

# Foundation Stage (Reception)

Curriculum Evening  
Autumn 2017

# Early Years Foundation Stage

- From September 2008 a new curriculum was delivered in Reception - The Early Years Foundation Stage. This was revised for delivery from 2012/13 onwards.
- This curriculum begins at birth and continues until the end of the Reception year.

Your child will be continuing with the same curriculum they have been following in their pre-school setting.

# The areas of the curriculum are grouped into four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

# Seven Areas of Learning

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

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

- During the Induction period children have been allowed to choose the activity they wish to carry out in the reception unit.
- Children have been taking part in small group activities and completing tasks that were either adult or child initiated.
- In term two, the children will be grouped by the teaching staff to enable learning to be pitched at a suitable level to address different children's needs. These groups will not be static and may be subject to change. The groupings will be reviewed as we change our topic. Group names will reflect topic vocabulary.
- Children will continually have the opportunity to initiate activities, select an area where their learning will take place and direct their own learning.

# Personal, Social and Emotional Development

Making relationships, Self-confidence and self-awareness,  
Managing feelings and behaviour

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 issues (Circle Time and Social•Emotional•Aspects of Learning).

Or

- May be incidental as opportunities arise during the school day (good manners, taking care of others).

# Communication and Language

## Listening and attention, Understanding, Speaking

- language development is encouraged at every opportunity including the chance to become an active listener.

## Literacy

### Reading

- Oxford Reading Scheme, telling stories from wordless books, learning keywords, recognising words learnt and reading them in books. Reading record – to communicate between home and school about reading. Recognising letters, sounds and words in the environment – reading signs, posters, adverts, labels and non-school books.

### Writing

- emergent writing and the cursive (joined) script, value any writing – shopping lists, post and birthday cards.

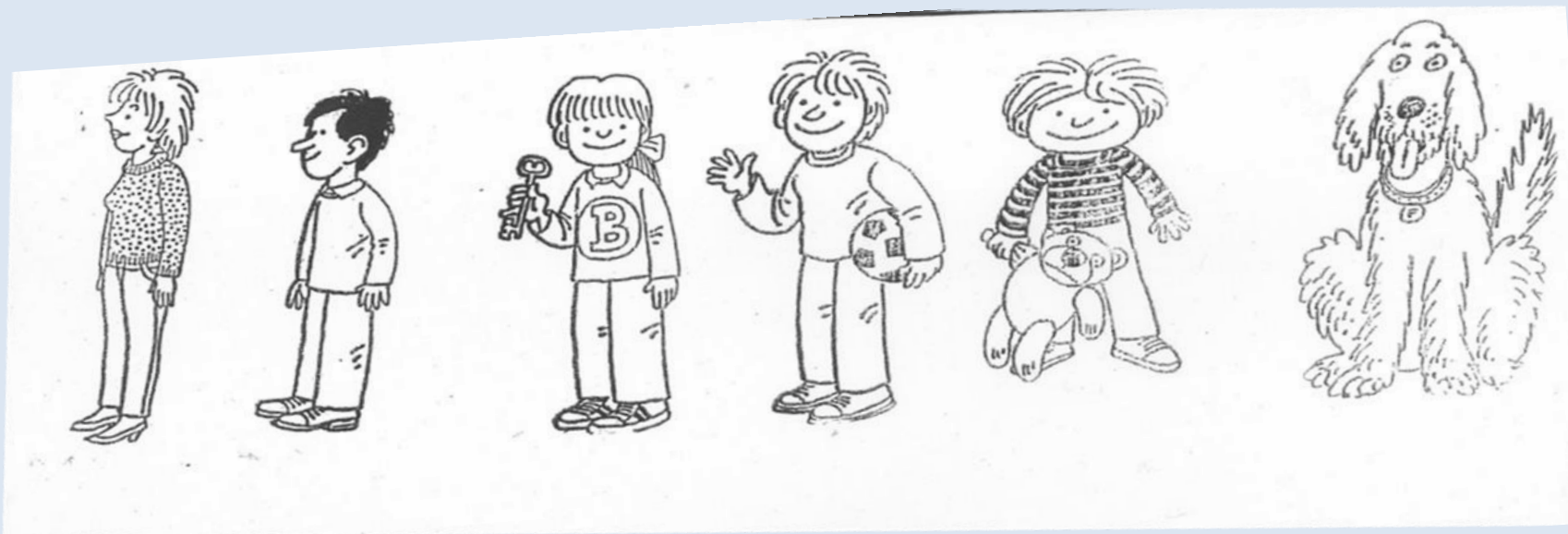
### Handwriting

- cursive (joined) lines from reception; lower case starts at the bottom, capitals do not join, entry and exit stroke, a lower case letter in a word joins until you reach the end of the word, then you put a space.

## Letters and Sounds

Phase One - Oral and Aural, Phase Two - Jolly Phonics (sound, letter shape and action, naming letters) x5 sounds a week, blending letters together and building small 2 or 3 letter words (CVC), Phase 3 – chip, shop, thin, ring, rain, feet, night, boat, book, farm, for, hurt, cow, coin, dear, fair, sure, corner

# Reading



# Reading

Name.....

Stage 1 words

Biff	Chip	Kipper	Floppy	Mum	Dad
Everyone	a	and	the	Oh no!	
everyone	cross				

# Writing

not too bad

stvrloehw/ nsl  
wlp/x

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

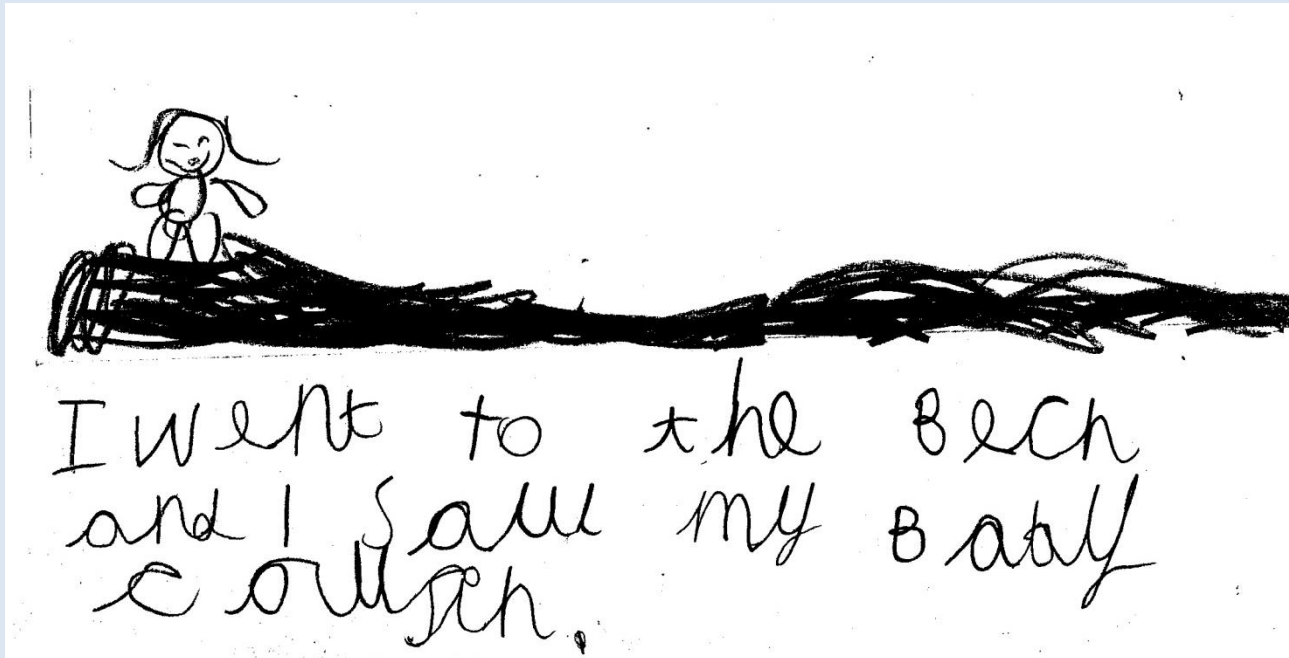
# Writing



# Writing

A fat fat sat on the  
mat.  
a flood / sat at a table  
a mat woven man was his man.

# Writing

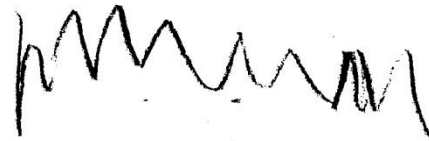


# Writing

I like going on the bus.  
I found lots of mineebs in  
the woods.

on the May 1st I sat on the  
top of the bus.  
and I had an is 1000.

# Handwriting



In reception we regulate these joined lines with patterns set to nursery rhymes e.g.

Jack and Jill (buckets) *uuuu*

Row Row Row the boat (sea) *ccccc*

Humpty Dumpty (wall/hill) *mmm*

Baa Baa Black Sheep (knitting needles) *zzzzz*

Three Blind Mice *|||≡|||≡*

# Letters and Sounds

**A a** **B b** **C c** **D d** **E e** **F f** **G g**

short a



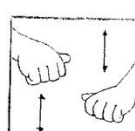
**ACTION**  
Waggle fingers above elbow as if anti-crawling on you, and say *a, a!*



**ACTION**  
Place hands together as if batting a ball, and say *b, b, b.*



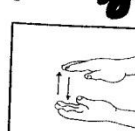
**ACTION**  
Raise hands and snap fingers together as if playing castanets, and say *c, c, c.*



**ACTION**  
Pretend to hold drum sticks and beat up and down on a drum and say *d d d.*



**ACTION**  
Pretend to hold egg with one hand, as if cracking it against the side of a bowl or pan. Use both hands to open shell, saying *eh, eh.*



**ACTION**  
Place one hand above the other, lower the top hand as if invisible fish is deflating, and say *ffffff*.



**ACTION**  
Spiral hand down as if water gurgling down a plug hole, and say *g, g, g, gongle.*

**H h** **I i** **J j** **K k** **L l** **M m**

short i



**ACTION**  
Act as if panting after a sock, holding head up to mouth, and saying *h, h, h.*



**ACTION**  
Pretend to be a mouse, by wiggling fingers on end of your nose (whiskers), and squeak *i, i, i.*



**ACTION**  
Pretend to be a jelly, and wobble, saying *j, j, j, jelly.*



**ACTION**  
Raise hands and snap fingers together as if playing castanets, and say *k, k, k.*




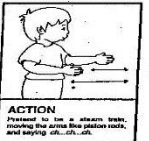

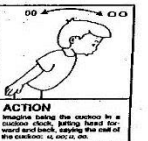
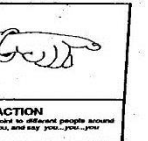
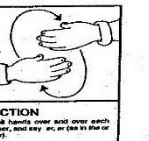
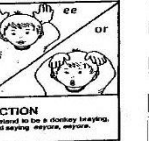
**ACTION**  
Pretend to lick a lolly, saying *lllll.*



**ACTION**  
Rub tummy, saying *tasty food*, and say *mmmmmm.*

# Letters and Sounds

<b>ou</b> the 'ou' sound  <b>ACTION</b> Pretend your finger is a needle, and prick them, saying 'ou' <b>ouch!</b> out loud cloud sound <small>Draw the letters dotted here:</small>	<b>ng</b>  <b>ACTION</b> Pretend to be a weight lifter, holding arms above head, and say 'ng'... <b>strong</b> ring song string bang <small>Draw the letters dotted here:</small>	<b>ai</b> long a  <b>ACTION</b> Cap hand over eye, as if hard of seeing, and say 'ai'... <b>aim</b> snail rain pain train <small>Draw the letters dotted here:</small>	<b>oa</b> long o  <b>ACTION</b> Bring hand up to mouth as if seeing something go wrong, and say 'oa' <b>oak</b> goat coat soak toast <small>Draw the letters dotted here:</small>	<b>oi</b> the 'oi' sound  <b>ACTION</b> Clap hands around mouth as if riding a 'goatship' boat, saying 'oi, ship ahoy' <b>oil</b> coin point boil join <small>Draw the letters dotted here:</small>	<b>sh</b>  <b>ACTION</b> Place index finger over lips, and say 'sh' <b>ship</b> shell shout dish crash <small>Draw the letters dotted here:</small>	<b>th th</b> voiced and unvoiced th  <b>ACTION</b> Child pretends to be a little rooster by sticking out tongue a little and saying 'th' (as in thumb), and egg-said by sticking tongue further out and saying 'th' (as in thunder). <b>that</b> <b>thin</b> then <b>thumb</b> this <b>thick</b> feather <b>thunder</b> with <b>moth</b> <small>Draw the letters dotted here:</small>
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<b>ie</b> long i  <b>ACTION</b> Stand in attention and salute, saying 'eye-ye' <b>tie</b> pie die lie <small>Draw the letters dotted here:</small>	<b>ch</b>  <b>ACTION</b> Pretend to be a steam train, moving the arms like piston rods, and saying 'ch...ch...ch' <b>choo-choo</b> chick church chop chips <small>Draw the letters dotted here:</small>	<b>ar</b> the 'ar' sound  <b>ACTION</b> Open mouth wide and say 'ar' <b>arm</b> car park dark star <small>Draw the letters dotted here:</small>	<b>oo</b> Short and long oo  <b>ACTION</b> Imagine seeing the sleeping in a cushiony chair, sitting back for a while and look, saying 'oo' at the end: 'oo, oo, oo, oo' <b>cook</b> <b>coo</b> book <b>moon</b> look <b>soon</b> hook <b>shoot</b> took <b>tooth</b> <small>Draw the letters dotted here:</small>	<b>ue</b> long u  <b>ACTION</b> Point to different people around you, and say 'you...you...you' <b>argue</b> cue rescue barbecue statue <small>Draw the letters dotted here:</small>	<b>er</b> the 'er' sound  <b>ACTION</b> Put hands over and over each other, and say 'er...er...er' <b>mixer</b> term her sister dinner <small>Draw the letters dotted here:</small>	<b>ee or</b> long e and the 'or' sound  <b>ACTION</b> Pretend to be a clucking turkey, and saying 'eeeee, orrrrr' <b>bee</b> <b>fork</b> see <b>short</b> sheep <b>torch</b> feet <b>corn</b> tree <b>storm</b> <small>Draw the letters dotted here:</small>
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# Mathematics

## Numbers, Shape space and Measures

- **Language** – add, take-away, makes, equals, 1 more, 1 less, more/fewer, altogether, bigger, smaller, pattern etc.
- **Number recognition** – in sequence (a number line or number square) or at random.
- **Ordering Numbers** – 1, 2, 3, etc then from 3 random numbers find their sequence.
- **Counting** – orally to 20 (and beyond)
- **Number Sentences** – halving/sharing, doubling, addition, subtraction and the use of symbols
- **Shape, Space and Measure** – 2 and 3D shapes, position, direction, capacity, height, weight, length, data handling – graphs and charts
- **Using and applying knowledge to solve practical problems**

# Understanding The World

People and communities, The World, Technology

- This area includes:
- Science
- History
- Geography
- R.E – Religious Education
- D.T – Design Technology
- I.C.T – Information Communication Technology

# Physical Development

Moving and handling, Health and self care

- Gym
- Games
- Dance
- Trim Track
- Outside Area
- Fine Motor Skills
- Good health, physical exercise and healthy diet, keeping healthy and safe, managing hygiene and personal needs, dressing and going to the toilet independently.

# Expressive Arts and Design

Exploring and using media and materials, Being imaginative

- **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.
- **Dance** – representing own ideas, thoughts and feelings
- **Role Play and Stories** (+ conversions)
- **Design-** Safely using and exploring a variety of materials, tools and techniques.

# 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.
- All play is planned – outcomes and achievements are identified either by staff or children.
- During structured play sessions children are free to choose where they work within the reception unit (these are good opportunities for observation).