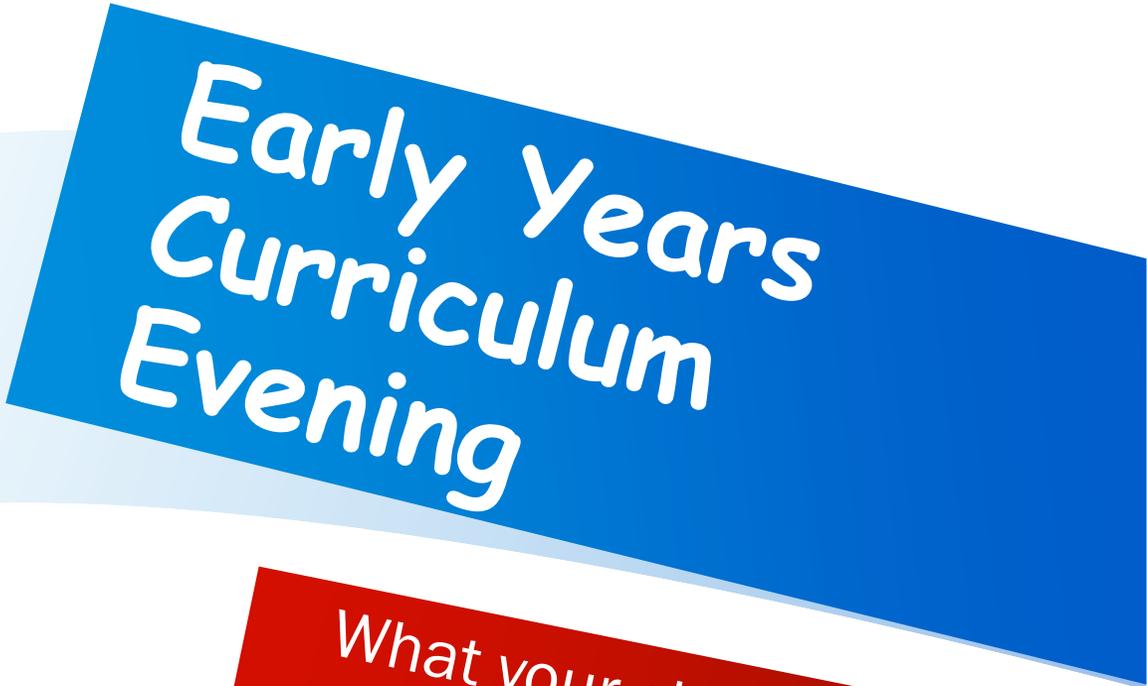




January
2019



Early Years Curriculum Evening



What your child is learning
at school and how.



Areas of learning



Our curriculum

Early Years Foundation Stage

- We do not follow the National Curriculum in Reception. We follow the Early Years Foundation Stage (EYFS) curriculum. This sets the standards for the learning, development and care of your child.
- In the EYFS there are 7 Areas of Learning.



Areas of Learning

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative



What do we learn?

In Reception we aim for your child to achieve the Early Learning Goals (ELG) set out in the EYFS by the end of the year.

ELG is what your child should achieve if they are developing typically for their age.

If a child achieves ELG in communication and language; physical development; personal, social and emotional development; literacy; and mathematics they are considered to have reached GLD (Good Level of Development) by the end of their Reception year. We submit this information to the Local Authority and the school is judged on this.



What are the ELG's? Communication and Language

- **Listening and attention** - 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.
- **Understanding** - Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- **Speaking** - 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.



What are the ELG's? Physical Development

- *Moving and handling* - 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.
- *Health and self-care* - 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.



What are the ELG's? Personal, Social and Emotional Development

- **Self-confidence and self-awareness** - 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.
- **Managing feelings and behavior** - Children talk about how they and others show feelings, talk about their own and others' behavior, and its consequences, and know that some behavior is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behavior to different situations, and take changes of routine in their stride.
- **Making relationships** - 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.



What are the ELG's? Literacy

- 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.
- 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.



What are the ELG's? Mathematics

- 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.
- 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.



What are the ELG's? Understanding the World

- **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.
- **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.
- **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.



What are the ELG's? Expressive arts and design

- 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.
- 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.



Assessment

How do we assess your child in the Early Years?



In Acorn Class we assess children in a range of ways. We aim to build an overview of your child so that we have evidence to say that your child has met the Early Learning Goals at the end of the Reception year.

The EYFS is broken down into age bands, called Development Matters bands: Birth-11 months, 8-20 months, 16-26 months, 22-36 months, 30-50 months and 40-60 months.

For each age band, and each area of learning, there is a series of statements relating to a child's development: for example, 'notices simple shapes and patterns in pictures'.

Adults in the class will tick off these developmental statements as we see your child demonstrating them.

Assessment is ongoing throughout the EYFS, but the official judgement for each child is completed in the final term of Reception. Assessment usually takes place through teacher observation of children's learning and development as they take part in everyday activities, and planned observations, where teachers spend time on a specific task with an individual child or small group.

Parents and other carers can also contribute to the Profile, for example by filling in 'Wow Moments' or 'Wow Clouds'.

At home

How can I support my child to meet the Early Learning Goals?





Reading to your child and listening to your child read on a regular basis.

Practising sounds & keywords from your child's sound books with your child.



Capitalising on learning opportunities such as counting how many leaves you can find or how many jumps it takes to get to the car.

Encouraging independence (especially with dressing!)



Thank You!