



EYFS Information Session

Wednesday 28th September

Grow Together Shine Forever



Session Aims

- Understand what phonics is and how it is taught in Foundation
- Understand how maths is taught in Foundation
- Understand how the Early Years curriculum works
- Day in the life of Acorns

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What is phonics?

When your child is learning to read there are two crucial things to learn:

- the sounds represented by written letters
- how to blend the sounds together to make words.

Phonics is a way of teaching reading.

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Phonics

- Children are first taught a small group of sounds called ‘initial sounds’, then learn to blend these sounds to read words made up of those sounds
- Then they are taught more sounds and learn to blend those too.
- The order that the sounds are taught are in the back of your child’s diary.

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Phonics in Foundation

- We follow the Read Write Inc. Phonics programme
- The children do Phonics daily - initially for 15 minutes and it gradually builds up to 30 minutes.
- Children are assessed at half term and are grouped according to which sounds they know

Read Write Inc.
Phonics

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Phonics terminology

- Blending – pushing the individual sounds together to read a word. c-a-t is cat
- Segmenting – splitting up individual sounds in a word to help spell the word



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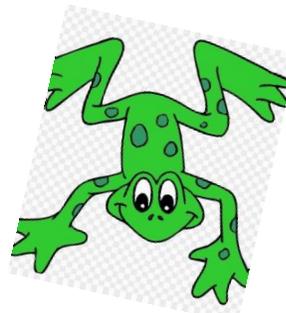
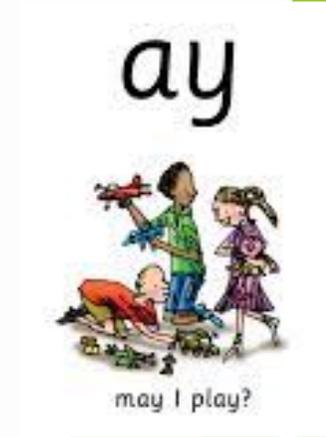
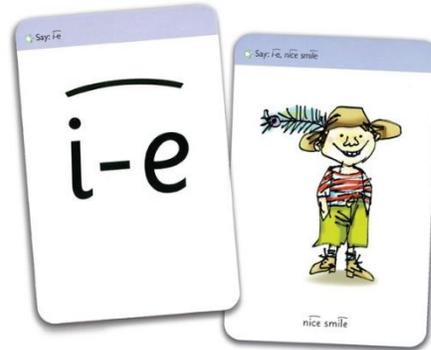
Phonics terminology

Phonics support materials available on the website

‘About us’

‘Our Curriculum’

‘Reading and Phonics’



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How can you support at home?

- Read daily with your child
- Practise red words – these are sent home termly
- Practise sound sheets that are sent home
- You may wish to purchase some of the Read Write Inc resources
- Check the diary for the order that the sounds are taught

<https://www.amazon.co.uk/slp/read-write-inc-phonics/nwc98xetemjy67f>

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Maths

- Taught everyday in Foundation in smaller groups of about 12-14 children
- We spend most of Autumn term on numbers 0-10
- We break down the numbers into their smaller parts
- Full year plan can be found on the [school website](#)

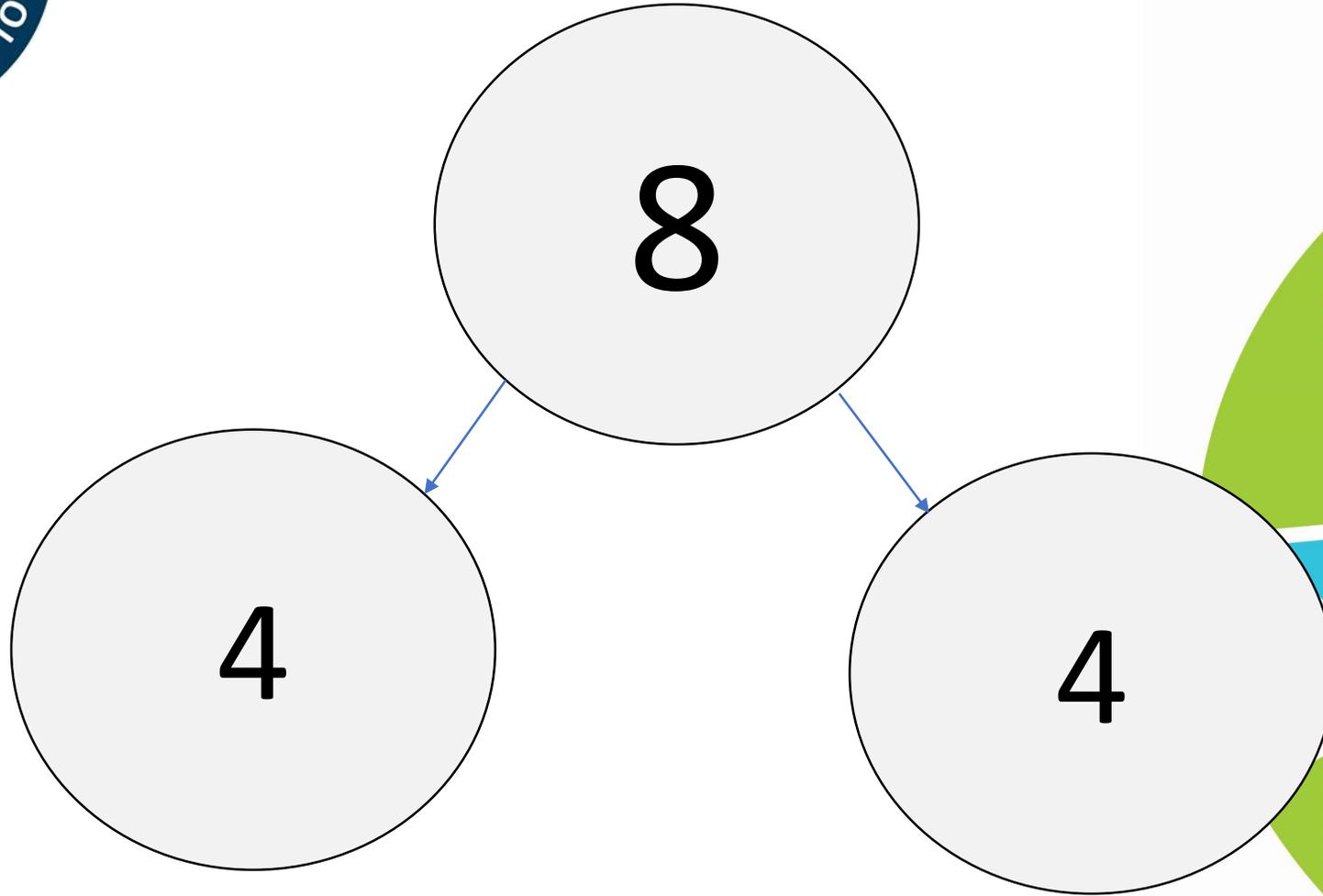
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Counting songs		Numbers 1 and 2 More and less (groups of objects, comparing)	Number of the week - one number a week working through numbers 3-10 1:1 correspondence, counting reliably Part/part/whole models Know one more and one less than numbers to 10 Writing numbers								
Spring	Revision of numbers 0-10	Addition Numbers 11-15	Number bonds to 10	2D Shapes and patterns 2 step patterns	Subtraction Numbers 11-20	Measure (length, height, weight, capacity and time)						
Summer	Number bonds to 10 revision Numbers bonds to 20	Counting on in our heads Counting on to solve calculations and problems	Odds and evens Worded problems, number formation,	Doubling to 10 Months of year	Halving/sharing	Basic place value						



Part, part, whole models

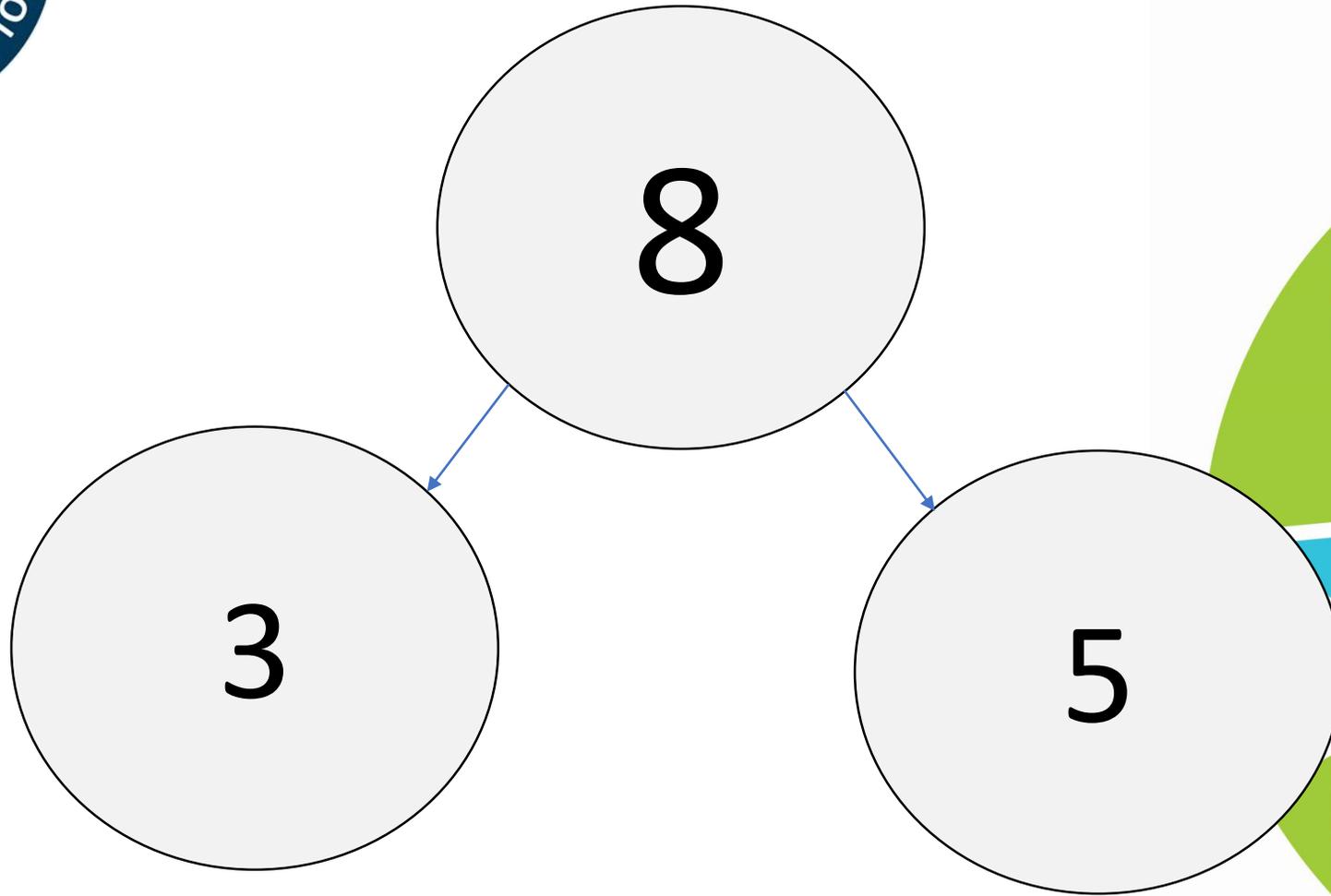


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Part, part, whole models

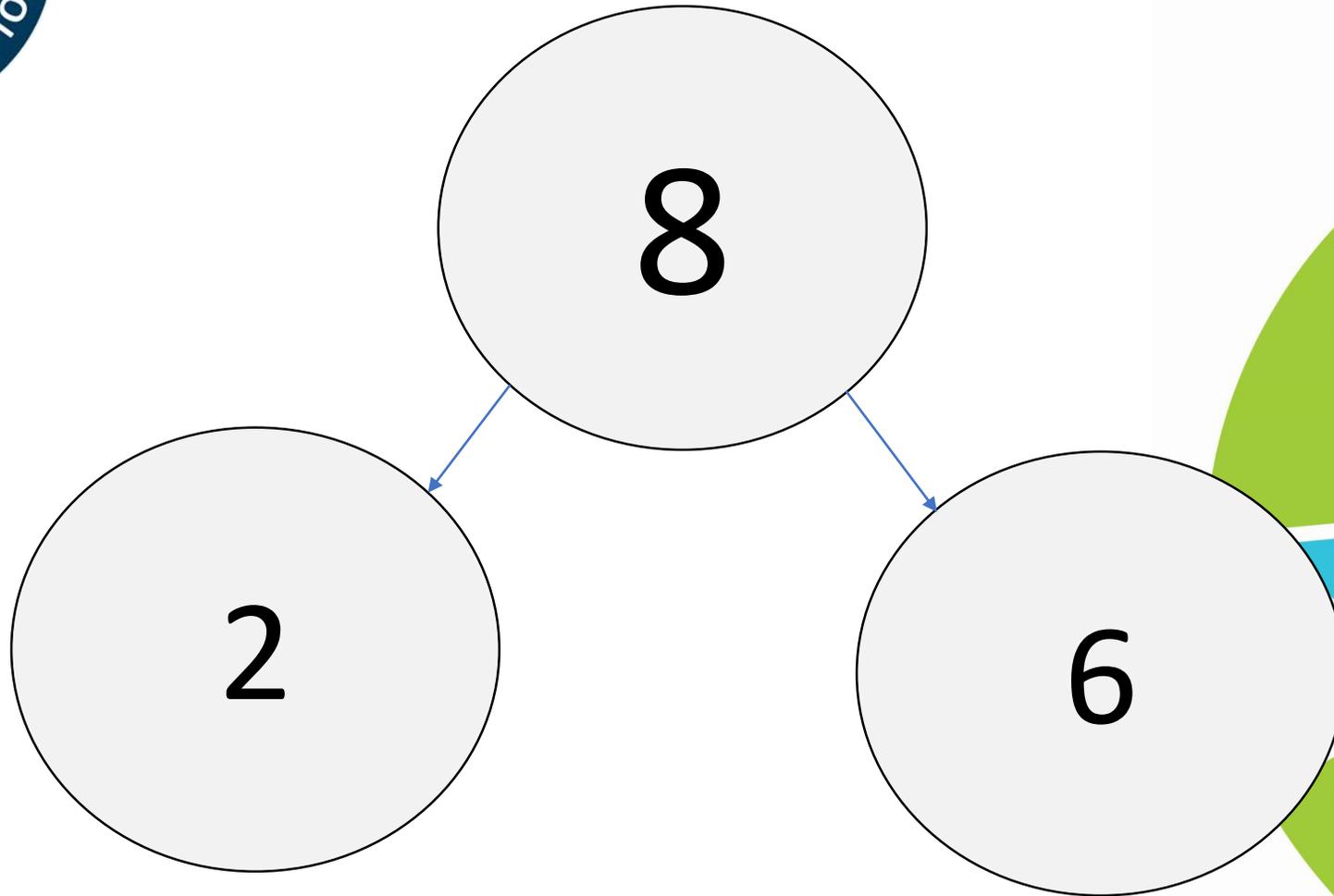


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Part, part, whole models



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Methods

- We begin everything practically and once children have mastered this, we move to pictorially (pictures) and then to the abstract (numbers)
- What does this look like?

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Addition

- Adding practically
- Adding pictorially and counting altogether
- Adding using a number line
- Adding using counting on in our heads



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EYFS Curriculum

- Follow the statutory Early Years Framework
- Themes - all based around a text/topic
- Our texts get progressively harder as the year moves on
- Knowledge and Skills based

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The Early Years
Framework/Early Learning
Goals (Statutory)

High Ash Knowledge
curriculum (Our
topics)

High Ash Skills
curriculum (Our
composites and
components)

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Early Years Curriculum - Statutory



Area of Learning	Early Learning Goal
Communication and Language	Listening, Attention and Understanding
	Speaking
Personal, Social and Emotional Development	Self-Regulation
	Managing Self
	Building Relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills
Literacy	Comprehension
	Word reading
	Writing
Mathematics	Number
	Numerical Patterns
Understanding the World	Past and Present
	People, Culture and Communities
	The Natural World
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive

Early Years Curriculum - the skills



To speak with confidence in public

To share my ideas in a small group/circle time	Learn a familiar story and recite it, focusing on new vocabulary	To perform the familiar story to a familiar audience	To take on feedback and change a performance to improve it	To project my voice so I can be heard	To feel confident in performing in front of others	To watch and listen to my friends and peers perform and discuss what I liked about it
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To confidently use the climbing frame

To ask for help if I need it	Take turns with others whilst using equipment. Use my voice to ask other children to have a go	How to use the climbing wall, using arms and legs to push up. Using our hands to pull. How to climb off the wall onto the platform	How to use the slide. Going down the slide safely (sat down). Going down the slide on our tummies, hands forward ready to help us stop. Making sure that only one person goes down the slide	Sideways climbing - holding with our arms and stepping with our feet, one at a time. Move our hands along to follow our feet. What to do when we get to the end.	How to use the bar and the tyre. Hanging onto the bar with our hands. Holding our bodies on the bar. Get comfortable being upside down on the bar. Hooking our legs on the bar. How to get down safely. Where to sit on the tyre, best ways to push and move the tyre. Stand back when someone else is on the bar so you don't get hit	How to use the wobbly bridge, how to balance using our body weight to move us in the direction we want to go. Using our hands to hold onto the ropes and when to let go to move to the next part. How to get off the wobbly bridge onto the platform once you reach the end. How to use the wobbly bridge safely i.e. don't wobble someone else's log
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Early Years Curriculum - the knowledge

High Ash School Curriculum Intent Two Year Cycle

Foundation

Topic	Autumn 1: All about me	Autumn 2: If you go down to the woods...	Spring 1: Once upon a time	Spring 2: Stomp and roar!	Summer 1: Blast off!	Summer 2: Ocean treasures
Main focus (which evolves each year depending on cohort and interests)	Settling in Rules and routines Self portraits How am I Unique?	First week is focused discreetly on Diwali (RE Festivals) Retelling familiar stories (The Gruffalo etc.) in the role play and small world areas. Learn about different woodland animals and nocturnal animals from a non-fiction perspective Trip to the woods	A traditional tales topic. Become familiar with key traditional tales (Gingerbread man, the three little pigs, little red riding hood), retelling stories using story vocab and then create our own versions. Lots of oral retelling and then some will write this into their own 'books' Science - growing beanstalks	Non-fiction unit about dinosaurs. Understand the difference between fiction and non-fiction books Gather facts about different dinosaurs and finish the topic by presenting these facts by creating a class non-fiction book. Begin to understand the past	Learning about the different planets. Using chalks and pastels to draw the planets Create your own planet and think about the features it would have e.g. an atmosphere, storms, how many moons etc.	Shells, beach theme, rock pools. Then dive deeper into the ocean and exploring different sea creatures and allowing the children's interests to lead the learning Finish topic by touching on plastic pollution, saving animals etc.

A day in the life of an Acorn



- Register
- Phonics
- Independent learning
- Snack and story time
- Maths
- Independent learning
- Lunch and playtime
- Register
- RE/PSHE
- Independent learning
- Story time
- Home





Thank you

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