



Welcome to the Early Years Foundation Stage (EYFS)

If you have any questions please don't hesitate to contact us, you can email our class email – contactfoundation@sandal.wakefield.sch.uk

Mrs Wiles, Mrs Woodcock and Mr Jones

Enabling Environments

At Sandal Castle Primary we acknowledge that the environment plays a vital role in supporting and extending the children's development. We aim to create an attractive, welcoming and stimulating learning environment, which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident and are challenged to develop their independence. Activities are planned for both the inside and outside environment. Children have the freedom to move between the indoor and outdoor classroom during child-initiated learning time.

Children have access to a wide range of equipment including construction materials, role play equipment, small world, sand and water equipment, art materials, musical instruments, ICT equipment, mark making materials, counting equipment, books, larger outdoor equipment and specialist PE equipment. All areas are carefully planned to reflect learning needs, the theme and children's interests.

All children and adults are expected to take responsibility for the care of and use of resources and the environment and we believe that supporting the children and helping them to look after and respect their environment is a very important part of a child's development. We encourage children to tidy up as they go through the day and we also have 'Tidy Up Time' before lunch and at the end of the day as this offers a valuable opportunity for talking, reading, problem solving, reasoning, counting and sorting activities.

How the environment supports the curriculum

We believe that developing a learning environment that allows the children to select their own resources is a crucial part of creating independent and curious learners. Adults support the children to select the things they need to follow their interest. Often when a new interest develops the adults will then adapt the environment and resources to support this thread of learning.

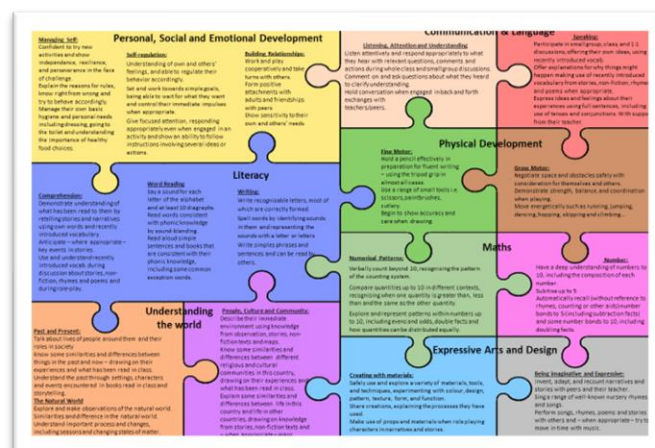
Our long-term plan sets out our intent for the year and we acknowledge that there will be always flexibility within this in order to react to interests and development. Our team produce a weekly plan which outlines the learning intentions to be focused on in each area of learning and show how those activities and experiences will be delivered through 'Adult Led' and 'Child Initiated' learning opportunities. Planning is therefore constantly developed, adapted and evaluated through ongoing observations of child initiated or spontaneous activity and planned opportunities (indoors and outdoors). Assessment for learning is crucial in response to children's developmental needs and interests. The learning intentions are also informed by a thorough knowledge of child development enhanced by reference to the 'Development Matters' document.

Key information:

- PE will take place throughout the week Tigers – Tuesdays & Wednesdays Elephants-Wednesdays & Thursdays Giraffes- Wednesdays & Thursdays. Please make sure your child **comes to school in their PE kit** on those days
- All children should wear uniform which is clearly named.
- Drop-off time is 8:45am. Pick-up time is 3.15pm. Please drop off and collect your child from the classroom doors in the EYFS outdoor area
- Please ensure your child has a spare set of clothes in school every day.

Curriculum Information

Throughout the Reception Year your child will partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards our end of year curricular goals. See below



An overview of the Reception Year

Learning in EYFS often takes us to wonderful places but please see below for a general overview of themes for the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes, Interests, Lines of Enquiry	Teddy Bears	Autumn	Winter	Pancake Day	Life cycles –	Summer holidays
	Pete the Cat	Stick Man	Arctic	Easter	Frog/butterfly/ plant	(past and present)
	Autumn	Halloween	Lost and Found	Growing up –	Harlow Carr visit	Hot places
	Halloween	Diwali	Snow	babies -	Local Area –	Rockpools
	Family	Bonfire Night	Bears/Penguins	generations	Local park visit	Mermaids
		Fire Service visit	Chinese New	Planting		Pirates
		Christmas story	Year	Gardening/		
		Father Christmas				
		Christmas around the world			Spring	

RWI Phonics

Read Write Inc (RWI) is a complete phonics and literacy programme which helps all children learn to read fluently so they can focus on developing their skills in comprehension and vocabulary. The programme is designed for children aged 4-7. However, we will continue teaching RWI to children as an intervention beyond the age of 7 if they still require support in their reading. RWI was developed by Ruth Miskin and more information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.

Five key principles underpin the teaching in all Read Write Inc. sessions:

Purpose: know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about

Participation: ensure every child participates throughout the lesson. Partnership work is fundamental to learning

Praise: ensure children are praised for effort and learning, not ability

Pace: teach at an effective pace and devote every moment to teaching and learning

Passion: be passionate about teaching so children can be engaged emotionally.

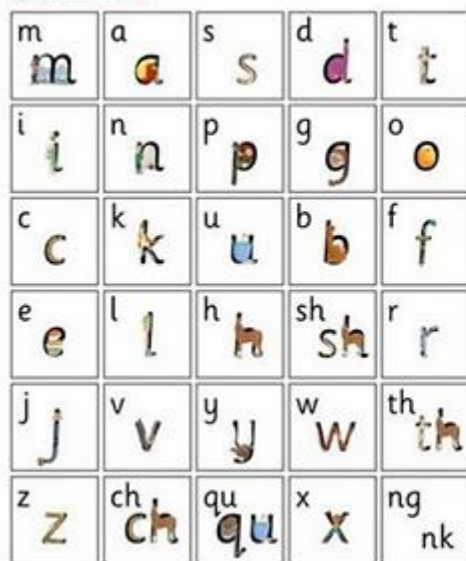
How will RWI be taught?

All children are assessed regularly by our RWI lead teacher so they are grouped with children at the same level. This allows lessons to be pitched at the correct level and ensures full participation.

Reception

In Reception children will learn how to 'read' the sounds in words and how those sounds can be written down. They then access short age appropriate texts daily. In Year 1 children follow the same format as Reception but will work on complex/alternative sounds and read longer books appropriate to their reading level.

Speed Sounds Set 1



Speed Sounds Set 2



Speed Sounds Set 3



Reading

The children:

- Learn letter sounds and the corresponding letters using simple picture prompts
- Learn to read words using Fred talk and sound blending
- Read from a range of storybooks and non-fiction books matched to their phonic knowledge
- Develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Writing

The children:

- Learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- Learn to write words by using Fred Talk and Fred Fingers
- Learn to build sentences by practising sentences out loud before they write

Talking






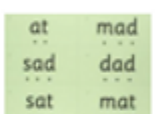
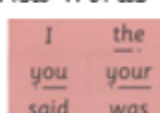

The children:

- Answer every question
- Practise every activity with their partner
- Take turns in talking and reading to each other
- Develop ambitious vocabulary

Read, Write Inc Terminology

At school we use a puppet called Fred who is an expert on sounding out words!

The following video is an example of blending sounds with Fred. https://www.youtube.com/watch?v=dEzfpod5w_Q

<p>Fred talk</p>  <p>c-a-t</p>	<p>Saying each sound in a word out loud using pure sounds and blending them together to make the word. E.g. c-a-t → cat</p>
<p>Fred in your head</p> 	<p>Once children are secure sounding out loud, we encourage them to try sounding quietly in their head to aid fluency and speed.</p>
<p>Speedy read</p> 	<p>Familiar words that children instantly recognise - read by recognition.</p>
<p>Special friends</p> 	<p>When two or three letters make one sound we call them special friends, this helps children to recognise that the letters are often grouped together in words. As part of phonics sessions, children are trained to spot special friends within a word to support with sounding out. E.g., <u>blow</u> <u>light</u> <u>play</u></p>
<p>Fred fingers</p> 	<p>Counting the number of sounds in a word and pinching the sounds on our fingers to help with the spelling process.</p>
<p>Green words</p> 	<p>Green words are linked to the sounds children have been learning and are easily decodable when sounding out.</p>
<p>Red words</p> 	<p>Red words are words that are not easily decodable, they can't be sounded out. They were previously referred to as 'tricky words'.</p>
<p>Alien words</p> 	<p>Decodable nonsense words that can be read using knowledge of phonics. These words will feature heavily in the Year One Phonics Screening check in the summer term. E.g. g-l-oo-m j-igh-t p-al-t</p>

RWI Expectations of Progress



Expectations of progress

Our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently.

Please note: these are the expectations for the *lowest 20% of children*. Other children should be *well* in advance of this.

All children should achieve these expectations, if they have followed the programme from Reception.

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds (first 16)	Read Purple Storybooks Read Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 single-letter sounds Blend sounds into words orally	Read Pink Storybooks Read first 5 Set 3 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words Read short Ditty stories	Read Orange Storybooks Read 11 Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks Read Set 1 Special Friends	Read Yellow Storybooks Read 17 Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks Read 4 double consonants	Read Yellow Storybooks Read 22 Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green Storybooks Read first 6 Set 2 sounds	Read Blue Storybooks Read all Set 3 sounds and additional graphemes.	Access RWI Comprehension and Spelling programmes

Expected number of sounds

	YR	Y1
End of Autumn 1	16 sounds (first 16 Set 1 single-letter sounds)	47 sounds (all Set 1 and Set 2 sounds)
End of Autumn term	25 sounds (all Set 1 single-letter sounds)	52 sounds (first 5 Set 3 sounds)
End of Spring 1	25 sounds	58 sounds (11 Set 3 sounds)
End of Spring term	31 sounds (Set 1 Special Friends)	64 sounds (17 Set 3 sounds)
End of Summer 1	35 sounds (4 double consonants)	69 sounds (22 Set 3 sounds)
End of Summer term	41 sounds (first 6 Set 2 sounds)	75 sounds (All Set 3 sounds plus the additional graphemes)

Mathematics

Across Reception and KS1, we have implemented a new and exciting Mastering Number maths project. This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.

Mastering Number

Reception Overview

Term 1	Term 2	Term 3
<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> identify when a set can be subitised and when counting is needed subitise different arrangements, both unstructured and structured, including using the Hungarian number frame make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills spot smaller numbers 'hiding' inside larger numbers 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals begin to identify missing parts for numbers within 5 explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame focus on equal and unequal groups when comparing numbers 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to develop their counting skills, counting larger sets as well as counting actions and sounds explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame compare quantities and numbers, including sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

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<ul style="list-style-type: none"> connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have parts 	<ul style="list-style-type: none"> understand that two equal groups can be called a 'double' and connect this to finger patterns sort odd and even numbers according to their 'shape' continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<ul style="list-style-type: none"> begin to generalise about 'one more than' and 'one less than' numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek
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Mastering Number – Reception Overview by Week

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5
Focus	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Comparison
Set 1	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s Focus on composition of 3 and 4	Subitise objects and sounds	Comparison of sets - 'just by looking' Use the language of comparison: <i>more than</i> and <i>fewer than</i>
Autumn 2	Week 6	Week 7	Week 8	Week 9	Week 10
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality
Set 2	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Comparison of sets - by matching Use the language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number</i>	Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5	Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20

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Spring 1	Week 11	Week 12	Week 13	Week 14	Week 15
Focus	Subitising	Counting, ordinality and cardinality	Composition	Composition	Composition
Set 3	Subitise within 5 focusing on die patterns Match numerals to quantities within 5	Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number	Focus on 5	Focus on 6 and 7 as '5 and a bit'	Compare sets and use language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number to</i> Make unequal sets equal
Spring 2	Week 16	Week 17	Week 18	Week 19	Week 20
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Composition
Set 4	Focus on the 'staircase' pattern and ordering numbers	Focus on ordering of numbers to 8 Use language of <i>less than</i>	Focus on 7	Doubles – explore how some numbers can be made with 2 equal parts	Sorting numbers according to attributes - odd and even numbers

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Summer 1	Week 21	Week 22	Week 23	Week 24	Week 25	
Focus	Counting, ordinality and cardinality	Subitising	Composition	Composition	Comparison	
Set 3	Counting – larger sets and things that cannot be seen	Subitising – to 6, including in structured arrangements	Composition – ‘5 and a bit’	Composition - of 10	Comparison – linked to ordinality Play track games	
Summer 2	Week 26	Review and assess	Review and assess	Review and assess	Review and assess	Review and assess
Set 4	Subitise to 5 Introduce the rekenrek	Automatic recall of bonds to 5	Composition of numbers to 10	Comparison	Number patterns	Counting

We Use White Rose Maths to plan and teach Shape, Space and Measures.

How to support your child at home

Your child will start to bring books home when they are confident at reading the sounds they know. Please find time to listen to them read, have patience and give lots of praise!

Mathematics Support

There are six key areas of early mathematics learning, which collectively provide a platform for everything children will encounter as they progress through their maths learning at primary school, and beyond:

- Cardinality and Counting
- Comparison
- Composition
- Pattern
- Shape and Space
- Measures



These areas form the fundamental mathematical basis of a CBeebies series of five-minute animated programmes called Numberblocks.

You may also like to check out the EYFS websites below:

1. [White Rose Math](#) White Rose Maths Team has prepared a series of five maths lessons for each year group from Year 1-8. Every lesson comes with a short video showing you clearly and simply how to help your child to complete the activity successfully.
2. [Active Learn](#): Read online Bug Club Books and visit the Math Factor.
3. [Numberblocks](#): Sing along and learn all about numbers with the Numberblocks!
4. [Alphablocks](#): Watch as the letters of the alphabet tell stories and make words using phonics. Play the learning game, watch clips and print colouring pages.
5. [Epic Phonics](#): One month free membership.
6. [Phonics Play](#): You will find lots of games and ideas to explore with children at home. Free membership.
7. [Stay at Home Story Time](#): Oliver Jeffers will be reading one of his books every weekday and talking about some of the things that went into making it.
8. [Time To Come In, Bear](#) written by Kim St. Lawrence - A story explaining social distancing to young children

Photos

EYFS BLACK HISTORY MONTH

BLACK LIVES MATTER

STORY BOOKS

WE HAVE BEEN CELEBRATING BLACK HISTORY MONTH. WE HAVE READ A RANGE OF STORIES AND DISCUSSED HOW WE ARE ALL UNIQUE. THE CHILDREN HAVE EXPLAINED WHAT MAKES THEM SPECIAL. THE CHILDREN LISTENED CAREFULLY TO AN INFORMATION POWERPOINT ABOUT MARCUS RASHFORD. THEY LEARNT ABOUT HIS LIFE AND HIS SUCCESSES AND WHY HE IS CONSIDERED A ROLE MODEL.

PIC-COLLAGES

We're Going on a Bear Hunt
Michael Rosen • Helen Oxenbury

PIC-COLLAGES

EYFS ART DAY

Artist - Jean Metzinger Collage

Le Cycliste

We worked collaboratively as classes to create larger scale bike collages in our outdoor area using various collage materials.

We used cardboard and natural materials that we had found to collage our own individual masterpieces.

PIC-COLLAGES

The Three Little Pigs

The children were asked about their favourite traditional stories and what they enjoy about them. For our first story in this topic the children listened to 'The Three Little Pigs'. They were encouraged to join in with repeated verses. We discussed the story as a class and the children answered key questions.

For their guided activity the children were asked to use the construction materials provided. They built a house for the three little pigs and were asked to describe what they had used and how they had put it together. Using paper or labels the children wrote key words to describe their building.

Children read the story of the 3 Little Pigs in class and went outside to gather material for their set activity - creating houses of straw, sticks & bricks.

Re-using brown paper dinner bags, children walked school grounds looking for their straw material which we found on the street perimeter of the playing fields. Each child filled their bag feeling the cold, wet, sticky material in their fingers.

Once inside, all the material was placed in a large vegetable sack & dried under the hand-dryer ready for building the soon... (before the BOW dance).

PIC-COLLAGES

Balance Bike Fun Day

The children were very lucky to have the opportunity to practice riding balance bikes at school. An instructor came to help. The children had to listen carefully and follow instructions. The children used the balance bikes to ride around a course. Everyone loved joining in and were very enthusiastic.

PIC-COLLAGES

Digiduck says

Safer Internet Day

The theme of the day is 'All fun and games? Exploring respect and relationships online'. Children have been discussing what they do online, what games they like to play, what devices they use and how they need to be kind both online and offline.

They have read a story, Digiduck and the Magic Castle, which explores the dangers of micro-transactions and passwords. We also read the story 'The adventures of Smilie the Penguin'. The children have discussed how they can be safe online and what they need to do if presented with a password or something they need help with.

Children have made face masks for one of the safer internet characters and then been recorded giving safer internet advice.

PIC-COLLAGES

UNDER THE SEA

TURTLES

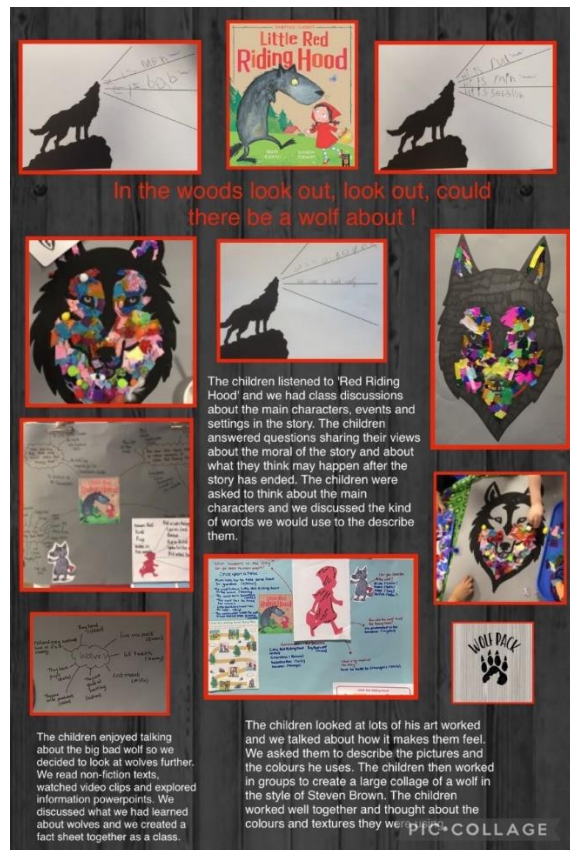
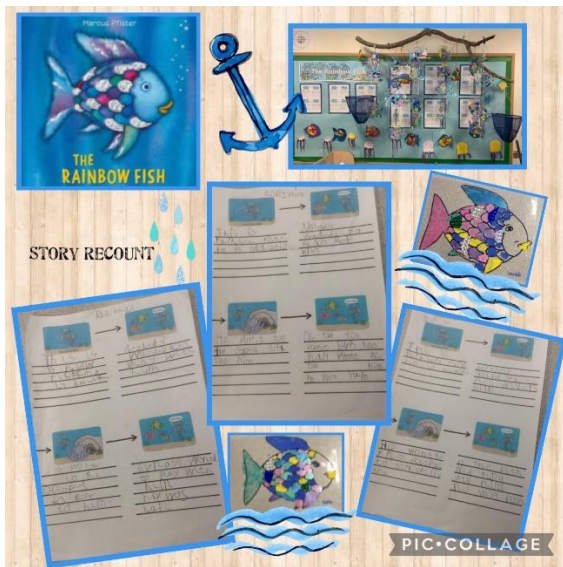
FACT FINDING

BLUE WHALES

JELLYFISH

AMAZING FACTS

PIC-COLLAGES



RE Theme Day EYFS

Being special

Unique Love Family Belonging

Baby Photos

The children have been finding out about the Luna New Year. They have watched videos to find out why and how children and families celebrate. We read the story of the Chinese New Year and talked about all the different animals of the zodiac. This year is the year of the Tiger. The children found out if they were born in the year of the monkey or the rooster.

We read stories and listened to Chinese music and watched Chinese dancing and the parades. We found out about the Chinese wishing tree and made our own wishes for Chinese New Year. We also read our fortunes from the fortune cookies and enjoyed eating them.

For the creative tasks the children played in the Chinese small world tray and made their own dragons and lanterns.

EYFS REMEMBER

Lest we forget

