



# Meet the Teacher EYFS

**Monday 20<sup>th</sup> October 2025**



# Welcome

Mrs Joanne Walsh-EYFS Lead & Class Teacher

Mrs Lauren Bilham-EYFS Teaching Assistant

Mrs Claire Mwangi-EYFS Teaching Assistant

Mrs Moulds -PPA

# Timetable & Routines

- We teach Early Reading and Phonics everyday.

- There will be a reading workshop in January

- FS1 Rhyme and Story Session.**

  - Rhyme and story of the week.

  - Action songs and puppet play.

  - Oral blending and 'Fred Talk'.

- FS2 RWI Phonics.**

  - Learn how to read and write letter sounds.

  - Oral blending 'Fred Talk'.

  - Read words.

  - Reading book focus.

  - Talk through Stories.

# Timetable & Routines

- We teach Maths everyday.**

- Key Instant Recall Facts (KIRFS).

- Maths Mastery (Number Blocks set challenges).

- Nursery and Reception White Rose Maths, which is a structured Scheme of Work, where Mathematical concepts are broken down into small steps of learning.

- Children have access to Continuous and Enhanced Provision both indoor and outdoors where they can initiate their own learning.**

- Children are called in small groups to do focused learning tasks with a teacher/TA.**

- PE, Music, R.E/PSHE.**

# National Curriculum Year Group Expectations

There are seven Areas of Learning and seventeen Early Learning Goals, that we work towards achieving by the end of FS2/Reception.


<b>Communication and Language</b>		<b>Early Learning Goals</b>		<b>Physical Development</b>	
<b>Listening, Attention and Understanding</b>		<b>Personal, Social and Emotional Development</b>		<b>Gross Motor Skills</b>	
<ul style="list-style-type: none"><li>• 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.</li><li>• Make comments about what they have heard and ask questions to clarify their understanding.</li><li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul>		<b>Self-Regulation</b> <ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li><li>• 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.</li></ul>		<ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>• Demonstrate strength, balance and coordination when playing.</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul>	
<b>Speaking</b>		<b>Managing Self</b>		<b>Fine Motor Skills</b>	
<ul style="list-style-type: none"><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>• 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.</li></ul>		<ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul>		<ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li><li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li><li>• Begin to show accuracy and care when drawing.</li></ul>	
<b>Understanding the World</b>		<b>Building Relationships</b>		<b>Literacy</b>	
<b>Past and Present</b> <ul style="list-style-type: none"><li>• Talk about the lives of the people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>		<ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and to others' needs.</li></ul>		<b>Comprehension</b> <ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate (where appropriate) key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul>	
<b>People, Culture and Communities</b>		<b>Expressive Arts and Design</b>		<b>Mathematics</b>	
<ul style="list-style-type: none"><li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>• 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.</li><li>• 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.</li></ul>		<b>Creating with Materials</b> <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>• Share their creations, explaining the process they have used.</li><li>• Make use of props and materials when role playing characters in narratives and stories.</li></ul>		<b>Number</b> <ul style="list-style-type: none"><li>• Have a deep understanding of number to 10, including the composition of each number.</li><li>• Subitise (recognise quantities without counting) up to 5.</li><li>• 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.</li></ul>	
<b>The Natural World</b>		<b>Being Imaginative and Expressive</b>		<b>Numerical Patterns</b>	
<ul style="list-style-type: none"><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li><li>• 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.</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul>		<ul style="list-style-type: none"><li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li><li>• Sing a range of well-known nursery rhymes and songs.</li><li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li></ul>		<ul style="list-style-type: none"><li>• Verbally count beyond 20, recognising the pattern of the counting system.</li><li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li><li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li></ul>	
				<b>Word Reading</b> <ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>• Read words consistent with their phonic knowledge by sound-blending.</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul>	
				<b>Writing</b> <ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be read by others.</li></ul>	



# Significant year group events

- We assess the children every six weeks on their progress in RWI Phonics.
- If your child needs extra support we provide Fast Track Phonics on a 1-1 to help bridge any gaps in their sound knowledge.
- At the end of FS2 Foundation Stage Profile.
- Assessment is ongoing there are no tests. Quality Interactions with the children are our priority.
- Autumn local walk.
- Spring Hatch Chicks
- Summer Cannon Hall Farm.

# Autumn Term Learning




**Let's Explore** - This project teaches children about the environments that they share with others, including their homes, school and places in the local community.

**Build it up** - This project teaches children about structures and materials and gives them the opportunity to work in groups to create collaborative structures.

**Marvellous Machine** - This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create marvellous machines.

**Puppets and Pop Ups** - This creative project explores puppets and pop up books and gives children the opportunity to make puppets and use them to tell exciting stories.

# Spring Term Learning



**Long Ago** – This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.

**Stories and Rhymes** - This project teaches children about traditional stories and rhymes and gives them the opportunity to play with words and learn new vocabulary.

**Ready Steady Grow** - This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.

**Signs of Spring** - This project teaches children about the changes that happen during the spring, including weather and the festivals that are celebrated at this time of year.



# Summer Term Learning




**Animal Safari** - This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.

**Creep, Crawl and Wriggle** - This mini project teaches children about invertebrates that live in their gardens and local environment.

**On the Beach** - This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the Sun.

**Moving On** - This Reception-only project celebrates the children's successes throughout their Reception year. It explores how they have grown and changed and supports them with the changes to come as they move into Year 1.

# Home Learning



-Curriculum Knowledge Organisers with key knowledge and vocabulary that your child needs to know.

Do Jo or a hard copy.

-KIRFS.

-RWI Phonics (Rhyme of the week, Speed Sound Book, videos on Do Jo, Blending and Reading Books.

-Library Book.

-Recommended Reads.

-Practical activities on Do Jo and Curriculum tasks e.g. Autumn walk, bird feeders in Winter, shape hunt, number rhyme, grow a sunflower.