

Dane Royd J & I School



Upper Foundation Stage
Curriculum Evening 2021

Meet the Team:



Mrs Ward
Foundation Stage Lead



Miss Mortimer
UFS Teacher



Miss Swain
Teaching Assistant



Mrs Dyson
Teaching Assistant



Mrs Waite
Teaching Assistant



Mrs Mirfin
Teaching Assistant

What is the EYFS?

The **Early Years Foundation Stage (EYFS)** covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

All schools and early years providers in England must follow the EYFS.

Included in the EYFS are the **7 Areas of Learning**.

They are:

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

At the end of the EYFS, there are **17 Early Learning Goals (ELG's)** that children are expected to achieve.

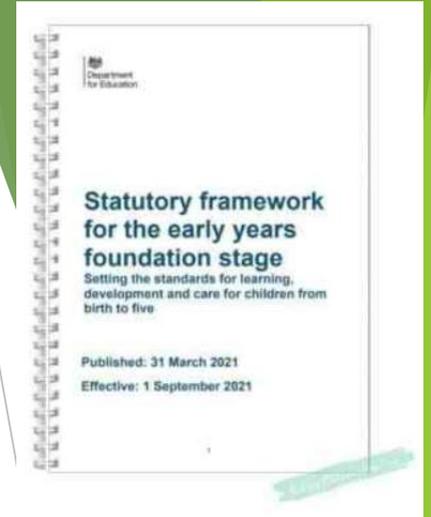
The New EYFS Framework

In 2019, the government proposed changes to the EYFS. These changes have now been made and all early years settings and schools will follow the new EYFS from **September 2021**.

The aim of the changes is to improve the learning for all children and better prepare them for the move into year 1.

To help make the right changes, evidence was looked at to find the best ways children can be supported in developing as they grow. The changes also hope to give children the **best** start in life and set them up well for their future.

Not all parts of the EYFS have changed, some elements have remained the same or similar.



Key changes:

Reduced the amount of unneeded written recordings and assessment of children by staff.

Staff are encouraged not to keep a large amount of written evidence that proves children are able to do lots of things. Practitioners know the abilities and skills of each child, and understand how to support them to develop. By taking away the need for constant recording, it helps to develop more natural play, conversations and interaction between adults and children.

We use a digital platform called Evidence Me to capture observations however we also encourage you to share your learning experiences from home in order to truly document your child's learning and development.



We like to keep examples of your child's work (that are collated in a binder) so we can share with you some of their proud pieces at the end of the year.



Key changes:

There is more of an emphasis on the importance of developing communication and language skills as well as a higher focus on sharing stories.

Children should be supported in building up vocabulary by increasing the amount of words they know and can use. We recognise that good language skills are the basis for all other learning and social interaction and so we as adults regularly chat with the children 1:1, but also facilitate the children in communicating with their peers in class discussions but also during their own play schemes, modelling language and encouraging them to extend their ideas.



Children are exposed to rich language through our topic lessons. The meaning of new vocabulary is explored and put into context for children. It is revisited over a period of time and promoted in the learning environment through flashcards, word-mats and sound-buttons.

We use stories as a basis for our topic lessons each week, delving into both fact & fiction to promote a real enjoyment of reading. Additional to this, we settle down to a story each afternoon during 'Favourite Five' time - revisiting some 'old & gold classics' as well as 'contemporary fiction' woven together by a common theme.

Key changes:

There is a focus on encouraging healthy choices overall and an understanding of oral health.

It is now a requirement of the EYFS curriculum to teach children the importance of brushing teeth.

Practitioners should focus on helping children to understand how to make healthy choices, for example exploring which foods to eat and why.

The government recognise that getting into good routines from a young age is important as these often continue into adult life.

All children are offered a piece of fruit each day and many are eligible for free milk up to the term they turn 5. Fresh drinking water is available to children throughout the day.



Changes to informal assessments:

There have also been changes to a document called '**Development Matters**'. This document is not compulsory but it can be used by staff to support them to understand child development in the different Areas of Learning.

Linked to this document change, children are no longer assessed against an age band. It is now accepted each child develops in different ways, so the use of the age bands before did not fit everyone fairly.

Staff can now use their own knowledge of child development to decide each child's next steps and support needs. These changes allow more freedom for adults to plan to the learning and interests of the children in their class.



Reception Baseline Assessment (RBA)

All children this year in UFS have undertaken the new Reception Baseline Assessment (RBA). It is now statutory for all schools from September 2021 to conduct this within the first 6 weeks of reception.

The purpose of the assessment is to provide the starting point for a new measure that will help parents understand how well schools support their pupils to progress between reception and year 6.

The RBA is a **short, interactive and practical assessment** of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with. It will provide a helpful snapshot of where your child is when they enter reception, so they can be supported in the most appropriate way.

Your child will sit 1:1 with the teacher and answer a series of questions verbally or by pointing at or moving objects. The assessment has been designed to ensure that it is inclusive and accessible to as many children as possible, including those with special educational needs or disability (SEND) or English as an additional language (EAL).

This assessment is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils.

...continued...

The data from the assessment will only be used by the Department for Education when your child has reached the end of year 6, to provide the baseline to measure the progress of your child's year group from reception to year 6.

The data from the assessment, including numerical scores, is not shared with you, pupils, teachers, or external bodies, including schools, and there will be no published scores at pupil, school or national level.

Your child's teacher will receive a set of statements which provide a narrative description of how your child performed in the assessment. We will share these with you at our first parent's evening.

Overview of changes to the Early Learning Goals

At the end of the reception year, children are assessed against the **17 Early Learning Goals**.

It is important to remember that:

- The ELGs are not a test. Staff will use what they already know about a child to make their decisions.
- The ELGs are not the EYFS curriculum. They should not be used to be taught to, they are just an end point.

Changes have been made to the Early Learning Goals so that they are now clearer, easier to use and understand.

They have also been adapted to better match up with the national curriculum in Year 1. This will help children to be better prepared for their move to the next key stage.

Exceeding judgements have also been removed. Children are now encouraged and challenged to have a greater depth and understanding of things before moving onto new learning.

The **Early Years Foundation Stage Profile (EYFSP)** will be shared with you in Summer along with their school report.

Areas of learning (prime):

During the Early Years Foundation Stage, the 7 areas of learning will be developed through planned, purposeful play. Play is the key to the way children learn. We want all children in Upper Foundation to have enjoyable and enriching experiences, thus building a solid basis for later learning in school and beyond.

The first 3 areas of learning are called the **Prime Areas** as these are the fundamental for your child's healthy development.

Communication and Language

Giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Personal, Social and Emotional Development

Helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Physical Development

Developing their co-ordination, control and movements in gross motor skills (running, skipping jumping, throwing) and also their Fine Motor skills (squeezing, threading) in preparation for writing. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.



Areas of learning (specific):

The 4 specific areas include **essential skills and knowledge**. They grow out of the prime areas and provide important contexts for learning.

Literacy

Encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to spark their interest.

Mathematics

Providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the World

Helping children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design

Enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



What does a typical day look like in UFS?

8:40-8:50 - Morning Work

8:50-9:00 - Register/Lunch selection/Morning exercise

9:00-9:20 - Topic lesson input

9:20-10:00 - Choosing Time 1 (provision)

10:00-10:20 - Assembly

10:20-11:00 - RWI Phonics session

11:00-11:45 - Choosing Time 2 (provision)

LUNCHTIME

1:00-1:10 - Register/Afternoon exercise

1:10-1:30 - Maths lesson input

1:30-2:30 - Choosing Time 3 (provision)

2:30-2:50 - Milk & Fruit

2:50-3:10 - Favourite Five Storytime



Topics:

Early Years Learning & Development Teaching Sequence		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		I am Special – You Are Too!	Ice Adventures!	Under the Sea!	Growing!	Roar, Roar, Dinosaur!	3, 2, 1 Blast Off!	
PRIME	Communication & Language		Follow instructions	Listen and respond	Answer how and why questions	Use talk to clarify thinking	Connect ideas	Develop explanations
	Personal, Social & Emotional Development		Rules and rewards	Understand own feelings	Understand others feelings	Tolerance & acceptance	Relationships	Goal setting
	(Gross Motor)		Moving in different ways	Combine movements and negotiate space	Balance	Coordination	Develop ball skills	Precision and accuracy
	PHYSICAL DEVELOPMENT		STRENGTH & STAMINA		AGILITY		SKILLS	
	(Fine Motor)		Dexterity & muscle memory		Effective pencil grip		Accurate letter formation	
SPECIFIC	Literacy	Reading (Read Write Inc)	Set 1 Sounds – introduce single sounds Oral blending	Set 1 Sounds – introduce (consonant sound) special friends Read CVC words	Set 1 Sounds - consolidation, 4/5 letter words, common exception words Read captions Demonstrate basic understanding	Set 1 Sounds – consolidation, polysyllabic, nonsense words Read sentences Introduce and use new vocabulary	Set 2 Sounds – introduce (vowel sound) special friends, polysyllabic, nonsense words Read books Extended conversations about text	Set 2 Sounds – consolidation, wide range of common exception words Read a range of books Re-telling narratives in their own words
		Writing	Labels Phonetically plausible Basic formation of lowercase letters		Captions Some words spelt correctly and others are phonetically plausible Accurate formation of lowercase letters and reducing the size		Sentences Many words spelt correctly including some common exception words, others are phonetically plausible. Beginning to use capital letters and full stops Knowledge of relative size and orientation of lowercase and introduction to uppercase Proof read what they have written to check it makes sense	

Topics:

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		I am Special – You Are Too!	Ice Adventures!	Under the Sea!	Growing!	Roar, Roar, Dinosaur!	3, 2, 1 Blast Off!	
SPECIFIC	Maths		Cardinality & Counting		Comparison		Composition	
			Shape & Space		Pattern		Measure	
	Understanding the World (Overarching theme looking at similarities and differences)	Past & Present	Who is in my family tree? Occupations (including people who help us)	Arctic Explorers	Perilous Pirates Boat design over time	The history of our local supermarkets - Co-Op, Morrisons and M&S	Mesozoic Era The work of Mary Anning	From Katherine Johnson to Alyssa Carson – people changing space exploration
		People, Culture & Communities	Where do I come from? My local community	Cultural communities – exploring Inuit life Religious communities – Diwali and Christmas	Oceans (including their layers) Treasure Hunt	Fair Trade Fortnight	Changing Earth, the continental drift	Our Solar System
		The Natural World	Our 5 Senses Weather & Seasons	Changing States Animal Adaption	Materials (and their uses) Changes in the natural world including human influence e.g. climate change	Lifecycles; Broad bean Butterfly Frog Chicken	Animal Classification, including eating habits	Forces & gravity
	Expressive Arts & Design		Sing a range of well-known rhymes and songs	Perform songs in time to music, matching the pitch and following the melody	Create simple representations of things	Invent and develop a narrative within play	Safely use a variety of materials, tools and techniques to explore artistic effect	Experiment with colour, design and texture to achieve a planned effect Evaluate own and others work

Educational Visits:



Autumn 2 term



Spring 1 term



Summer 1 term

RWI Phonics:

What is Read, Write, Inc?

Read Write Inc (RWI) is a complete phonics and literacy programme which helps all children learn to read fluently so they can focus on developing their skills in comprehension and vocabulary. The programme is designed for children aged 4-7. However, at Dane Royd we begin to introduce the programme in Nursery and will continue teaching RWI to children as an intervention beyond the age of 7 if they still require support in their reading. RWI was developed by Ruth Miskin and more information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.

How will RWI be taught?

All children are assessed regularly by our RWI lead teacher so they are grouped with children at the same level. This allows lessons to be pitched at the correct level and ensures full participation.

Nursery

When appropriate, children will be introduced to the letter sounds and picture cues. They will be encouraged to use speaking and listening skills as they are immersed in a wide range of high quality stories.

Reception & Year 1

In Reception children will learn how to 'read' the sounds in words and how those sounds can be written down. They then access short age appropriate texts daily. In Year 1 children follow the same format as Reception but will work on complex/alternative sounds and read longer books appropriate to their reading level.

RWI Phonics: The school website has a dedicated Read Write Inc. section under 'CURRICULUM'.

Read, Write Inc Terminology

At school we use a puppet called Fred who is an expert on sounding out words!

The following video is an example of blending sounds with Fred. https://www.youtube.com/watch?v=dEzfpod5w_Q

 <p>Fred talk</p>	<p>Saying each sound in a word out loud using pure sounds and blending them together to make the word. E.g. c-a-t → cat</p>
 <p>Fred in your head</p>	<p>Once children are secure sounding out loud, we encourage them to try sounding quietly in their head to aid fluency and speed.</p>
 <p>Speedy read</p>	<p>Familiar words that children instantly recognise - read by recognition.</p>
 <p>Special friends</p>	<p>When two or three letters make one sound we call them special friends, this helps children to recognise that the letters are often grouped together in words. As part of phonics sessions, children are trained to spot special friends within a word to support with sounding out. E.g. <u>bl</u>ow <u>li</u>ght <u>pl</u>ay</p>
 <p>Fred fingers</p>	<p>Counting the number of sounds in a word and pinching the sounds on our fingers to help with the spelling process.</p>
 <p>Green words</p>	<p>Green words are linked to the sounds children have been learning and are easily decodable when sounding out.</p>
 <p>Red words</p>	<p>Red words are words that are not easily decodable, they can't be sounded out. They were previously referred to as 'tricky words'.</p>
 <p>Alien words</p>	<p>Decodable nonsense words that can be read using knowledge of phonics. These words will feature heavily in the Year One Phonics Screening check in the summer term. E.g. g-l-o-a-m j-igh-t p-at-t</p>



Dane Royd Junior & Infant School

A community of lifelong learners, responsible global citizens, and champions of our own success.

HOME SAFEGUARDING ABOUT PARENTS CLASSES CURRICULUM GOVERNORS KEY STAGE NEWS

Read Write Inc.

Parent Leaflet 1

Parent Leaflet 2

Parent FAQs

Pure Sounds Guide

Fred Talk Games

To help at home:

Your child will start to bring books home when they are confident at reading the sounds they know. Please find time to listen to them read, have patience and give lots of praise!



We have a full range of new and engaging books to share at home.

Useful websites for parents:

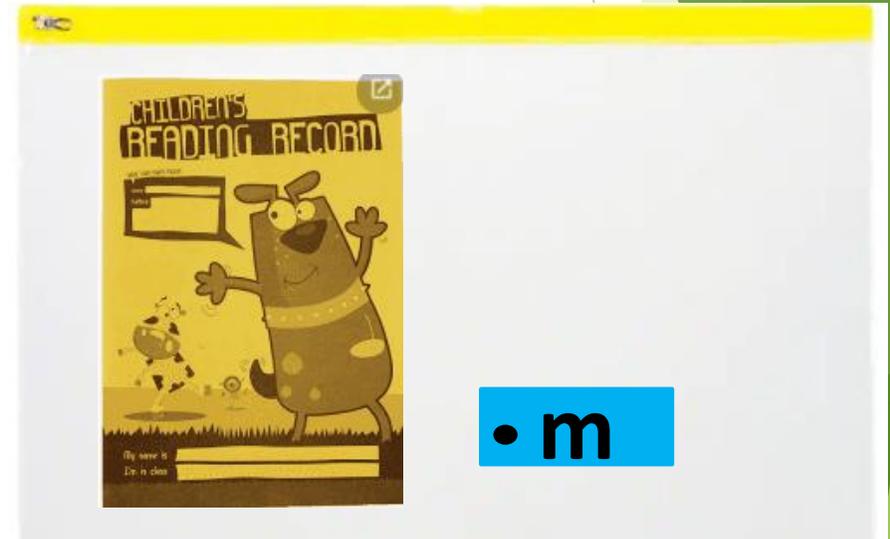
Please find a list of websites that offer games and fun activities:

<http://www.phonicsplay.co.uk/>
<http://www.ictgames.com/literacy.html>
<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>
<http://www.firstschoolyears.com/>
[BBC Bitesize](http://www.bbc.com/bitesize)

Reading Folders:

Please support your child with their reading homework by going through their Set 1 blue flashcards regularly and recording in their Reading Record book how they got on. This becomes a great communication tool between home and school.

Once your child is familiar with the 31 Set 1 sounds and can demonstrate in school that they can blend sounds to make words, they will take home a Word Mat followed by a CVC Sound blending book. This is a simple flash card type text containing short decodable words.



Maths:

Our Maths planning follows the National Centre for Excellence in the Teaching of Mathematics (NCEM) progression documents.



Early Years Typical Progression Chart with additional guidance for practitioners

Cardinality and Counting

The cardinal value of a number refers to the quantity of things it represents, e.g. the numerosity, 'howmanyness', or 'threeness' of three. When children understand the cardinality of numbers, they know what the numbers mean in terms of knowing how many things they refer to. Counting is one way of establishing how many things are in a group, because the last number you say tells you how many there are. Children enjoy learning the sequence of counting numbers long before they understand the cardinal values of the numbers. Subitising is another way of recognising how many there are, without counting.

	Activities and opportunities	Practitioner notes
Counting: saying number words in sequence		
Children need to know number names, initially to five, then ten, and extending to larger numbers, including crossing boundaries 19/20 and 29/30. Counting back is a useful skill, but young children will find this harder because of the demand it places on the working memory.	<ul style="list-style-type: none">counting backwards, for example <i>number rhymes</i>starting from different numbers.	
Counting: tagging each object with one number word		
Children need lots of opportunities to count things in irregular arrangements. For example, how many play people are in the sandpit? How many cars have we got in the garage? These opportunities can also include counting things that cannot be seen, touched or moved.	<ul style="list-style-type: none">counting things of different sizes – this helps children to focus on the numerosity of the countcounting things that can't be seen, such as sounds, actions, wordscounting things that cannot be moved, such as pictures on a screen, birds at the bird table, faces on a shape.	
Counting: knowing the last number counted gives the total so far		
Children need the opportunity to count out or 'give' a number of things from a larger group, not just to count the number that are there. This is to support them in focusing on the 'stopping number' which gives the cardinal value.	<ul style="list-style-type: none">playing dice games to collect a number of thingsplaying track games and counting along the track.	

In provision this means lots of practical activities designed to build number sense.



Maths:

	Activities and opportunities	Practitioner notes
Subitising: recognising small quantities without needing to count them all		
Subitising is recognising how many things are in a group without having to count them one by one. Children need opportunities to see regular arrangements of small quantities, e.g. a dice face, structured manipulatives, etc., and be encouraged to say the quantity represented. Children also need opportunities to recognise small amounts (up to five) when they are not in the 'regular' arrangement, e.g. small handfuls of objects.	<ul style="list-style-type: none"> using dot cards, dominoes and dice as part of a game, including irregularly arranged dots (e.g. stuck on) playing hidden object games where objects are revealed for a few seconds; for example, small toys hidden under bowl – shuffle them, lift the bowl briefly and ask how many there were 'all at once fingers' – show me four fingers. 	
Numeral meanings		
Children need to have the opportunity to match a number symbol with a number of things. Look for opportunities to have a range of number symbols available, e.g. wooden numerals, calculators, handwritten (include different examples of a number, e.g. 4, 4, 4).	<ul style="list-style-type: none"> using numeral dice in games; matching numerals with varied groups of things using 'tidy-up labels' on containers and checking that nothing is missing reading number books putting the right number of snacks on a tray for the number of children shown on a card. 	
Conservation: knowing that the number does not change if things are rearranged (as long as none have been added or taken away)		
Children need the opportunity to recognise amounts that have been rearranged and to generalise that, if nothing has been added or taken away, then the amount is the same.	<ul style="list-style-type: none"> correcting a puppet who may say that there are more or fewer objects now, as they have been moved around, e.g. spread out or pushed together contexts such as sharing things out (grouping them in different ways) and then the puppet complaining that it is not fair as they have less encouraging the children to make different patterns with a given number of things. 	

Mastering Number

Reception, Year 1 and Year 2

A large-scale nationwide programme for teachers of pupils in Reception, Year 1 and Year 2, designed to help children embed good number sense.

Mastering Number is a new programme offered in 2021/22 by the National Centre for Excellence in the Teaching of Mathematics (NCEM) and the Maths Hubs Network. It aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also involves high-quality professional development for teachers.

What is involved?

Lead teacher participants (teachers of Reception, Year 1 and Year 2) form local Work Groups of up to 40 schools, with each Work Group led by a teacher experienced in early maths, and in leading professional development in their Maths Hub area.

The core professional development programme is delivered by an experienced team from the NCEM and by the NCEM's, Director of Primary Mathematics, Debbie Morgan. Lead teachers, the maths subject lead and the headteacher from each participant school engage in a range of online professional development, including three live sessions, across the academic year.

Teachers deliver a daily session of 10 to 15 minutes in addition to their daily maths lesson. Resources, including lesson plans, visual resources and practical equipment, are provided. Central to the programme is a small, oblong-like piece of equipment called a rekenrek, which will be provided for use by children in participating classes.

Benefits

- High-quality support for teacher professional development for the lead teachers, directed by the NCEM and facilitated by the local Maths Hub
- Supportive and collaborative online community facilitated by the Work Group Lead
- Resources provided, including coherent plans for the Mastering Number daily sessions
- Sets of the central physical resource: the oblong-like rekenrek.

Mastering Number is fully funded by the Maths Hubs Programme, so is free to participating schools.



Learn more about the programme on the NCEM website.

Learn more about the local delivery of the programme and apply by contacting your local Maths Hub.



nctem.org.uk | @NCEM



NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS
Coordinators of the Maths Hubs Programme

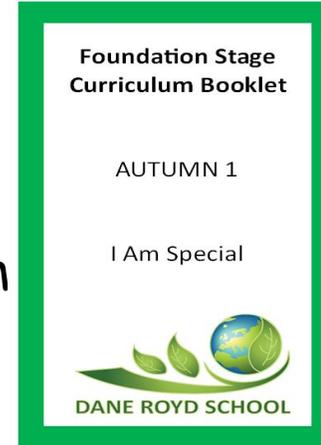
We are also incorporating 'Mastering Number' into our lessons to ensure our children can procedurally and conceptually subitise with automaticity.

Useful information:

We send out curriculum booklets every half-term with useful dates including class assemblies, educational visits and whole school events.

We send out knowledge organisers every half-term with what we consider to be key learning within out topic.

We send out (optional) homework every half-term which is linked to out current topic and designed to enrich your child's learning experience.



Upper Foundation Stage '3, 2, 1, Blast off!' Homework Suggestions for Summer 2

<p>Get Active</p> <p>Can you pretend to be an astronaut walking on the moon? You could move like a rocket, a shooting star, a spinning spaceship or even create a funny alien dance!</p> <p>Or why not try a Cosmic Yoga Workout: https://www.youtube.com/watch?v=Le3Zz1P17uQ</p>	<p>Get Artistic</p> <p>Use playdoh to design a space alien and include labels!</p> <p>Can you use junk materials to make a rocket to travel into outer space?</p> <p>Paint a space-themed picture.</p>	<p>Get Baking</p> <p>Bake your very own planet cookies or moon cupcakes.</p> <p>https://www.bbgoofood.com/news/guide/creating-half-term-space-projects-idea</p>
<p>Get Outdoors</p> <p>Go outside when it is dark, or look out of the window and talk about what you can see up in the night sky.</p> <p>Can you count the stars?</p> <p>Can you find the moon?</p> <p>Does the sky change from one night to the next?</p>	<p>Get Reading</p> <p>Share some space-themed stories or even make up your own.</p>	<p>Get Online</p> <p>Download game: Little Panda's space journey to complete space missions and learn about daily life for astronauts in the space station. (Available free to download at Apple/Android store).</p> <p>Please supervise your child when accessing online material.</p>
<p>Get Busy</p> <p>50 '50 things to do before you're five' is a free app full of great ideas to support your child's development with fun suggestions for activities to try at home or in the local area. DOWNLOAD FREE on the APP STORE (Android/iOS compatible).</p> <p>Try activity #14 'See the Stars'</p>		

Useful information:

You can also stay up to date by following our feed on Twitter @DaneRoydUFS.



We are currently updating our class pages. We are also creating a dedicated Early Years page too bursting with information, resources and help for you.





Thankyou!

Does anyone have any questions?

Please feel free to have a look around.