



# Our Early Years Curriculum Workshop 2018/19

# Overview of Early Years Curriculum

Areas of Learning and Development			
Prime Areas			
Personal, Social and Emotional Development	Physical Development	Communication and Language	
<ul style="list-style-type: none"><li>• Making Relationships</li><li>• Self-confidence and Self-awareness</li><li>• Managing Feelings and Behaviour</li></ul>	<ul style="list-style-type: none"><li>• Moving and Handling</li><li>• Health and Self-care</li></ul>	<ul style="list-style-type: none"><li>• Listening and Attention</li><li>• Understanding</li><li>• Speaking</li></ul>	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li></ul>	<ul style="list-style-type: none"><li>• Numbers</li><li>• Shape, Space and Measures</li></ul>	<ul style="list-style-type: none"><li>• People and Communities</li><li>• The World</li><li>• Technology</li></ul>	<ul style="list-style-type: none"><li>• Exploring and Using Materials and Media</li><li>• Being Imaginative</li></ul>

# The Good Level of Development 'GLD'

At the end of the Reception year, schools are compared nationally by the percentage of children gaining the Good Level of Development (GLD)

In order to attain the GLD, a child will have achieved the Early Learning Goal in:

- All of the Prime Areas
- Literacy & Mathematics from the Specific Areas

Early Learning Goals		
Mathematics	Personal, Social & Emotional Development	
<b>Numbers</b>	<b>Self-Confidence &amp; Self-Awareness</b>	<b>Understanding</b>
40 Children count reliably with numbers from one to 10, place them in order and recite them from one more or one less than a given number.	20 Children are confident in trying new activities, and say why they like some activities more than others.	40 Children follow instructions involving some of them or actions.
41 They use number names to identify and count objects in a familiar group. They add and subtract two single digit numbers and count on or back to find the answer.	21 They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.	41 They answer 'how' and 'why' questions about their experiences and in response to stories or events.
42 They solve problems, including doubling, halving and sharing.	22 They play when they do or don't need help.	42 After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.
43 Children estimate a number of objects and check quantities by counting up to 10. They solve practical problems that involve combining groups of 1, 2 or 10, or sharing the equal groups. (This descriptor has been amended to reflect the increased level of challenge needed to the expected descriptor following the Trust review.)	23 Children are confident speaking in a class group. They can talk about the things they enjoy, and are good at, and about the things they do not like. They are encouraged to feeling support when they need help or information. They can talk about the plans they have made in play or activities and what they might change if they were to repeat them.	
	<b>Managing Feelings &amp; Behaviour</b>	<b>Speaking</b>
<b>Shape, Space &amp; Measure</b>	24 Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.	20 Children express themselves effectively, showing awareness of listeners' needs.
30 Children use descriptive language to talk about size, weight, capacity, position, direction, time and money to compare quantities and objects and to solve problems.	25 They work as part of a group or class, and understand and follow the rules.	21 They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
31 They recognise, create and describe patterns.	26 They adjust their behaviour to different situations, and take changes of routine as their 20th life.	22 They develop their own opinions and experiences by comparing ideas or events.
32 They explore and compare the properties of everyday objects and shapes and use mathematical language to describe them.	27 Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.	23 Children show some awareness of the power of making changes to language and non-verbal features. They reuse experiences and images positively, often connecting ideas. They use a range of vocabulary to describe things in detail.
33 Children estimate, measure, weigh and compare and order objects and talk about properties, position and size.	<b>Making Relationships</b>	24 Children know the difference between past and present events in their own lives and some events which people's lives were different in the past. They know that other children have different lives and abilities and that they may be good at different things. They understand that different people have different talents, abilities, customs and traditions and why it is important to treat them with respect.
	<b>Expressive Arts &amp; Design</b>	<b>Understanding the World</b>
<b>Literacy</b>	<b>Exploring &amp; Using Media &amp; Materials</b>	<b>People &amp; Communities</b>
<b>Reading</b>	30 Children play co-operatively, taking turns with others.	30 Children talk about past and present events in their own lives and in the lives of family members.
20 Children read and understand simple sentences.	31 They take account of one another's ideas about how to organise their activity.	31 They know that other children often play the same things, and are sensitive to this.
21 They read and discuss books or stories, regular words and read their adult accounts.	32 They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	32 They know about similarities and differences between themselves and others, and enjoy learning, celebrating and traditions.
22 They also read some common regular words.	33 Children play games with rules. They understand someone else's point of view can be different from their own. They know more disagreements through listening to each other in order to solve a problem. They understand other people's feelings and that it is unacceptable to behave in a way that causes harm.	33 Children know the difference between past and present events in their own lives and some events which people's lives were different in the past. They know that other children have different lives and abilities and that they may be good at different things. They understand that different people have different talents, abilities, customs and traditions and why it is important to treat them with respect.
23 They demonstrate understanding when talking with others about what they have read.	<b>Being Imaginative</b>	<b>The World</b>
24 Children can read and understand simple sentences.	34 Children play with clay, mud, plasticine and other materials, experimenting with colour, design, texture, form and function.	30 Children know about similarities and differences in relation to places, objects, materials and living things.
25 Children can read and understand simple sentences.	35 Children know the difference between past and present events in their own lives and some events which people's lives were different in the past. They know that other children have different lives and abilities and that they may be good at different things. They understand that different people have different talents, abilities, customs and traditions and why it is important to treat them with respect.	31 They know the difference between past and present events in their own lives and some events which people's lives were different in the past. They know that other children have different lives and abilities and that they may be good at different things. They understand that different people have different talents, abilities, customs and traditions and why it is important to treat them with respect.
26 Children can read and understand simple sentences.	<b>Communication &amp; Language</b>	<b>Technology</b>
<b>Writing</b>	<b>Listening &amp; Attention</b>	30 Children know that a range of technology is used in places such as homes and schools.
10 Children use their phonetic knowledge to write words in ways which match their spoken sounds.	20 Children listen attentively in a range of situations.	31 They know that other children often play the same things, and are sensitive to this.
11 They also write some common regular words.	21 They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	32 They know that other children often play the same things, and are sensitive to this.
12 They write simple sentences which can be read by themselves and others.	22 They give their attention to what others say and respond appropriately, while engaged in another activity.	33 Children know that a range of technology is used in places such as homes and schools.
13 Some words are taken from books and others are phonetically decoded.	23 Children know the difference between past and present events in their own lives and some events which people's lives were different in the past. They know that other children have different lives and abilities and that they may be good at different things. They understand that different people have different talents, abilities, customs and traditions and why it is important to treat them with respect.	34 Children know that a range of technology is used in places such as homes and schools.
14 Children can read and understand simple sentences.	<b>Physical Development</b>	
<b>Reading</b>	<b>Reading &amp; Writing</b>	
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	<b>Health &amp; Self-Care</b>	
	20 Children know the importance for good health of physical exercise, and a healthy diet, and talk about when to leave healthy and safe.	
	21 They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	
	22 Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can stop, think and act independently, successfully managing learning before or after.	



# Personal Social and Emotional Development

## What are the expectations?

**Independence** - Toileting, Getting dressed and undressed, shoes, feeding using knife, fork or spoon and open cup.

**Socialisation** - Playing together, turn taking and sharing and understanding feelings and expressing emotion.

**Rules and Routines** - behaviour expectations and following instructions and keeping safe.

# Writing and the EYFS

- Writing, along with reading, makes up [Literacy](#), one of the four specific areas of the [Early Years Foundation Stage](#) (EYFS). The descriptors of what children are to achieve in writing however, come from the [Literacy, Communication & Language](#) and [Physical Development](#) areas of learning. Writing therefore is not just about learning letters and sounds but developing the ability to communicate effectively verbally and develop physical dexterity too.

## Expectations

- Correct pencil grip – tripod
- Using cursive script by the end of reception
- Write and recognise name
- Use phonics to start reading and writing words
- To have the confidence to mark make and write for a variety of purposes.

# Reading and Early Years

- We read daily to the children sharing a variety of books.
- We also encourage the children to share books with each other also.
- We tell stories using puppets, props and pictures and create pictorial story maps.

## At Home

All children will receive a library book for you to read and enjoy with your child we do not expect them to read this.

In reception the children will also receive a reading book and reading record. This will be changed 3 x a week. Please write in the reading record when you hear your child read and we recommend reading with them daily for confidence and progression.



“We shouldn't  
teach great books;  
we should teach a  
love of reading.”  
— B.F. Skinner

In school, we follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases.

Phonics is an integral part of Early years and is the foundation to learning to read and write.

# Phonics in Early Years

<https://www.youtube.com/watch?v=-ksblMiliA8/> (Saying the sounds video)

## Phase 1 phonics

Rhythm and rhyme,  
alliteration, body  
percussion, environmental  
sounds, voice sounds and  
oral blending.

## Phase 2

s, a, t, p, l, n, m, d  
g, o, c, k, ck, e, u, r  
h, b, f/ff, l/l, ss

## Phase 3

j, v, w, x y, z, qu  
sh, ch, th, ng ai, ee, igh,  
oa, oo, ar or, ur, ow, oi  
ear, air, ure, er



# Outdoor Learning



- Please ensure all children have welly boots in school at all times.
- Children need warm coats, hats and gloves as we do go outside in all weathers.
- Learning happens daily inside and outside and it is part of the curriculum.





# Mathematics

## Number and Shape Space and Measures

- Problem solving
- Counting reliably to 20
- Adding and Subtracting
- Sharing
- Numicon
- Understanding the value of numbers
- Weighing/Measuring
- Ordering
- Using shapes 2D and 3D
- VOCABULARY is essential not just naming numbers and shapes.





## What Is Tapestry?

- An Online learning journal system.
- Staff record children's progress and activities using tablet devices and PCs.
- Parents can view their child's journal on mobile devices and on their home computers, and can make observations of their own using a secure login system.

Any problems or queries please ask your class teacher and we will support you to get your child's online learning journey.

# Tapestry

- Ensure you have downloaded the application.
  - Activate your password .
  - Access your children's observations.
- Remember to put on observations from home too.



We have lots of fun things planned and want you to be involved.

## Diwali



## Police Visit



## Post Office



## Xmas



## Trip



## Superhero's



## Sports Week



## Church Visits



## Chicks

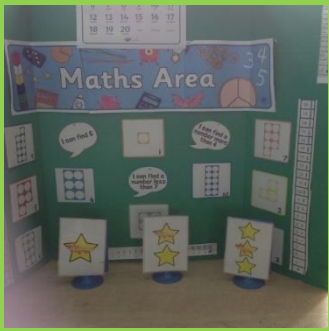


Come along to our open afternoons and have some fun...



If you have any skills you can bring into school and share please let your class teacher know.





What?

Why?

Where?

How?

When?



# Challenge in Early Years

## Talk about and discuss!

# Process over product.



Working in partnership is crucial. So how can you help...

- Limit screen time and increase social time.
- Ensure children are at school.
- Read a bedtime story.
- Have dinner together when possible.
- Talk to each other as much as possible.
- Provide healthy lunchbox – see handouts for advice.

- Home activities

Home learning activity handout which will go home termly. A choice of fun activities will be available on here and when you have done them post them onto tapestry so we can share this with the children.

WOW moments – we are proud of all of our children and when they have made you proud we would like to know so complete a wow and this will be shared and displayed in your child's class.

# Any concerns or worries?



- sleep
- feeding
- talking
- eating
- behaviour

Talk to our amazing support team after.







I Am 5



**I AM A RISK TAKER  
AND MESS MAKER**

I am a confident doer of exciting things.

I'm not built for desk sitting.

**my BRAIN CRAVES action.**



I'm not as grown up  
as some people think.



**I still need to play,**  
move and explore.



**Don't Rush My  
Childhood!**



Illustration: Shared by Terri Lynn Kott in Kindergarten. Graphics from: My Kids Graphics