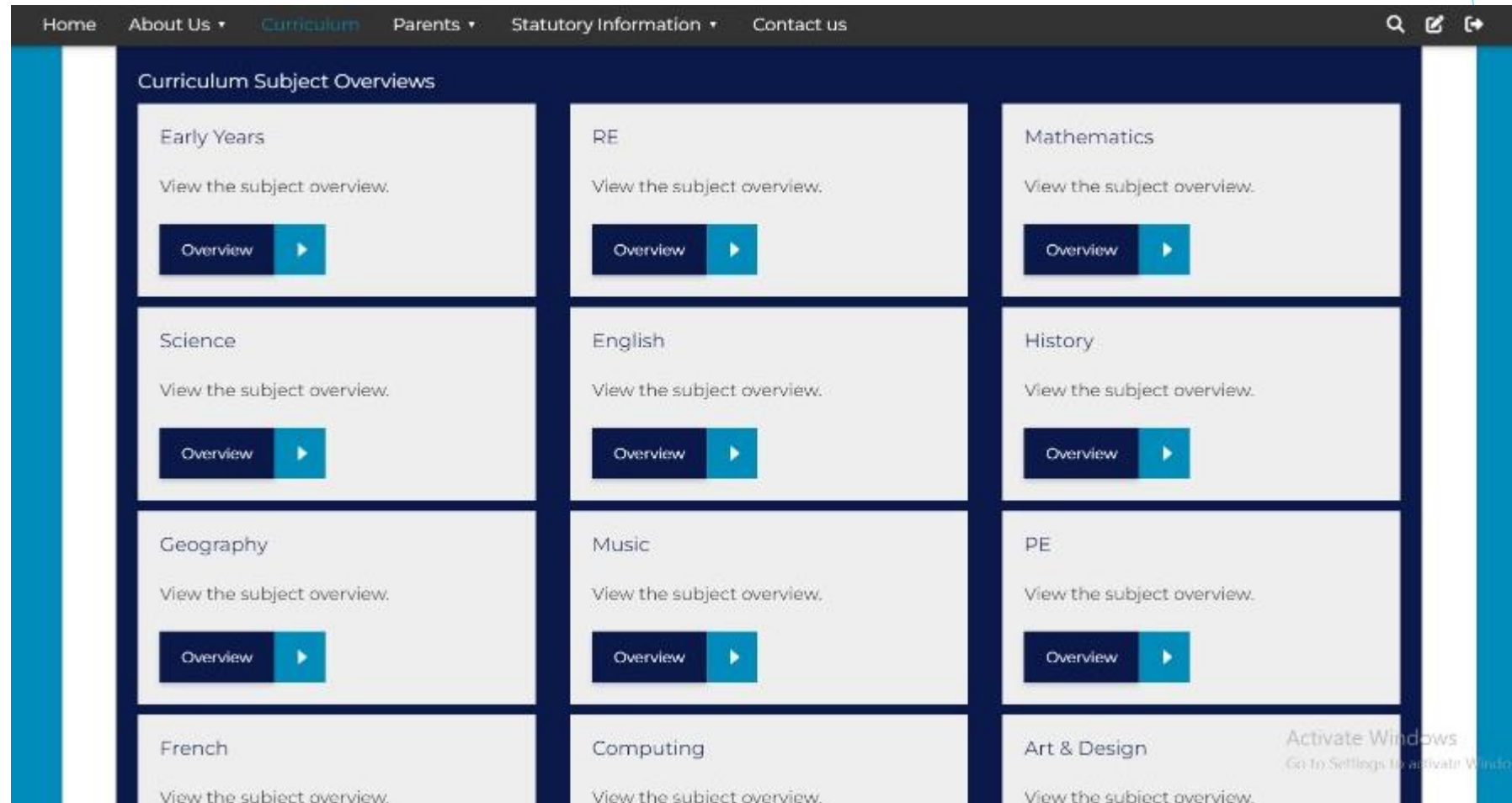


St Mary's R.C. First School
EYFS Parent Curriculum Workshop
09.09.25



Our Website:

[St Mary's First School, Hexham - Part of the Bishop Wilkinson Catholic Education Trust \(bwcet.com\)](http://www.bwcet.com)



Prime Areas of Learning

The EYFS Prime Areas of Learning are foundational. They play a significant role in encouraging children's curiosity and enthusiasm for learning. They're a driving force behind helping children as they learn to form relationships, moderate emotions and thrive in their day-to-day life.

The Prime Areas of Learning and Development in the EYFS are:

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

Communication and Language

Communication and Language is the most important early learning goal. It provides the foundations for children to progress within the other areas of learning.

Children's back-and-forth interactions need to be effective from an early age. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment are crucial.

Through conversation, story-telling and role-play, children learn to share their ideas. With support, modelling and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.



- ▶ We expect and encourage our children to sit and listen attentively for up to 5 minutes at a time.
- ▶ We build children's language effectively by involving them in conversations.
- ▶ We engage them actively in stories, non-fiction, rhymes, and poems.
- ▶ We provide them with extensive opportunities to use and embed new words in a range of contexts like writing and talking. This gives our children the opportunity to thrive and enjoy exploring the new words they are learning.
- ▶ We can make referrals to the speech, language and communication team if there are concerns regarding your child's communication.



- Having conversations together is key. Commenting on what your child is interested in or doing, and echoing back what they say with new vocabulary added, helps them learn by example.
- Reading frequently to children helps to grow their vocabulary and listening skills. A bed time story is essential.
- Correct your child's speech by modelling how to say it correctly.
- Encourage your child to vocalise their wants and needs. At school we ask the children to 'use their words'.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives. It's a fundamental aspect of their cognitive development.

Underpinning their personal development can create all kinds of important attachments. The attachments and relationships children form now can shape their social world.

Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.



We support the children to:

- ▶ Manage their emotions
- ▶ Develop a positive sense of self
- ▶ Set themselves simple goals
- ▶ Have confidence in their own abilities
- ▶ Persist and wait for what they want
- ▶ Direct attention as necessary
- ▶ Make healthy food choices
- ▶ Manage their own personal needs independently
- ▶ Co-operate and resolve conflicts peacefully
- ▶ Take turns



- Encourage your child to get dressed/undressed independently.
- Encourage your child to wait their turn.
- Teach your child to use a knife and fork independently.
- Allow them to engage with other children outside of school where possible.
- Be firm and consistent with boundaries and ensure you reward good behaviour.

Supplementary Reproducible E for Elementary Ages

ZONES OF REGULATION

The ZONES of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad Bored Tired Sick	Happy Focused Calm Proud	Worried Frustrated Silly Excited	overjoyed/Elated Panicked Angry Terrified

Physical Development

Physical development is a vital part of the Prime Areas of Learning in the EYFS. It covers children's physical abilities and hand-eye coordination. Plus, it provides children with the vital skills and knowledge needed to lead a healthy lifestyle. Children are supported in building upon their ability to take on daily care routines independently. They can begin to understand the importance of a healthy diet, good health practices and keeping fit!

Gross and fine motor experiences develop incrementally throughout early childhood. It starts with sensory explorations and the development of a child's strength, coordination and positional awareness.

Gross motor skills provide the foundation for developing healthy bodies, as well as social and emotional well-being.

Fine motor control and precision help with hand-eye coordination, which is later linked to early literacy. These skills support the later development of things like scissor and pencil control and handwriting.



We support the children to:

- Show a preference for a dominant hand.
- Hold a pencil using a tripod grip
- Sit comfortably with good posture when writing or drawing
- Hold and use a pair of scissors independently
- Balance and climb
- Develop their hand-eye coordination through weekly PE lessons (Monday and Thursday)



- ▶ Spend time at the park
- ▶ Ride bikes and scooters
- ▶ Be creative! Jigsaws, painting, crafts and playdough - anything to get those little fingers moving!
- ▶ Encourage the children to negotiate space when out and about, for example in a busy super market.
- ▶ Practise holding a pencil using the tripod grip and forming letters correctly - more information regarding letter formation will follow in the next workshop.



St Mary's R.C. First School

Phonics and Reading



Phonics and reading is at the heart of everything we do at St Mary's. Reading is the fundamental skill that your child needs in order to be able to access the rest of their learning.

At St Mary's we follow the Read, Write Inc. phonics scheme. This involves your child learning to read and write one letter sound each day. The sounds that your child has learnt at school each week will be sent home for homework.



As your child is learning the set 1 sounds they will begin to blend their sounds together to read simple words. Fred frog helps out in our daily word time lessons too!

Your child will progress through the set 1 and 2 speed sounds in reception. We will assess your child every half term to ensure they are bringing home a reading book that is at the right level for them. Please take a copy of the speed sounds chart home with you tonight.

Literacy Lessons



St Mary's R.C. First School



The children take part in daily literacy lessons focused around a book. We usually focus on two/three books every half term.

During these lessons the children:

- ▶ Listen to the story several times
- ▶ Anticipate the key events in the story
- ▶ Respond to the text during adult led writing opportunities (hold a sentence).
- ▶ This half term we will be focusing mainly upon verbal explanations and letter formation.
- ▶ As the children become more confident with their phonics they will begin to apply this to their writing, allowing them to write more independently.
- ▶ There is an expectation that by the end of reception, all children can independently write simple sentences and phrases that can be read by themselves and others.



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Reading Books

- ▶ The children will bring a phonics reading book and a reading for pleasure book home every Monday. Please return these books to school the following Monday to be changed.
- ▶ Ensure your child's reading book is in their bag every day so that an adult can read with them during the week.
- ▶ Please make sure your child's reading diary is signed every time you hear them read. It is recommended that you listen to your child read daily is possible.

Homework

- Your child will bring home their homework book on a Friday. Homework is to be returned to school by Wednesday.
- This half term the homework will focus on the letter sounds that the children have been writing in school.
- It is important that your child is encouraged to sit at the table, holding their pencil correctly when completing their homework.

Handwriting

- ▶ At St Mary's we have a huge focus on handwriting and letter formation.
- ▶ In Reception the children are taught to sit at tables with their chair pushed in and to always use the correct pencil grip.
- ▶ The children are taught letter rhymes for each letter to ensure that they are always forming their letters correctly.
- ▶ We address any misconceptions immediately to ensure incorrect letter formation is not embedded.

How can you help at home?

Literacy:

- Reading regularly
- Practise speed sounds
- Ensure you are pronouncing the speed sounds correctly
- Practise letter formation
- Practise name writing
- Sing songs and rhymes
- Encourage your child to talk about the story they are reading.

Mathematics Early Learning Goals

Mathematics: Number

- ▶ Children at the expected level of development will:
- ▶ 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.

Mathematics: Numerical Patterns

- ▶ Children at the expected level of development will:
- ▶ 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.

White Rose Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you	Match, sort and compare FREE TRIAL VIEW	<i>Free trial</i> Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW	Circles and triangles VIEW	1, 2, 3, 4, 5 VIEW	Shapes with 4 sides VIEW					
Spring	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW	Building 9 and 10 VIEW	Explore 3-D shapes VIEW						
Summer	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW	Visualise, build and map VIEW	Make connections VIEW	Consolidation					

- There is a huge focus on numbers to 10 and knowing the composition of these.
- Children need to be able to subitise up to 5 and begin to subitise to 10 (recognise the amount without counting e.g on a dice)
- All of our maths lessons are practical, involving concrete resources such as cubes and numicon.
- We sing a lot of counting songs to embed numerical patterns.
- The children learn the mathematical signs for 'addition', 'subtraction' and 'equals'

How can you help at home?

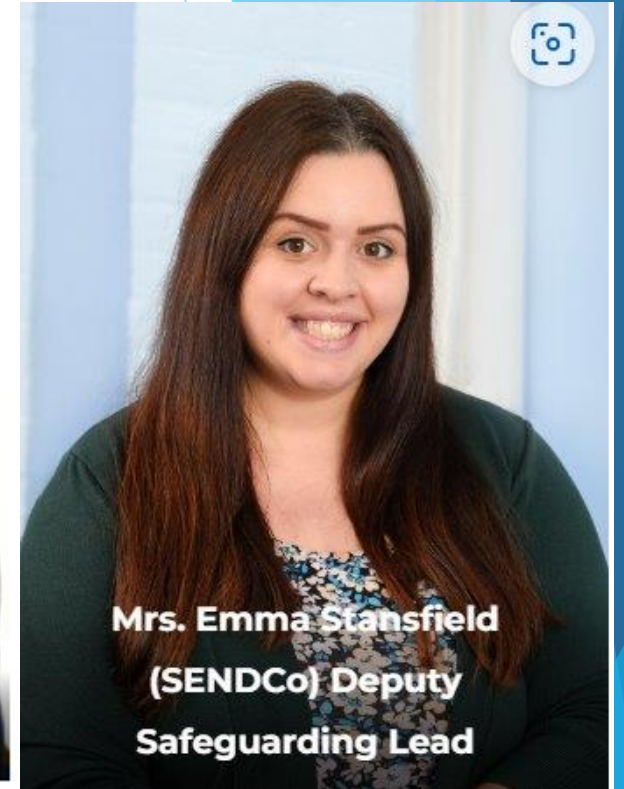
Mathematics:

- Learn numbers to 10 – counting, value, number recognition
- Practise number formation
- Talk about 2D shapes and their properties
- Look for 2D shapes in the environment
- Play board games that involve number recognition and counting
- Encourage your child to spot numerals when out and about – in supermarkets, on doors etc.

Reception Baseline Assessment

- ▶ Within the next two weeks your child will be taking part in the Reception baseline assessment.
- ▶ 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 became statutory for all schools from September 2021.
 - ▶ The RBA 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.

Safeguarding



<https://www.hexhamstmarys.uk/statutory-information/safeguarding/>



Rewards

St. Mary's Value Card



We are delighted to inform you that _____ from year _____

has been recognised for demonstrating our school values today. Well done!



We love

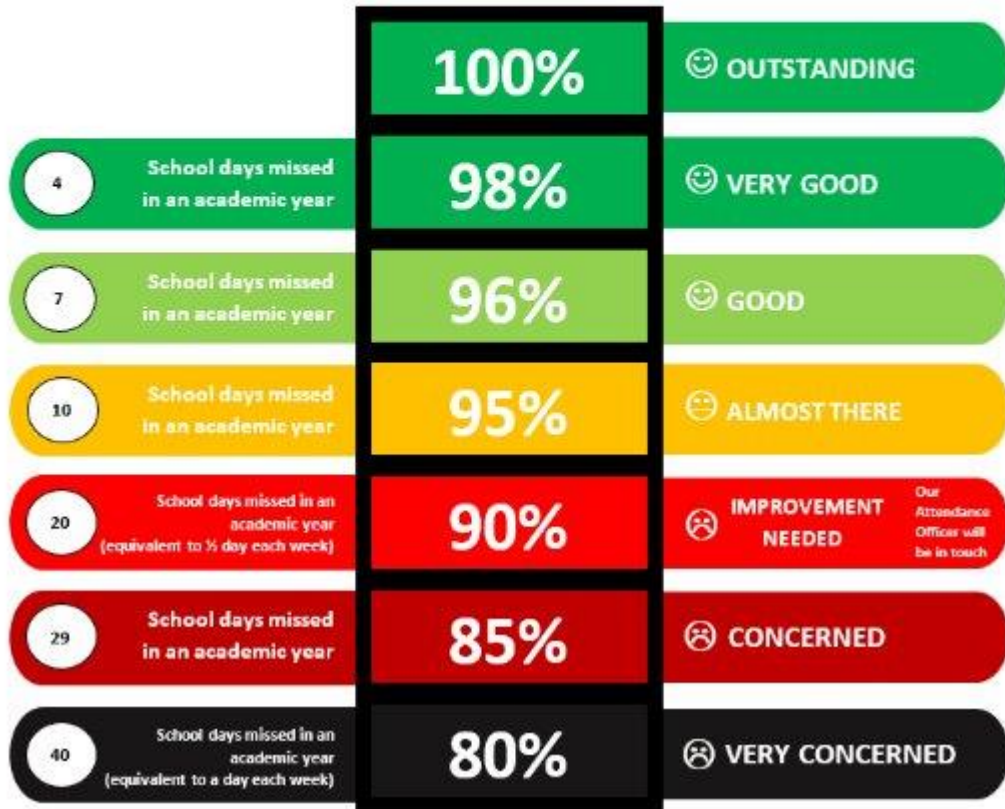


We learn



We live

Attendance Ladder



96% or above is considered good attendance.

90% attendance is not considered good as it accounts for 20 school days missed.

Punctuality is vital - children take part in phonics lessons from 8:50am daily.

There has been a change in legislation and timings for penalties.

Parents will be informed regularly of their child's attendance data.



St. Mary's R.C. First School



Wake Up Wednesday!



Our Safeguarding Policy

Child-friendly version



All children and young people have the right to feel safe.

When we feel safe we usually feel good about ourselves.

We can relax and enjoy life.

Child Friendly
Safeguarding Policy
& Child-on Child
Abuse Booklet