

EYFS Expectations and Curriculum

3rd October 2023



What are our
aims for
today?
We will be
discussing...

Reception's daily routine and our
expectations of learning

The EYFS curriculum

The early years provision

Tapestry – your child's online learning
journey

Phonics and Reading Records



Daily routine and expectation of learning

- ❖ Early start : Free flow activities - children's independent learning.
- ❖ Interventions : Reading, Writing, Numbers, Finger gym, Language and communication.
- ❖ Focus activities- Literacy /Maths as a whole class- teacher's led activities and independent learning time throughout indoor/outdoor provision.
- ❖ Playtime
- ❖ Phonics – RWI phonics
- ❖ Assembly, PE, RE, ICT, UW and EAD

The Statutory Framework for the Early Years Foundation Stage

- There are **7 areas of learning and development**, which shape activities and experiences (the educational programme) for children at this stage.
- **Early learning goals** for each of these areas describe the knowledge, skills and understanding children should have achieved at the end of Reception year.

The areas of learning are described as follows;

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

Specific areas – Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

All areas of learning and development are important and inter-connected.

Learning and Development in EYFS – considerations for teaching

Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Statutory Key stage Assessments

From September 2021 there are 2 statutory assessments that have to be undertaken in Reception year. Neither assessment is a test.

- The **Reception Baseline Assessment** is a check of each child's early literacy, communication, language and maths skills, which takes the form of a set of practical tasks carried out between the child and the teacher within the first 6 weeks of starting. Children's results are not shared with the school, except for a short narrative statement to describe how each pupil performed on the overall assessment.
- The **Early Years Foundation Stage Profile** is a summary of each child's attainment at the end of the Reception year based on what they have demonstrated they know, understand and can do in all Prime areas of learning, literacy and maths against the 'Early Learning Goals'. Attainment for each area is described as either meeting the level of development at the end of the EYFS (**expected**) or not yet reaching this level (**emerging**).

Prime
Areas of
Learning

Communication and
Language

PSED

Physical Development

Statutory Framework ELGs for assessment – Communication and Language

Listening, Attention and Understanding

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

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.



Statutory Framework ELGs for assessment – PSED

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

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.



Statutory Framework ELGs for assessment – Physical Development

Gross Motor Skills

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

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, paint brushes and cutlery; Begin to show accuracy and care when drawing.



Specific Areas of Learning

Literacy

Maths

Understanding of the World

Expressive Arts and Design

Statutory Framework ELGs for assessment – Literacy

Comprehension

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

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

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.



The building blocks of writing

If the lower levels are missing then the rest of the tower will come crashing down!

I can write simple three letter words independently e.g. cat, mud

I can hear and match a sound to the correct letter

I can hear a word and break it down into individual sounds (segment and blend)

I can use the muscles in my hand and arm to make small, more controlled movements

I can make marks on paper – vertical, horizontal lines and circles

I can consistently use the same mark to represent something e.g. myself, member of my family

I can build an accurate, stable tower of 10 2cm blocks

I can thread beads / blocks onto a lace with a stiffened end

I can listen to sounds and repeat them myself

I can understand positional / spatial language e.g. top, bottom, across

I can use the muscles in my hand and arm to make big movements

I can effectively grasp objects of varying sizes and develop an effective pincer grip

I can make marks using any part of my body

I can isolate and press firmly with my right and left index fingers

I can tolerate different textures (touch sensitivity)

Statutory Framework ELGs for assessment – Maths

Number

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

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.



Statutory Framework ELGs for assessment – Understanding of the World

Past and Present

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

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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, non-fiction texts and, when appropriate, maps.

The Natural World

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.



Statutory Framework ELGs for assessment – Expressive Arts and Design

Creating with Materials

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 and Expressive

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.





TAPESTRY
ONLINE LEARNING
JOURNAL

What parents can expect



Meaningful observations will take place in school throughout the year.



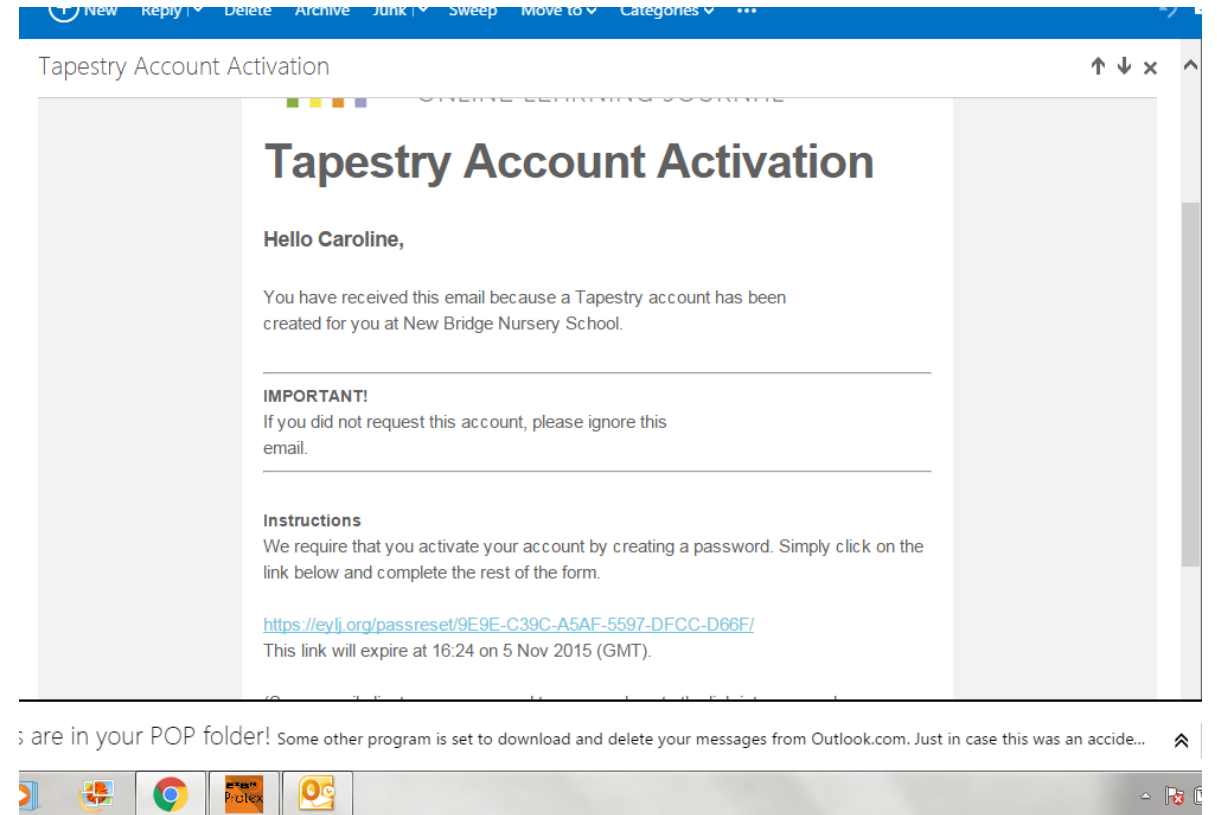
New learning/observations will be notified in an email.



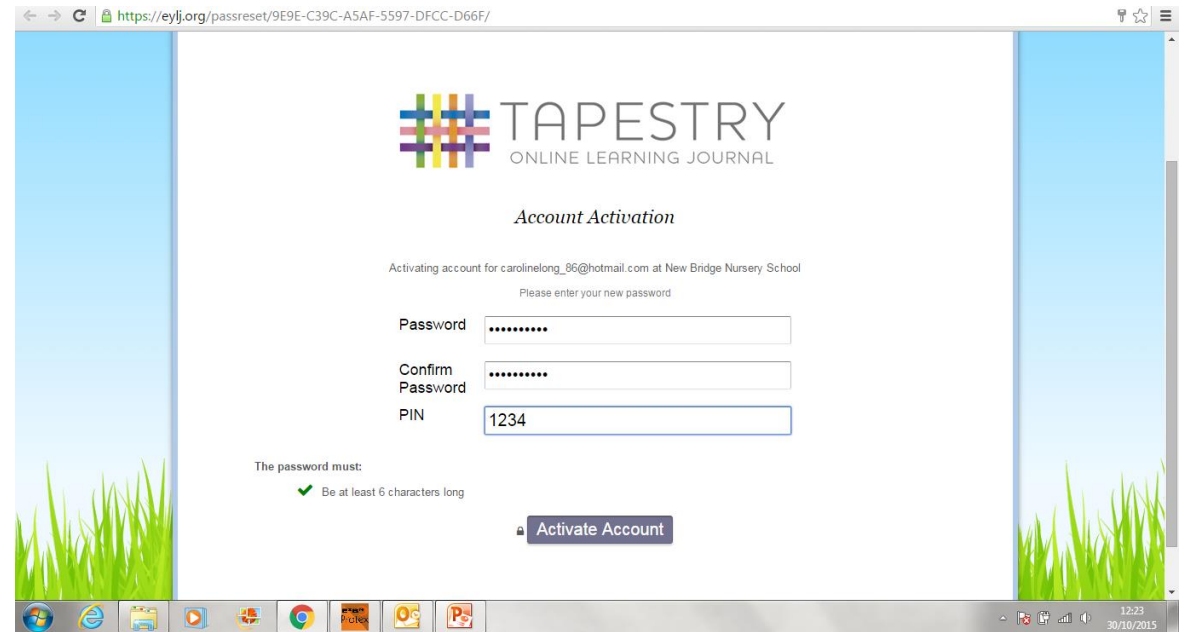
A learning journal is not a daily diary.

How to activate your Tapestry account...

- One account will be given to each family with a secured login.



Enter your own password
and pin number, then
click 'Activate Account.'
You will then be asked to
log in.



The screenshot shows a web browser window with the URL <https://eylj.org/passreset/9E9E-C39C-A5AF-5597-DFCC-D66F/>. The page features the Tapestry Online Learning Journal logo at the top. Below the logo, the heading "Account Activation" is displayed. The text "Activating account for carolinelong_86@hotmail.com at New Bridge Nursery School" is shown, followed by the instruction "Please enter your new password". There are three input fields: "Password" (masked with dots), "Confirm Password" (masked with dots), and "PIN" (containing the text "1234"). Below these fields, a message states "The password must:" followed by a green checkmark and the text "Be at least 6 characters long". At the bottom right of the form area is a button labeled "Activate Account". The browser's taskbar at the bottom shows various application icons and the system clock indicating 12:23 on 30/10/2015.

To add you own observations from home...

To add notes....

- Click on 'obs' tab at top of screen.
- Click on 'add observation.'
- Type in information; title, date notes.

To add a photo.....

- Click on 'add media' to upload a photo.
- Click on 'add file'
- Click on 'start upload'

Finally...Click save!

Your child's key person will then be notified of your observation and use it to support your child's learning and progress.

Any Questions?

