

# What will happen at school in September?

## Characteristics of Effective Learning

Engagement  
Motivation  
Thinking



“Adults who help children to play are adults who help children to learn.”







Your child will be learning skills,  
acquiring new knowledge  
and demonstrating their  
understanding through  
7 areas of learning and  
development



September 2021: Revised EYFS Curriculum





# There are 3 Prime Areas

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development (PSED)



# Communication and Language

The children will be learning to:

- engage actively through story-telling and role-play
- talk confidently and clearly by engaging actively in stories, non-fiction books, rhymes and poems
- follow instructions to be able to play games, do craft activities or to keep safe





# Personal, Social and Emotional Development

The children will be learning to:

- develop relationships.
- have awareness of their own feelings and feelings of others
- become self-confident
- become independent



# Physical Development

The children will be learning to:

- improve gross motor skills: core strength, stability, balance, spatial awareness, coordination and agility
- improve fine motor skills: puzzles, crafts, small tools, pencils, cutlery.





The prime areas will help them to develop skills in  
4 specific areas:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design



## A group of four children are seated around a light-colored wooden table in a classroom setting. They are engaged in a writing activity. One child on the left is writing on a worksheet with a pencil. Another child at the top center is looking down at a worksheet. A third child on the right is also working on a worksheet. In the foreground, there are several educational materials spread out on the table: a worksheet with a drawing of a house and trees, a word bank card with words like 'go', 'the', 'no', 'lo', 'into', 'he', 'are', 'my', 'ing', and 'me', and a letter chart showing letters from 'a' to 'z'. The background shows typical classroom furniture like a desk and storage bins.

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# Mathematics

The children will be learning to:

- develop a deep understanding of numbers to 10 through stories, songs, games and imaginative play
- compare quantities, explore and represent patterns with numbers to 10 and beyond
- recognise shapes and patterns in the environment.

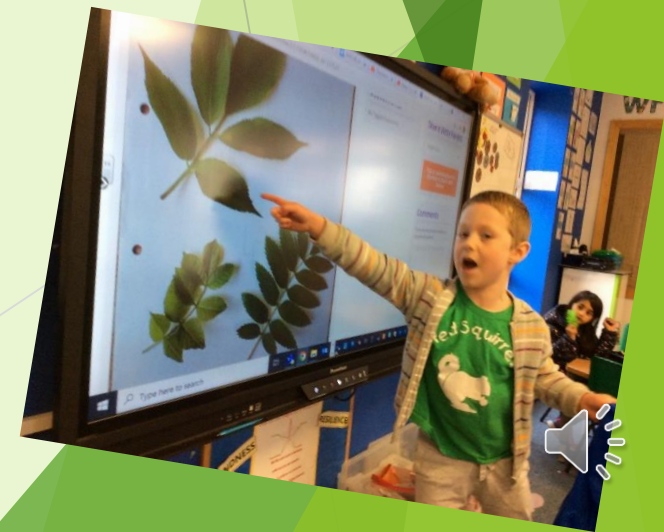
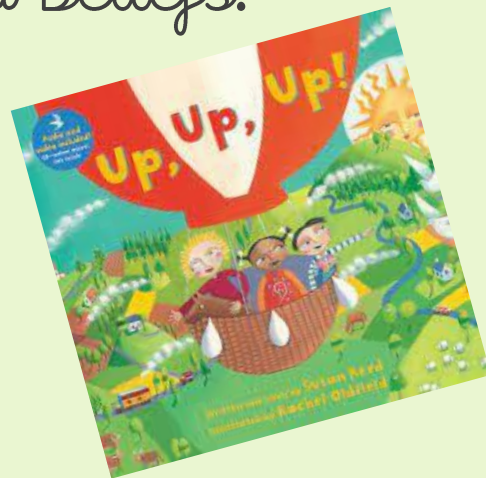
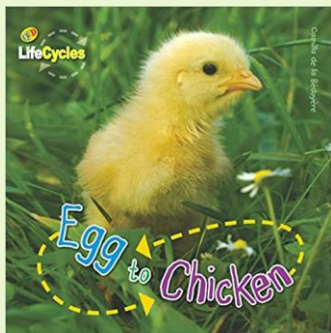




# Understanding the World

The children will:

- explore and find out about the world around them, asking questions about it and seeking answers
- talk out about past events in their lives and their community
- find out about different cultures and beliefs.





# Expressive Arts and Design

The children will:

- explore different artistic materials, tools and techniques
- construct creatively using a variety of equipment
- take part in role play and stories
- sing songs, make music and dance!



## Early Learning Goals

### Communication and Language

#### Listening, Attention and Understanding

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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 numbers up to 10, including double facts and distribution.

### Physical Development

#### Gross Motor Skills

- 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

- 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

- 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

- 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

- Write...

## The Shelford Curriculum: Topic Threads and Neurons

Class	Autumn 1		Spring 1		Summer 1		Summer 2	
	Identity		Our Environment: Local and Global		Community – Empathy		Growth and Changes	
Reception	Marvellous Me Identity and belonging		Tell us a Story Story telling - Nativity		It's Freezing Here! Our local Environment		Yuck or Yummy Empathy in understanding each other's preferences	
					Growing and Changing Observation of changes		Magnificent Machines How does it work?	





# What will a typical day look like?

Choosing lunch

Morning Activity

Self-Registration





Y3 Reading Partners



# Morning Carousel



Fine Motor Skills



Jigsaws and puzzles



Art Skills



Handwriting Activities

Computing Skills



Reading Books





# Exercise and Exploring



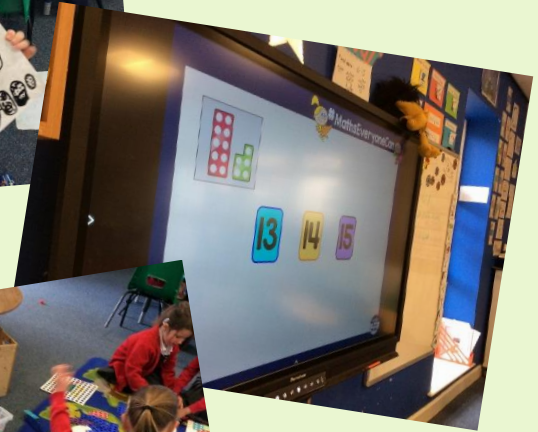
# Fruit and water



# Lunchtime



# Maths



# Phonics





# Afternoon Activities

Collective Worship

Story Time



PE



Forest School



Activity Time



Dismissal (sign up sheet)

