

2024

The EYFS Curriculum





Reception Team

R-Emerald

Mr Michael



R-Fern

Miss Rosu



R-Olive

Ms Berry

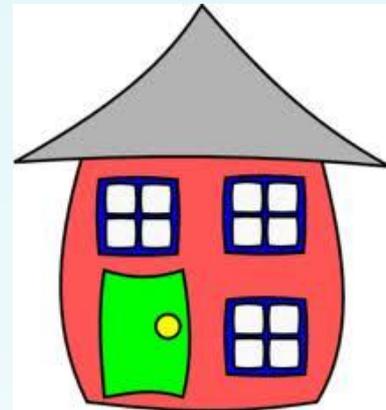


Support staff: Mrs K Patel, Mrs B Shah, Mrs Akram,
Mrs A Jacewicz-Bian, Mrs K McDonough



Partnership

- 'Parents are children's first and enduring educators.'
- Supporting transition
- Positive relationships



Areas of Learning

Characteristics of Effective Learning

Playing and exploring – engagement

Finding out and exploring
 Playing with what they know
 Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating
 Keeping trying
 Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas
 Making links
 Choosing ways to do things





The EYFS Curriculum



The Prime Areas

Communication
and Language

Physical
Development

Personal, Social
and Emotional
Development

Listening, attention
and understanding

Gross Motor
Skills

Self-Regulation

Speaking

Fine Motor Skills

Managing Self

Building
Relationships



The EYFS Curriculum



The Specific Areas

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



Early Learning Goals and Good Level of Development



Areas of Learning and Development			
Prime Areas			
Communication and Language	Personal, Social and Emotional Development	Physical Development	
Listening, Attention and Understanding Speaking	Self-Regulation Managing Self Building Relationships	Gross Motor Skills Fine Motor Skills	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive art and Design
Comprehension Word Reading Writing	Number Numerical Patterns	Past and Present People culture and Communities The Natural World	Creating with materials Being Imaginative and Expressive

- GLD – Good Level of Development – a performance measure used by the Department for Education to monitor the National, Local and school achievement of Reception pupils.
- To achieve GLD, pupils are expected to reach the Early Learning Goals across 12 separate areas of the Early Years Foundation Stage Profile.



Personal, Social and Emotional Development



- Making friends
- Playing co-operatively and taking turns
- Following daily routines
- Working together and following the rules
- Managing their behaviour and showing self control/self-regulation
- Forming positive relationships with adults
- Confidence to try new activities.



Personal, Social and Emotional Development



How can you help?

- You can help by encouraging your child to use the toilet independently, washing their hands, putting on and fastening their coats.
- Playing games which encourage sharing and turn taking will help your child to build their social skills.
- Encourage your child to tidy up their toys at home.

Physical Development



- Gross and fine motor skills
- Malleable area
- Mark making area
- Shoes and coats
- Dance
- Outdoor area
- Pencil control
- Construction
- Cutting and sticking

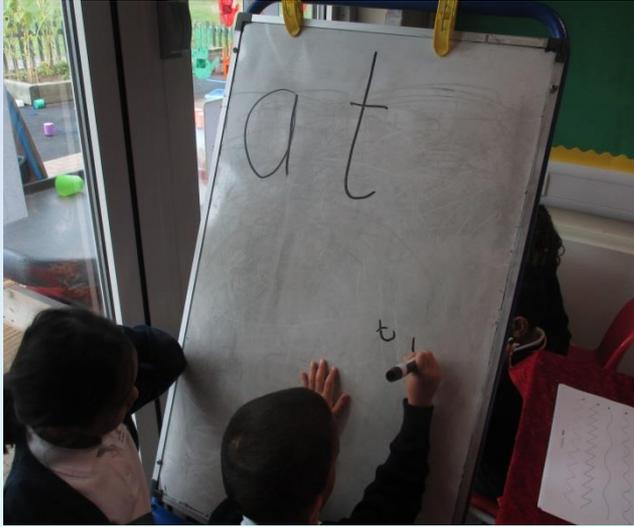


Physical Development



How can you help?

- Get outdoors and give children time to run, jump, climb and play
- Encourage children in activities such as building, drawing, threading beads, or filling and emptying containers in the water – all of which develop manipulative skills
- Help children to use tools such as scissors and how to hold a pencil correctly
- Modelling correct letter formation and pencil grip. Lower case please!



- Listening and attention – listen to stories, listen to one another.
- Understanding – follow simple instructions, follow a story without pictures, knowing the meaning of words e.g. behind, next to, under.
- Speaking – use vocabulary that reflects the breadth of their experiences.



Communication and Language



How can you help?

- Talk with your child and expect that they will talk with you. Make time to listen to each other.
- When you read a story with your child encourage them to say what they can see, what they think will happen next and why they think that.
- Encourage your child to experiment with words and sounds, e.g. rhymes and action songs.



Characteristics of Effective Learning



The Achievosaurus

Explorodon likes to find out about things and uses all her senses to do so. She is good at pretending with things and people and asks questions to find things out. She has a can do attitude towards her learning.



Tryosaur tries his best and does not give up. He concentrates hard on activities and keeps on trying even when something is really difficult.



Thinkoraptor has his own ideas, finds ways to solve problems, makes predictions, sees if he was right and thinks carefully about what he has learnt.





Things to remember



- Many ELGs are language based – get talking and encourage questions!
- Each ELG is based on a range of evidence over time – you can contribute to this too!
- You will receive a written report at the end of the year informing you which of the ELG's your child has met.
- GLD and ELG's do not define your child!