Early Years Foundation Stage

Curriculum Booklet

Contents page

Introduction

At Alexander McLeod we believe that every child should be equipped with the knowledge, skills and values they need in order to become resilient, responsible and happy citizens of the changing world they live in.
This booklet will explain what your child is learning at school, what a Reception child's work at the expected standard looks like and how to support your child at home.



Curriculum booklets and additional content can be found on our website: https://www.alexmcleod.org.uk/

Curriculum Map

Alexander McLeod Primary School Curriculum Overview 2020-21			
	Autumn term	Spring term	Summer term
Reception	What makes me me?	Adventure Awaits!	Into the Wild

To access our whole school curriculum overview please visit the school website.

Medium Term Planning (MTP)

EYFS MTP Autumn Term 2021-2022
BIG QUESTION: What Makes Me Me?

Child Initiated Ideas for Topic	Topic Display	Role play
		Home Corner Block Bay Nursery

Books to enhance learning	Events/Celebrations/Visits	Outcomes
So Much Amazing My Daddies What makes me a me? Funny Bones	Visit to the local Park Visit to Gurdwara Visit local church Rasphal to make Diwali Food with Children Mendi Workshop Father Christmas Visit Nativity Career Fair/Talks Grandparents Lunch	 Express Yourself Day!

A **Medium Term Plan (MTP)** is a planned sequence of work for different areas of learning over a period of weeks, such as a half-term. It focuses on organising coherent units of work.
At Alexander McLeod, each year group produces a MTP that maps out all the lessons that will take place for that half term.

Early Years Foundation Stage Curriculum

The EYFS curriculum is taught and experienced through play.

Play underpins the EYFS. It also underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills. For most children their play is natural and spontaneous although some children may need extra help from adults. Play takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. It is here they practise new ideas and skills, they take risks, show imagination and solve problems on their own or with others. The role that adults have is crucial. Adults provide time and space and appropriate resources. These might include clothes, boxes, buckets, old blankets that will inspire play and fire children's imaginations. They observe play and join in when invited, watching and listening before intervening. They value play and provide safe but challenging environments that support and extend learning and development.

During your child's time at Alexander McLeod they will experience a range of challenges, activities and learning opportunities through play. Some activities are initiated by the children and others are planned for by the EYFS staff. Each activity is completed through play but as children take part, apply and master the activity they are showing the EYFS staff that they have completed an objective from the EYFS curriculum. The staff will plan for high quality learning at all times both in the classroom and outdoor area.

The children will also be able to experience their curriculum during weekly forest school sessions led by a trained Forest School Leader. During Forest School children are encouraged to take charge of their learning, take risks and apply the skills they have been learning. At Alex McLeod we are constantly challenging your child in creative ways in different environments to ensure they achieve their full potential.

Early Years Foundation Stage Curriculum

Characteristics of Effective Learning

The characteristics of effective learning are all about how children learn. They are focused on the different ways that children learn and reflect on their learning.

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 strategies for doing things.

When we see a child displaying the characteristics of effective learning it shows us that learning is taking place. As your child takes part in an activity the characteristics will drive the whole experience . The stronger the characteristics are within their play/experience, the stronger the learning will be. When observing children EYFS staff will how they can encourage the children and support them in building on the characteristics.

Early Years Foundation Stage Curriculum

Areas of Learning

The EYFS framework has been revised and updated for 2021. The reforms have been made to improve outcomes for children and strengthen their language development.

The Curriculum is separated into 7 areas of learning. There are 3 prime areas and 4 specific areas.

The Prime Areas are:

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

The Specific Areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Early Years Foundation Stage Curriculum
Early Learning Goals

Each area of learning has been broken down further in an Early Learning Goal. The EYFS curriculum currently has 17 Early Learning Goals or ELGs. Early Learning Goals are the goals or targets for children to achieve at the end of the reception year. They will be working towards these goals through child initiated play, adult led activities and learning opportunities and experiences. At the end of the year they will be assessed as Emerging, Expected or Exceeding for each ELG.

The Early Learning Goals are:

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 Foundation Stage Curriculum

By the end of Reception children should be able to read a simple sentence using their phonic knowledge and read high frequency and 'tricky words' by sight. Children must also be able to write a simple sentence that can be read by themselves and others.

Early Learning Goal Breakdown for Reading

Word Reading

- 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.

Comprehension

- 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, nonfiction, rhymes and poems and during role play.

Early Learning Goal Breakdown for Writing

Writing

- 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.

Early Years Foundation Stage Curriculum

We ensure that our children have a clear understanding of mathematical concepts and methods and are able to apply their knowledge in a range of real life problems. By the end of reception children should have a deep understanding of number, should be able to count beyond 20 and compare and explore patterns within numbers.

Early Learning Goal Breakdown for Mathematics

Number

- 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.

Numerical Patterns

- 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.

Phonics

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound *k* can be spelled as c, k, or ck.

We use a synthetic phonic approach to teach reading, in which phonemes (sounds) associated with particular graphemes (letters) are pronounced in isolation and blended together (synthesised). For example, children are taught to look at the word, pronounce a phoneme for each letter in turn and blend the phonemes together to form a word e.g. c – a – t cat.

Phase 1 focuses on environmental sounds, rhyme and rhythms.

Phase 2 focuses on learning the 19 single letter sounds.

Phase 3 focuses on the 25 diagraphs (two letters representing one sound)

Phase 4 focuses on spelling patterns, tricky words and increasing vocabulary

Phase 5 focuses on the alternative spellings for sounds. Children learn new graphemes for phonemes they have already learnt. E.g. ai/ay ee/ey

Phase 6 focuses on the children becoming fluent readers and accurate spellers.

Each phase has tricky words (words to be learnt by sight) that children will learn alongside the phonemes.

Children will have daily phonics sessions and should be secure in Phase 4 by the end of reception.

How to support your child at home with Phonics:

There are many ways you can support your child with phonics. Here are a few ideas:

1. Talk, talk, talk!
As a parent, you are the model of good speaking and listening. Regularly introduce new words (vocabulary). For example, for the word *big* you could also introduce *large, huge,* or *enormous*. Encourage them to say the word too. This is not about reading the words but about your child hearing and saying them.

2. Read to and with your child
This models good reading skills and promotes reading enjoyment. Re-read these so that over time your child builds up their stock of stories and texts they know well. Oxford Owl has a free eBook library where you can read together online.

3. Pronounce words and sounds clearly
In all games and activities make sure you pronounce the speech sounds clearly and as short as possible. Do not make them too long. For example, the letter 'm' has a short /m/ sound not a continuous /mmmmmmm/ sound. Try not to add an extra sound onto the speech sound too. For example, the sound is /m/ NOT /m-uh/. To find out how to pronounce the pure phonics sound search for Jolly Phonics on Youtube.

4. Rhyming games and activities
These kinds of games are fun to do and will support your child in hearing speech sounds that are the same and that are different. For example:

Into the pot: Model the phrase *'into the pot goes'* while placing objects that rhyme into a pot/bowl (for example, a bat, a hat, a cat, a mat). Ask your child to repeat with you. Do this lots of times and then see if they can do it independently. You can then vary this; choose objects so that they have to decide which will **not** go in the pot e.g. a cat, a rat, a hat, a bird.

5. Play phonics games
Play simple phonics word games based on the sounds your child is learning and has learned at school. If you are unsure what sounds your child has been learning in school then do ask the teacher. They will be happy to share this with you.

6. Model blending
Start off using just the speech sounds and then immediately say the word. For example, **At the shop I will buy a**… /m/ /a/ /p/ – map, a /b/ /e/ /d/ – bed, a /d/ /u/ /ck/ – duck. Encourage your child to join in with you after you have this modelled for them. Then say the sounds and ask your child to say the whole word.

7. Wizard's Magic River
Prepare a box/tray with small objects or pictures from around the house (for example, a peg, a bag, a cup, a pen). Say the words, '*Wizard, Wizard can we cross your magic river?* Ask your child to repeat this to memorise the sentence. You are now the Wizard!
Then they say the sentence to you and you reply saying the sounds in order. For example, '*only if you give me the…*' */p/ /e/ /g/.* Develop these games further by using word cards instead of objects so your child reads the words.

8. Play 'Speedy Speak'
Make or buy small flashcards with the speech sounds on them. Keep a set in your bag to play while waiting for a sibling, or going to a café. Using the timer on your mobile phone, select the sounds and letters you child has been taught so far. Place them in a pile. Start the timer (set to whatever time you wish – for example, 30 seconds).
Ask your child to turn over the cards one at a time and say the sound clearly. (If they get to the end of the pile before the timer stops, they keep turning over the same cards.) Count how many times they say a sound correctly. Keep a note and next time tell them that you're going to see if they can beat their record!

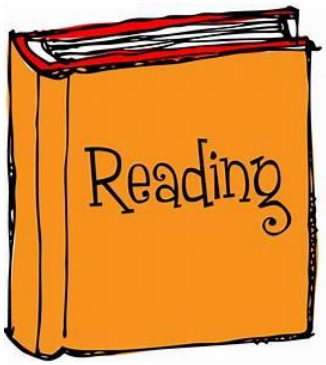
Reading

At Alexander McLeod, every child is read with 1:1 at least twice a week either by the class teacher or the Learning support assistant that is in your child's class.

They will be provided with books to read each week with prompts at in their reading diaries to support understanding of what they are reading and to be able to discuss the texts.

Children have daily story time sessions linked to their theme. They will also be having two guided reading sessions a week. During these sessions teachers support reading skills collectively and ensure needs are also met individually. During these sessions children will be learning rhymes and playing games that will develop their speaking and listening skills.

In each classroom children have access to inviting book corners which encourage the children to immerse themselves into their favourite books. Staff model how to handle books, use their finger to follow the text left to right and use the pictures to support reading the text and anticipate what will happen next. Books are available in all areas of the classroom to support learning, for example map books with the small world construction cars.



How to support your child at home with Reading:

As part of the children's home learning, it is strongly advised that they read for at least 10 minutes each night. Research suggests children who read regularly develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

You can support your child by: reading together regularly, encouraging them to share what they are reading with you and asking them some questions such as:

Before reading the book:

- What do you think this story will be about?
- What might happen in the story?
- What type of book is it? Fiction/ non-fiction- how do you know?
- What do we call the writing on the back of the book?
- What does the blurb tell us?

During the reading of the book:

- What has happened so far? Is it what you expected to happen?
- What might happen next?
- How do you think the story might end?
- Who is your favourite character? Why?
- Who is the character you like least? Why?

At the end of the book:

- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest, scariest, saddest, and happiest?
- Would you like to read another book by this author? Why?
- If you met one of the characters from the story, what would you say to him/her?

Pencil Grip

Children begin their journey towards writing by developing their gross motor and fine motor skills. During Reception children will be exposed to regular opportunities to build up the strength in the muscles they require to hold a pencil, crayon etc.

The children will go through different stages of pencil grip as they start to mark make.

Palmer Grip
The pencil is held with the whole fist. The elbow, wrist and fingers stay in a fixed position and movement comes from the shoulders.

Digital Pronate Grip
All fingers are holding the pencil and the palm is facing downwards. Movement comes from the shoulders

Splayed Four-Finger Grip
Hand is in the air, not resting on the table. Movement comes from the shoulder and the wrist.

Static Tripod and Quadropod Grip
Pencil is held with the first three or four fingers. Movement comes from the write. Fingertips, elbows and shoulder remain in a fixed position.

Dynamic Trip Grip
Pencil is held tightly between the thumb, index finger and middle finger. The ring finger and little finger curl gently into the palm. Hand rests on the table with movement from the fingertips.

How to support your child at home with pencil grip:

The following activities will help children to build strength and co-ordination to develop their fine motor skills.

1. Tennis ball buddies
Slit a tennis ball, add googly eyes, a nose and hair. Squeeze your ball buddy to open his mouth and feed him counters, pompoms or water beads for hours of fun. The smaller the mouth slit, the harder children must squeeze the ball to open the mouth.

2. Squirty bottles
Outdoors isn't just about gross motor development! Introduce a wide range of squirty bottles and containers to build up hand muscles. Add targets to floors and walls for lots of pump-action exploration. Add paint to bottles and water pistols for squirty creativity with a fine motor twist.

3. Spaghetti scissors
Before children can control a pair of scissors to cut something out, which involves strength and coordination in both hands at the same time, they need a lot of opportunities to repeat and build their snipping skills. Giving them access to lots of soft materials to snip builds the squeezing action and strength in hands. Try colouring spaghetti and adding scissors and superheroes for some fun cutting action.

4. Pinch an inch
Pinching is an action key to so many everyday skills. Zipping up coats, doing up laces, buttoning shirts, opening tin cans and packets, sewing, holding cutlery and, of course, holding a pen all involve a pinching action and require the development of both strength and coordination.

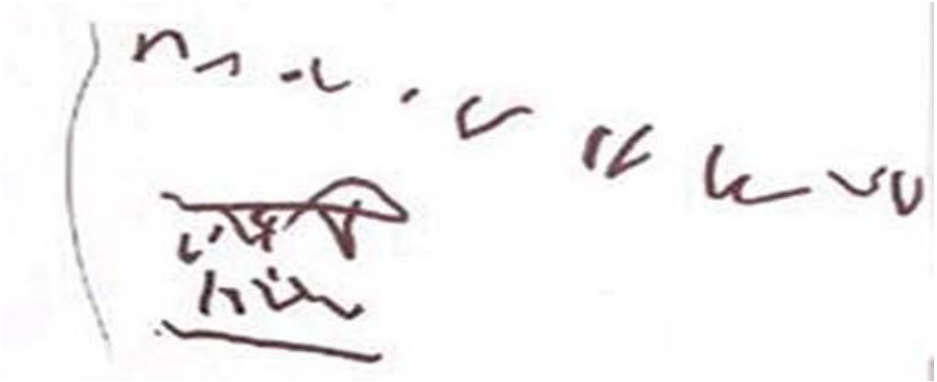
5. Cotton bud painting
Get creative and physical at the same time! Introducing tiny tools to your creation area will help promote fine motor pinching, and the spotty paintings you can create with cotton buds are great for introducing the work of artists such as Georges Seurat and Paul Signac.

6. Bottles and jars
A really simple but highly engaging and effective activity is to provide a basket full of small jars, bottles and containers and their corresponding lids for children to explore. As well as the twisting motion, this activity encourages lots of size and shape sorting as part of their play.

Writing

Children begin their journey towards writing by making marks , not by producing letters and words. The first clear sign that children are interested in mark making comes when they use thick crayons to make big circular and straight lines. This type of mark-making is often dismissed as scribble, but it is actually an important step in learning to write, because children are trying out new things to see what happens.

The marks children make slowly begin to have more meaning for them, and you will be able to see this by listening to what they say when they play with pens, crayons and paper.



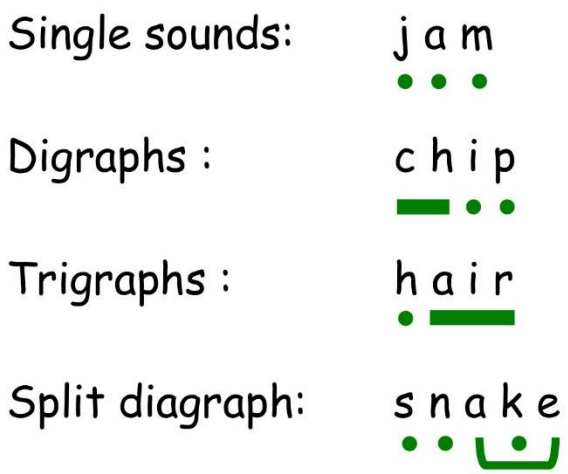
At around four years old, children begin to write their first words – and their own name is usually the first of all. This is partly because it has huge meaning for them and also because adults tend to point out and write children's names.

The next stage of writing depends on children's knowledge of reading. As children learn about reading, letter shapes and words begin to have more meaning for them. This allows them to remember what is, after all, just a collection of shapes. Reading also allows children to work out how to write the sounds of the words that they can hear in their head.

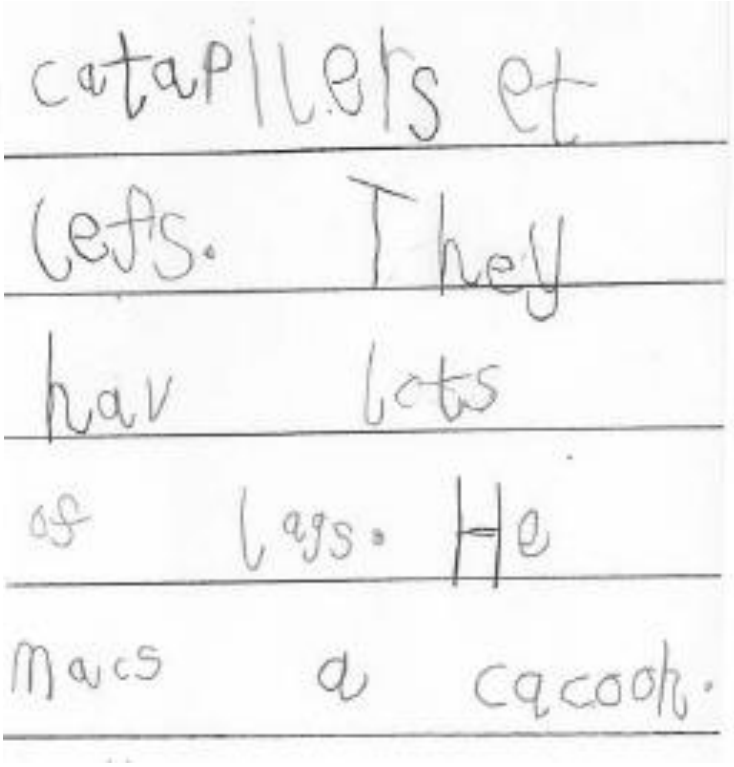
When children are learning to read, they often start to write quite simple and repetitive sentences such as 'I like to…' because they are confident about how to put these down. Try not to keep 'correcting' children about what they write at this time, as this can stop them from having a go at writing new words. It is important to encourage your child to write regularly. You could do this as part of your daily routine such as asking your child to write the shopping list and then take it with you the supermarket and tick off each item as they put it in the trolley, or perhaps writing a list of things they would like to do at the weekend. This helps provide more meaning to the marks they make on paper.

Throughout the year the children will then start to use their phonics to start writing words and sentences that can be read by others.

We teach children to segment (sound out) each word using their phonic sounds. This means that the word may not be spelled correctly but can be read by the child and adult. We also teach them to put a 'finger space' between each word.



In this example, the child has used the phonic sounds they have learned so far to sound out words and record them. They have left spaces between each word to create a sentence. The child has used full stops and capital letters correctly and the sentences make sense.

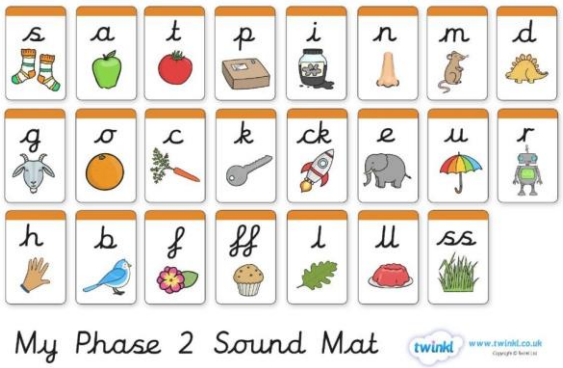

catapilers et
cefs. They
hav lots
of lags. He
macs a cacoon.

How to support your child at home with writing:

Here are different ways you can encourage your child to write at home:

- Say the word(s)/ sentence that they'd like to write out loud more than once
- Decide which word they need to write first
- Listen carefully for the sounds that they can hear, and work out which to write first
- Write letters in sequence to represent the sounds that they can hear
- Read their writing to check that they haven't forgotten any words or sounds

Sound mats can help children to remember their letters and sounds. Please talk to your class teacher if you need a sound mat.

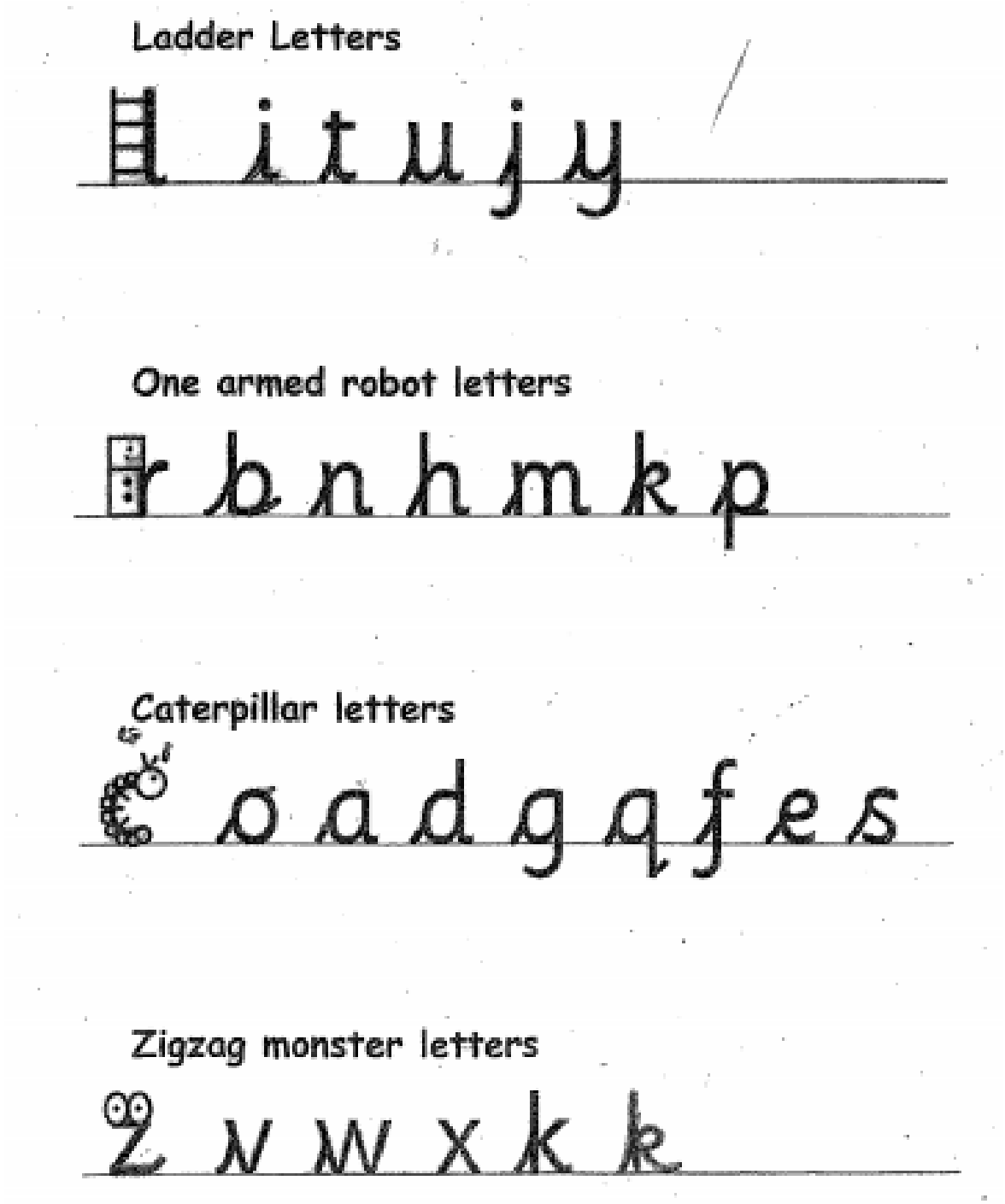


Try to provide meaningful opportunities to write. If their writing has a purpose and context children are going to be more engaged. You could try:

- Writing a shopping list before you go food shopping and the children could tick the items off their list.
- Write thank you cards for presents they have received for their birthday.
- Try to write instructions on how to build their lego creation
- Labels for their cars as they play on the ground.

Letter formation

We practice handwriting everyday and teach children to form pre-cursive letters. Each letter must start on the line and you must not take your pen off the paper until the letter is complete. This means that you have to use clockwise and anti-clockwise movements when writing.



How to support your child at home with letter formation:

Here are dotted examples of how to form each alphabet letter. If you need a name or alphabet printed for your child please ask your child's class teacher.

Mathematics

At Alex McLeod we use the White Rose Scheme of learning. White Rose aims to help every child to understand, enjoy and succeed in Maths. White Rose develops the understanding of concepts; by understanding each concept and mastering the learning one step at a time.

White Rose breaks down the Mathematics objectives within our curriculum into blocks of work throughout the year. Each term consists of blocks of learning about a particular topic.

	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	Getting to know you (Take this time to play and get to know the children!)			Just like me!			It's me 1, 2, 3!			Light and Dark		
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation		
Summer	To 20 and Beyond			First, then, now			Find My Pattern			On the Move		

Each block is then broken down further into a series of small learning steps. Together, these steps cover all your child needs to know in order to be Expected by the end of Reception for their Early Learning Goals.

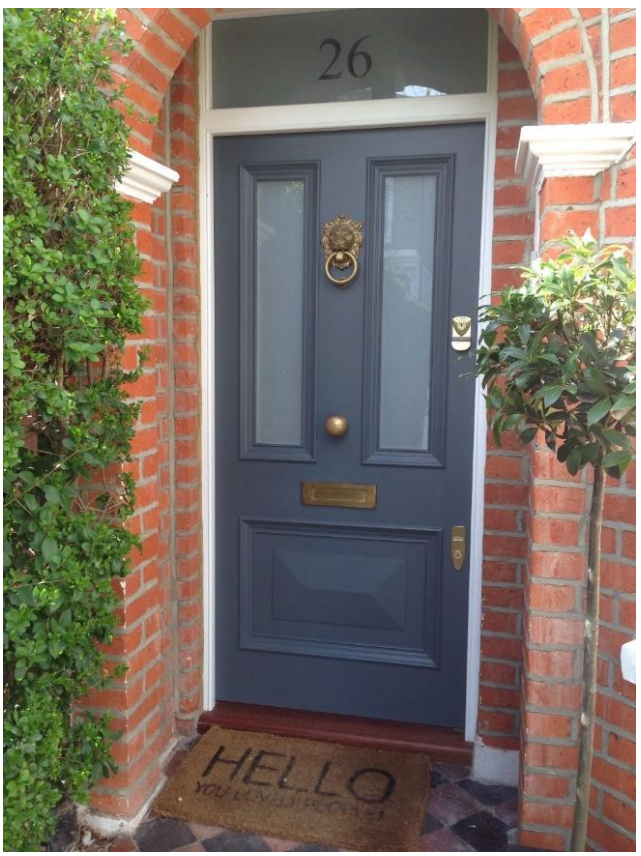
How to support your child at home with Mathematics:

Support them to recognise examples of number using objects and the environment around us.

Number recognition

When taking walks, or driving in the car children can begin to recognise the numbers all around them. Talk about what numbers you can see, why the numbers are there and what they are used for. Challenge your child to look out for the highest number they can find or the lowest number.

What happens to the numbers on one side of the street and how are they different to those on the other side of the street? There are lots of opportunities to introduce children to mathematical concepts such as odd and even numbers in this way.

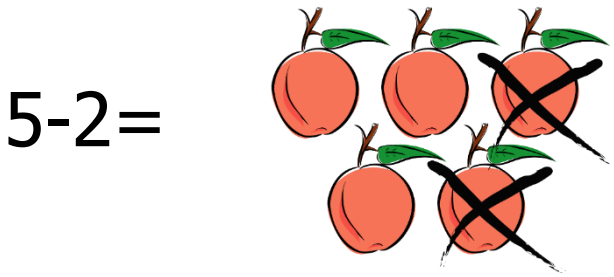


How to support your child at home with Mathematics:

Addition and subtraction

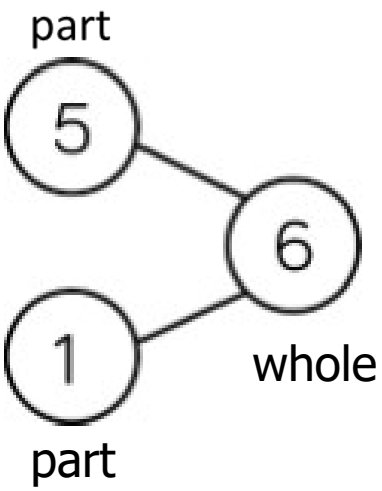
Concrete Addition and Subtraction

Concrete methods are those which use objects/real items to support your child in solving a problem. They could use objects such as cubes, buttons, food, toys etc. and physically move these objects.



Pictorial Addition and Subtraction

Children will use pictures or represent their number sentences using images/drawings. When subtracting we encourage the children to show how they have taken away objects by crossing out.



5 + 1 = 6

Abstract Addition and Subtraction

This is where the method is presented in an alternative way. For example, the use of a part whole model to help them solve their addition and subtraction problem. They are still using the same skills but in a different way.

Models of writing

Expected writing by the end of Reception

Models of writing

Exceeding writing by the end of Reception

Jack soad the cow
For Majicbeen
his mum was verer
cros.
Jack cliemd to the
top of the beenstorck
and he coodsee a carsal
Jack's mum chopta the
beenstorck wiv an ax
it FeL douh wiv
the Tjeyt.