
Welcome to Whittingham Primary Academy

Miss Thompson
Head Teacher

Miss Noble
EYFS Lead



United Learning
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

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.



Our Provision

- We strongly believe that our children should develop a love for learning that prepares them for their future, whilst ensuring that they feel safe and secure and that they have opportunities to relish in challenges on a daily basis, to facilitate reaching their full potential.
- 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



17 Early Learning Goals which the children work towards throughout Nursery and Reception

The Prime Areas

Communication and Language

- Listening and attention and Understanding
- Speaking

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Personal Social and Emotional Development

- Self- Regulation
- Managing Self
- Building Relationships



The Curriculum

Specific Areas

Literacy

- Word Reading and Comprehension
- Writing (transcription: spelling and handwriting)

Mathematics

- Number (deep conceptual understanding 1-10)
- Numerical Patterns
- Shape space and measures (to be encouraged and make connections in the world around them)

Understanding the World

- Past and Present
- People Culture and Communities
- The Natural World

Expressive Arts

- Creating with Materials
- Being Imaginative and Expressive



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.

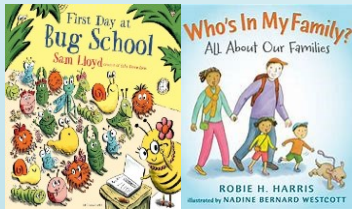


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Reception Half Termly Topic

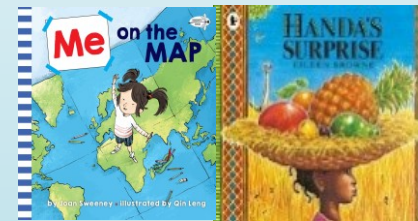
Marvellous Me



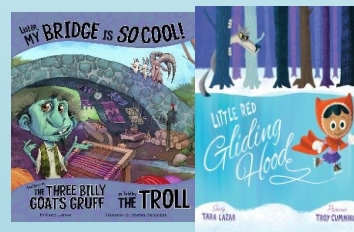
A Standing Ovation



My Local Area



A Spring in our Step Traditional Tales



Where will our journey take us? Moving on Up!



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

English alphabetic code

- 44 sounds
- Over 150+ graphemes
- One of the most complex alphabetic codes in the world.

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
ph	le	mb	kn	wr	se	ce				

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
k	ck	dd	gg		g	pp		ge				tch

Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

--	--	--	--	--	--	--	--	--

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		
ph	le	mb	kn	wr	se		s	ci		nk

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	ck	dd	gg		g	pp		tt	wh			tch
	ch				ge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	ē-e	ī-e	ō-e
					ai	y	ie	oa

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore	er						

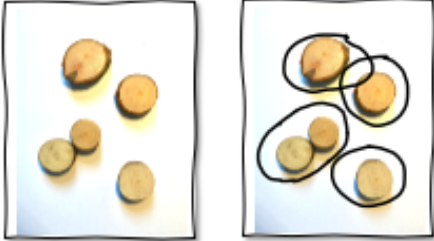


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Topics covered in reception

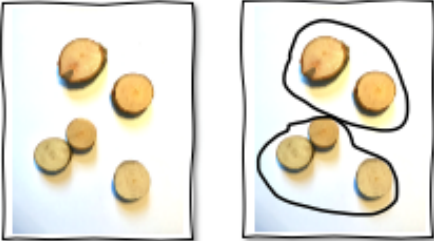
'I can see 2 and 1 and 1 and 1'



So that means that in this number there's a 2 and a 1 and a 1 and a 1!

Now let's look again. Being willing to consider what we think more than once is also a very important skill in maths. The most effective learners rarely come up with their best thinking straight away.

'I can see 3 and 2!'



So that means that in this number there's a 2 and a 3!

- Counting and recognising numbers
- Subitising
- Addition
- Subtraction
- Shape (making connections in the world around us)
- Measures
- Patterns
- Position



Mathematics

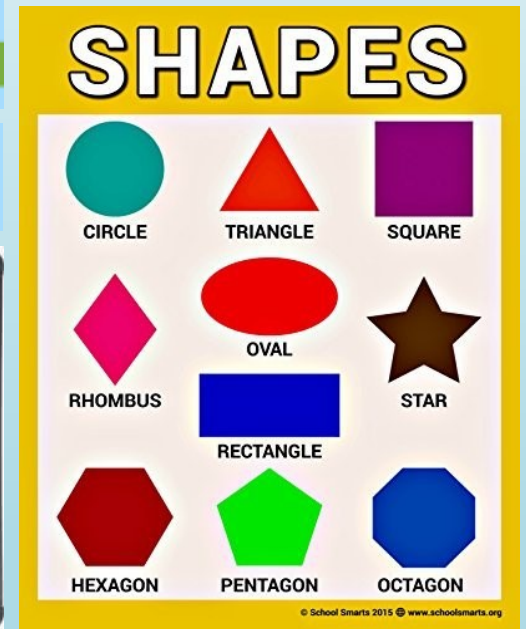
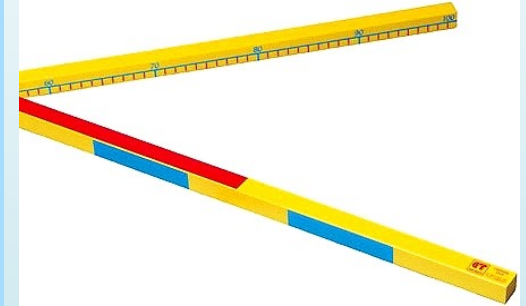
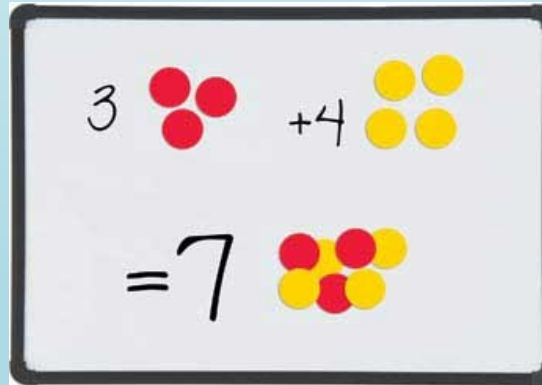
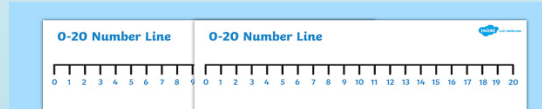
- Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.
- By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.
- In addition, the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.



Visuals resources to use in maths



**ONE-TO-ONE
CORRESPONDENCE**

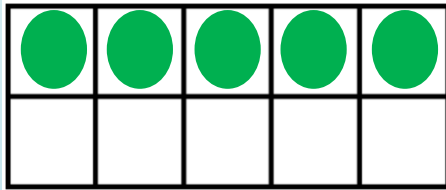


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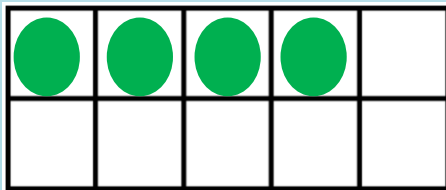
Practical activity – We do

Activity - Teacher to show children the number flashcard, drawn from a bag. Children to represent the number on their tens frame using dots. Children to then find one less by erasing a dot and then represent the new number on their fingers. Encourage children to use the key vocabulary.

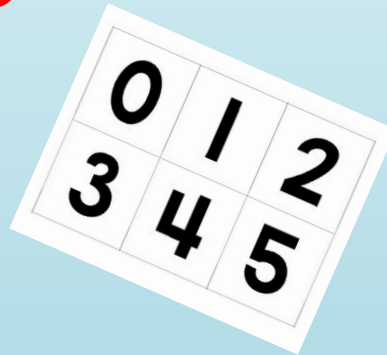


5

take one away/
find one less



4



What number is shown on the flashcard?
How many dots do we need to draw on the tens frame?
How many dots are we taking away?
How many less are we finding?
How many are there now?
Did the amount get bigger or smaller?



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Mastering Number

Reception

Term 1

Focus:
Subitising
Comparison



NCETM

NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

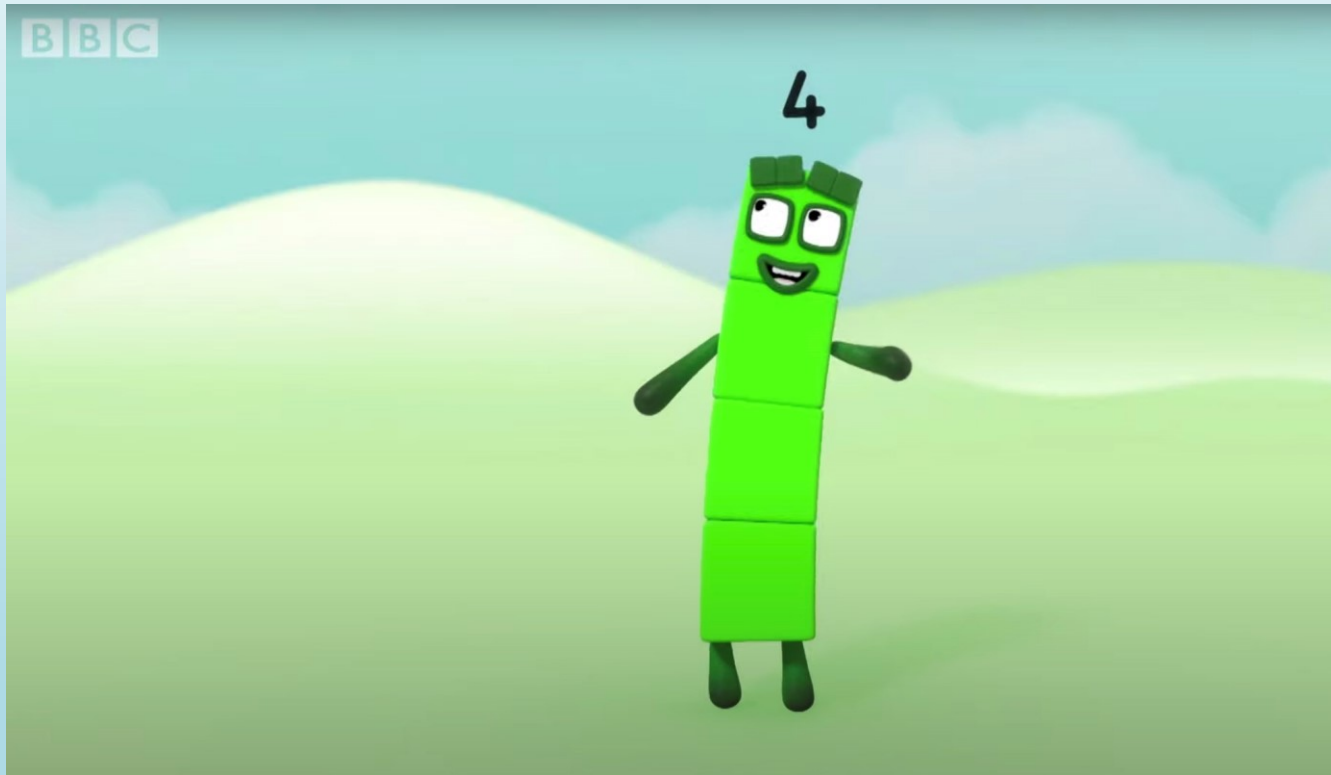
-
- represent the number in a given set using different objects – e.g. showing the same number on their fingers
 - name quantities with number words, (e.g. “I can see 3.”)
 - match sets to numerals
 - make their own arrangements that can be subitised.
- Some activities are aimed at supporting children in identifying small groups of 2 or 3 within a larger set, without needing to quantify the whole set. This will support them in identifying 2s and 3s in different arrangements and will help them when they begin to move towards conceptual subitising.

Connections

- Children may have experienced subitising activities incidentally, e.g. an adult may have said to them *Pick up those 2 pencils, please*, which will have enabled them to see 2 as a quantity without having counted the objects.
- Subitising is an essential feature of developing number sense. It can support children’s understanding of cardinality when counting (where the last number in a count identifies the number in the set) as they link a known quantity such as 3 with the counting sequence ‘1, 2, 3’. Subitising will also help children to identify groups and units in a repeating pattern.

Numberblocks

Series 1, Episode 6: Four



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Look at all the
shapes I can make!

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Pat



Sam



_____ has more than _____ .

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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.



Provide a range of action images.



Prompt children to select their own images to
make an action
pattern with a friend.

Act out the patterns together.



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.



Expectations

- Attendance- every day matters!
- Children wear correct school uniform and smart school shoes
- Children bring correct PE kit- will be sent home once worn to be washed
- Children complete all homework tasks
- Children read for 20 minutes each day at home
- Parents write a comment in reading books as this will be monitored
- Children display high standards of behaviour around the school



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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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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