

Welcome to EPS

Foundation Stage Curriculum

Information Session

The Autumn Term in Reception

Aims

- The children are happy to come to school and are forming positive relationships with peers and adults.
- They are learning through play both in the indoor and outdoor environment.
- They have adapted well to school routines.
- They are developing a love of learning.
- They are learning to show some independence.
- They are able to listen for a short period of time.
- They are able to engage in back and forth conversation.
- They are able to tell an adult if they have a problem.
- They are beginning understand our school values



A day in Reception

- Lunch register
- Morning song and well being check
- Calendar/Daily Maths Moment
- Maths focus
- Focused learning with an adult
- Indoor and outdoor learning through play
- Snack
- Playtime
- Daily phonics
- Focused learning with an adult – phonics focus
- Indoor and outdoor learning through play
- Lunch and playtime on the playground
- Whole class learning – different focus each day
- Focused learning with an adult
- Indoor and outdoor learning through play
- Story time
- Home time



Foundation Stage Curriculum

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

The prime areas of learning

- Communication and Language – Listening Attention and Understanding and Speaking
- Physical Development – Gross Motor and Fine Motor
- Personal, Social and Emotional Development – Self Regulation, Managing Self and Building Relationships

The specific areas of learning

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society.

- Literacy – Comprehension, Word Reading and Writing
- Mathematics – Numbers and Numerical Patterns
- Understanding the World – Past and Present, People, Culture and Communities, The Natural World
- Expressive Arts and Design – Creating with Materials and Being Imaginative and Expressive

At the end of the year the children are assessed against all 17 aspects of the Foundation Stage curriculum. These are called the Early Learning Goals.

Personal, Social & Emotional Development

- Children are encouraged to build their skills around self regulation, managing themselves and building relationships. For example they are able to get their own things at the end of the day.
- Zones of regulation – on a daily basis children are encouraged to talk about how they are feeling as part of our daily well-being check and consider how other people are feeling.

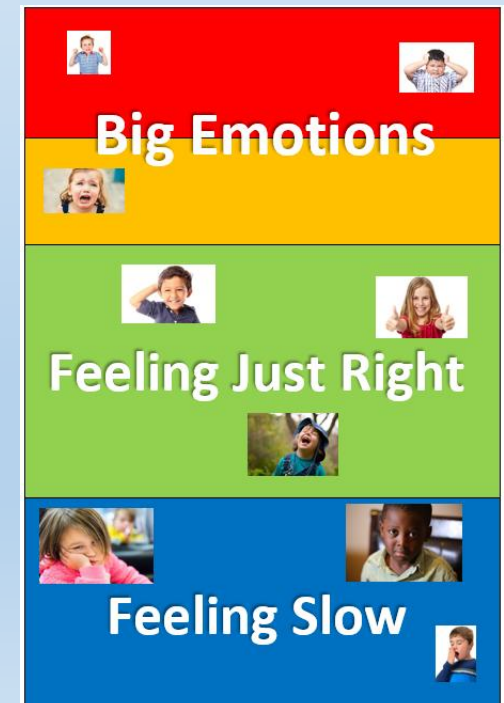


forming positive relationships
with peers and adults



taking into account
each others ideas

playing co-operatively and
sharing resources



Communication & Language

- Communication and Language includes developing speaking, listening and understanding skills. For example speaking and listening to each other in their play and learning, listening to stories and following instructions.

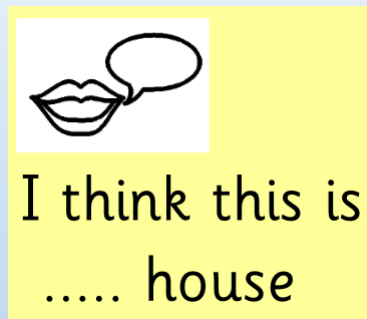
Talk, listen and
contribute



Ask and answer questions



Listen to and discuss stories



Hold back and forth
conversations

Physical Development

- Fine Motor Development: Opportunities to use a variety of small tools including hole punches, scissors, tweezers and pencils for writing.
- Gross Motor Development: Opportunities to develop overall body strength, balance, co-ordination and agility.



Health and Well being: Regular discussions about our well being and how to stay healthy as well as focusing on personal hygiene and skills for being independent.

Understanding the World

- Understanding the World includes learning about the natural world, people, culture and communities and the past and present.
- Learning about different traditions and celebrations.
- Observing growth and change such as watching the metamorphosis of caterpillars.
- Developing geographical skills in relation to our local environment.



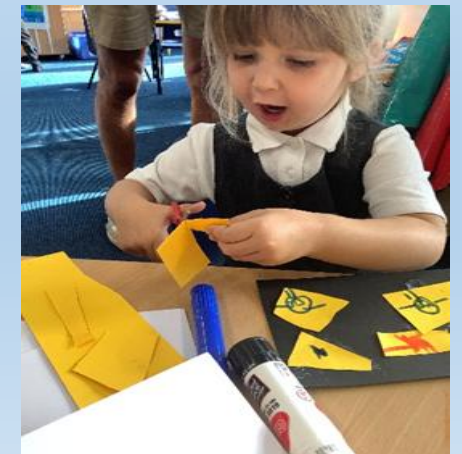
- Exploring the natural world

Expressive Arts and Design

- This area of the curriculum includes art, design, music, dance and imaginative play.
- engage in imaginative play
- explore a range of musical instruments and express themselves through movement and dance.



develop their creations.

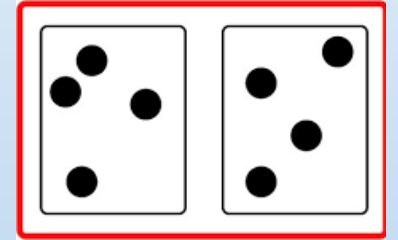


- access to a variety of materials and tools

Mathematics



- During the year children explore a range of mathematical concepts focusing primarily on numbers to 10 with the focus of understanding the composition of each number.
- Activities include subitising, recalling number bonds to 10, doubling and comparing quantities in different contexts.
- Each classroom has a maths area to access during learning through play.
- Daily maths moments which include updating the calendar, focusing of different numbers and singing a variety of maths songs.



Literacy



The Literacy curriculum includes both reading and writing.

Examples of some of the things the children are expected to do during their reception year.

- Writing: Begin to spell and write some simple words and short sentences.
- Reading includes:
- Comprehension: Children are expected to demonstrate their understanding of stories, anticipate key events and begin to use and understand new vocabulary.
- Word reading: The children are expected to recognise and say the sounds in the alphabet, to blend sounds to read words and to read simple sentences.



Literacy

Weekly overview

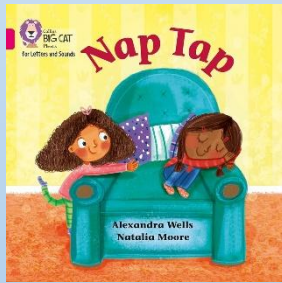
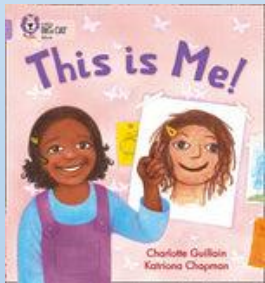
- Reading: Daily phonics, individual reading, shared reading, story time, accessing the reading corner, reading in our outdoor reading shed.
- Writing: Shared writing, guided writing, phonics, independent writing, handwriting, writing within the continuous provision.



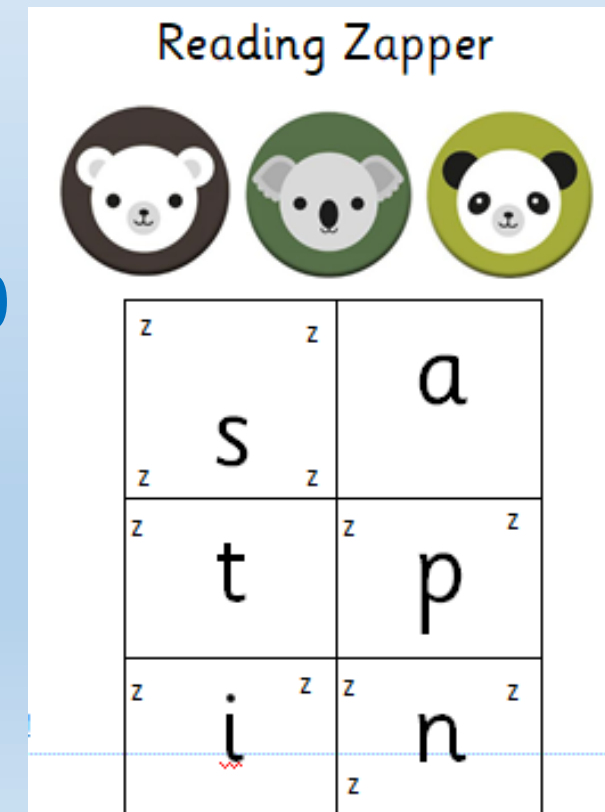
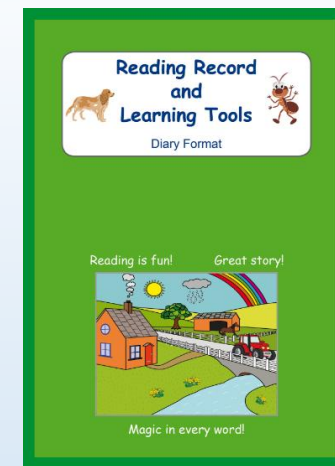
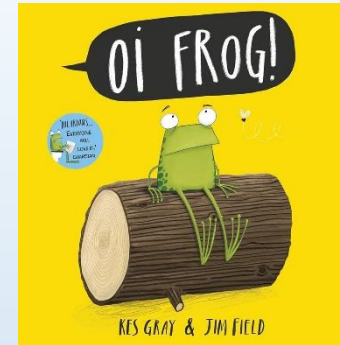
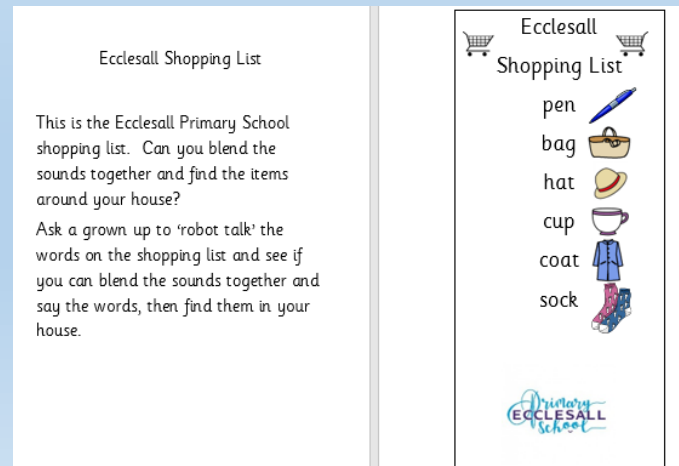
Reading at Home

In your child's book bag you should have

- A reading for pleasure book
- Your child's green reading record book (this is for teachers and parent comments – one comment a week is enough)
- Your child's reading book – at this stage
 - Lilac book (without words)
 - Pink book (with simple words)



- Zappers and games (e.g. Ecclesall Shopping List)



Phonics and Reading

Our systematic phonics programme is Twinkl Phonics

Level 1

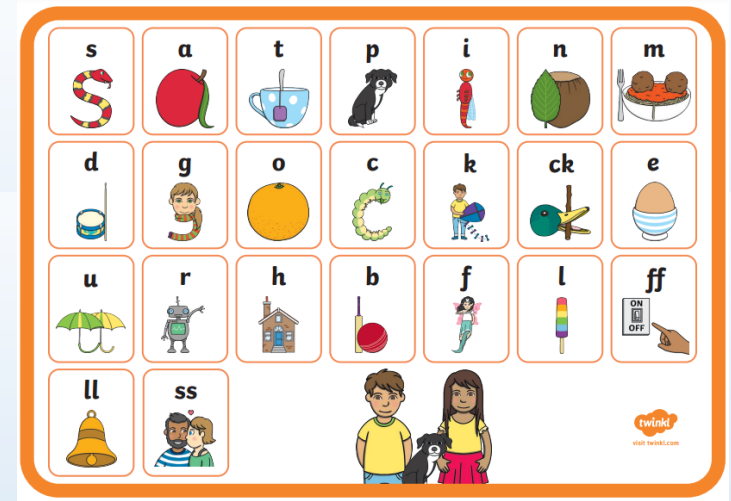
- Developing speaking & listening skills
- General sound discrimination
- Rhythm & Rhyme
- Alliteration
- Oral blending & segmenting



Phonics and Reading

Level 2

- Continue to orally blend & segment
- Focus on Level 2 Grapheme Phoneme Correspondence (GPC) - seeing the grapheme and saying the phoneme
- To use letters for blending for reading & segmenting for spelling.
- Begin recognising tricky words such as: the, to ,no , go, I



Child with letter

Child chalking



sat



Parent information sheets that are sent home every week.

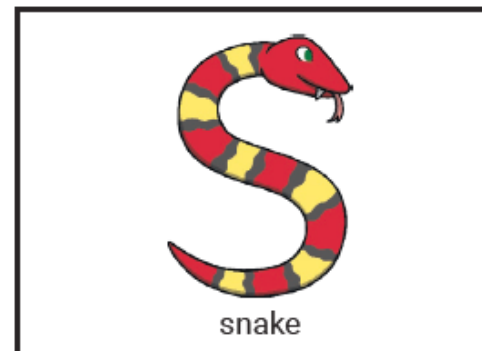
Please share with your child and practise the activities.

Today, we have been learning s.



Level 2

Picture



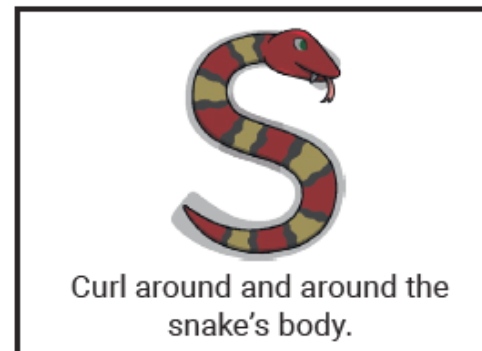
snake

Action



Make a snake's head with your hands and wiggle your body like a snake!

Formation



Curl around and around the snake's body.

Song

(To the tune of 'Aiken Drum')

We saw a snake out in
the woods,

s - s - s

s - s - s

We saw a snake out
in the woods
And the snake went s, s, s.

Word List

Sound out these words for your child. Can they hear the word you are saying?

sun

...

Sam

...

sad

...

yes

...

bus

...



Ss



A collection of colorful letter tiles and a small bag of beads arranged to spell 'shopping'. The tiles are in various colors (blue, yellow, orange, green, red) and are arranged in two rows: 'sh ch th ng' on top and 'sh op' below. To the left is a small clear bag filled with beads and a few colored tiles. To the right are two yellow sticky notes with the words 'It' and 'is' written on them.

- [illegible]

shop

Sounds



Level 3

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

Tricky Words

we	me	be	she	all	here
are	they	you	he	my	was

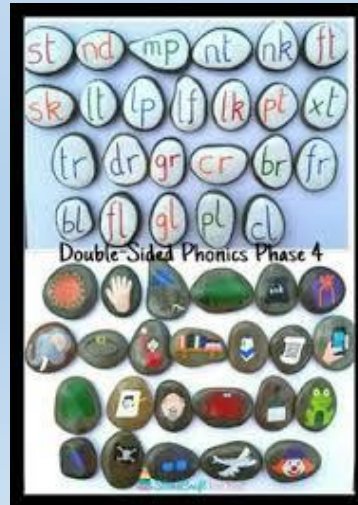


visit [twinkl.com](https://www.twinkl.com)

Level 4

- Continue to read & spell more challenging decodable words such as polysyllabic words e.g laptop.
- Blend & segment words with adjacent consonants such as cl, fr, sw
- Continue to read & spell tricky words

star



Level 4

Level 4 Tricky Words

said	have	like	so
do	some	come	
little	one		
there	were	what	
out	when		

visit [twinkl.com](https://www.twinkl.com)

Parent information sheets that are sent home every week.

Please share with your child and practise the activities.

Today, we have been learning **sh**.



Level 3

Picture



sheep

Action



Put a finger to your lips.

Word List

Can you sound out these words?

shut

shack

push

lush

mash

shop

Song

(To the tune of 'Rock-a-Bye Baby')

sh - the sheep sleep lying still in
the grass,
We will make no noise as we
walk past,
sh - they are peaceful, calm
as can be,
Snuggled together under a tree.

Tricky Words for Reading

we

me

be

sh sh sh
sh sh sh



Discuss with your child/children which is the tricky part of the word.

Sh sh

- Each half term you can refer to the Curriculum Jigsaw and Knowledge Organiser so that you can find out what we are learning for the half term. These are available to access on the school website.
- Each week you can access the weekly notice on the website to find out what we are doing that week.
- Curriculum Jigsaw

Knowledge Organiser

Ecclesall Primary School Curriculum Overview Year: Reception Autumn 2 -Colour, Communities & Celebrations around the World.

Prime Area: Communication & Language - Understands how and why questions related to celebrations and people who help us in our community. - Builds up vocabulary related to celebrations, communities and colour. Refer to Knowledge Organiser. - Uses language to imagine and recreate roles in celebration related role play and small world settings. - Describe events in some detail.	Literacy: Reading - Recognises Level 2 and some Level 3 phoneme/grapheme correspondence. - Blend sounds for reading. - To read tricky words: to/ the/ I / ho / go	Literacy: Writing - Hear and write sounds in words. - Begin to spell tricky words. - Write about a celebration. - Write about what they want to be when they grow up. - Write a speech bubble for Santa
Prime Area: Personal Social and Emotional Development - To understand the importance of emotional and physical well-being and begin to know what to do if we are feeling 'in the blue'. - Build constructive and respectful relationships. - Begin to know what it means to be a good friend. - Consider the feelings of others. - Manage emotions and begin to know how to resolve conflicts.	Numeracy - Compares quantities and numbers. - Order objects according to size, length and weight. - Add and subtract within 6.	Understanding the World - Recognises and describes special times and events. - Compares communities and celebrations around the world. - Identifies who in our community helps us Eg doctors.
Prime Area: Physical Development - Talk about factors that support health and well-being. - Follow instructions and move safely with co-ordination when moving in a large space. - Develop fine motor skills in order to use a range of tools competently.	Computing - E safety. - Recognise purposes of technology in our lives, in school and at home. - Begin to recognise that we can use the internet to learn more	Expressive Arts and Design - Learn how to make different colours by mixing paint. - Celebration related artwork such as cards and decorations. - Sing songs and recognise instruments.
		Key Texts - Seasons - Kipper's Birthday - Choosing cards Author of the half term Mick Inkpen Poetry: Fantastic First Poems June Crebbin



Happy Children, Happy School,
Learning Together, Growing Together

YR Colour, Communities and Celebrations Around the World - Autumn 2







How you can help at home:

Help your child to become familiar with these words and the meanings.

When books are sent home please share them with your child.

End Points:

To recognise and describe special times and events for families and friends.

Compare communities and celebrations around the world.

Identifies who in our community helps us e.g doctors.

Explore and learn how to make different colours using paint.

To write about a family celebration.

To segment and blend the phonemes in CVC words.

Prior Learning

3-4 year olds :

Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world.

Future Learning

Y1:

To use maps, globes and atlases to identify continents and oceans and the UK and its countries. Children engage with social and emotional aspects of celebrations.

Key Vocabulary

Digraph

Two letters which make one sound.

Celebration

A special event when people get together.

Tradition

A special time that happens regularly.

Custom

A common way of doing things.

Season

Particular time of the year.

Festival

Special day or time.

Community

A group of people living in a particular area.

Primary colours

A set of colours that can be mixed to make new colours.

Christmas

A festival to celebrate the birth of Jesus.



Effective Communicators

Creative thinkers & problem solvers

The ability to make connections and comparisons

Valuable members of a community

Understanding change, capable of changing and accepting change

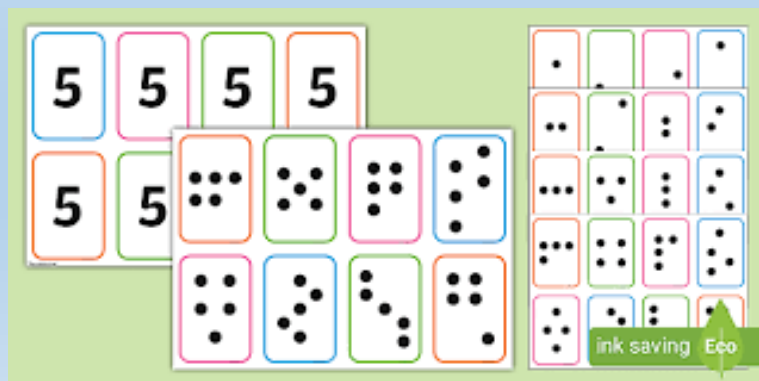
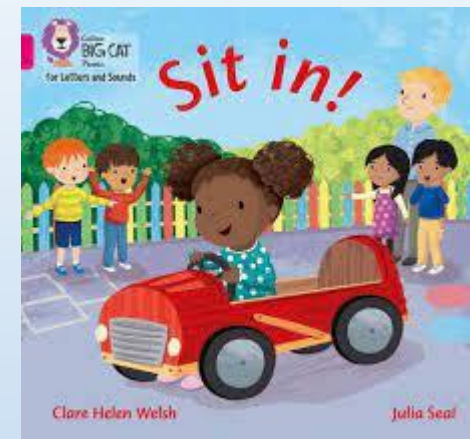
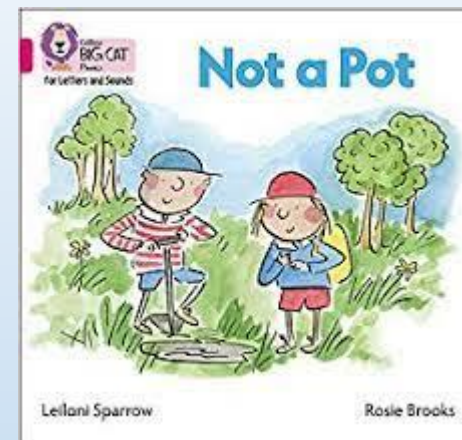
Respect

Positivity

Kindness

How can you help at home?

- Share school reading books and reading for pleasure books with your children.
- Practise the sounds/words on their zipper.
- Help your child to orally blend and segment.
- Help your child to blend the sounds in words.
- Practise singing nursery rhymes.
- Play subitising dice or card games.
- Talk to your child about special events you have shared together using some of the vocabulary on our knowledge organiser.



a	an
as	at

Contacting School



If you would like to make contact with your child's teacher please email enquiries@ecclesall.sheffield.sch.uk or ring the school office 2663137.

We use our YR email address primarily for sending photos and this is not checked daily. Many thanks