



Welcome to EYFS

Lodge Lane

Early Years Foundation Stage

Curriculum meeting

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Starting in reception

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OUR VALUES

Respect

Curiosity

Perseverance

Kindness

Teamwork

Challenge

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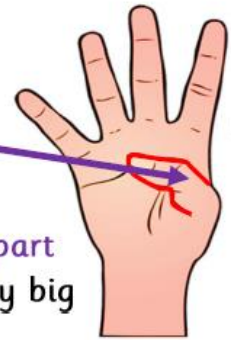
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'Flipping Your Lid'!



My calm, thinking brain

(Amygdala)



My animal part looks after my big feelings

When my feelings get too big ...

...my animal part thinks it is in danger and makes my body...



Flight



Fight



Freeze



That is called 'flipping my lid'!

When that happens grown-ups can help me calm

Adapted from Dan Siegel

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Emotion Coaching Style



- Step 1:** Recognise the child's feelings and empathise with them
- Step 2:** Validate the feelings and label them
- Step 3:** Set limits on behaviour (if needed)
- Step 4:** Problem solve with the child (when calm)

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EYFS curriculum

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

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17 Early Learning Goals split between 3 prime areas and 4 specific areas

Communication and Language
Listening, Attention and Understanding
<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.
Speaking
<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.

Understanding the World
Past and Present
<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.
People, Culture and Communities
<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.
The Natural World
<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.

Personal, Social and Emotional Development
Self-Regulation
<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.
Managing Self
<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.
Building Relationships
<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.

Expressive Arts and Design
Creating with Materials
<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.
Being Imaginative and Expressive
<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.

Mathematics
Number
<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitize (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.
Numerical Patterns
<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.

Physical Development
Gross Motor Skills
<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.
Fine Motor Skills
<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.

Literacy
Comprehension
<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.
Word Reading
<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.
Writing
<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.

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How we teach in EYFS

- We learn through play and the children's interests
- Children will have the opportunity to learn in the outdoor classroom and the indoor classrooms whatever the weather.
- There is a mixture of adult initiated, child initiated and planned learning

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Daily Routine

- When children arrive they put their things away independently, self register, order their lunch and get busy.
- We stop mid morning so that the children can enjoy a healthy snack of fruit or vegetables and have a drink. Children have access to their water bottle throughout the day.
- Each day the children have a short lesson in phonics, maths and knowledge and understanding of the world through inquiry.
- Children have the opportunity to freeflow, work individually, or in small groups with an adult throughout the week.

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Reading and Early Phonics

<https://www.littlewandlelettersandsounds.org.uk/>

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Grapheme chart **Phase 2 and 3**

s	t	p	n	m	d	g	c	r	h	b	f	l	j	v
ss	tt	pp	nn	mm	dd	gg	ck	rr	h	bb	ff	ll	j	vv
							cc							
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
			zz											
			s											
ai	ee	igh	oa	oo	oo	ar	or	ur	er	ow	oi	ear	air	

ai



tail in the rain

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Each class has a cosy reading area with a variety of fiction and non fiction texts for children to enjoy.



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The classrooms are set up with activities and areas to support early reading and phonics.



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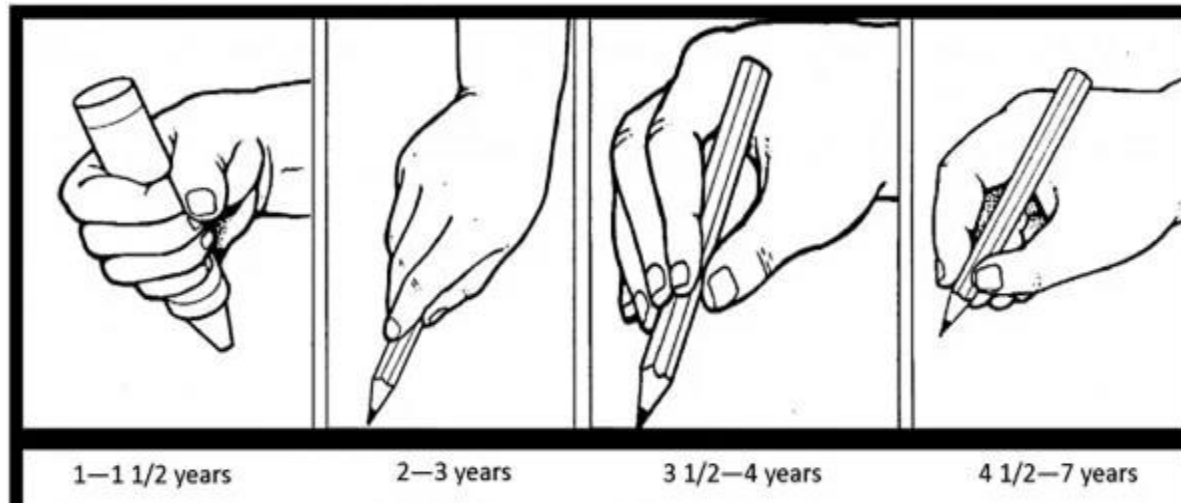
Early writing

- We spend lots of time working on both fine and gross motor skills to build muscle strength through activities in free flow and dough disco.
- We try and encourage the children to write in their play e.g. lists in the role play area.
- Every week your child completes a 'must do write' activity with an adult

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Pencil Grip Development



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Early writing

- Children need the basic communication and language skills before they are able to write effectively and for purpose.
- We spend a large proportion of our ‘writing’ time practising talking sentences, sharing new vocabulary and linking texts to experiences.

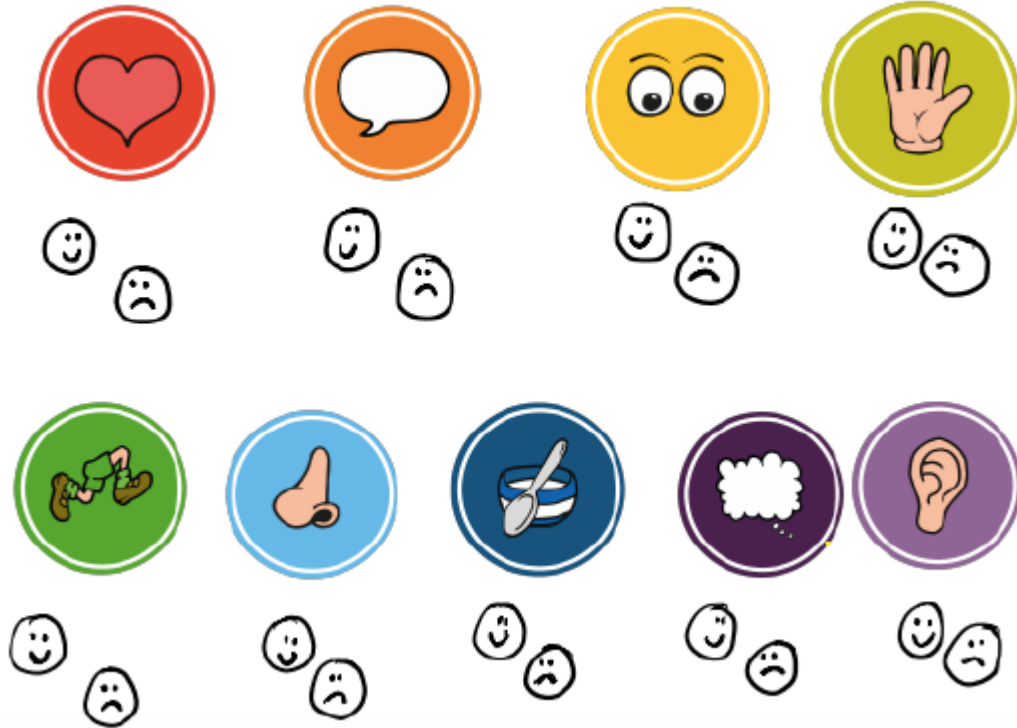
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Early writing Lenses

We use the fantastic lenses from The Write Stuff to generate ideas and sentences to record on paper.

We introduce all 9 lenses gradually through the reception year.



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Early writing

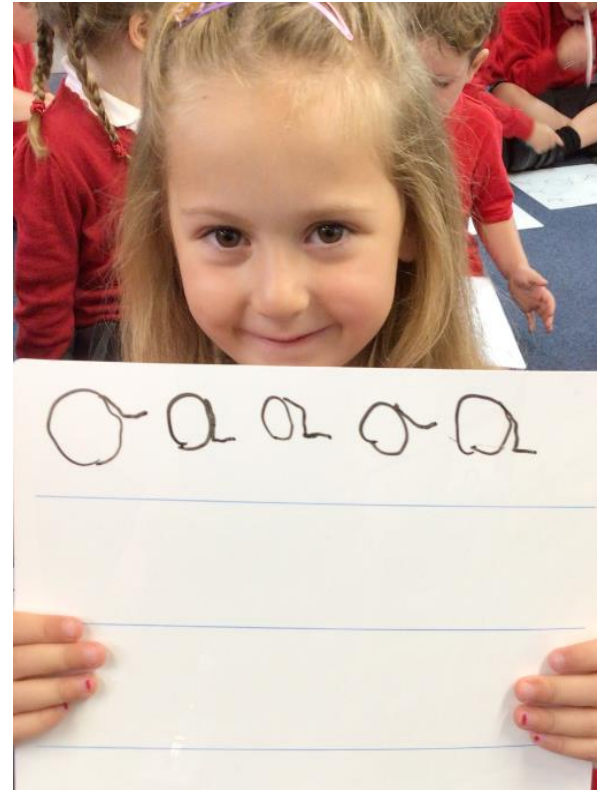
- We read a wide range of stories. We explore the pictures in stories, linking them to the Lenses
- Children become ‘word collectors’
- They have a go at writing simple words and/or phrases
- Over time, they learn to build these into simple sentences

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From the start of the year...

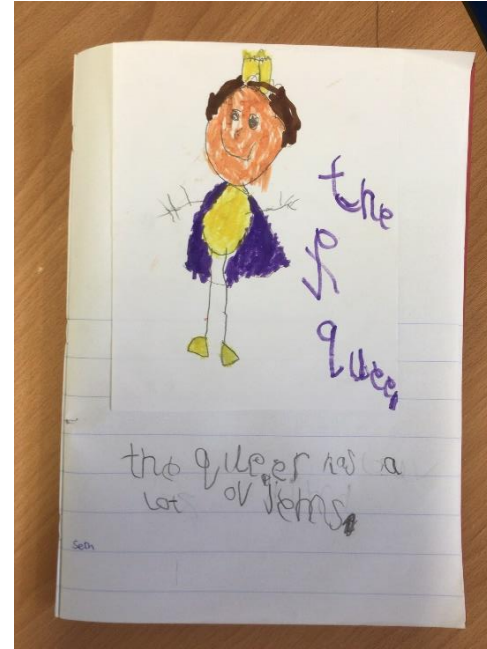
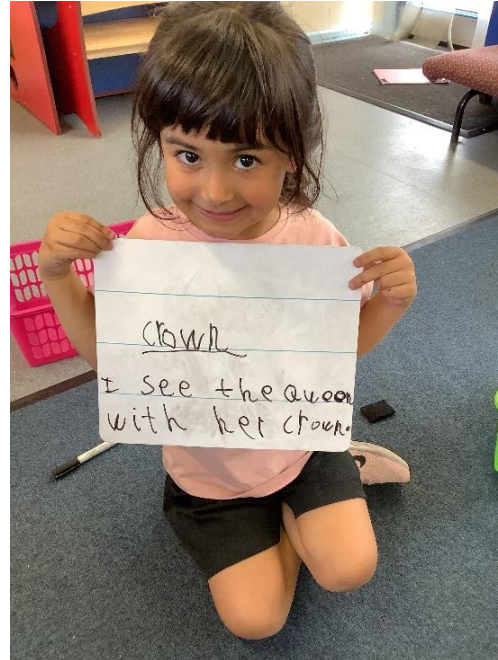
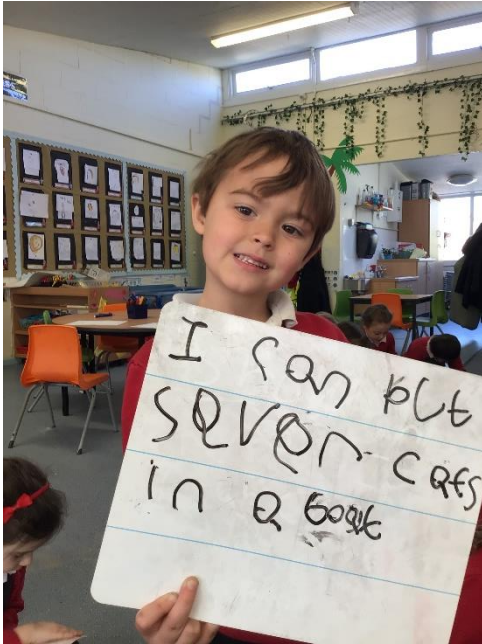


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...To the end of the year



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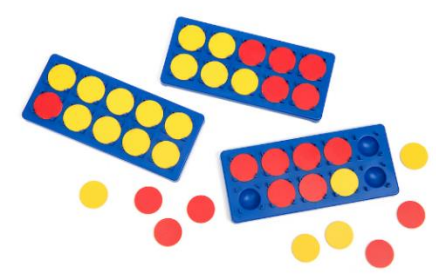
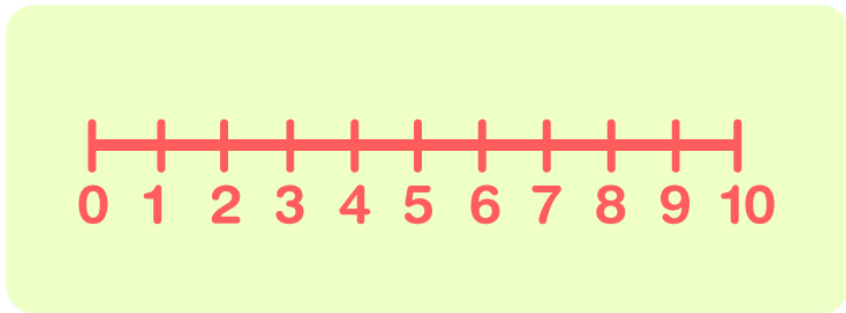
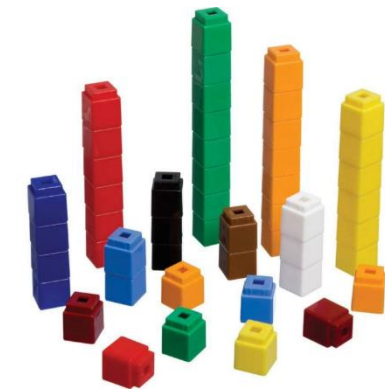
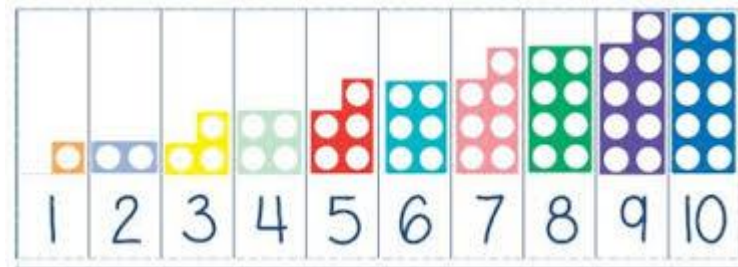
Early Maths

- We enjoy lots of practical activities and give the children lots of time to work on their skills during their play.
- We use lots of resources in maths so the children get used to working out things in different ways.
- The curriculum works with numbers to 10 in reception and works on problem-solving with children who are confident mathematicians.

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Maths Manipulatives



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We spend the year making links, building on experiences and developing the children's knowledge and understanding of the world around them...



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Parental Involvement

We recognise that you are your child's first teacher and that you know your child best.

We will have different opportunities throughout the year for you to come into school and to spend time learning and exploring with your child e.g. phonics, maths workshops.

You can get involved with 'The Friends of Lodge Lane'.

Come to a Parent/Teacher Meeting

Put things on Tapestry e.g. experiences, special celebrations and awards

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Some ways to support your child at home

- reading **with** your child every day
- reading **to** your child-singing songs and nursery rhymes
- playing games with your child-What's the time Mr Wolf?
- early physical development e.g. throwing and catching
- talking to your child about their day

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Some ways to support your child at home



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