



Early Years Lethbridge Primary School



There are seven areas of learning and development that shape the curriculum in EYFS.

All areas are important and interconnecting;

Prime Areas

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

These are important for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving.

Specific Areas

Literacy, Mathematics, Expressive Arts and Design and Understanding the World.

These enable the prime areas to be strengthened and applied.

Early Years Foundation Stage (EYFS)

Areas of Learning and Development			
Prime Areas			
Communication and Language	Personal, Social and Emotional Development	Physical Development	
<ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking 	<ul style="list-style-type: none"> • Self-Regulation • Managing Self • Building Relationships 	<ul style="list-style-type: none"> • Gross Motor Skills • Fine Motor Skills 	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> • Comprehension • Word Reading • Writing 	<ul style="list-style-type: none"> • Number • Numerical Patterns 	<ul style="list-style-type: none"> • Past and Present • People, Culture and Communities • The Natural World 	<ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive

Characteristics of Effective Learning

‘What children learn is important, but how children learn is even more important if they are to become learners in today’s society.’ Helen Moylett

How Children Learn, Nancy Stewart (2011)

At Lethbridge we encourage children to be independent learners and make their own choices, follow their own interests and help them to develop their own thinking through careful adult interactions. Observing and understanding how each child learns enables us to inform and adapt our planning of the curriculum.

The 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.

Early Years Curriculum at Lethbridge

Long Term Overview Topic Focus

Whilst Development Matters guides our curriculum, our topic focus gives children the opportunity to demonstrate their understanding, learning and development in a range of contexts.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Marvellous Me</p> 	<p>Let's Celebrate</p> 	<p>Once Upon A Time...</p> 	<p>Nature Detectives</p> 	<p>Dinosaurs</p> 	<p>Pirates</p> 

The curriculum evolves as the term progresses to reflect the needs, ability and interests of the children. This ensures children are able to demonstrate their learning and development in full. Through topic, we introduce new vocabulary and a love for reading.

We also put a big emphasis on children's own experiences; real experiences through people and places in the local community; and parent partnerships.

<p>Begin to build positive relationships with children and parents/guardians</p> <p>Introduction of Me, My Family, My World Books - children are encouraged to complete at home and bring in to share - this is <u>continued throughout the year</u>.</p> <p>Key Themes - Me, My School, My Body, My Family, Forest area – signs of autumn, people who help us at school, Harvest - bread tasting</p> <p>Parents Evening & Welcome Meeting</p>	<p>Parent Stay and Plays - <u>continued throughout the year</u>.</p> <p>Christmas play to parents</p> <p>Visitors to talk about celebrations e.g. Diwali</p> <p>Anti Bullying week</p> <p>Key Themes –birthdays, fireworks night, Diwali, weddings, Christmas, fiction, forest area – signs of winter, non-fiction</p> <p>Curriculum Meeting</p>	<p>STEM week and Fayre to parents</p> <p>Infant Music Festival to parents</p> <p>World Book day</p> <p>Walk to Old Town library – traditional tales. Retell stories in Town Gardens – Billy Goats Gruff, Three Little Pigs</p> <p>Key Themes – story books, structure and retelling, character profiles, favourite, story maps,, Chinese New Year</p>	<p>Easter bonnet parade and hunt</p> <p>Walk to Old Town library – nature focus, visit from the oral health team, Jonathon's Jungle roadshow, forest area bug hunt</p> <p>Key Themes – growing, life cycles, bugs and plants, nature art, Oliver's vegetables, Evil Pea, from a seed to a flower, fruit and veg tasting</p> <p>Parents Evening</p>	<p>Walk to Old Town gardens – fossil hunt</p> <p>Blue Cross visit to school</p> <p>Giant nest and egg discovery</p> <p>Giant footprint discovery</p> <p>Key Themes – fossils, dinosaur eggs, different types of dinosaurs – non-fiction books on dinosaurs, favourite dinosaur stories</p>	<p>Class assembly to parents</p> <p>EYFS trip</p> <p>Pirate experience day – walk, talk and look like a pirate</p> <p>Key Themes – Favourite pirate stories, non-fiction information – real pirates of the past. Boat challenge</p> <p>EYFS sports day</p> <p>End of year reports to parents</p>
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Enhancing learning in Early Years using themed days, visitors, walks, trips and much more....

People who help us



STEM week



World Book Day



Diwali



Dinosaur Hunt in the Town Gardens



Trip



Easter Bonnet Parade



Sports day



Harvest Festival



Blue Cross



Christmas



Pirate day



Welly walks



We encourage parents and people from the community to come into school and share their knowledge of the world with the children.

Development in Early Years

Development Matters guides our curriculum and helps us to assess a child's level of development. All assessment is based on teacher and teaching assistant knowledge of each child.

<i>Accurate assessment helps us to make informed decisions about what your child needs to learn and be able to do next.</i>					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Statutory Baseline	Building knowledge of each child	Building knowledge of each child	Building knowledge of each child	Building knowledge of each child	Complete EYFS Profile for each child using
Lethbridge Baseline – Teachers and TA use Nursery/Pre-school data/formal assessment and observations to make a judgement of where each child is at the beginning of reception year.	WOW boards – children's work	WOW boards – children's work	WOW boards – children's work	WOW boards – children's work	Assess against the Early Learning Goals (ELGs) There are 17 Early Learning Goals <i>See next slide</i>
Parents Evening and initial parent meeting	Observations in all areas of learning	Observations in all areas of learning	Observations in all areas of learning	Observations in all areas of learning	End of year reports for Parents/LEA includes whether a child has met the ELGS (Expected) or not yet met ELGs (Emerging) for all 17 strands..
	Sound check, keyword check and reading	Sound check, keyword check and reading	Sound check , keyword check and reading	Sound check, keyword check and reading	Teachers may also choose to provide a commentary on the 3 characteristics of effective learning.
	Workbooks – Adult-initiated and guided work	Workbooks – Adult-initiated and guided work	Workbooks – Adult-initiated and guided work	Workbooks – Adult-initiated and guided work	Transition with Year 1 teacher
	Moderation with all adults in EYFS	Moderation with all adults in EYFS /cluster schools	Moderation with all adults in EYFS	Moderation with all adults in EYFS /cluster schools	
Characteristics of Effective Learning	Characteristics of Effective Learning	Characteristics of Effective Learning	Characteristics of Effective Learning	Characteristics of Effective Learning	
Target Tracker software is used to monitor progress, identify groups & gaps in learning					
<i>Parent partnership also informs assessment</i>					
<i>Me, My Family, My World Books</i>	<i>WOW Moments from home</i>	<i>Reading Record Books/input from home</i>	<i>Stay & Plays / informal chats at the door – parent input</i>		

In the summer term children will be assessed against these Early Learning Goals (ELGs).

Early Learning Goals

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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. <p>Speaking</p> <ul style="list-style-type: none"> 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. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> 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. <p>Managing Self</p> <ul style="list-style-type: none"> 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. <p>Building Relationships</p> <ul style="list-style-type: none"> 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. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> 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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> 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. <p>The Natural World</p> <ul style="list-style-type: none"> 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. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> 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. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> 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. <p>Numerical Patterns</p> <ul style="list-style-type: none"> 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.
		<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> 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. <p>Word Reading</p> <ul style="list-style-type: none"> 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. <p>Writing</p> <ul style="list-style-type: none"> 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 ELGs are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development by the end of reception year.

EYFS Unit at Lethbridge

Squirrel Room



Hedgehog Room



Outside Area



The Den



Conservatory



Typical Day in Early Years

Early Morning Activity

e.g. dough disco, cutting, fine motor skills

Register

Phonics on the Carpet

Learning through play in an area of the unit

Child-initiated and adult-initiated/led activities e.g. writing, reading, phonics follow up

Snack

Playtime in playground

Mathematics on the Carpet

Learning through play in an area of the unit

Child-initiated and adult-initiated/led activities e.g. maths follow up, problem solving

Lunch

Quiet time/Topic

Learning through play in an area of the unit

Child-initiated and adult-initiated/led activities e.g. observations, learning in the moment

Playtime in playground

Story time / Singing

Home



Phonics

We follow the 'Twinkl' Phonics scheme which is closely linked to the Letters and Sounds programme. This consists of six phases; in Early Years we focus on the first four phases.



Phonics is an integral part of Early Years and is the foundation to learning to read and write. Please see this useful parent guide to phonics :

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>

Each sound is introduced through stories, songs, actions and objects followed by fun practical activities which encourage children to use and apply the sounds they have learnt. Phonics lessons are taught daily.

Phase 1

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

Phase 2

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

Phase 3

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

Phase 4

Recap
CVCC Words
Adjacent Consonants

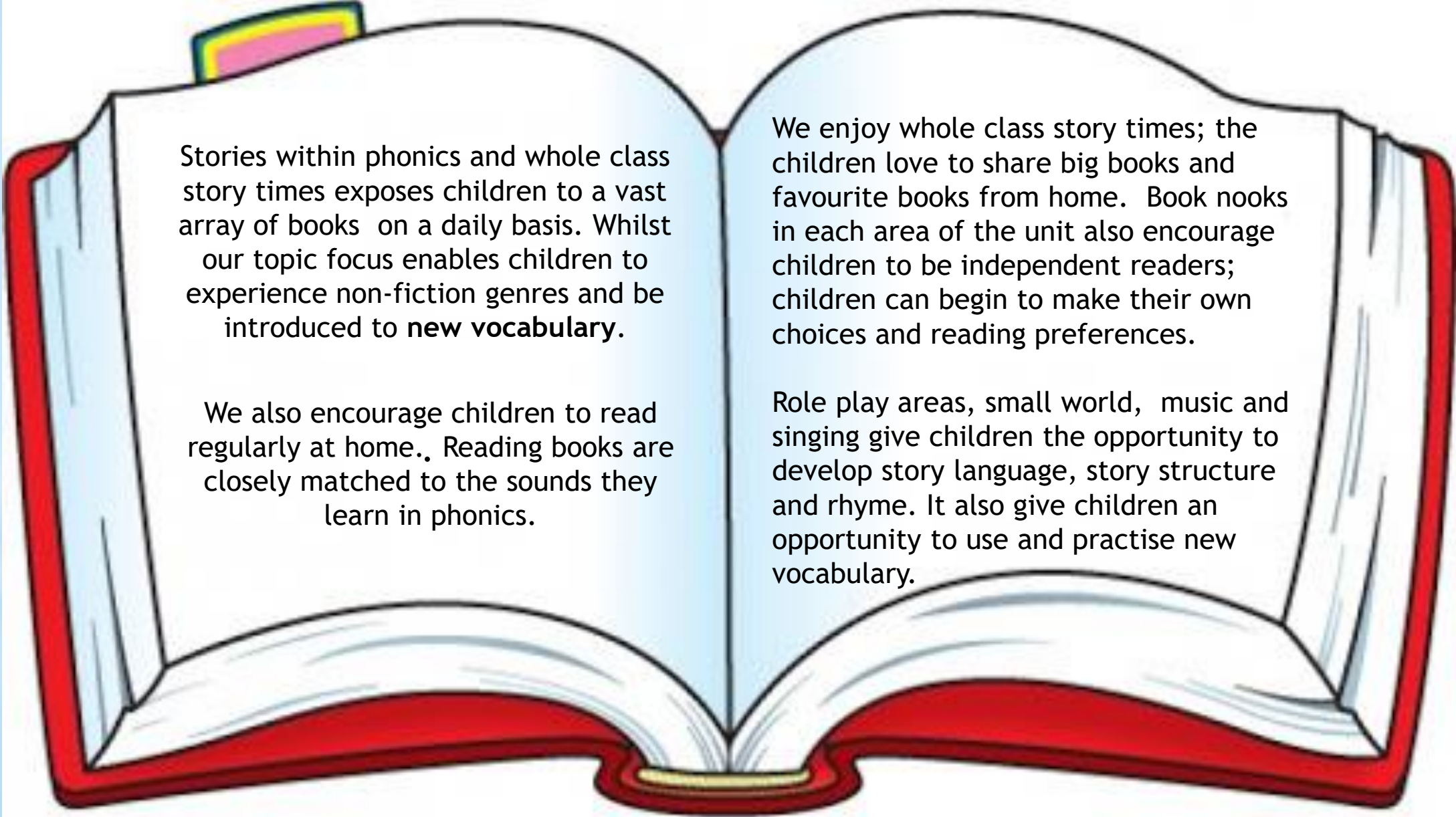
When learning to say these sounds , we teach children to use 'pure' sounds.

<https://www.youtube.com/watch?v=UCI2mu7URBc>

How to say pure sounds

Reading

A love of reading is something which we are eager to encourage from an early age, therefore the children at Lethbridge are given lots of opportunities to experience reading through the day.



Stories within phonics and whole class story times exposes children to a vast array of books on a daily basis. Whilst our topic focus enables children to experience non-fiction genres and be introduced to **new vocabulary**.

We also encourage children to read regularly at home. Reading books are closely matched to the sounds they learn in phonics.

We enjoy whole class story times; the children love to share big books and favourite books from home. Book nooks in each area of the unit also encourage children to be independent readers; children can begin to make their own choices and reading preferences.

Role play areas, small world, music and singing give children the opportunity to develop story language, story structure and rhyme. It also give children an opportunity to use and practise new vocabulary.

*All forms of writing are encouraged and celebrated.
From mark making to recognisable letters, strings of letters to writing whole words.
Development of writing is an important process of learning to write.*

Children are encouraged and motivated to write for a purpose.



Children are given opportunities to mark make in all areas of learning, not just at a writing table!

We Make Writing Fun!

Those children less eager to put pen to paper are encouraged and motivated to write through topic-based writing such as dinosaurs and pirates.



Children have access to different mark making materials and writing frames.



Children are encouraged to develop their fine motor skills through play activities that will help strengthen pencil grip and control.



Children develop their fine motor skills and strength through adult-led sessions such as dough disco and Squiggle Whilst you Wiggle.



Letter Formation - children learn to form lower case letters using print

Letter Formation Handwriting Sheet with Rhymes



Start with a c and then go upwards all the way. Go straight back down again and hooray - you made an a!

Go straight down and halfway up again neatly. Then all the way around and join to the bottom to make a b!

Start drawing a circle and curl around slowly. Stop before you finish and it makes it a c!

Start with a c then climb a tree. Come back down and you have a d!

Start in the middle and go across carefully. Then curl like a snail, and you have an e!

Curl the top, go straight down and swing to the left. Go back up and cross the belly of your f!

To begin writing a g you need a c. Then go up and back down to make a tail for a monkey.

Start at the top, go straight down and back halfway. Then over a hump and down to the line to make an h!

Go straight down, then take your pencil off to fly...Right up to the top, draw a dot and you have an i!



Go straight down, under the line and then which way? A tiny curl to the left, then fly to the top and dot your j!

Start at the top and whoosh straight down. Go halfway up and around. Go down and out with a flick. Your k is ready to kick!

Start up high and then go down - you're doing well. Then the tiniest curl to the right and you have an l!

Start at the top, down, up, over and down again. Up and over and down once more to finish your m!

Start at the top, go down, then up and then... Go over and down to the bottom and there you have an n!

Start at the top and go anti-clockwise, carefully and slow. When your circle comes back to the top you have an o!

Start at the top, go down under the line and then back neatly. Then draw a curve that joins onto your line to make a p!

Start with a c, go up, then down, then what do you do? Go under the line then flick to the right to make a q!

Start at the top, go down and up but not too far. Then draw a small curl at the top to make your perfect r!



S is curly, more or less. Start at the top and curl to the left. Bend down and right, then down and left to make an s.

T isn't small or tall, it's in between. Start at the top, go down and curl right, then cross your t!

Start at the top, go down, bend to the right and go up - woo! Go back down and then you've made the letter u!

V is made of lines, no curls or bends or humps to see. Diagonal down and then back up to make a v!

Just like a v, there's only diagonal lines to do. Down, up, down, up is how you write w!

Start at the top and draw a diagonal line from the left. Jump back to the top, go from right to left and you have an x!

Go down, bend to the right then head up to the sky. Go down, under the line and swing left to make a y.

Start on the left and go straight across the letter's head. Then diagonally down then from left to right to make a z!

Children learn how to write each letter sound when they learn it in phonics.

Mathematics in Early Years

Children learn through stories, songs, rhymes and games.



Outside play



Developing critical thinkers



Open-ended activities

Meaningful and hands-on experiences.



Mathematical language in play



Children explore number, shape, space and measure through our continuous provision on a daily basis.



Using maths for a purpose and relating to real life.

Maths is everywhere!

Working in Partnership is crucial

We value your input and support and therefore we would like to include you in your child's learning throughout the year. This can be done in various ways. Here are just a few to begin with:

- Completing WOW moments certificates - we are proud of all 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. This will be used as part of your child's learning profile.
- Completing the Me, My Family, My World books with your child. An opportunity for your child to think about and focus on specific areas of the curriculum: past and present, people, culture and the community and the natural world. Your child will then share what they have completed with the class.
- Reading with your child at home using the home/school books.
- Practising phonic sounds using the sound folders sent home and keywords using the flash cards/characters sent home.
- Practising fine motor skills using the handwriting packs.