

# Welcome to the EYFS

Children learn by  
playing and exploring,  
being active,  
indoors and outside.



## Reception Team

- ▶ Mrs Draper (class teacher)
- ▶ Mrs Grant (class teacher)
  
- ▶ Mrs Walton (Reception TA)
  
- ▶ Miss Brown (trainee teacher)

School  
rules



## St Marie's School Rules

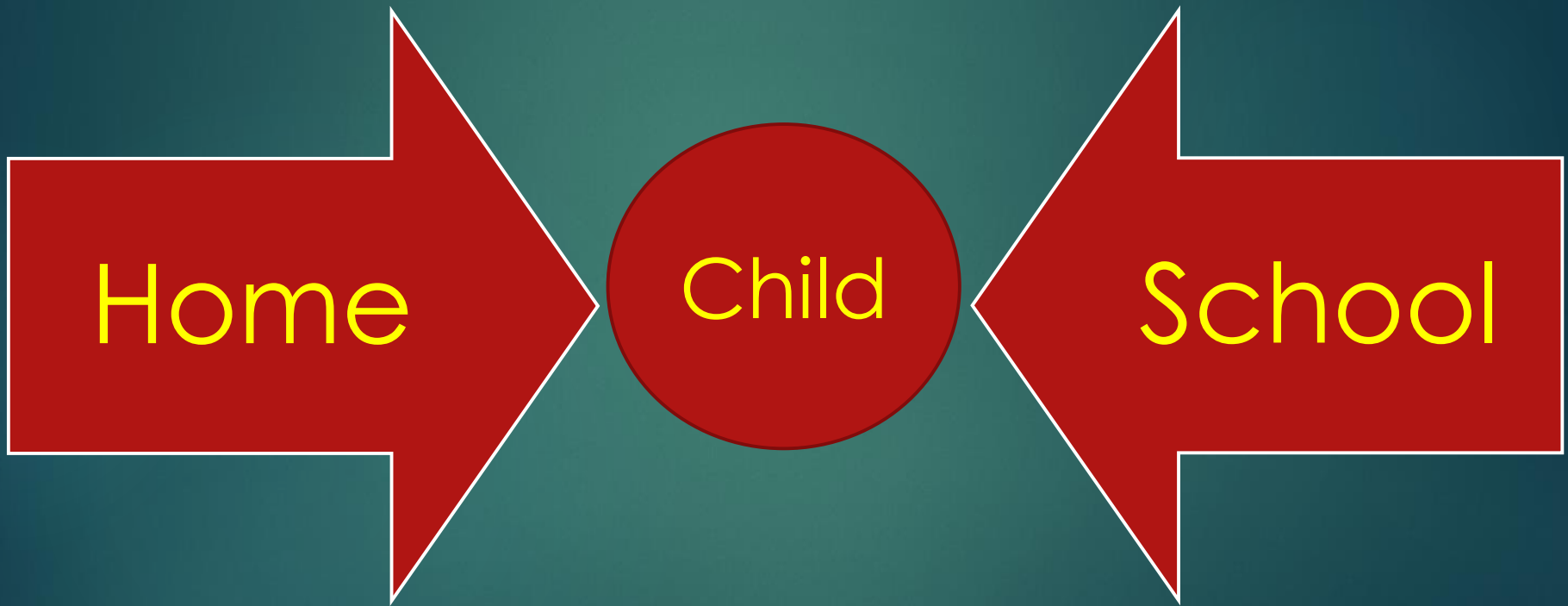


Be Ready




Be Respectful

Be Safe

# Key to successful learning



# Why Reading 20 Minutes a Night is so Critical

Student A	Student B	Student C
20 minutes per day	5 minutes per day	1 minute per day
3,600 minutes per school year	900 minutes per school year	180 minutes per school year
1,800,000 words per year	282,00 words per year	8,000 words per year
		
Scores in the 90th percentile on standard tests.	Scores in the 50th percentile on standardized tests.	Scores in the 10th percentile on standardized tests.



# Ethos of St Marie's EYFS

Learning is play based and centred around the children's individual interests.

# EYFS Curriculum

## Prime areas

Children need a strong foundation in these areas.

The prime areas are:

- Communication and language

Listening Attention and Understanding, Speaking

- Physical development

Gross Motor and Fine Motor

- Personal, social and emotional development

Self- Regulation, Managing Self, Building Relationships

The specific areas help to provide a broad curriculum.





# Specific areas



The specific areas help to provide a broad curriculum. As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy

Comprehension, Word reading and Writing supported through RWInc

- Mathematics

Number and Numerical Pattern supported through Maths Mastery

- Understanding the world

Past and Present, People, Culture and Communities, the Natural World

- Expressive arts and design

Creating with Materials, Being Imaginative and Expressive.





# Maths Mastery

Using every day objects and the environment



Forget about the porridge, I made Goldilocks stew



# Maths Mastery

Reception

In focus: numbers 1 to 6

Autumn  
Term

1. Count 1, 2 and 3 reliably (using objects, images, sounds)
2. Create representations for numbers 1, 2 and 3.
3. Count numbers 1- 6 reliably
4. Create representations for numbers 1-6
5. Place numbers 1-6 in order
6. Recognise numerals 1- 6
7. Explore one more and one less
8. Addition and subtraction of numbers 1 - 6
9. Understand the concept of 0

# We work towards these targets:

## Early Learning Goals

### 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.

# Read Write Inc

## Set 1 Sounds

### Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng	nk
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### Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

### Vowel sounds – bouncy

a	e	i	o	u
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### Vowel sounds – stretchy

ay	ee	igh	ow
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### Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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# Read Write Inc

Sounds + blending = reading



+

sat

# For writing we work towards these targets:

- ▶ I talk about my picture using a full sentence.
- ▶ I hold my pencil correctly.
- ▶ I form letters in my name correctly.
- ▶ I put finger spaces between words.
- ▶ I use two hands when I write.



Any questions?

