

Welcome!

Mrs Sturman- Acting EYFS and
Year 1 Lead

Wednesday 13th October

What does an average day in Reception at EBPS look like?

Classroom learning

Outdoor learning

'Busy Out' learning

Adult led carpet times- around 10/15 minutes at a time.



The EYFS curriculum

Prime Areas

- ▶ Communication and Language
 - Listening, attention and understanding
 - Speaking
- ▶ Personal, Social and Emotional Development
 - Self regulation
 - Managing self
 - Building relationships
- ▶ Physical Development
 - Fine motor skills
 - Gross motor skills



The EYFS curriculum

Specific Areas

- ▶ Literacy
 - Comprehension
 - Word reading
 - Writing
- ▶ Maths
 - Number
 - Numerical patterns
- ▶ Understanding the World
 - Past and present
 - People and communities
 - The natural world
- ▶ Expressive Arts and Design
 - Creating with materials
 - Being imaginative and expressive



The end of the Reception year:

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



The end of the Reception year

Self Regulation

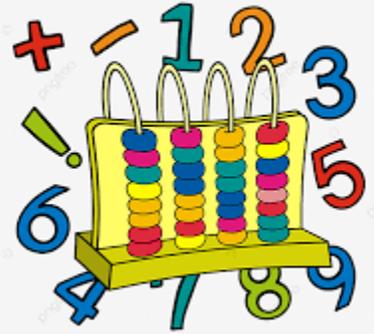
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions



The end of the Reception year:

Maths

- 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.
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- 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.



The end of the Reception year:

Literacy

- 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
- 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.
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with letters
- Write simple phrases and sentences that can be read by others



Phonics- Read, Write Inc

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Read Write Inc.
Phonics

Desktop Speed Sounds Chart

Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

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Phonics



- ▶ Phoneme- A single sound that can be made by one or more letters e.g. s, k, z, oo, igh
- ▶ Grapheme- Written letters or a group of letters which represent one single sound (phoneme)
- ▶ Digraph- two letters together make one sound e.g. sh, ee
- ▶ Segment- This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing.
- ▶ Blend- Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word
- ▶ CVC word- Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds e.g. dog, pin.

What can you do at home?

- ▶ Reading- sharing different types of books.
- ▶ Model new vocabulary and explain the meaning of new words.
- ▶ Involve them in jobs such as pairing socks, writing shopping lists, counting out objects.
- ▶ Encourage them to practice their independent dressing skills.
- ▶ Use positive behaviour techniques to encourage your children to make good choices. Label the behaviour not the child.
- ▶ Share WOW moments with us!
- ▶ Model reading and writing around the home, if your child sees you doing those things, they will want to as well!

Thank you for your
time.

