

Year R

Curriculum Meeting

Wednesday 14th September 2018

Teaching Team:

Butterworth: Miss Taylor, Mrs French, Mrs Morley/Mrs Blackburn

Ahlberg: Mrs Webb and Miss Gibbs

Inkpen: Mrs Buck (Mon, Wed, Thurs, Fri), Mrs Carver (Tues+Wed am) and Mrs Gouveia

Wednesday Mornings

Teaching Team:

Butterworth: Mrs Clappison

Ahlberg: Mrs Broom

Inkpen: Mrs Carver

Curriculum and Assessment

▶ What is the Early Years Foundation Stage?

▶ A statutory framework for all schools and early years settings. Development Matters is a document which outlines the areas of learning within different age bands.

▶ Three prime areas of learning:

Personal, Social and Emotional Development

Physical Development

Communication and Language

Four specific areas of learning:

Literacy

Mathematics

Understanding the World

▶ Expressive Arts and Design

Communication and Language

Early learning goal - 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.

Early learning goal - 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.

Early learning goal - 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.

Physical Development

Early learning goal - 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.

Early learning goal - 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.

Personal, Social and Emotional Development

Early learning goal - 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.

Early learning goal - managing feelings and behaviour Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Early learning goal - 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

Literacy

Early learning goal - 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.

Early learning goal - 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.

Mathematics

Early learning goal - 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.

Early learning goal - 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.

Understanding the World

Early learning goal - 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.

Early learning goal - 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.

Early learning goal - 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.

Expressive Arts and Design

Early learning goal - 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.

Early learning goal - 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.

Reading

- ▶ Traditional tales and retelling the story.
- ▶ All of the reading books are colour coded. They will take home 2 books which will be changed twice a week.

Lilac Books

All children start with lilac books, which are picture books. This is to build up their vocabulary and develop the children's sequencing skills.

- ▶ Children will also choose a library book, which will be changed every week.

CHARACTER EDUCATION

- We will be introducing the children to our school virtues.
- We will be discussing and celebrating them in class and encouraging the children to think about them in every day life.
- The virtues, chosen by children, parents and staff are:

Respect, Responsibility, Honesty,
Perseverance and Kindness.

Outdoor and Indoor Learning

- ▶ Thank you to those of you who have brought in wellies
- ▶ The children are really enjoying the outdoor area. To allow them to really make the most of it in all weather conditions, please could you also provide a pair of waterproof trousers.

Last few reminders

- ▶ Cool Milk- Your child is entitled to free milk until they turn 5, you then have the option to pay if they would still like to have milk at snack time.
- ▶ Water bottles- need to be in school every day
- ▶ Pupil Premium- Speak to Miss Ludlam in the office.
- ▶ Please confirm any allergies or medical information with your class teachers.

Dates for your diary

YR parent work viewing

Thursday 11th October- 2.45pm

Parent Workshops

Fine Motor Skills

Friday 12th October- 2.30pm

Phonics

Tuesday 6th November- 2.30pm

Maths Curriculum evening

Wednesday 14th November 6pm

Reading

Monday 19th November- 2.30pm YR parents workshops

Workshop catch up

Monday 19th November Parent Workshop- 6pm

Nativity



Wednesday 12th December 2pm

Friday 14th December 9.30am