

2025 - 2026

The EYFS Curriculum





Reception Team

R-Emerald

Mr Michael



R-Fern

Miss Rosu



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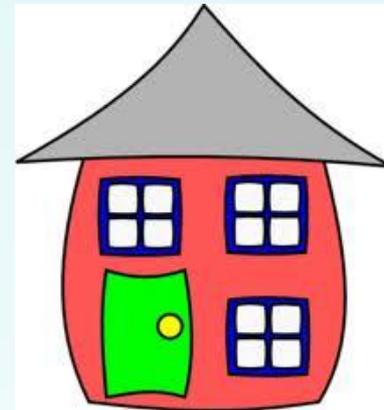


Support staff: Mrs N Ramji, Mrs B Shah,
Mrs A Jacewicz-Bian, Mrs K McDonough



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

<u>Communication and Language</u>	<u>Physical Development</u>	<u>Personal, Social and Emotional Development</u>
Listening, attention and understanding	Gross Motor Skills	Self-Regulation
Speaking	Fine Motor Skills	Managing Self
		Building Relationships



The EYFS Curriculum

The Specific Areas

<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding the World</u>	<u>Expressive Arts and Design</u>
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



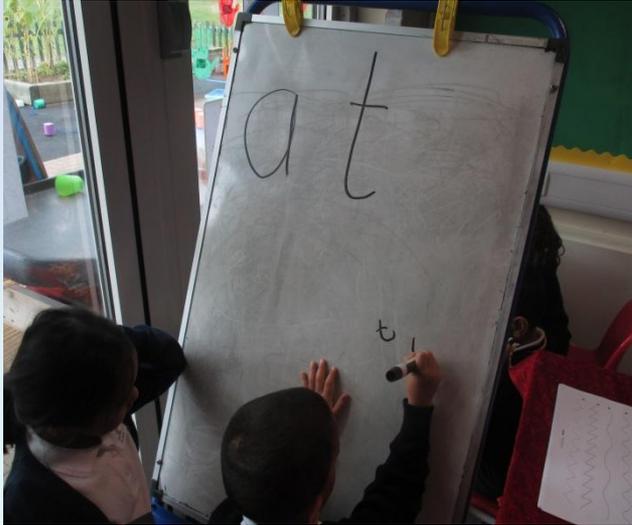
Physical Development

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!



Communication and Language



- 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.



8:35-8:45	Early Learning					
8:45- 9:00	Registration and lunch menu					
9:00—9:30	Phonics	PHONICS (Say/read/review x 5mins, write the letter x 5 mins, Fred talk oral x 5 mins)				
9:30-9:40	Input	Classroom CP				
9:40—10:15	1	Continuous Provision	Readers/Outdoor			
10:15-10:30	Talk Through Stories (Vocab)					
10:30—11:15	2	Continuous Provision	Readers/Outdoor	Computing	Indoor PE	
11:15-11:25	Tidy time					
11:25-11:30	Fred Games					
11:30—12:30	Lunch					
12:30-12:35	Registration					
12:35-12:50	Input	Dough Disco/White Rose Maths/Cirde Time				
12:50-1:45	3	Continuous Provision	Focus Work/Outdoor	Outdoor PE	Continuous Provision	Focus Work/Outdoor
1:45-2:05	Talk Through Stories (Fruit/milk time)			Thursday 1:45- Library		
2:05- 2:50	4	Continuous Provision	Readers/Outdoor			
2:50	Getting ready for home					
3:05	Home time					



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!