



# Early Years Parent Presentation

**Sussex Road Primary School**



# Early Years Team



# Learning Environments



# Early Learning Goals

## Communication and Language

### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Understanding the World

### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Personal, Social and Emotional Development

### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## Expressive Arts and Design

### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Mathematics

### 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.

## Physical Development

### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## Literacy

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



A Typical School Day...

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# Learning to Read



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



# Mathematical Development



Provide objects for children to sort into two sets.



Ask children which set has more. Which set has fewer?

Can children make two sets which are the same?

How do they know they are the same?

Encourage children to line the objects up to check.

In pairs, children grab a handful of objects, such as cubes, beads or conkers.



Can your partner hold more than you, fewer than you or the same amount as you?

Support children to line up their objects, with one line underneath the other.



Hide a selection of balls of varying sizes around the outdoor area, for example, footballs and tennis balls.

Challenge children to hunt for as many balls as they can find.

Ask children to sort them into two groups by size.

Provide more tennis balls than footballs to avoid children confusing size with quantity.



Encourage children to build a tower using large outdoor blocks, cushions or crates.

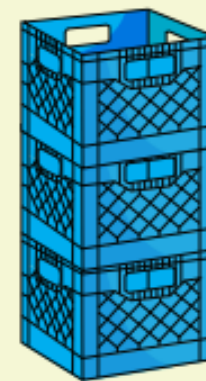
Challenge children to make a shorter tower or taller tower.

Encourage children to compare towers with their friends.

Who has used the most objects?

Who has used the fewest?

Do more objects always make a taller tower?



# Assessing Progress



TRANSITION INFORMATION
































BASELINE ASSESSMENT



OBSERVATIONS

# Zones of Regulation

## What Zone Are You In?

Blue Zone	Green Zone	Orange Zone	Red Zone
 SAD	 HAPPY	 SURPRISED	 ANGRY
 HURT	 FOCUSED	 CONFUSED	 RAGING
 SICK	 CALM	 WORRIED	 TERRIFIED
 TIRED	 EXCITED	 SILLY	 ANNOYED
What can I do?	What can I do?	What can I do?	What can I do?
<b>REST</b>	<b>GO</b>	<b>SLOW DOWN</b>	<b>STOP</b>
Take a break 	Think happy thoughts 	Take deep breaths 	Take a time out 
Ask for help 	Finish my work 	Talk to someone 	Run a lap 
Talk to someone 	Help others 	Go for a short walk 	Squeeze a stress ball 
Jump up and down 5 x 	Share ideas 	Count to ten 	Drink water 
I can also.....?	I can also.....?	I can also.....?	I can also.....?

# Preparing for School



- Experiencing Separation
- Discussion
- Familiarisation

# Before September...

## **Independent:**

Toileting

Washing Hands

Dressing

Knife and Fork

Wiping Nose

## **Important:**

Named Uniform

Spare Uniform

Water, Fruit and Vegetables

Toys

# First Day

- School Visit
- 8:40am
- Book Bag and Water Bottle
- 1 Keyring!
- 11:45am Collection
- 3:20pm Collection - September





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Respectful - Responsible - Ready

