



**Keep Hatch**  
Primary School

# **Early Years Foundation Stage Information Event**

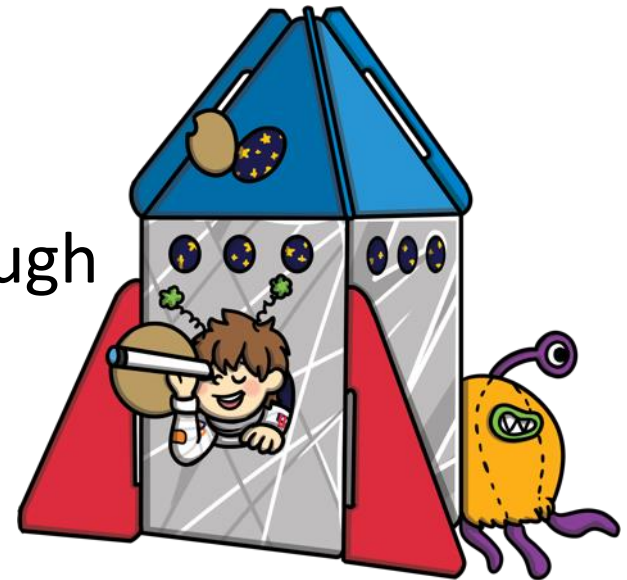


# What is the Early Years Foundation Stage?



The Early Years Foundation Stage (EYFS) is the stage of care and education from **birth** to the **end of their first year at school**.

It is based on the recognition that young children learn best when they have opportunities to interact in positive relationships and learn through play in enabling environments.



# The EYFS Curriculum



## Three Prime Areas

Communication and  
Language (C&L)



Personal, Social  
and Emotional  
Development (PSED)



Physical  
Development (PD)



## Four Specific Areas

Literacy (L)



Mathematics (M)



Understanding the  
World (UtW)



Expressive Arts  
and Design (EAD)



# Assessment- Early Learning Goals



## Communication and Language

### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Understanding the World

### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Personal, Social and Emotional Development

### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## Expressive Arts and Design

### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Physical Development

### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## Literacy

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



# **Reception Baseline Assessment (RBA)**

Within the first six weeks of starting school, children complete a statutory baseline assessment.

They take part in two short, activity-based assessments:

- Language, Communication and Literacy
- Mathematics

This will give schools a clearer idea of how much progress children are making.

# Assessment and Progress



Throughout the year, we use Target Tracker to monitor progress.

There are two Parent's Evenings (Autumn Term and Spring Term).

In the Summer term, you will receive a report.

**Learning Journeys:** this is the way in which we document your child's progress and record any work done during small group time. Contributions from home are very welcome 😊





# What does the EYFS Curriculum look like at Keep Hatch?

Timing	9:00-9:20	9:20-10:30	10:30-10:40	10:40-11:00	11:00- 11:45	11:45-1:00	1:00 -1:30	1:30- 2:30	2:45- 3:20
<b>Mon</b>	Carpet Time	<b>Literacy</b> Carpet Time Small Group Time Task Time	Enrichment Time <del>Milk/</del> Water	B	Phonics	L	Calm Time Marvellous Maths	<b>Literacy</b> Small Group Time Task Time	Storytime Home Time
<b>Tues</b>	Carpet Time	<b>Literacy</b> Carpet Time Small Group Time Task Time	Enrichment Time Milk/Water	R	Phonics	U	Calm Time Marvellous Maths	<b>Literacy</b> Small Group Time Task Time	Storytime Home Time
<b>Wed</b>	PE Opposite Task Time (Computing in Spring Term)		Enrichment Time Milk/Water	E	Phonics	N	Calm Time PSHE/ RE	Music Opposite Task Time	Storytime Home Time
<b>Thurs</b>	Carpet Time	<b>Maths</b> Carpet Time Small Group Time Task Time	Enrichment Time Milk/Water	A	Phonics	C	Calm Time Marvellous Maths	<b>Maths</b> Small Group Time Task Time	Storytime Home Time
<b>Fri</b>	Carpet Time	<b>Maths</b> Carpet Time Small Group Time Task Time	Enrichment Time Milk/Water	K	Phonics	H	Calm Time Marvellous Maths	<b>Maths</b> Small Group Time Task Time	CBeebies and Biscuit Home Time



# What does the EYFS Curriculum look like at Keep Hatch?



<div>  <b>EYFS Yearly Overview</b>  </div>								
Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn	1	<b>All About Me</b> Welcome to Keep Hatch Making Friends	<b>All About Me</b> Me and my body Life cycles of humans Keeping healthy	<b>All About Me</b> We are all different Homes My family	<b>All About Me</b> Jobs Jobs at my school	<b>Dinosaurs</b> When did the Dinosaurs exist? Dinosaurs and their bodies Carnivores, herbivores and omnivores	<b>Dinosaurs</b> How can we prove dinosaurs are real? Fossils Mary Anning Dinosaur poetry	
	2	<b>Awesome Autumn</b> What happens In Autumn? Retelling and performing familiar stories (The Little Red Hen)	<b>Awesome Autumn</b> Alternative versions of The Little Red Hen Baking bread	<b>Awesome Autumn</b> Story sequencing (Owl Babies) Keeping ourselves healthy	<b>Awesome Autumn</b> Retelling and performing familiar stories (Owl Babies) Nocturnal animals	<b>Let's Celebrate</b> Celebrations The Nativity Story	<b>Let's Celebrate</b> Writing cards and letters	<b>Let's Celebrate</b> Christmas Christmas cake baking
Spring	1	<b>It's Cold Outside</b> What happens In Winter? Winter and ice safety	<b>It's Cold Outside</b> Winter poetry Changes of state	<b>It's Cold Outside</b> North and South Pole	<b>It's Cold Outside</b> Polar animals	<b>China</b> China Chinese New Year Story	<b>China</b> Chinese New Year celebrations	
	2	<b>GO GO GO!</b> Types of transport Old and new transport Green cross code	<b>GO GO GO!</b> Purposes of transport Where does our food come from?	<b>World Book Day Week</b> Supertato Wanted posters	<b>GO GO GO!</b> Transport songs, rhymes and stories (alternative versions)	<b>Spring and Easter</b> What happens in Spring?	<b>Spring and Easter</b> Birds	
Summer	1	<b>Growing</b> Plants (parts and function) Types of plants What do plants need to grow and be healthy?	<b>Minibeasts</b> What is a minibeast? Homes and habitats Fact files Life cycles		<b>The King</b> The King The Royal Family	<b>Egg Mania</b> Caring and looking after eggs/ ducklings Life cycles		
	2	<b>Summer</b> What happens in Summer? Summer and water safety	<b>Pirates</b> Maps Famous pirates Floating and sinking		<b>Animals around the World</b> The ocean	<b>Animals around the World</b> Desert, jungle and rainforest	<b>Looking after our planet</b>	<b>Look how far we've come!</b> Transition



# What does the EYFS Curriculum look like at Keep Hatch?



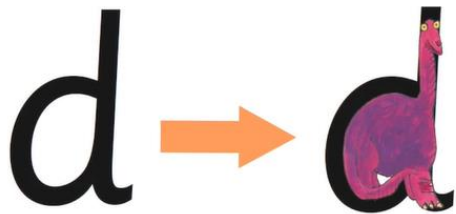
# Phonics



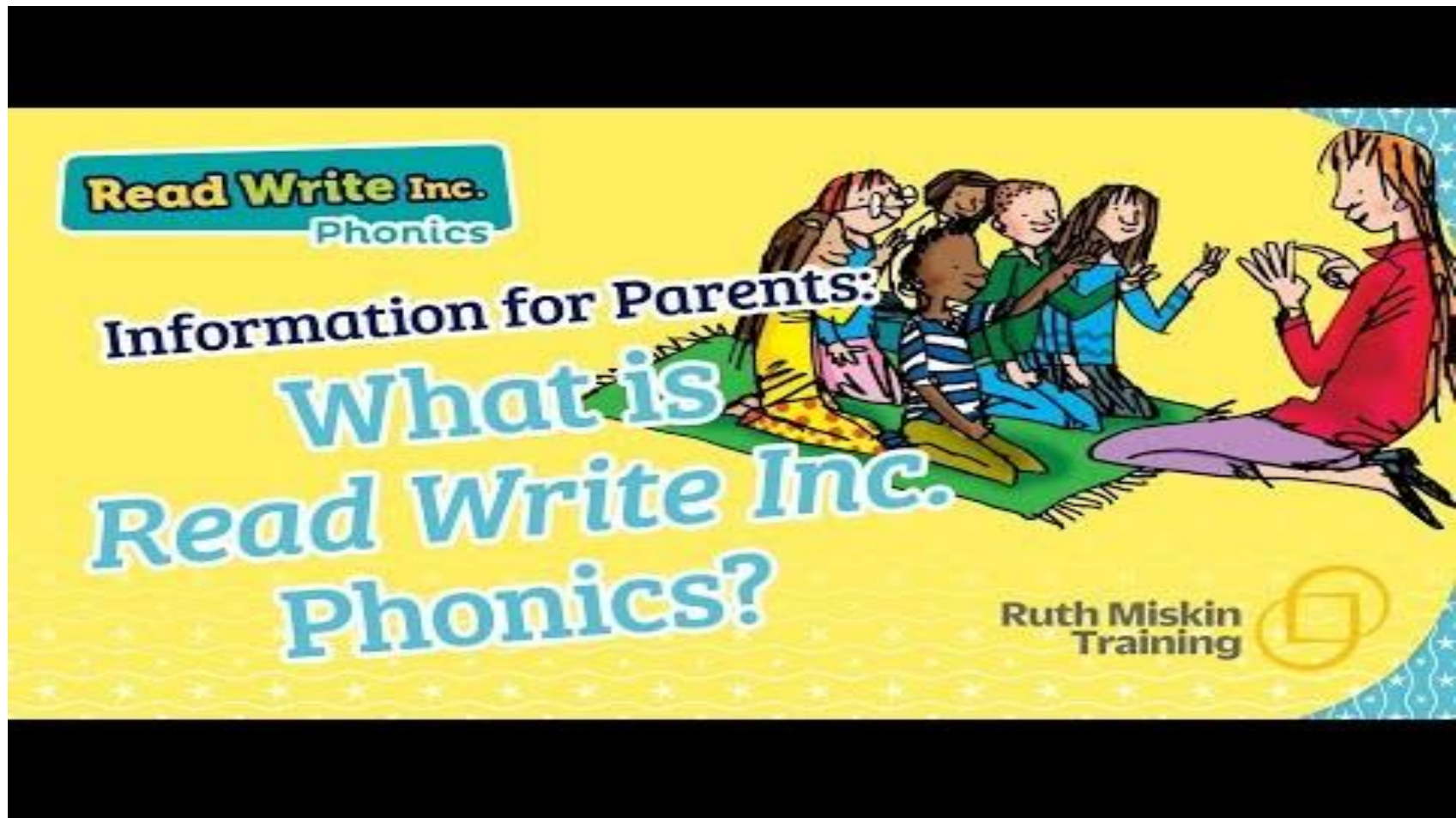
Phonics is a strategy to teach children how to read and write

Keep Hatch follow the *Read Write Inc.* Phonics programme

Miss Cole is the *Read Write Inc.* lead at Keep Hatch





# *Read Write Inc* Introduction Video



# Pure Sounds

## Sound pronunciation guide

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk



# Sounds + blending = reading



+

sat

Fred

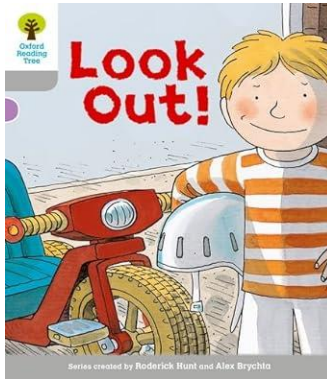




# Teach spelling using Fred Finger



# Reading Books



## 1. Picture books- no words

## 2. Sound blending books

### Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)

a g t p n s d o i

Green Words - read these words by blending the sounds together

not got sip pop dad did dog

Red Words - read these words but tell your child the word if they get stuck

I the

I got pop

dad got a sip

the dog did not



## 3. Paper ditty

## 4. Storybook and book bag book

# Reading Book Logistics

- Reading books will start to come home after half term
- Reading wallets – reading record and book
- Please sign and write a comment when you have finished reading a book
- Reading books will be changed at least once a week, the changing day may change so please have reading books in school everyday

# How can I help with reading and writing at home?



**Read stories to your child every day**

Listen to your child read their book every day

Ensure your child's reading wallets are in school every day

Handwriting sheet

Use pure sounds, not letter names

Practise writing lower case letters not capital letters

Use the *Read Write Inc* handwriting phrases

## Ten top tips for reading stories to your child

- 1 Make reading to your child feel like a treat.  
Introduce each new book with excitement.
- 2 Make it a special quiet time and cuddle up so both of you can see the book.
- 3 Show curiosity in what you're going to read:  
*Oh no! I think Arthur is going to get even angrier now.*
- 4 Read the whole story the first time through without stopping too much. If you think your child might not understand something, model an explanation:  
*Oh I think what's happening here is that...*
- 5 Chat about the story:  
*I wonder why he did that?*  
*Oh no, I hope she's not going to...*  
*I wouldn't have done that, would you?*
- 6 Avoid asking questions to test what your child remembers.
- 7 Link stories to your own experiences (e.g. *This reminds me of...*)
- 8 Read favourite stories over and over again.  
Get your child to join in with the bits they know.
- 9 Read with enthusiasm. Don't be embarrassed to try out different voices. Your child will love it.
- 10 Read with enjoyment.  
If you're not enjoying it, your child won't.



# Online resources available

- Ruth Miskin Parents' Page:

<https://www.ruthmiskin.com/parents/>

- Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

# Help Your Child with Writing

## Playdough

Playdough is a great finger-strengthening activity. Add cutters and tools, theme it with a story or practise moulding letters.



## Writing Letters

Writing letters in sand, water or paint (or on whiteboards and chalkboards) is a great way to practise letter formation. Start with the letters from your child's name and move on to initial sounds.

## Drawing

Drawing is a very good entry point for handwriting as it gives children an opportunity to practise guiding a pencil. They can follow a simple guide or use their imagination to draw.



## Fine Motor

Fine motor and hand-eye coordination will develop through lots of activities that use pinching, grasping, twisting, threading, squashing and squeezing. Activities, such as threading, weaving and manipulating small items with tweezers will all help build fine motor control.

## Go Shopping

Go shopping and let your child write a small part of your shopping list. Give your child the list while you are there for them to find the items and add them to the trolley. You might help them to form the letters or write it together so it gives meaning to making marks.



## Sensory

Sensory opportunities are an excellent way to make writing fun and exciting. You could squirt shaving foam onto a smooth surface and add some paint in colours linked to a theme, such as seasons, rainbows or under the sea. Children can spread the shaving foam and mix it with the paint. They can make marks in the shaving foam with their fingers or with paintbrushes. Provide letters or patterns for your child to copy.



## Scissor Skills



Scissor skills help to develop fine motor muscles. Have long strips of paper available and draw a mixture of pattern lines on them (wavy, zigzag, straight). Invite children to cut along the lines to complete the pattern.

## Mark Making

Making marks is often where early writing starts. Encourage mark making in natural materials, such as mud, sand or snow. Children can use a variety of tools to make marks, such as brushes, sticks and feathers. Pattern books can also be fun to do and allow children to practise mark making.



## Strengthen Fingers

Strengthen fingers by using a pestle and mortar in the garden. Collect things in the garden and break them down using the pestle and mortar; talk about the smells and the changes as it breaks down. Try some spices from the kitchen too.





# Mathematics



Keep Hatch follow the White Rose schemes of work. We also use Numberblocks to reinforce number concepts.

The EYFS curriculum has a ‘mastery’ approach to Mathematics where children learn key concepts with smaller numbers which can then be transferred to bigger numbers.

There is also a focus upon automatic recall of number facts.



# Help Your Child with Maths

## Counting

Practise counting out objects, such as buttons, toys or sticks collected on a walk. Encourage your child to point to each object as they say the number name.



## Songs and Rhymes

Songs and rhymes are great for helping young children learn to count. Focus on numbers 1-5 and then 1-10. Try 'Five Little Ducks Went Swimming One Day' and '1, 2, 3, 4, 5, Once I Caught a Fish Alive'.



## Matching

Dominoes can be a great way to understand that a number refers to an amount of objects. Matching games can also help your child to understand 1:1 correspondence.

## Talk

Talk to children about the different uses of numbers. Talk about numbers you see all around you. For example, 'Look, there are three cats on the wall' or, 'Can you see the number 5 on the gate?' Play games and talk about the numbers on the dice (board games are great for this).

## Cooking

Measure ingredients and bake something yummy together and set the timer for it to cook.



## Number Spotting

Try and spot numbers wherever you go – on a menu at a cafe, on the bus, at the shops or people's front doors on a walk.



## Shapes

Understanding shape helps us to make sense of the world around us. Go on a shape hunt around your house. See if you can find circles, squares, rectangles or triangles.

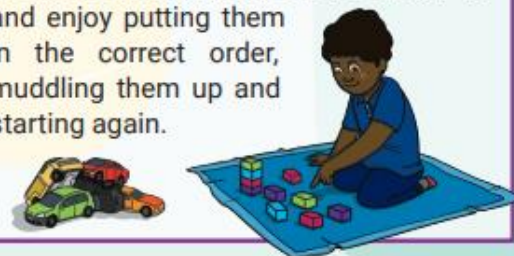
## Sorting

Anything can be sorted into groups! Sorting objects into sets of things with similar characteristics is important for beginning to understand what things have in common. This could be snacks, buttons or toys and can be extended to talk about how many are in each group. You could ask, 'Which has more? Which has less? Let's count and check!'



## Ordering Numbers

Once your child has become familiar with counting then they can start ordering numbers. You could label blocks, cars or dinosaurs with numbers 1-5 then 1-10 and enjoy putting them in the correct order, muddling them up and starting again.



## Every Day

Do maths every day! You might not think it but you will be doing maths every day. Helping your child get dressed, going to the shops, singing counting songs, counting the steps on the stairs, following a daily routine – most activities we do with our child involve maths.

## Play

Play with objects, such as shells, bottle tops, beads or building blocks. These can be sorted into sets, used to make simple patterns or pictures (like a face or boat) or used to prompt discussions about shape.

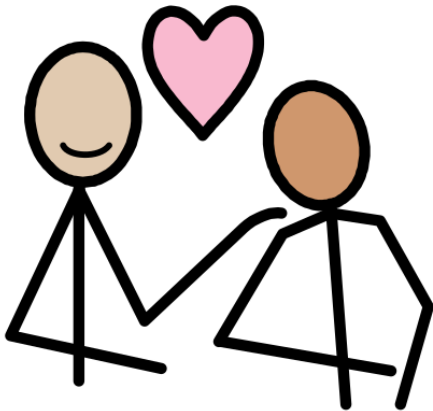


# Behaviour



- Praise, praise, praise!
- No time outs or missing learning time
- Learning conversations- using visuals if necessary
- Consequences that make sense

# School Rules



Be kind



Try your  
best



Take care of  
our things



# Hatchies



7

Whole  
Class



2

Beyoncé



1

Denzel



2

Jennifer



1

Justin



1

Leonardo



1

Being kind



1

Super phonics



1

Super sitting



1

Super tidying



1

Superstar work



1

Taking care of  
our things



1

Trying your  
best



Edit skills

# Website/Facebook



## School Website

<https://www.keephatch.wokingham.sch.uk/>

## Facebook Page

<https://www.facebook.com/Keep-Hatch-Primary-School-2467296403283052/>

# More Information

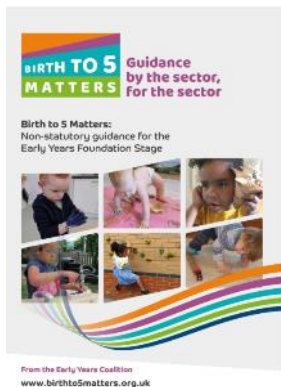


Statutory framework for the EYFS- written by DfE

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

Development Matters- written by DfE- guidance for the statutory framework

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)



Birth to 5 Matters- written by Early Years Coalition (16 early years sectors)- guidance

<https://birthto5matters.org.uk/download-or-buy-a-copy/>



# More Information



What to expect in the EYFS

<https://www.foundationyears.org.uk>

Reception Baseline – Information for parents

<https://www.gov.uk/guidance/reception-baseline-assessment-information-for-parents>

# Any Questions...?

