



# Wood End School

## Early Years Foundation Stage Curriculum

### Explanatory Notes for Parents



Learning Together, Respecting Each Other

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## EYFS Curriculum

The Early Years Foundation Stage Curriculum (EYFS) is based on the overarching principles that learning and development depends on each **unique child** having the opportunity to interact in **positive relationships** and **enabling environments**. It is divided into 7 areas of learning and **all areas of learning are important and inter-connected**.

**There are 3 prime areas of learning:**

- ◆ **Communication and Language** focuses on listening and attention, understanding and speaking.
- ◆ **Personal, social and emotional development** focuses on making relationships, self-confidence and self-awareness and managing feelings and behaviour.
  - ◆ **Physical Development** focuses on moving and handling and health and self-care.

**These are fundamental to the 4 specific areas of learning:**

- ◆ **Literacy** focuses on reading and writing, which includes phonics.
  - ◆ **Maths** focuses on number and shape, space and measure.
- ◆ **Understanding the world** focuses on people and communities, the world and technology.
- ◆ **Expressive arts and design** focuses on exploring and using media and materials and being imaginative.

*We use the Characteristics of Effective Learning which relates to how children learn and this helps us to plan activities and experiences which help them to become effective learners.*

The three areas from the EYFS curriculum are:

Playing and Exploring (engagement)	Active Learning (motivation)	Creating and Thinking Critically (thinking)
<p><b>Finding out and exploring</b></p> <ul style="list-style-type: none"> <li>◆ Showing curiosity</li> <li>◆ Using senses to explore</li> <li>◆ Engaging in open ended activity</li> <li>◆ Showing particular interests</li> </ul> <p><b>Playing with what they know</b></p> <ul style="list-style-type: none"> <li>◆ Pretending objects are things from their experiences</li> <li>◆ Representing experiences</li> <li>◆ Taking on a role</li> </ul> <p><b>Being willing to 'have a go'</b></p> <ul style="list-style-type: none"> <li>◆ Initiating experiences</li> <li>◆ Seeking challenge</li> <li>◆ Showing a 'can do' attitude</li> <li>◆ Taking a risk</li> </ul>	<p><b>Being involved and concentrating</b></p> <ul style="list-style-type: none"> <li>◆ Maintaining focus</li> <li>◆ Showing high levels of energy</li> <li>◆ Not easily distracted</li> <li>◆ Paying attention to details</li> </ul> <p><b>Keeping on trying</b></p> <ul style="list-style-type: none"> <li>◆ Persisting with activities when challenge occurs</li> <li>◆ Showing a belief that more effort or a different approach may pay off</li> <li>◆ Bouncing back after difficulties</li> </ul> <p><b>Enjoying achieving what they set out to do</b></p> <ul style="list-style-type: none"> <li>◆ Showing satisfaction in meeting their own goals</li> <li>◆ Being proud of how they have accomplished something</li> <li>◆ Enjoying meeting challenges for their own sake rather than external rewards</li> </ul>	<p><b>Having their own ideas</b></p> <ul style="list-style-type: none"> <li>◆ Thinking of ideas</li> <li>◆ Finding way to solve problems</li> <li>◆ Finding new ways to do things</li> </ul> <p><b>Making links</b></p> <ul style="list-style-type: none"> <li>◆ Making links and noticing patterns in their learning</li> <li>◆ Making predictions</li> <li>◆ Testing their ideas</li> <li>◆ Developing ideas of grouping, sequences, cause and effect</li> </ul> <p><b>Choosing ways to do things</b></p> <ul style="list-style-type: none"> <li>◆ Planning, making decisions about how to approach a task, solve problems and reach goals</li> <li>◆ Checking how well their activities are going</li> <li>◆ Changing strategy as needed</li> <li>◆ Reviewing how well the approach has worked</li> </ul>



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## Expectations in Foundation Stage

### Assessment for Learning in Nursery and Reception

Pupils are assessed against the early years outcomes which looks at the 'typical behaviours' of the child according to their age. A child's development is monitored over a 2 year span - from Nursery through to Reception.

A baseline assessment of a child entering Nursery and Reception will take place within the first few weeks of the autumn term, once the child has settled and before any significant new learning takes place.

A child entering Nursery is expected to be showing typical behaviours of a child between 30-50 months of age.

- ⇒ An Autumn Intake child is expected to exit Nursery showing 'typical behaviours' of a child entering 40-60+ months.
- ⇒ A January Intake child is expected to exit Nursery secure in 'typical behaviours' of a child 30-50 months or entering 40-60+ months.
- ⇒ A child entering Reception is expected to be showing typical behaviours of a child entering 40-60+ months of age.
- ⇒ A child exiting Reception is expected to be secure in typical behaviours of a child between 40-60+ months of age, meeting the Early Learning Goal levels. Most children are expected to be ready to access the Key Stage 1 National Curriculum.

### Typical behaviours of children 30-50 months

#### Personal, Social and Emotional Development/ Communication and Language/ Expressive Arts and Design

The children used the role play resources to dress up as queens and princesses. They then extended their play by using the musical instruments to create a palace dance. They communicated their imaginative play by listening and responding to each other's ideas, displaying a range of tenses in their talk.





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## Early Learning Goals

### Early Learning Goals

Towards the end of Reception, the teacher uses informal assessments to reach a judgement for the **17 Early Learning Goals (ELGs)** in the EYFS Profile. They assess whether each child has achieved the ELG; this is expressed as:

- ◆ attaining "expected" (reaching the level of development expected for the end of reception),
- ◆ "exceeding" (attaining beyond the ELG), or
- ◆ "emerging" (not yet attained the ELG).

An end of year report for Reception parents will include the teacher's assessments for all the ELGs, and information about each child's **characteristics of learning**: how they play and explore, take part in active learning, and create and think critically. The report will indicate "next steps for learning".

Communication and Language	
<b>ELG 1 ~ listening and attention</b>	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
<b>ELG 2~ understanding</b>	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
<b>ELG 3 ~ speaking</b>	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Personal, Social and Emotional Development	
<b>ELG 4 ~ self-confidence and self-awareness</b>	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
<b>ELG 5 ~ managing feelings and behaviour</b>	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
<b>ELG 6 ~ making relationships</b>	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
Physical Development	
<b>ELG 7 ~ moving and handling</b>	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
<b>ELG 8 ~ health and self-care</b>	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.



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## Early Learning Goals

Cont ...

Literacy	
ELG 9 ~ reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
ELG 10 ~ writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Mathematics	
ELG 11 ~ numbers	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
ELG 12 ~ shape, space and measures	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding of the World	
ELG 13 ~ people and communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
ELG 14 ~ the world	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
ELG 15 ~ technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design	
ELG 16 ~ exploring and using media and materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
ELG 17 ~ being imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



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## Handwriting

### Fine Motor Development

**In Nursery and Reception, we will be developing the following skills:**

- ⇒ Gross and fine motor skills;
- ⇒ Recognising handwriting patterns;
- ⇒ Talking about the shapes and movements of each individual letter;
- ⇒ Practising the 3 basic letter shapes;
- ⇒ l the long ladder;
- ⇒ c the curly caterpillar;
- ⇒ r the long armed robot.

### 3 to 4 Years

Your child will have a strong preference for a lead/dominant hand, but switching continues. When drawing, the lead hand will be holding the crayon while the assist hand is stabilizing the paper. Your child will progress from being able to copy lines and circles to imitating crosses (+) and tracing over triangles and diamonds. The child will attempt to colour within the lines but with limited success.

By 4 years of age, your child should be holding the crayon with three fingers (see Figure 1). The crayon will be pinched between their thumb and index finger and resting on their middle finger. This is called a tripod pencil grasp and is the manner in which most adults hold a pen or pencil. It is also called a mature or efficient pencil grasp.

During cutting, your child should be able to move the scissors in a forward direction and cut along a straight line. When cutting simple curves like an S shaped line, the assist hand should begin to turn the paper to assist with cutting around a curve.

Fig 1



### 4 to 5 Years

During this stage hand use is characterized by refined wrist and finger movement and decreased elbow and shoulder movement. During drawing, a combination of finger and wrist movement should be observed. Hand dominance is typically established between 4 and 6 years, so a hand preference should be apparent and consistent. As a result, the skill of the dominant hand should begin to exceed the skill of the non-dominant hand. During colouring, the child will become capable of staying within the lines as well as copying crosses, diagonal lines and squares using a tripod pencil grasp. When cutting, the child will make smaller more precise cuts and be able to cut out a square. The scissors should be positioned perpendicular to the floor, pointing away from the child's body, and the scissors are held in a thumbs-up position.

### 5 to 6 Years

Both hands should work together. The roles of the right and left hands should be easily identified as dominant and non-dominant, or lead and assist. During pencil use, a tripod grasp should be established and the child should be able to copy crosses, triangles and diamonds. Small precise finger movement should be observed during colouring. When using scissors, the child should be able to hold them in a mature grasp.



- ⇒ Before writing, ask your child to point the pencil led towards their tummy. Then pick it up between the fingers and thumb and let it gently fall into the v shape of the hand.
- ⇒ Trace over their name using the correct movements. Focus on one letter at a time before expecting your child to write their whole name (Nursery).
- ⇒ Form letters, write between train tracks - 


 mummy
- ⇒ Show where the pencil starts by using a dot.
- ⇒ Form letters using chalk on the garden patio.
- ⇒ Form letters outside using a pot of water and a brush.
- ⇒ Trace over straight and curved lines.
- ⇒ Cut straight and curved lines.
- ⇒ <http://www.doorwayonline.org.uk/letterformation-fullscreen.html>



Please use these website links for further information on how to support your child at home:

If you require more information on **Phonics and Handwriting** please follow this link:  
<http://www.oxfordowl.co.uk/welcome/for-home/reading-owl/expert-help>

If you require more information on the **Early Years Foundation Stage Curriculum** please follow the link: <https://www.gov.uk/government/publications/early-years-outcomes> or <http://www.education.gov.uk/schools/teachingandlearning/assessment>



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## Phonics

Letters and Sounds High Quality Phonics comprises of 6 incremental phases and uses a multi-sensory approach in teaching the vital skills needed for reading and writing across the Foundation Stage and Key Stage 1.

### What phase will your child be working in?

Nursery - most children will be working within Phase 1, and will be introduced to elements of phase 2.

Reception - most children will be working within Phase 2/3, and will enter Phase 4 by the summer term.

### What is learnt in each phase?

#### Phase 1

The children will experience a wealth of listening activities including songs, stories and rhymes. They will learn how to distinguish between speech and sounds and will begin to recognise spoken words that rhyme and explore rhyming words. In the latter steps of phase 1, children will learn to orally blend and segment the sounds in words.

#### Phase 2

The children will be taught the first 19 letter sounds (s/a/t/p/i/n/m/d/g/o/c/k/ck/e/u/r/h/b/f/ff/l/ll/ss) and will use this knowledge to blend and segment with letters. They will learn how to read and write CVC words (cat, bag) and read two-syllable words and simple captions. They will learn to read and spell the first set of high frequency words.

#### Phase 3

The children will learn another 25 graphemes, most comprising of two letters.

(j/v/w/x/y/z/zz/qu/ch/sh/th/ng/ai/ee/igh/oa/oo/ar/or/ur/ow/oi/ear/air/ure/er).

They will continue to practise CVC blending and segmenting and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn to read and spell more high frequency words.

#### Phase 4

The children will consolidate their knowledge of graphemes in reading and spelling words containing adjacent consonants (went, stop) and polysyllabic words (chimpanzee, lunchbox, shampoo) and apply this when reading unfamiliar texts and in spellings.

### We Will be Using the Terms:

*Phoneme* - a sound in a word.

*Grapheme* - a letter or sequence of letters that represent a sound.

*Segmenting* - breaking down words into their sounds for spelling.

*Blending* - building words from their sounds to be able to read.

*Digraphs* - a sound containing two letters (e.g. sh, ai).

*Trigraph* - a sound contains three (e.g. igh, ear).

*Vowels* - e.g. a, e, i, o, u,

*Consonants* - all other letters of the alphabet.

Please support your child at home with learning their graphemes and encourage them to apply their phonic knowledge in their reading and spellings.