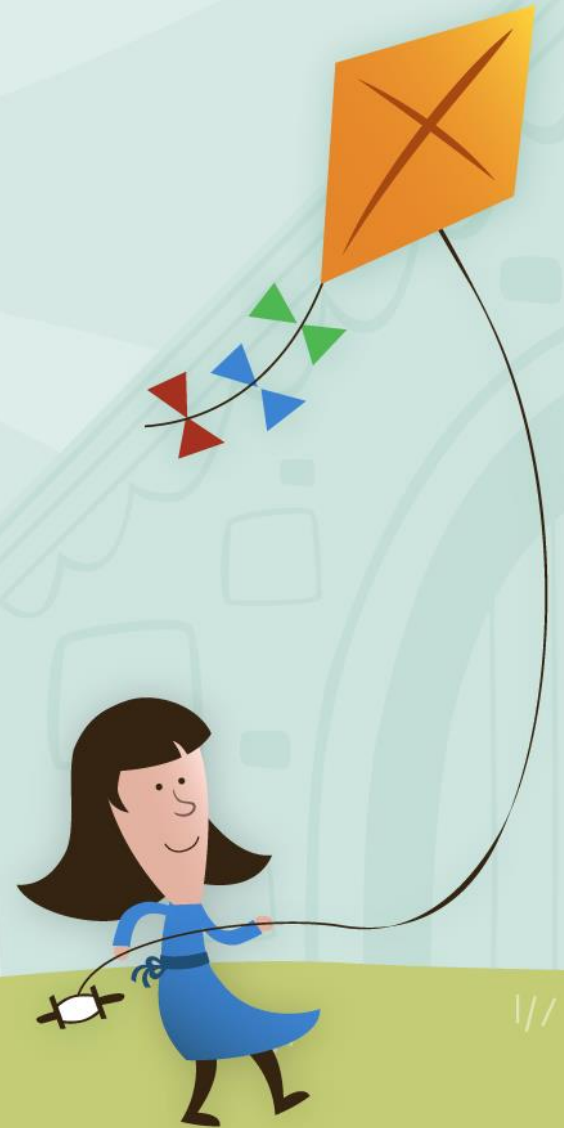


# Welcome to



## Early Years 2023



# Curriculum and Assessment



The Early Years Foundation Stage (EYFS) is NOT the National Curriculum (NC) and is a stage in its own right

- Reception class is the final year – continuation from Pre-school/Nursery
- A play based curriculum
- Indoors and outdoors
- Adult-led and child-initiated activities
- Ongoing observation & assessment of the children informs planning the next steps



Personal, Social  
and Emotional  
Development

Physical  
Development

Mathematics

Communication &  
Language

Literacy

Understanding the  
World

Expressive Arts &  
Design

Seven Areas of  
Learning





Petersgate Infant School  
EYFS Aspiration 2022/23

### Why this curriculum aspiration:

This cohort will benefit from developing their sense of community and understanding of the wider world. They will be able to take responsibility for their immediate surroundings and begin their journey to becoming a global citizen.

### Key Texts

The Little Red Hen, Pumpkin Soup, Supertato, Oliver's Vegetables, Where Does My Food Come From?, The Tree Book, Do You Love Bugs?

### Wider experiences

Seasonal walks, Harvest festival, Clanfield walks, community visits, community picnic event

**Parent Partnership:** families invited to the community picnic – TBC

### Links to National Curriculum

English – early reading and writing  
Maths – subitising, counting, measure  
PSHE – emotions, building positive relationships, healthy living  
Science – asking questions, observing, looking at plants, seasonal changes  
History – changes in places within our locality  
Geography – human and physical geography, map work

Autumn Term	Build up a bank of rich vocabulary linked to our community and stories read	Describe events in detail – bonfire night, birthdays, religious celebrations	Talk about likes and dislikes, knowing that we are all valued	Build good relationships with peers and adults	Care for our immediate environment, inside and outside	Develop skills needed to manage a school day: lining up, toileting, snack and lunch routines	
	Spring Term	Write simple lists, label maps	Read and explore a range of non-fiction texts	Read a variety of rich texts linked to spring, bugs, plants	Learn about healthy food choices	Think about the perspective of others – what is it like to live in different environments?	Meet families at home visits and ask for photos and scrapbooks
Develop early writing through mark making	Begin to care for the Year R garden area	Summer Term	Write invitations, lists, ideas, letters to community centre	Plant salad items to be used for the picnic	Explore the bug hotel – what is living there?	Develop pencil control for recording	
Subitise and count natural objects	Plant a variety of seeds and care for them – link to mud kitchen	Measure, weigh and compare plants grown in the garden	Aspiration – To be part of the school community, the Clanfield community and to care for their world around them		Explore a variety of media – observational drawing		Look at historical images of Clanfield – where might they be? Weekend challenge
Learn how to use garden tools safely and care for the garden	Design the bug hotel – what do bugs need?	Understand some places are special to members of the community			Discuss the season of Summer, its key features and how it affects where we live – weekend challenge	Reflect back on the environment through the seasons	Design and create decorations for the picnic
	Discuss the season of spring, its key features and how it affects where we live – weekend challenge						
Look at autumn seeds and learn how a plant grows	Consider features of our immediate environment and the effect nature has on these			Make visual maps of the journey to Clanfield			
Harvest festival – where does our food come from?	Photograph some of the immediate surrounding features of our environment (the Hawthorn bush) – longitudinal study. Record in book.		Describe what they see, hear and feel while outside	Discuss the season of Autumn, learn its key features and how it affects where we live – weekend challenge	Talk about members of the community we have met – shop owners		





Petersgate Infant School  
EYFS Aspiration 2022/23

#### Why this curriculum aspiration:

To strengthen our children's cultural capital and to develop vocabulary, communication and language skills.

#### Key Texts

The Great Big Book of Families, The Very Hungry Caterpillar, 10 Fat Sausages, So Much!, Elmer, Little Red Hen, Supertato, The Gruffalo, The Three Little Pigs, The Enormous Turnip, Journey Home from Grandpa's

#### Wider experiences

Visit local library, Christmas performance, class assembly performance, watching others perform, Open the Book performance

#### Parent Partnership:

Must Read and sharing book scheme, nursery rhyme challenge, nativity, reading dates

#### Links to National Curriculum

English – early reading and writing, writing for a purpose  
Maths – counting, money, adding, subtracting  
PSHE – emotions, positive relationships  
Drama – role play, performing  
Art/DT – being imaginative, using different mediums, attaching techniques

Autumn Term	Learn Phase 2 GPCs and HFW, blend to read words (CVC)	Read and explore a range of stories	Take an interest in available books through daily book vote	Discuss stories and share ideas and opinions on events and characters	Join in with story times – repeated refrains, rhyming words, songs	Identify how characters are feeling in stories e.g. sad, happy, angry			
	Spring Term	Learn Phase 3 GPCs and HFW	Blend to read words including digraphs	Begin to retell simple stories, using some story style language	Ask questions about stories they have read	Begin to take part in Helicopter stories	Begin to use Zones of Regulation to identify emotions in ourselves and others		
Explore the classroom and engage with reading areas	Begin to explain why characters are feeling a certain way in stories (ZoR)	Summer Term	Begin to draw and write your own Helicopter stories	Speak clearly, in full sentences, taking into account listeners' needs	Say how a story makes them feel and explain why	Refine pencil control and begin to use a tripod grip	Understand that our opinions and ideas are important and valued (SCARF)		
Read poems and sing nursery rhymes	Apply phonics knowledge to write simple words, labels and captions	Act out a story using some props of their choice and some they have created themselves	Aspiration – To adapt and retell a familiar story, in a group or individually, using props that they have created		Form letters correctly			Refine scissor control to cut along lines and around shapes	Develop fine motor skills by exploring a range of media and materials
Explore with mark making	Explore non-fiction texts	Apply maths knowledge to run a 'theatre'				read sentences independently	Plan a story using a story map		
	Role play involving money – café, post office	Perform in different ways – dancing and singing, Helicopter stories			Make simple props to enhance chosen role play activities				
Read counting stories and rhymes									
Take part in role play activities – home corner, small world	Create their own narratives during pretend play		Christmas Nativity performance	Recognise how families in stories are similar/different to theirs (SCARF)	Develop scissor control with cutting activities				



Petersgate Infant School  
EYFS Aspiration 2022/23

#### Why this curriculum aspiration:

To develop resilience and problem solving skills, learning to work collaboratively with others and developing their vocabulary.

#### Key Texts

I Really Want to Win, Simon Sock

#### Wider experiences

Games day (with KS1), Sports Day

Parent Partnership:  
sharing games on Seesaw, games afternoon

#### Links to National Curriculum

English – early reading and writing  
Maths – counting, subitising, number recognition, ordinal system, addition/subtraction, shapes  
History – changes in living memory, comparing past and present  
PSHE – positive relationships, managing emotions  
PE – team games, throwing and catching, mastering basic movements  
Art/DT – being imaginative, using different mediums, attaching techniques

Autumn Term	Listen carefully and follow simple instructions for how to play a game, with adult support	Play games and ask adults or peers questions for clarification	Talk about their feelings and explain why they feel that way	Learn strategies to self regulate their emotions when things do not go as planned	Engage with games and activities alongside or with friends	Be kind when playing together	
	Spring Term	Explain to others how to play familiar games	Play games in groups – listen to peers and discuss the activity	Take turns with their peers, with little or no adult support	Be confident to take part in games with different children	Consider the feelings of others when playing together	Take turns when playing games, with adult support
Begin to subitise within 5	Read simple rules for how to play games	Summer Term	Write simple rules for how to play own game	Explain how to play a game and articulate the rules	Take the listener into account when explaining rules	Play simple, adult-led physical games e.g. Duck Duck Goose	
Practise counting 0-10	Double numbers to 10	Share a game with someone new	Aspiration – To create, explain and model how to play a game, inside or outside, using resources of their choice. Children will articulate some simple rules and say who the winner is.		Celebrate the achievement of others and be happy for peers if they win a game		Follow rules to play physical games e.g. beanbags in numbered hoops
Sing counting songs and nursery rhymes	Play maths games with their peers	Order sets of objects linking knowledge to the ordinal number system			Persevere when challenges arise	Play traditional board games e.g. snakes and ladders	
	Practise counting 0-20 and beyond	Apply the composition of numbers to 10	Design and create own game resources if needed	Compare traditional games with newer, more modern games	Follow rules to play team games with others		
Play a range of simple maths games with adult support	Explore the composition of numbers to 5, then numbers to 10			Explore number patterns – odd and even		Play traditional board games e.g. snakes and ladders	Play adult-led playground games e.g. what's the time, Mr Wolf?
Explore pattern	Copy, continue and repeat simple patterns		Explore 2D shapes, circles and triangles	Begin to use positional language	Explore traditional games e.g. dominoes		

# Characteristics of Effective Learning

- 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.



Statutory Guidance for the EYFS 1.10

## The Role of the Adult

- Provides the enabling environment
- Observes children as they play to see how the environment can be altered to match children's needs and interests
- Plays with children
- Plans adult-led activities in small and large groups
- Develops positive relationships with the child and their family







Well planned play, both indoors and outdoors, is a key way in which young children learn - children will be motivated and will learn with enjoyment.

## Learning through play



Children are more willing to take risks and show us what they CAN do when they are playing.





Messy Play

# The importance of talking –

The ability to develop language depends on being immersed in a rich environment of words, sounds, rhythm, verbal and non-verbal expression from birth.

“Reading and writing float on a sea of talk”

James Britton





How many words would a 6 year old need to know to be able to access the curriculum?





14,000



Recommendation...

Children should learn 8  
new words per day!



# Reading

Aiming for your child to be a confident and competent reader who reads for enjoyment.

Reading should be:

- Enjoyable
- Positive
- Successful

This means reading all sorts of materials

i.e. comics, magazines, maps, recipes etc and NOT just the school reading scheme!



# What makes a reader?

## School:

- Talking
- Sharing all types of text
- Singing
- Phonics lessons
- Listening
- Reading labels
- Computers/iPads



## Home:

- Nursery rhymes
- Listening
- Talking
- Singing
- Practising phonics
- Comics
- Sharing all types of text
- Reading in the environment
- Computers/tablets/phones





# Reading at Petersgate

The children will learn Phonics and Early Reading through the Little Wandle Letters and Sounds scheme.

This includes daily phonics lessons, as well as group reading three times a week. As well as this, reading at home is vital to children making good progress in their reading. Therefore, at the beginning of the year we will be sending you an e-library login, where your child's ebook will be uploaded each week.



# Seesaw

At Petersgate, we strongly believe that the school and parents working together gives our children the best start.

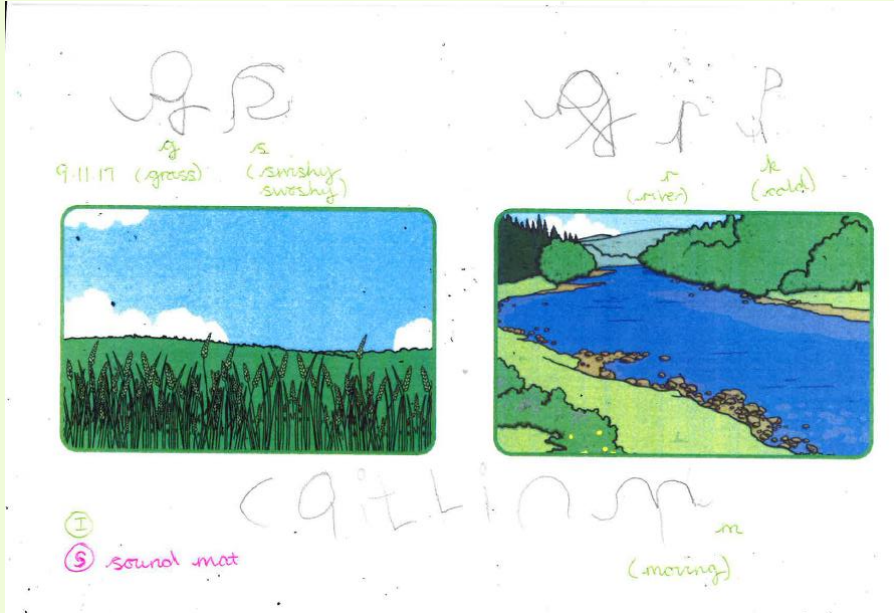
Children's learning journeys and 'WOW' moments are shared to you via the online learning platform, Seesaw.

This is used throughout the school, and is also used for communication during the year. At the beginning of the year, we will send out Seesaw set up codes which will allow you to view your child's snapshots as well as post your own reading at home and other moments you would like to share.

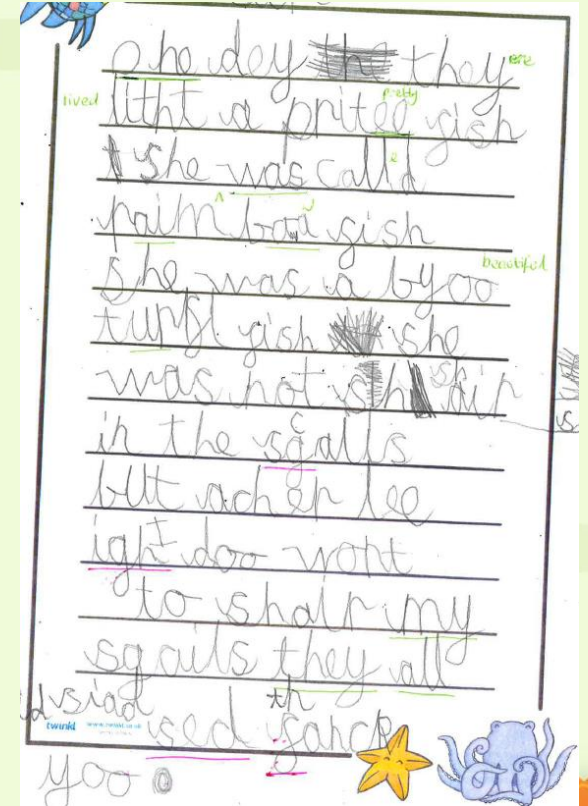


You'll be amazed!

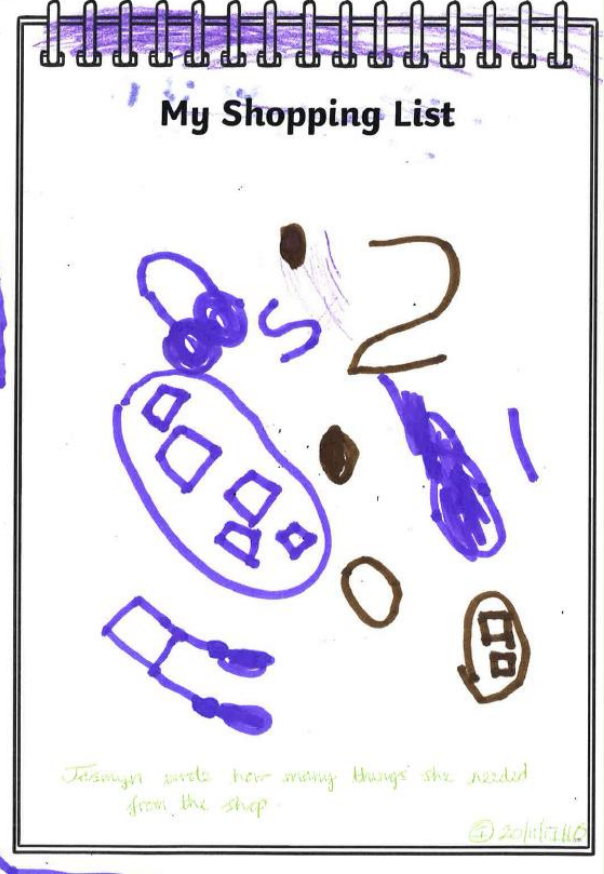
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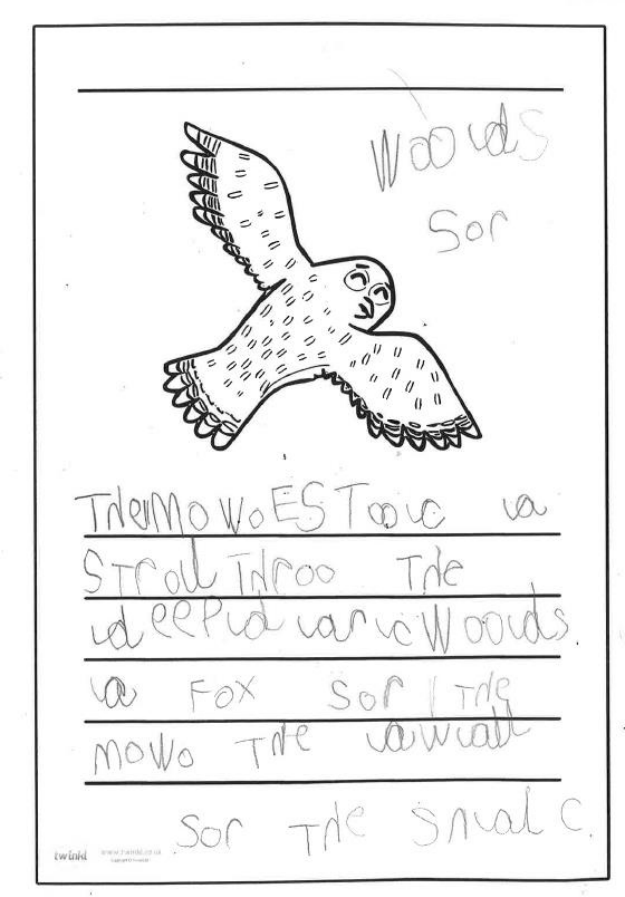
To this...



From this...



To this...





From this...

**Veterinary Surgery**  
**Pet Details**

My pet's name: \_\_\_\_\_

Type of animal: \_\_\_\_\_

Symptoms: \_\_\_\_\_

Treatment: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



To this...

Hand-drawn form for a veterinary surgery. It includes a title 'Veterinary Surgery' and 'Pet Details' with paw prints. There are fields for 'My pet's name', 'Type of animal', 'Symptoms', and 'Treatment'. A drawing of a yellow and black snake is in the 'Symptoms' field. The 'Treatment' field has a drawing of a pink flower and a blue anchor. The 'Signed' field has the name 'ALDO' and the 'Date' field is empty.



# Workshops — will be held in the Autumn term, dates to follow

- **Phonics** — How we learn to read
- **Writing** — Importance of physical development before putting pencil to paper
- **Maths** — Come and find out how your child will be learning maths



# In the meantime...

- Encourage children to ask lots of questions!
- Give your child time to run, jump, climb and play outdoors
- Encourage your child to use the toilet, wash their hands and put on and fasten their clothes independently
- Play games which encourage sharing and turn taking to help your child to build their social skills – and don't always let them win!
- Read lots of stories!
- Sing songs and nursery rhymes
- Look out in the environment for familiar letters or words



# In the meantime...

- Point out shapes in the environment – circle, square, oblong, triangle
- Point out numbers in the environment and at home
- Count anything and everything!
- Sing counting songs and rhymes
- Practise recognising their own name





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## What to expect, when? A parents' guide

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The purpose of this [booklet](#) is to help you as a parent/carer find out more about how your child is learning and developing during their first five years, in relation to the EYFS. Children develop more rapidly during the first five years of their lives than at any other time. This booklet has been written to help you as a parent know what to expect during these vitally important years by focusing on the seven areas of learning and development which are covered in the EYFS.

[Downloaded a free copy of the \*What to expect, when?\* guide.](#)

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# What to expect, when?

Guidance to your child's learning and development  
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