
Welcome to Whittingham Primary Academy

Miss Thompson
Head Teacher

Miss Noble
EYFS Lead



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Our Provision

- The mastery EYFS curriculum recognises that the early years curriculum should be built upon; learning through play and exciting challenges, whilst also placing, the prime areas, personal, social and emotional development and attitudes and behaviours at its core.
- We aim to create the highest standards in learning and teaching, throughout our indoor and outdoor classrooms.



Characteristics of Effective Learning

- The EYFS has the Characteristics of Effective Learning at the heart of the curriculum. Children need motivation to learn.
- Motivation is more important than knowledge and is the key to success for children and adults. Think of the Characteristics of Effective Learning as instilling motivation to not only succeed in Early Years, but to also become lifelong learners.




The Seven Areas of Learning and Development

The 3 Prime areas are critical for the development of young children and are fundamental to more structured learning as they get older:



**Communication
and Language**



**Personal, Social
and Emotional
Development**



**Physical
Development**

Below are classed as the specific areas of learning



Literacy



Mathematics



**Understanding
the World**



**Expressive Arts
and Design**



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EYFS - Communication and Language

Communication and language is split into two sections, putting listening and understanding together and a greater focus on the importance of language development.

These are the foundations of literacy and a prime area in the EYFS. Without these skills children will not be able to move onto Literacy.



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The EYFS Curriculum

- Our mastery curriculum allows pupils to experience and produce work that they may not be exposed to until much later in life.
- Children are enabled to develop transferable skills that can be applied both across the curriculum and outside of the classroom environment.
- The children have opportunities to free-flow and access the indoor and outdoor classrooms.



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EYFS - Personal, Social and Emotional Development

PSED in the EYFS is a Prime Area of Learning. In the EYFS it is given a high priority as there is evidence to show without secure PSED children cannot achieve and this should also be reflected in the school's curriculum.

Education and Health are closely linked ...

There is evidence to show that a strong focus on wellbeing for children gives increased academic achievement ; “Promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes AND their health and wellbeing outcomes” (Public Health England)

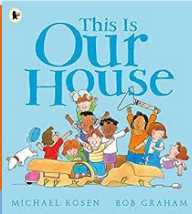
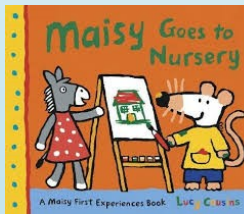


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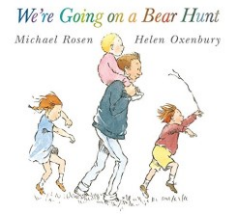
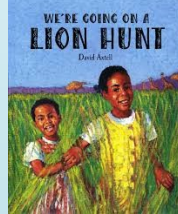
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Nursery Half Termly Topic

This is me!



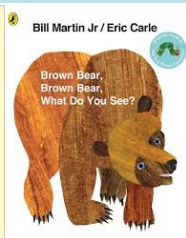
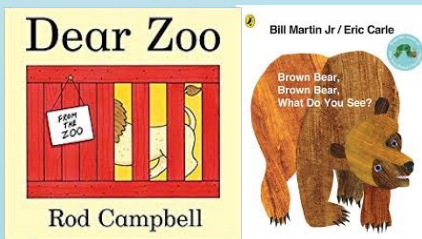
Explorers



Understanding scary things



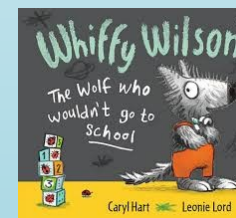
Animals



Growing and changing



Moving on Up!



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Phonics



Maisey mountain mountain	Around the apple, down the leaf	Slither down the snake	Round his bottom, up his tall neck and down to his feet	Down the tower, across the tower	Down the body, dot for the head	Down Nobby and over his net	Down the plait and over the pirate's face	Round her face, down her hair and give her a curl
All around the orange	Curl around the caterpillar	Down the kangaroos body, tail and leg	Down and under, up to the top and draw a puddle	Down the laces, to heel, round the toe	Down the stem and draw the leaves	Lift off the top and scoop out the egg	Down the long leg	Down the head, to the hooves and over his back
Down his back, then curl over his arm	Down the body, curl and dot	Down a wing, up a wing	Down a horn, up a horn and under his head	Down up, down up	Zig-zag-zig	Round her head, up past her earrings and down her hair	Down the arm and leg, repeat the other side	

Red Words

I
to
the
no
go
my
your
said
you

My RWI Sound Mat

Phase 1 of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Aspect 1 – General sound discrimination – environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

Aspect 2 – General sound discrimination – instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 – General sound discrimination – body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Aspect 4 – Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 – Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Aspect 6 – Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice – /c/-/u/-/p/ cup, with the children joining in.

Aspect 7 – Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

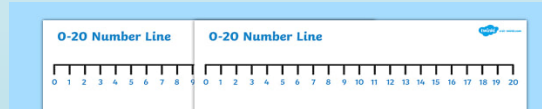
To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.



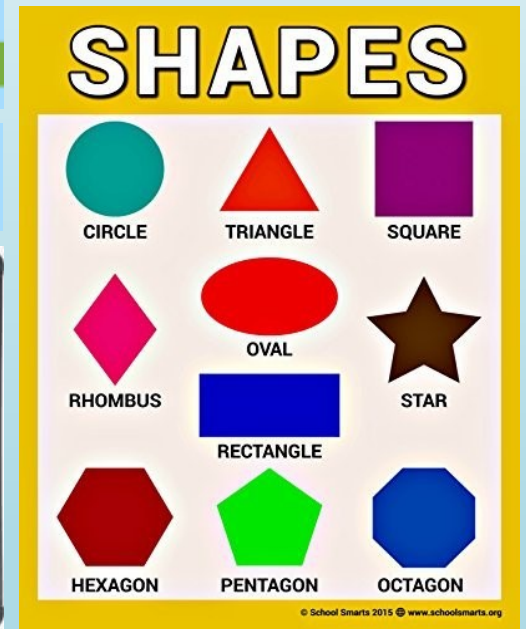
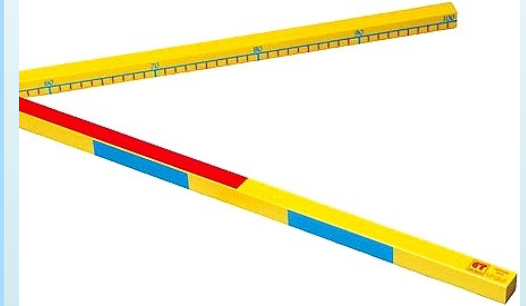
Visuals resources to use in maths



**ONE-TO-ONE
CORRESPONDENCE**



$$\begin{array}{ccc}
 3 & + 4 & \\
 \text{(3 red dots)} & \text{(4 yellow dots)} & \\
 = 7 & \text{(7 dots: 3 red, 4 yellow)} &
 \end{array}$$



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Trusted resources for early mathematical knowledge

Our trusted resources are designed to develop mathematical skills following a clear developmental progression. As they learn about numbers, counting, problem solving, pattern, shape and spatial reasoning through fun games and activities, children develop positive attitudes towards maths and an enthusiasm for learning.

The EYFS schemes encourage the use of books and concrete resources to bring children's maths learning to life in engaging and meaningful contexts.



Tapestry Celebration of Learning



Partnership with parents and carers remains at the heart of the EYFS framework.

With Tapestry, you get to know your children and their families, and they get to know you.

- Reassure families and celebrate children's learning by sharing photos and videos.
- Discover children's interests and experiences outside school.
- Keep families up-to-date about important and day-to-day information.
- Provide clear reports to parents and carers, informing their understanding of their child's development.
- Share learning opportunities and ideas with families.
- Provide families with a copy of their child's EYFS learning journal – a beautiful end-of-year keepsake.



The EYFS Curriculum

Every child is seen as a budding flower to be carefully nurtured.

We facilitate the growth of each child towards becoming well-rounded and insightful individuals.



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Expectations

- Attendance- every day matters!
- Children wear correct school uniform and smart school shoes
- Read to your child for 20 minutes each day at home
- Children display high standards of behaviour around the school



Partnership with Parents

Key to successful time in school:

- Access to Tapestry
- Access to X
- Parents evenings
- Reports
- Sharing information
- Working together



Question Time ...



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