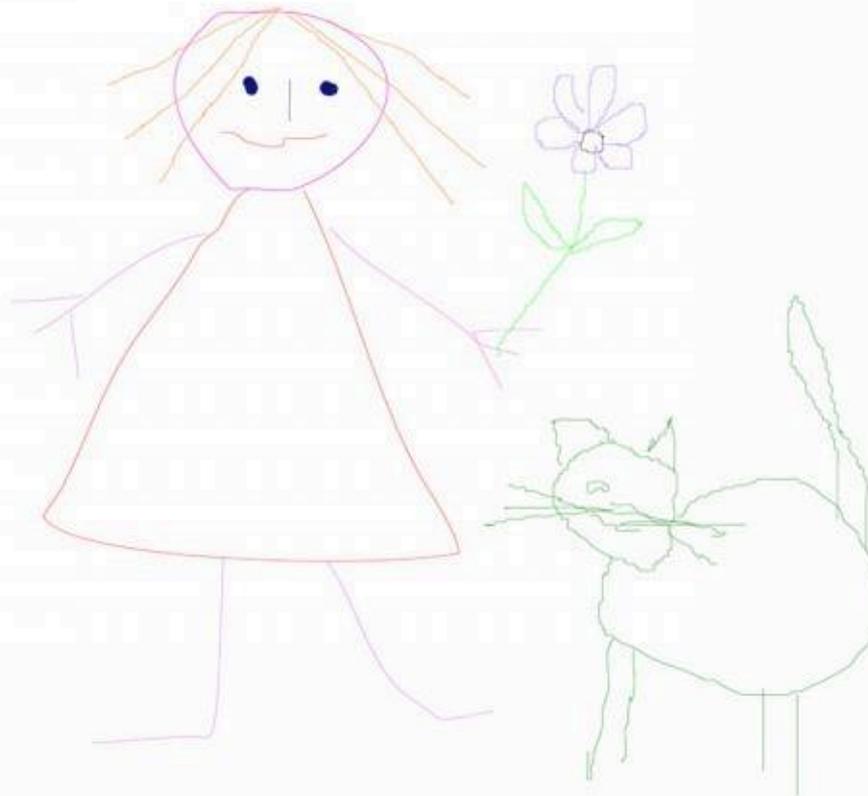


# EYFS Curriculum



# EYFS Early Learning Goals

- **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.
- **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.
- **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.
- **Shape, Space & Measure** - 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.

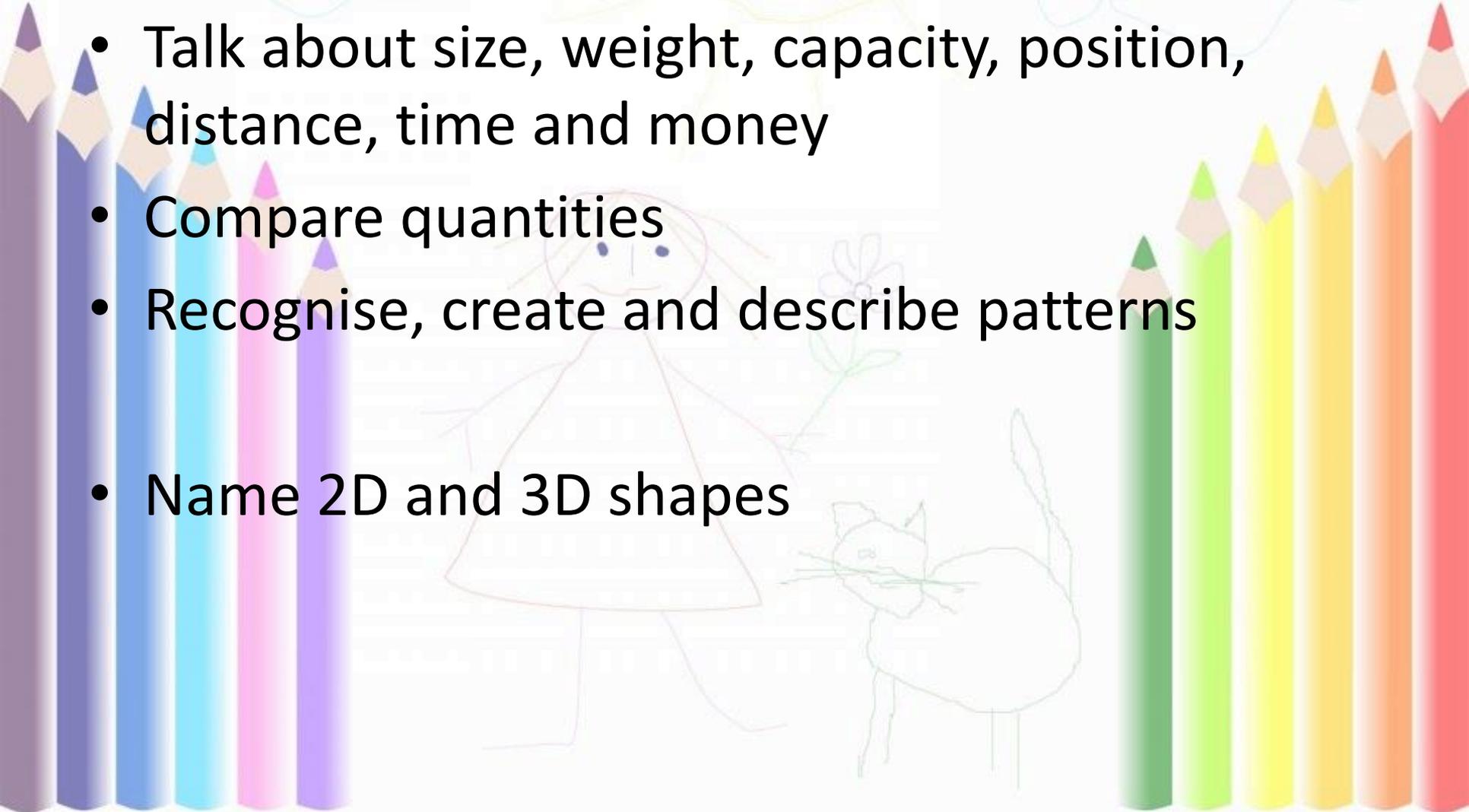
# Maths

## Number

- Count 1:1 reliably
- Recognise and order numbers to 20
- Say which number is one more/one less than a given number
- Add and subtract two single-digit numbers
- Doubling, halving and sharing
- Write numbers

# Shape, Space & Measure

- Talk about size, weight, capacity, position, distance, time and money
- Compare quantities
- Recognise, create and describe patterns
- Name 2D and 3D shapes



# Maths at Home

## Count...anything!

- Pegs, cutlery, shoes,
- Stairs,
- Petals on a flower,
- Leaves, shells,
- Food – how many grapes?
- Create a number line with chalk outside,

## Sort objects

- Coins by shape, size, colour,
- Food shopping,
- Clothes,

## Shapes and numbers in the environment

- Look at road signs,
- Numbers on buses,

## Learning patterns

- Pattern on pavement,
- Pattern of bricks,
- Create patterns with lego, buttons, coins,
- Musical patterns – clap soft, clap loud, clap soft,

## Role play

- Play shops – use old bottles, boxes, label with prices

# Phonics

- **Phase 1** – phase 1 of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in phase 2.
- **Phase 2** – letters and sounds are introduced one at a time.

– s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss,

The children will begin to learn to blend and segment to help begin reading and spelling. This will begin with simple words – at, sat, pat, sap, tap.

Alongside this, children are introduced to tricky words. These are the words that are irregular. This means that phonics cannot be applied to the reading and spelling of these words.

- **Phase 2 tricky words** – l, no, go, to, the,

# Phonics

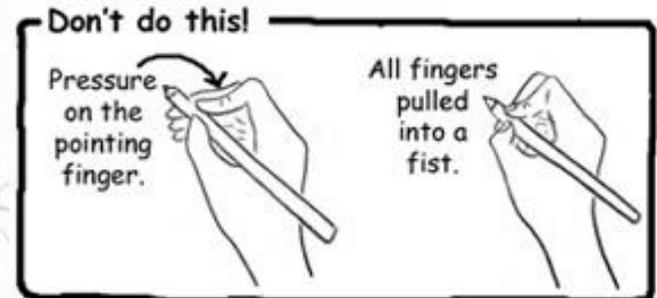
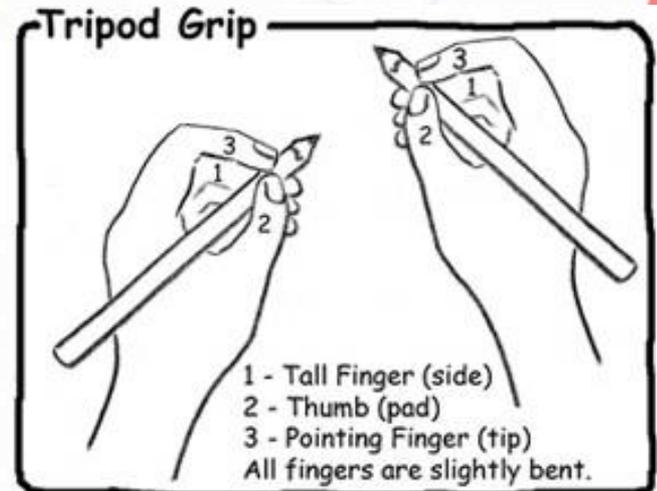
- **Phase 3** – by the time children reach phase 3, they will already be able to blend and segment words containing the 19 letters taught in phase 2.
  - j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er,
- **Phase 3 tricky words** – we, me, be, was, no, go, my, you, they, her, all, are,

# Handwriting

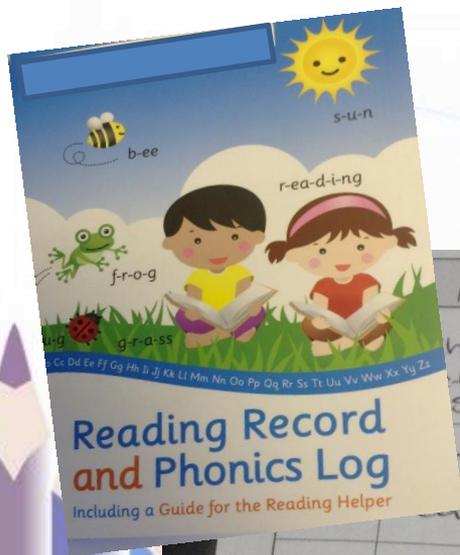
a b c d e f  
g h i j k l  
m n o p q r  
s t u v w x  
y z

# Handwriting at Home

- Encourage your child to hold their pencil correctly,
- Children imitate so you need to help them form their letters correctly,
- Practise lower case letters with you children and only do capital letters for the first letter of their name,
- Make it fun!
  - Air writing, writing on partner's back, paint writing, chalk writing, tracing letters, torch writing, sand writing.



# Reading Records



Book and page number	Comments
14 Sep Stuck.	Good Story. 😊
15.9 Over and Under.	pointed out an 'o' he liked to say if it was under, next to, ed.
18/9 The Enormous Crab	was picking out and telling me what a D.O... i looked like.

Tricky words, or words to practise			

New sounds I have spotted (e.g. night rain)			

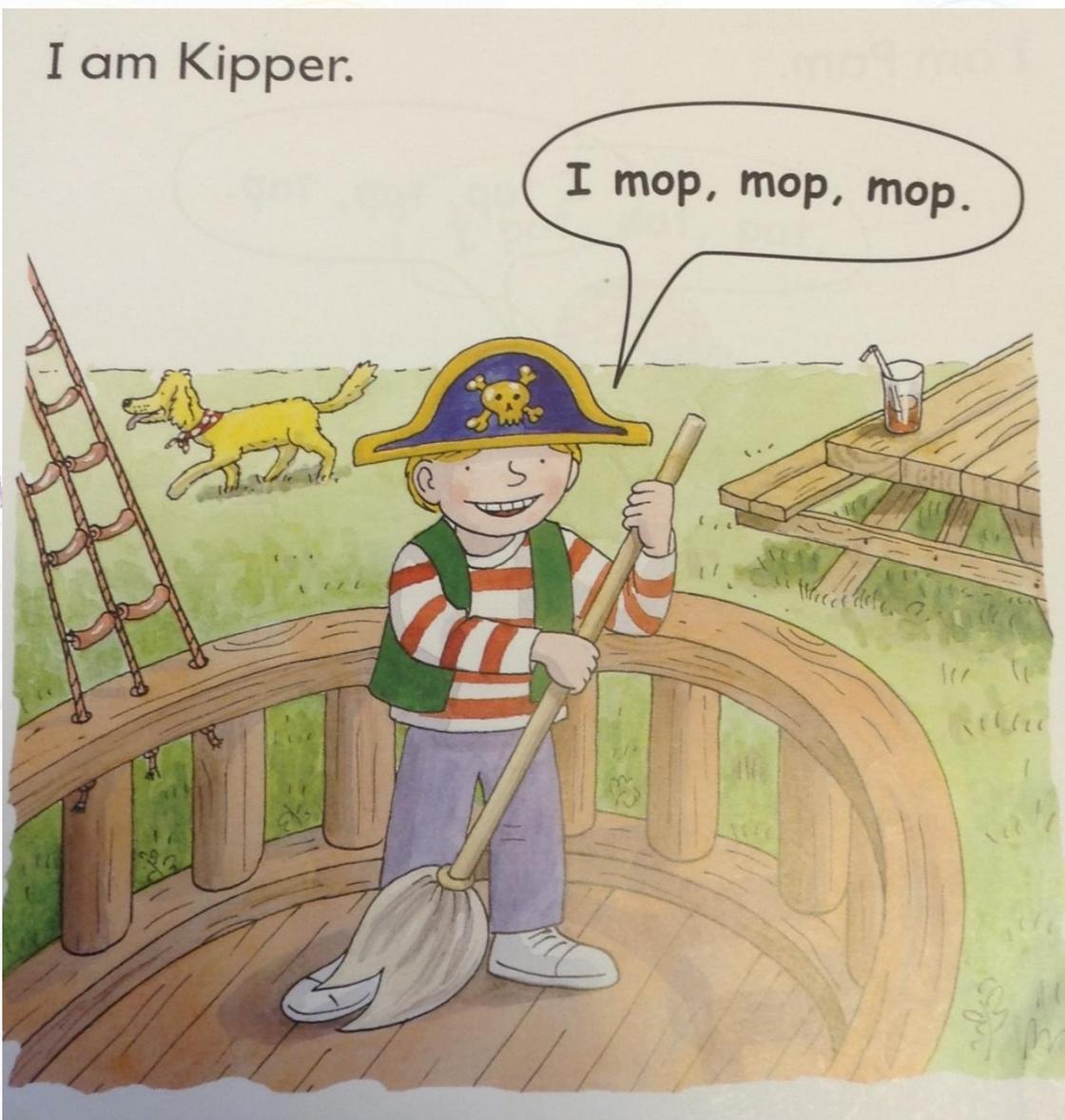
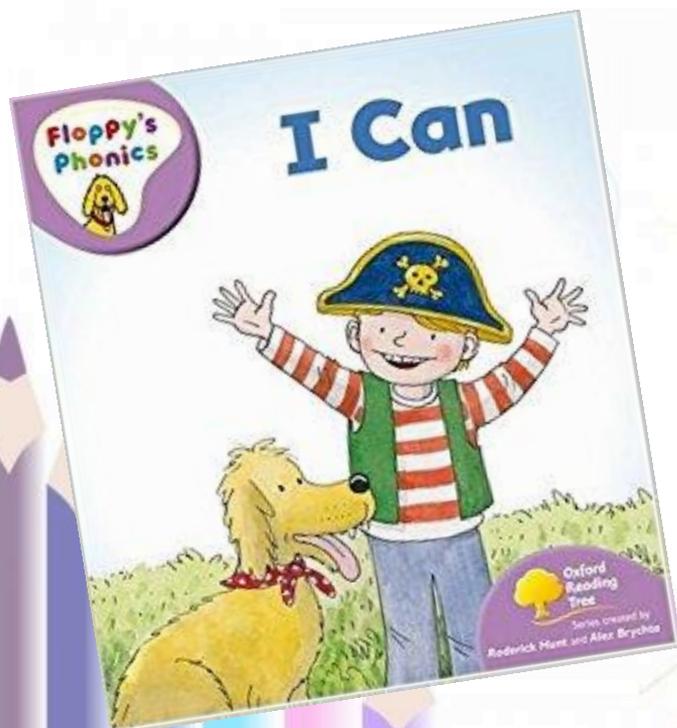
Date	Book and page number	Comments
19	Who is it.	Words Knew. Who. Giff. Chip. Mum and Kipper. Floppy. No. Dad.
20	The big Red bus.	is picking out words to me now.
21/9	A Good Trick	

Tricky words, or words to practise			

New sounds I have spotted (e.g. night rain)			



I am Kipper.

I mop, mop, mop.

# Phonics and Reading at Home

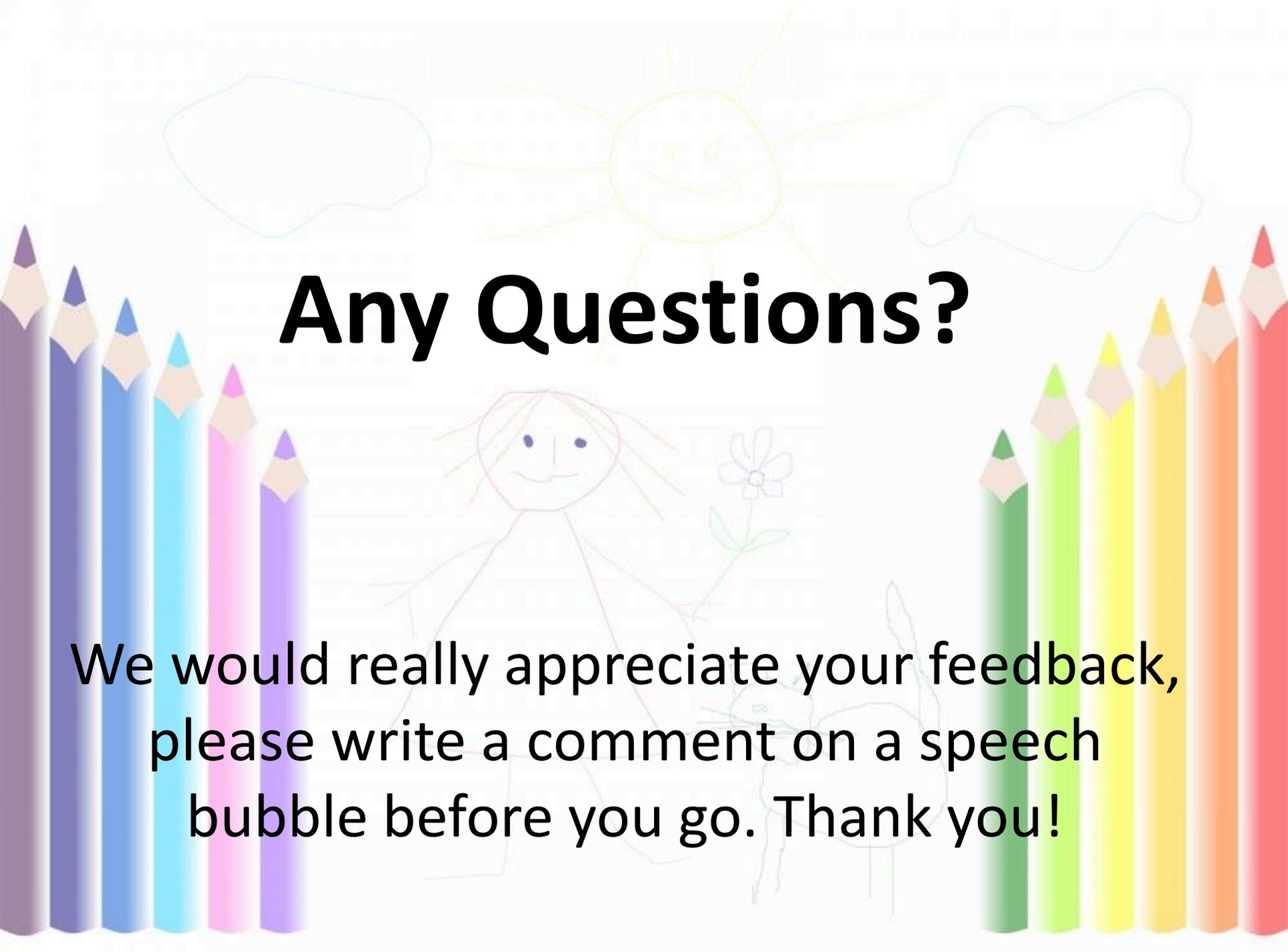
- It is important for children to learn lower case letters rather than capital letters at first.
- When you talk about letters to your child, remember to use the letter sounds: **a, buh, cuh, duh...** rather than the alphabet names of the letters ; **ay, bee, see, dee**
- **Children should be reading their book at home as often as possible, as well as reading their letter sounds and cvc words**

Useful webpages

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

[www.letters-and-sounds.com](http://www.letters-and-sounds.com)

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)



# Any Questions?

We would really appreciate your feedback,  
please write a comment on a speech  
bubble before you go. Thank you!