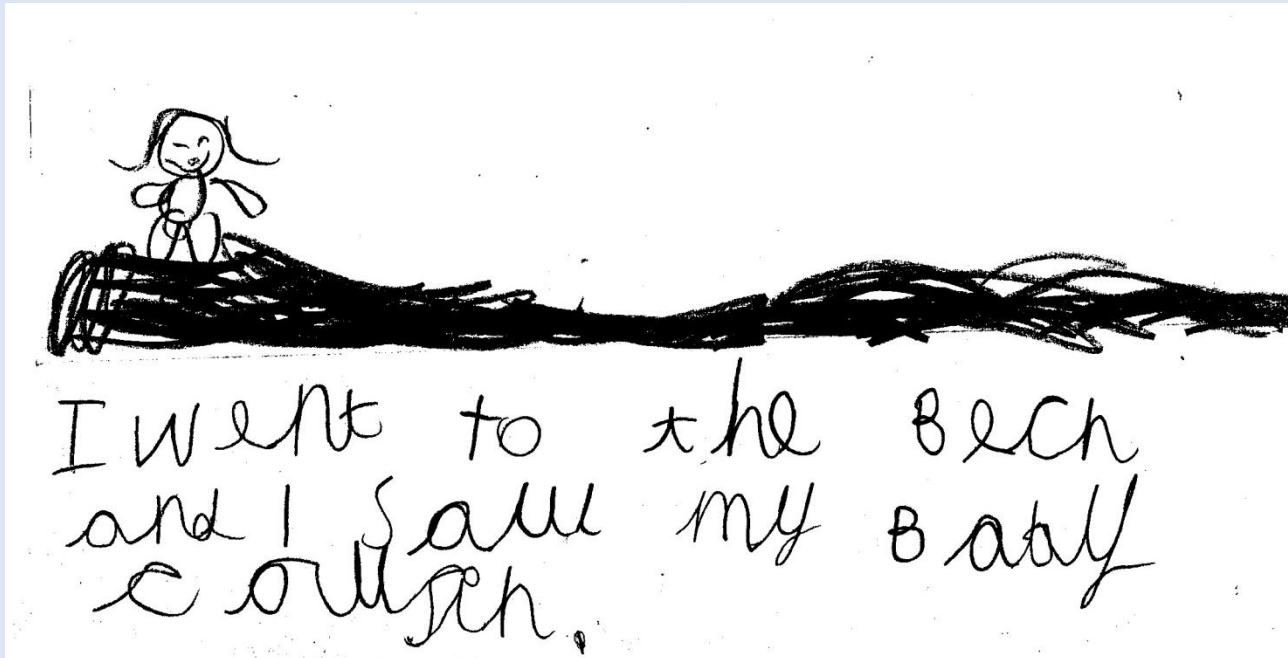
Writing



Writing

A fat fat sat on the
mat.
a flog sat at a table
a mat was in his
man was his

Writing





Sounds-Write

- Sounds Write is a linguistic phonics programme
- It begins with the sounds in language and moves from the sounds to the written word (think sounds first and is based on whole words)
- Learning our own language is biologically primary knowledge (things we learn naturally)
- Reading, writing are biologically secondary knowledge. It is invented knowledge and has to be taught explicitly. This knowledge is not stored in the same way.
- Its aim is to teach children to read (not reading comprehension skills)



Sounds-Write conceptual knowledge

- letters are symbols (spellings) that represent sounds
- a sound may be spelled by 1, 2 or 3 letters
sh ch wh ck th ng tch
- letters represent sounds not make sounds





Sounds-Write conceptual knowledge

- letters are symbols (spellings) that represent sounds
- a sound may be spelled by 1,2,3, or 4 letters **a** **rain** **sleigh** **learn** **burn**
- the same sound can be spelled in more than one way **toe** **snOW**
- many spellings can represent more than one sound **snOW** **cOW**
- letters represent sounds not make sounds

Sounds-Write 3 key skills

- segmenting cat c a t

- blending cat



- phoneme manipulation cat → cot → hot



EYFS

- starts with the Initial Code
- everybody is part of the daily lesson
- starts with word building by saying the whole word
- much bigger focus on segmenting, blending and phoneme manipulation skills so that this is solid before moving onto 2 letters representing 1 sound (digraphs)

Help with what sound does this letter represent.

<https://www.st-thomasaquinas.co.uk/sounds-write/>

The Sounds-Write App

Download and try it for **free** from the Apple App Store.

Please remember to access the app from your iPad.



The Initial Code by Sounds-Write app follows the Sounds-Write Initial Code sequence and provides a variety of activities to develop students' skills in the following areas:

- Blending and segmenting
- Word reading and writing
- Sentence reading and writing

The app is available on the Apple App Store (**for use on iPads only with iOS12 or later**).

The free version of the app provides a sample of activities, with the full version available as an in-app purchase.



Support for Parents and Carers



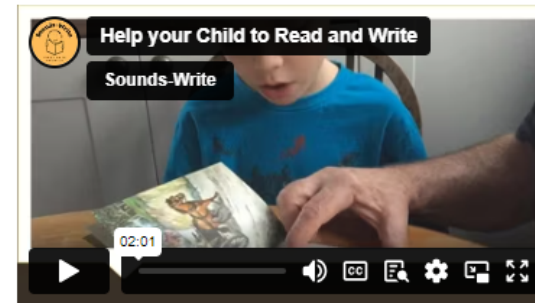
Help your child to read and write

Our free course for parents and carers will help you get your child off to a good start!

The course will show you how to:

- help your child take their first steps in reading and spelling
- understand how to help your child build, write and read simple cvc (consonant, vowel, consonant) words
- understand how to correct your child when they make a mistake in their reading or writing simple words
- have a basic understanding of how phonics works

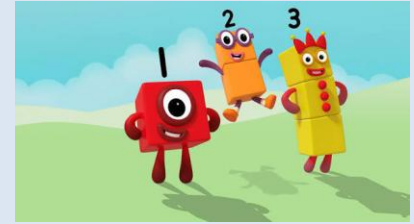
JOIN THE COURSE NOW >



<https://www.udemy.com/course/help-your-child-to-read-and-write/>

Mathematics

Number and Numerical Patterns



Our curriculum states that the children are to have a deep understanding of numbers to 10. We celebrate children who have knowledge of number beyond this.

- **NPPS uses a scheme called NCETM to support their teaching of maths and Number Blocks are used to teach part of this scheme**
- **Language** – add, and another one, part-part-whole, take-away, subtract, makes, equals, 1 more, 1 less, more/fewer, altogether, bigger, smaller, pattern etc.
- **Number recognition and Counting** – in sequence (a number line or number square) or at random to 10. Using Number-blocks to support the teaching and learning of maths in FS, use of consistent language, animated, identifying the different number characters. Count orally to 20 (+ beyond)
- **Numerical Patterns** – Count beyond 20, recognising patterns in the counting system – odds, evens, 2's and 5's etc. comparing quantities – greater, less than, the same. Doubles and sharing equally. Number bonds to 5 – $0+5$, $1+4$, $2+3$. Recognise quantities without counting them (subitising).
- **Ordering Numbers** – 1, 2, 3, etc then from 3 random numbers find their sequence.
- **Number Sentences** – halving/sharing, doubling, addition, subtraction and the use of symbols. Introducing 'show-me' – using 2 hand show me different way of making totals.
- **Using and applying knowledge to solve practical problems**
- **Shape, space and measure** - children will still learn about this as part of an inclusive curriculum – vocabulary linked to shape, space and measure in their play. Water – cups; full, half full and empty; short and tall; small, medium and large.

Physical Development

Moving and handling, Health and self care

We use the Get Set for PE scheme to support the delivery of our gym and games PE lessons

- **Gross Motor Skills:**
- Gym
- Games
- Dance
- Trim Track
- **Outside Area** — larger space enabling - balancing, safe movement of equipment, climbing
- **Fine Motor Skills** — holding a pencil (or mark maker) 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. Children have opportunities to use hand-gym resources such as pegging, threading and posting to develop a pincer grip.



Understanding The World



Past and Present, People, Culture and Communities, The Natural World

- This area includes:
- **Science** — Light and Dark, space and planets, amazing animals, pet and wild animals, floating and sinking, secret garden, life cycles, under the sea, Forest School and year group trip
- **History** — Own history, family, likes and dislikes, Guy Fawkes, talking about past year in school, making comparisons using images – families, transport, farm machinery
- **Geography** — Hot and cold climates, journeys, countries, comparing environments, weather, housing, maps, globes and atlas
- **Forest Learning** – seasons, habitats, directing and exploring in an outdoor environment, taking risks and tackling tasks such as tool use and nature related investigations.
- **R.E** — Religious Education – Why is God important to Christian's? Why is Christmas special for Christian's? Why is Easter special for Christians? Being special, where do we belong? Which places are special and why? Which stories are special and why?
- **D.T** — Design Technology – using playdough, making bridges, daily opportunities for using construction kits and building with reclaimed materials, handling tools and equipment safely, building with loose parts
- **I.C.T** — Information Communication Technology – IPads, laptops, interactive whiteboards.

Same, but different

A method of creating the opportunities for reasoning and rationalising knowledge in a familiar environment.

The children look at 2 images and are then encouraged to share their ideas about what they see. What is the same? What is different?

Every idea, is welcome.

Every idea can be shared in an place where they know they will be listened to.

Every idea shows a different way of looking at the same thing.

The routine element encourages all to 'have a go' – eventually.



Expressive Arts and Design



Creating with Materials, Being imaginative and Expressive

- **Art** – experimenting with colour, design, texture, form and function. Drawing, painting, printing, clay, textiles, junk modelling and collage.
- **Music** – explores different sounds of instruments. Experiments with different ways of changing sounds, using the scheme Charanga, playing instruments and performing music and songs, using the stage in the outside area
- **Dance** – representing own ideas, thoughts and feelings, listening to instructions, dancing alone or together, using the stage in the outside area
- **Role Play and Stories** – opportunities to take on a familiar role – vets, shops, house and also imagined roles from stories. Including puppets, small world characters, masks and costumes, using the stage in the outside area
- **Design-** Safely using and exploring a variety of materials, tools and techniques. Manipulating construction kits, reclaimed and junk materials to make models

Brain Matters



- Reception:

- Where is my brain and what does it look like?
- How do I keep my brain healthy?
- What does my brain do?
- Learning about HAP
- Understanding my emotions
- Being in charge of my brain

Thank you

Thank you for listening.

Any questions please don't hesitate to ask.

The slides will be available on the website.

