

EYFS Curriculum Meeting
13th September 2023



Resilient

Respectful

Resourceful

Team members and working days

Miss Miran (Monday, Tuesday, Thursday and Friday)

Miss Gibbs (Wednesday)

Mrs Medhurst (Monday, Tuesday and Wednesday)

Mrs Crow (Thursday and Friday)

Learning support staff: Mrs Sliwka, Mrs Jagatia and Mrs Plater

Tuesday PPA Cover: Mrs Sliwka (Computing) and Miss Gibbs (PE)



Resilient

Respectful

Resourceful

Curriculum - Timetable

EYFS Timetable Autumn 2023

Day	8.40	9.05	9.30	10.30	10.45	12	1:00	1.05	2:50	3.10		
Monday	SOFT START/REGISTRATION	ASSEMBLY	Literacy focus	BREAK	Phonics 10:45-11:15	LUNCH	REGISTRATION	EAD focus		Story time	HOME TIME	
Tuesday		ASSEMBLY	Literacy focus		Phonics 10:45-11:15			Literacy focus	Computing	PE		Story time
Wednesday		COLLECTIVE WORSHIP	Maths focus		Phonics 10:45-11:15			Maths focus	PSHE	EAD focus		Word box time
Thursday		COLLECTIVE WORSHIP	Maths focus		Phonics 10:45-11:15			Maths focus	UTW focus			Story time
Friday		ASSEMBLY	Reading/Spelling/Oracy/Maths focus		Phonics 10:45-11:15			Reading/Spelling/Oracy/Maths focus	RE	Continuous provision		Story time



Resilient

Respectful

Resourceful

Curriculum – Areas of learning

Seven areas of learning

Prime areas:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

Specific areas:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Art and Design**



Resilient

Respectful

Resourceful

Curriculum – Areas of learning

Prime areas:

- **Communication and Language**
 - Opportunities to develop skills in listening attentively, engaging in back and forth conversations and asking questions to clarify understanding.
 - Participation in discussions, offer explanations and express their feelings through talk
- **Personal, Social and Emotional Development**
 - Understanding own feelings and those of others
 - Showing perseverance, resilience and independence
 - Managing own basic hygiene
 - Building relationships
- **Physical Development**
 - Gross motor skills, developing e.g. strength, balance and co-ordination
 - Fine motor skills for pencil control and using small tools such as scissors



Resilient

Respectful

Resourceful

Curriculum – Areas of learning

Specific areas:

- **Literacy**
 - Comprehension
 - Word Reading
 - Writing
- **Mathematics**
 - Clearly understanding the composition of numbers to 10
 - Knowing number bonds and some double facts
 - Recognising patterns in the counting system
 - Comparing quantities
 - Exploring and representing patterns within numbers to 10 such as even numbers
- **Understanding the World**
 - Past and Present – History
 - People, Culture and Communities – Geography and RE
 - The Natural World – Science
- **Expressive Art and Design**
 - Art
 - Design Technology
 - Music
 - Role-play



Resilient

Respectful

Resourceful

Curriculum – Mid Term Plan



WICKHAM COMMON PRIMARY SCHOOL



Subject:	Maths	Year Group:	EYFS	Term:	Autumn 1	Time allocation:	N/A
Key Enquiry Question: How can we match, sort and compare? How can we compare size? What is a pattern?							
Prior Learning: (Previous Year group objectives/coverage)		Future Learning / End Points (Next Year group/End of unit)			Assessment Point and Method:		
<ul style="list-style-type: none"> ○ Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. ○ Notice patterns and arrange things in patterns. ○ Compare amounts, saying 'lots', 'more' or 'same'. 		<ul style="list-style-type: none"> ➤ Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ➤ mass/weight [for example, heavy/light, heavier than, lighter than] ➤ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ➤ Measure and begin to record the following: lengths and heights ➤ mass/weight ➤ capacity and volume 			<ul style="list-style-type: none"> • During focus group with children, recorded in books or tick sheet by exception 		
Key Substantive Knowledge:				Key Disciplinary Knowledge:			
<ul style="list-style-type: none"> ▪ How to sort objects into groups ▪ How to identify which quantity is fewer/more ▪ How to complete a repeating pattern ▪ To create a repeating pattern 				<ul style="list-style-type: none"> • Comparing • Sorting • Exploring • Copying 			
Celebrations of learning: Talking about the what the children have achieved in Focus Group time							

Date (w/b)	Learning Question/Objective	Key questions/ vocabulary	Main teaching	Resources	Learning outcomes
11.9.23	<ul style="list-style-type: none"> • To match objects, saying why they match • To sort objects • To identify how groups have been sorted 	Why do the objects match? How do you know that they match? What is the same about these objects? What is different about these objects/pictures? How do you know this is a set? What is your rule for sorting the objects? Is there another way	<ul style="list-style-type: none"> • Use starter slide as starting point • Focus Group: Ensure there are multiple examples of each object, such as three buttons or four pencils. Mix up the items so that the objects are not together. Ask children to match the objects. Move onto sorting into sets. • Use starter slide as a starting point • Focus Group: Introduce the game 'Guess my rule'. Begin with a large pile of items, such as buttons. Tell children you have a sorting rule, and that they need to guess what it is. One at a time, place buttons into your set, for example, buttons with four holes. Continue to add different buttons to your set and encourage children to suggest what the rule could be. 	White Rose ppt Loose parts/classroom objects	<ul style="list-style-type: none"> • Children will match and sort objects



Resilient

Respectful

Resourceful

Literacy

Read Write Inc.
Phonics

Reading/Book Sharing

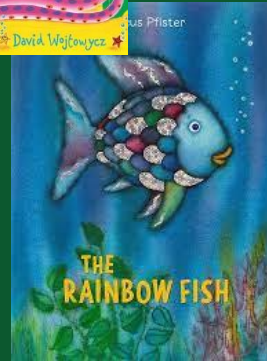
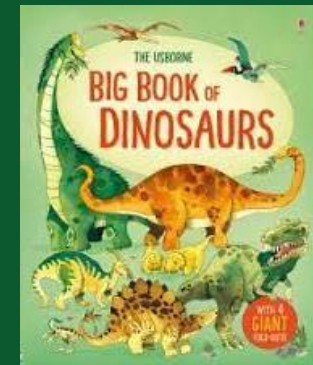
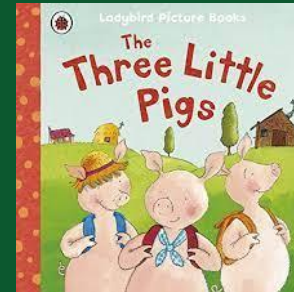
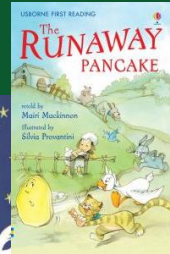
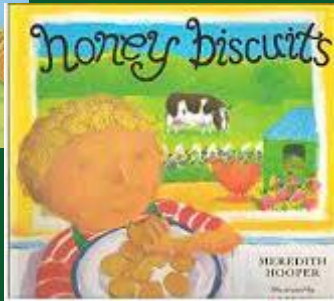
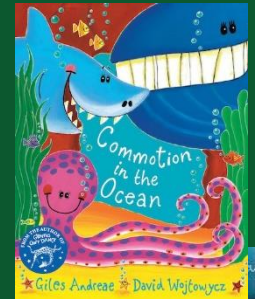
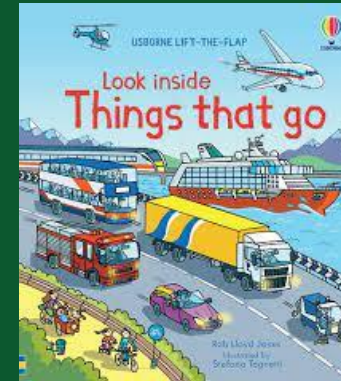
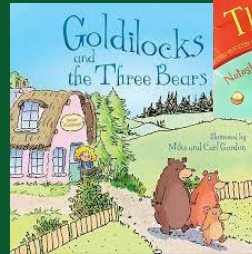
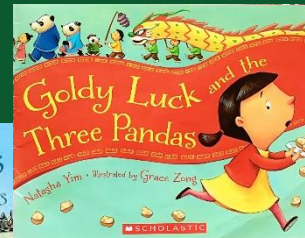
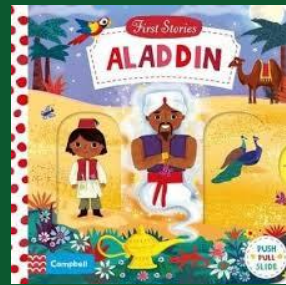
- ❖ Whole class
- ❖ Small group

Spelling

- ❖ Common exception words
- ❖ Using phonics

Writing

- ❖ Sentences
- ❖ Reading it back
- ❖ Handwriting



Resilient

Respectful

Resourceful

Maths

- A variety of resources are used to support learning including 'White Rose'
- Focussed learning activities are adult-led, usually following whole class teaching
- Continuous provision provides opportunities for children to further explore what they have learnt

Summer term example

Whole class: Use ten frames to demonstrate pair wise patterns for doubles up to double 5. Children show answer with fingers

Focus Group: Play Doubles: Children take turns to roll 2 dice. They score a point each time they spot that they have rolled a double, having said what the double is. The first to reach 3 points wins the game.

Continuous provision (independent learning) example

Provide ladybird or butterfly templates and ask the children to use the tweezers to make doubles by adding the same number of pompoms to each side. How many different doubles can they make? Can they make one which is not a double and tell you why?



Topics

Autumn

All About Me

Harvest

Artists

Christmas

Spring

Traditional Tales

Chinese New Year

Spring and Easter

Summer

Transport

Animals



Resilient

Respectful

Resourceful

PE

- **Tuesday** - Indoor PE (Autumn and Spring Term) Outdoor PE (Summer Term)
- Children also have daily opportunities for physical activity in Outdoor Learning Area

- Please ensure that kit is in line with the list on the school website
- Dark green shorts or jogging bottoms, no leggings or cycling shorts
- Plain white t-shirt with no logos
- Velcro trainers
- Dark green sweatshirt with no logos

- If earrings are worn, they must be removed or have tape applied over them before coming to school



Resilient

Respectful

Resourceful

Home Learning

- Regular reading at home is also expected to take place
- In EYFS this starts with library books for book sharing and comprehension skills
- At the beginning of the Spring term children will bring home reading scheme books
- Name writing this half-term



Resilient

Respectful

Resourceful

Communication

- Before school, we are happy to take urgent messages. If a conversation with the teacher is required, please arrange to speak to them at the end of the day
- Otherwise, an email or phone call to the school office will be responded to at the earliest opportunity



Resilient

Respectful

Resourceful