



Welcome to Maple and Pine Class
Parents and Carers!





Here is an overview of the EYFS
Curriculum and the Early Learning Goals

EYFS Class Teachers



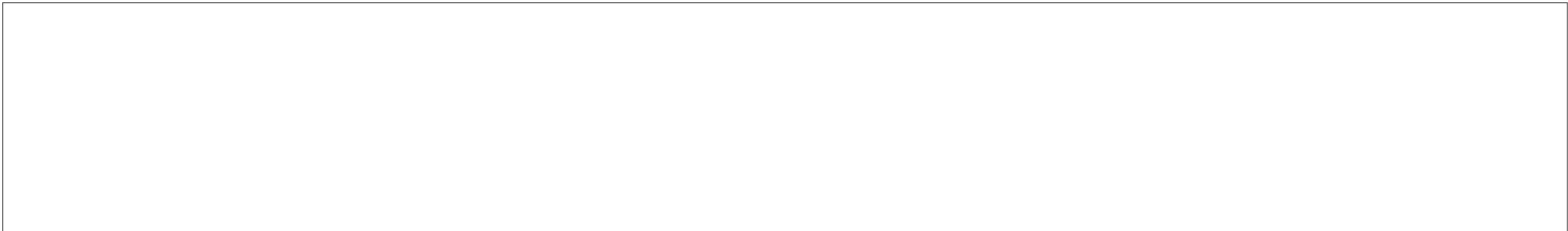
Sapna Holcombe



Nour Yassin



Rachel Davies



Support Staff and Specialist Teachers



Pine Teaching Assistant

Abby Reed



Maple Teaching Assistant

Carla De Sarro

Friday's Pine Teaching Assistant



Elissa Sherwell



P.E. Specialist teacher

Marie Watts



Yoga Specialist teacher

Flora Alwen

Craft teacher



Fi Riley



Abby Atkins
Principal



Sakara
Vitellaro
Deputy
Principal



Jen McMillan
SENDCo &
Assistant Head



OUR LEADERSHIP TEAM

Safeguarding Team

Safeguarding Team



Abby Atkins
Safeguarding
Lead



Sarah-Jo
Robinson
Deputy DSL



Jen McMillan
Deputy DSL

In the Early Years Foundation Stage Curriculum there are 7 areas of learning.



Prime Areas

1. Communication Language and Literacy
2. Personal, Social, Emotional Development
3. Physical Development



Specific Areas

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Art and Design



1. Communication Language and Literacy



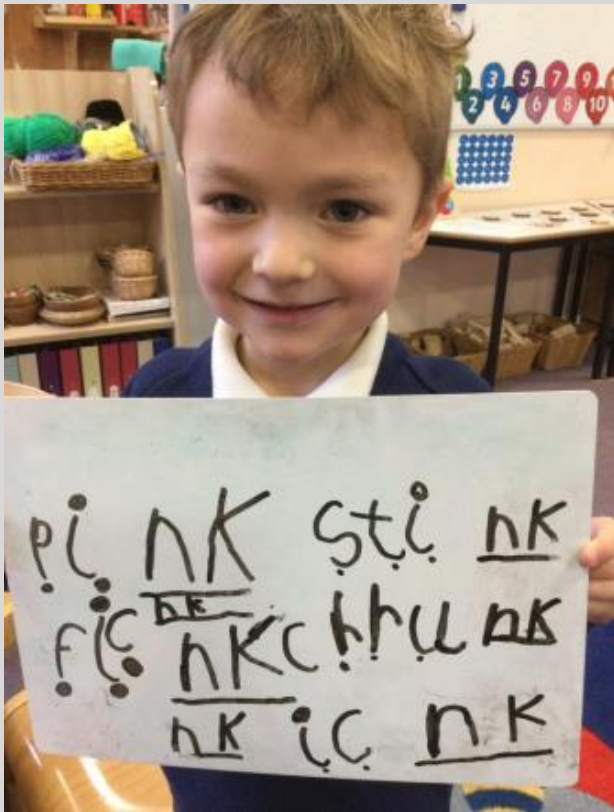
2. Personal, Social, and Emotional Development



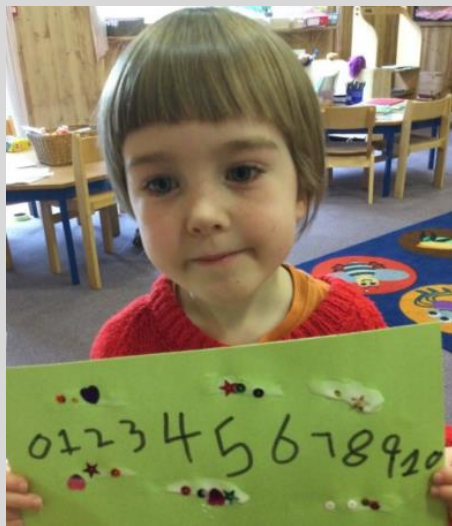
3. Physical Development



4. Literacy



5. Mathematics



6. Understanding the World



7. Expressive Art and Design



- Zero to Five

- Every child goes on an individual and unique learning journey. We create bespoke learning plans for the class under the guidance of EYFS Development Matters. As a team, we plan collectively and consider the individual and group interests of the children by providing opportunities for child-initiated learning. For example, if a child loves construction, we try our best to create learning opportunities involving this area of play. We ensure that the child does not spend all day doing construction activities but encourage them to use letter sounds to label their creations, paint their masterpieces, create patterns from their pieces, and so on.
- We assess the children against the EYFS guidelines which support our teaching. They help us plan the next steps of learning for the children.



Birth to Three



Three and
Four Year Old
children



Children in
Reception



In each of the 7 areas of learning we use the descriptors as guidelines to see if your child is **emerging** or **expected** in an age band. See example:

- Children do not learn in a linear fashion, and your child will be *informally* assessed against the 7 areas. All children develop at different rates or may naturally be more confident in some areas than others.
- For example, a child may pick up mathematical concepts more quickly and be able to confidently compare numbers and understand number bonds to five and ten. They would be assessed as Reception emerging level. However, the same child may just be learning how to put their coat on and beginning to show a confident pencil or pen grip and therefore they would be at expected three to four years old for Physical Development.
- This is very common. If we feel your child is struggling in some areas, we will support them through focused group activities, such as cutting or letter formation through practice and play. A firm favourite is writing in sand, soil, and with chalk or paint.

Communication and Language

Three and Four-Year-Olds

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."



- If a child has achieved some but not all areas of Communication and Language, we use our judgement and say that the child is working at Three to Four Years Old - which would be **Emerging (for this area of learning)**

Expressive Arts and Design

Children in Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.



If your child has confidently achieved **all areas** of Expressive Art and Design we would use our judgement to assess a child as working at the level of **Expected in this area of learning**.



Early Learning Goals



Through the Reception year our aim is to support your child to work towards these goals. There is no clear expectation that your child will achieve all or any of the goals but it is our job to support them to do the best they can.

How can you help your child at home?





Communication, Language and Literacy

- Share and act out your favourite stories.
- Go to the library, explore and talk about fiction and non-fiction books.



Personal, Social and Emotional Development

- Encourage independence.
- Share and talk about the importance of making healthy choices.
- Discuss and speak positively about our different emotions.
- Think about keeping safe at home, outside and in different environments.





Physical Development

- Play games, visit the local park with support and guidance.
- Use different tools such as spades, trowels, scissors.
- Practice using zips, tying laces, play ball games, throwing and catching.



Literacy



- Sing traditional rhymes, read stories together and listen out for rhyming words. Julia Donaldson is a wonderful example!
- Write through play such as notes and messages to our friends.
- Use the sounds you have learnt to label your pictures or paintings.
- Have fun drawing your own stories and writing captions together.

Mathematics



- Go on a shape hunt, spot numbers on doors, explore one more and one less.
- Play number games such as snakes and ladders and dominoes. Explore doubles and halving through play – for example 'I have five peas on the plate, if I add double onto the plate, how many do you have now? '
- Encourage your child to explore measuring or capacity by helping to weigh ingredients, compare quantities by estimating how many cups of water you need to fill a jug.



Understanding the World

- Talk about your family and what occupations they have.
- Share stories about special visits.
- Make positive comparisons.
- Draw maps of a special journey such a family outing or a visit to a friend's house.
- Talk about the seasons and how you can represent them by taking photos of the local environment every few months. Compare the changes.





Expressive Art and Design

- Listen to different genres of music and compare the sounds, sing songs together.
- Role-play being in an imaginary adventure or a favourite story.
- Dance, make music, share stories.
- Create collages, junk modelling, use toys to create story scenes.
- The opportunities are endless!

Many thanks!
From the EYFS Team at
Avanti Park School, Frome

