EARLY YEARS CURRICULUM MEETING 2026-2027



AIMS OF THE MEETING

- Daily routine and structure of the day
- An introduction to Phonics
- Writing ~ Expectations and developing an Author
- Maths ~ Expectations and developing a Mathematician

A DAY IN THE LIFE OF YOUR CHILD…

- Daily Maths, English and phonic session led by an adult with the whole class
- Small groups to focus on a supported activity
- Independent learning time
- Break time, snack and story
- Continued group work/ independent learning time
- Lunch
- Enquiry based learning, PE, Art, PHSE, RE. Opportunities to apply learning skills, language & communication, building relationships and taking observations

INTRODUCTION TO PHONICS

- Children develop awareness of different sounds in spoken language from a very early age.
- Spoken words are made up of different sounds. They learn to match these sounds to letters.
- Phonics is about children knowing how letters link to sounds.
- The children then use this when they are reading and writing.

THE IMPORTANCE OF LISTENING SKILLS

- Phonics learning relies on children being able to hear and distinguish the sounds within words.

- Children with reduced listening and/or attention skills can struggle with phonics learning.

- Listening skills begin at birth and there are lots of things that parents and carers can do to support these skills.

- Children are also taught listening and attention skills during their early years education (age 0-5).

- The first phase of formal phonics education (Phase 1) also focuses on key listening skills. Without these skills, children may struggle to master the next stage of their phonics learning.

TEACHING PHONICS IN SCHOOL



- Children are taught reading and spelling daily throughout the week, and each session will follow a structured format.
- The activities used to teach will vary and can be adapted. They are multisensory and appeal to different learning styles. They involve games and individual and group activities as well as teacher-led sessions.
- Teachers will assess children's understanding throughout each session and will also assess knowledge of sounds to see whether a child is ready to move on to the next phase.
- Children will also be taught other skills, such as whole-word recognition 'tricky words', book skills and a love and enjoyment of reading.

LETTERS & SOUNDS

- We use BUG CLUB to support our teaching and learning of letters and sounds
- Approved government scheme

Before they start

- Tuning into sounds
- Listening activities
- Oral blending and segmenting

Phase 2

- Learn sound and letter correspondences
- Start to read and spell simple words

Phoneme: The smallest unit of sound in a word.





Grapheme: The letter or letters that represent the phoneme.

a

Digraph: **two** letters that make the same sound.

or

igh

trigraph: **three** letters that make the same sound.

SEE IT, SAY IT

Blending to read

- Putting the sounds together to read words
- Sound buttons

Pot mat

. . . . . .

COUNT ON FINGERS

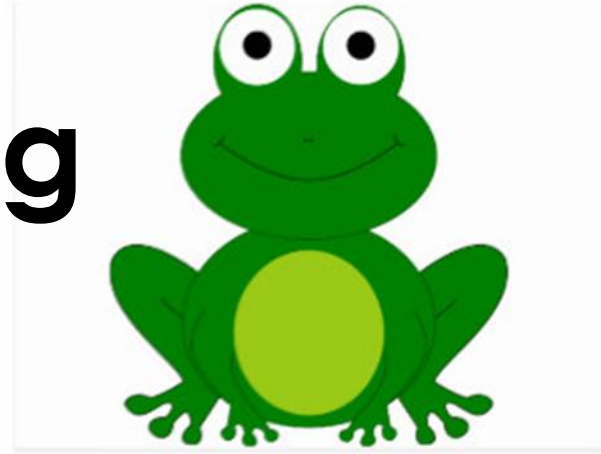
Segmenting to spell

- Splitting the word up into individual sounds



f-r-o-g

frog



TRICKY WORDS

- Words that cannot be sounded out.
- Tricky words on fruit cards



NONSENSE WORDS

- Teaching to decode using phonic knowledge

gef **laip**

- Buried treasure

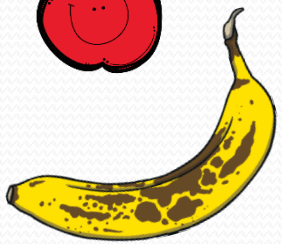


HOW WE BUILD A READER



- Take time to read aloud- children who are read to, 'read'. It exposes children to language that is different to everyday conversations
- Find a quiet time - daily practise where possible!
- Repetition – Key words/ Tricky words
- Enjoy it, make it fun! Play with sounds/ words
- Say it, clap it, stamp it
- Rhyme and songs
- Starting sounds

a for 

b for 



READING AT HOME

- Talk about the front cover. Share the title. What do you think may happen in this story?
- Look for learnt sounds within the book or tricky words
- Talk about the pictures- predict what could happen next? Can you change the ending?
- Did you enjoy the story? Can you retell the story or name the characters?
- Reading 5 times a week- enter into a raffle!

WRITING

EARLY LEARNING GOAL

- 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.



GROSS MOTOR SKILLS

- Crawling through tunnels
- Balance beams
- Carrying buckets of sand or water
- Swinging on monkey bars
- Digging in the sand or soil
- Yoga and dance sessions
- Tug of war (carefully supervised!).

FINE MOTOR SKILLS

- Fine motor control is required to hold and manipulate a writing tool.
- Doing up and undoing buttons and zips
- Threading beads
- Using tweezers and chopsticks
- Building towers
- Turning keys in locks
- Playing with peg boards
- Colouring in between the lines on a picture
- Icing biscuits
- Cutting or tearing paper around an outline.







DEVELOPING A FUNCTIONAL TRIPOD PENCIL GRIP

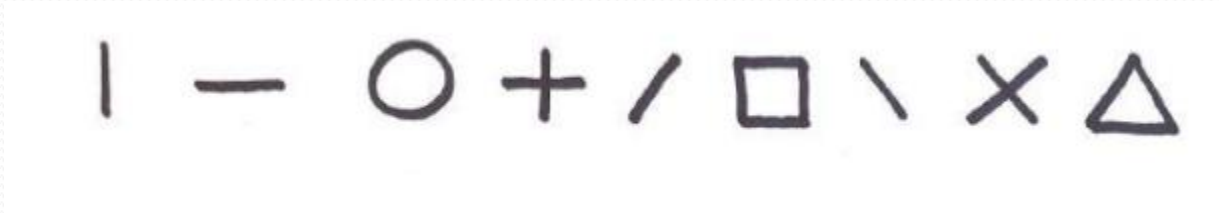
The development of a functional pencil grip depends on the stage of hand dominance and hand grasp development. Even when a child has good fine motor skills and well-developed grasp patterns, holding a pencil is a new and complex task.

			
1-1½ years Palmar Supinate Grasp	2-3 years Digital Pronate Grasp	3½-4 years Static Tripod Grasp	4½-6 years Dynamic Tripod Grasp

(Erhardt, 1994)

PRE-WRITING SKILLS

Children should be able to draw the following shapes which are components of letters of the alphabet before they are ready to start letter formation:



HOW WE BUILD AN AUTHOR



PROCESS

- Sound knowledge
- Mark making/ letter formation
- Segmenting/robot arms/chop it up
- Blending/Reading
- CVC words – (mat, tin, pat)
- Captions (it is a cat)
- Capital letters, full stops, finger spaces

CREATIVITY

- Drawing Club
- Oracy
- Love of literature – range of genres
- Purposeful role play
- Wide Vocabulary
- Engaging experiences

A WRITING CLASSROOM

- For storytelling: Costumes, Hats, Toys, Puppets, Masks
- Writing Area: Envelopes and post box, Small booklets, Materials for practising handwriting, paper, pencils, mini whiteboards, story maps, Message Centre
- Post box
- Tools - Spelling cards & sound mats, finger spaces, talking tins
- Book corners – class stories
- Role Play area with resources
- Drawing Club!



HOW CAN YOU HELP?

- Little and often! Home learning sheets and practise name writing
- Fun and creative ideas - https://fiveminutemum.com/games-and-activities/play/phonics
- Pencil grip reminders.
- Experiences – Christmas/Birthday cards, Thank you notes, Letters, Postcards

BEING A MATHEMATICIAN



ELG: 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.

ELG: 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.

COUNTING

1. Count everything once

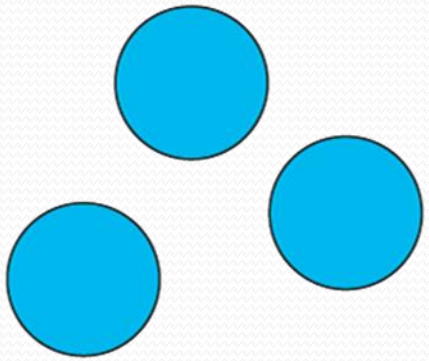


2. Say the numbers in the right order

3. The last number you say is how many there are



COUNTING PROGRESSION









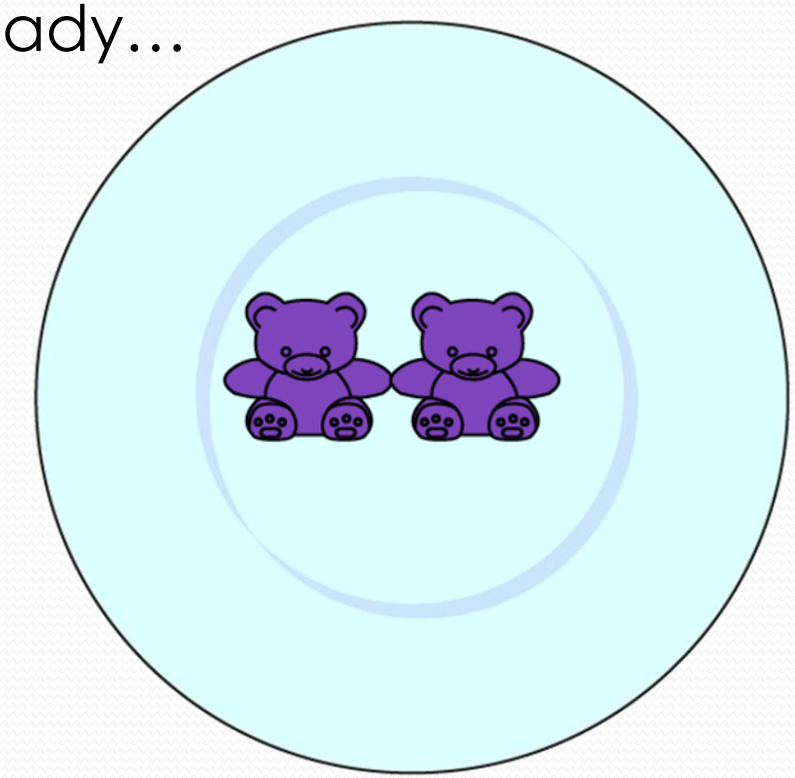


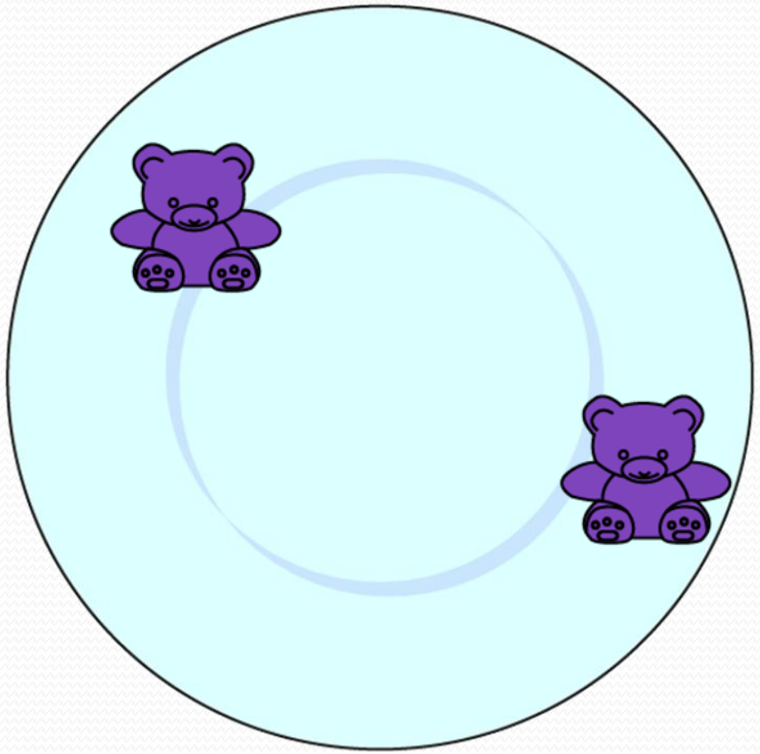
SUBITISING

The ability to look at a small number of objects and instantly recognise how many there are without needing to count.

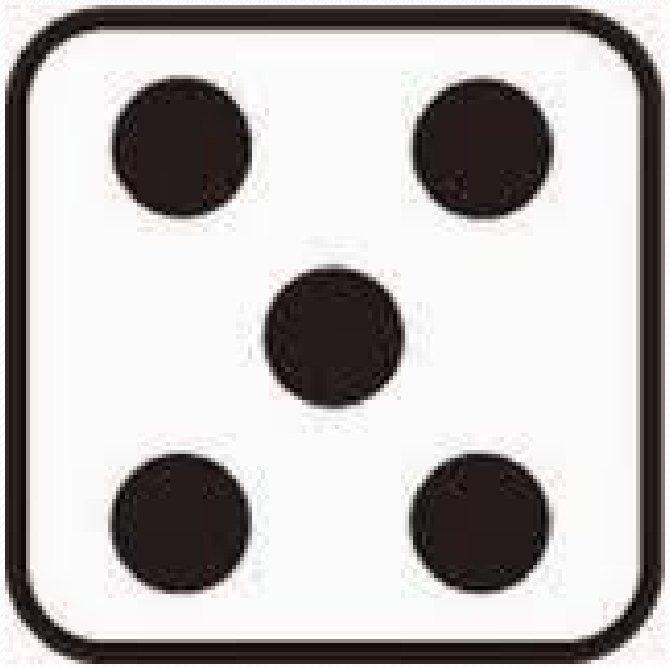
WHY? –Less reliance on counting, less overloaded= make mathematical links (addition/subtraction)

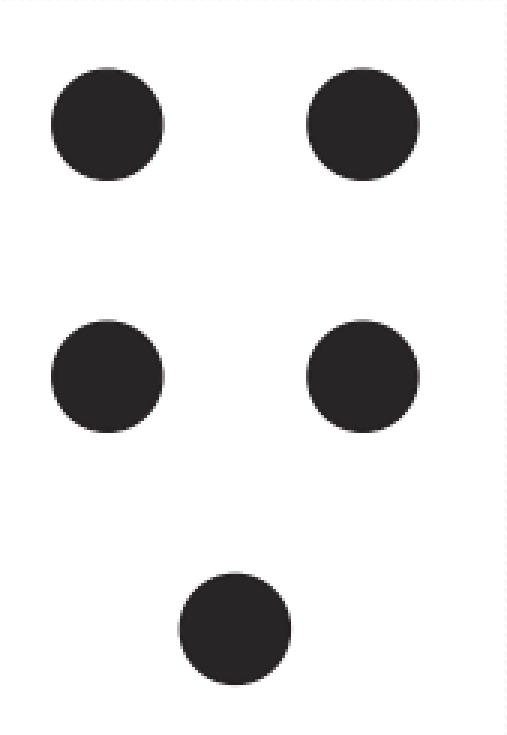
Fast eyes ready…

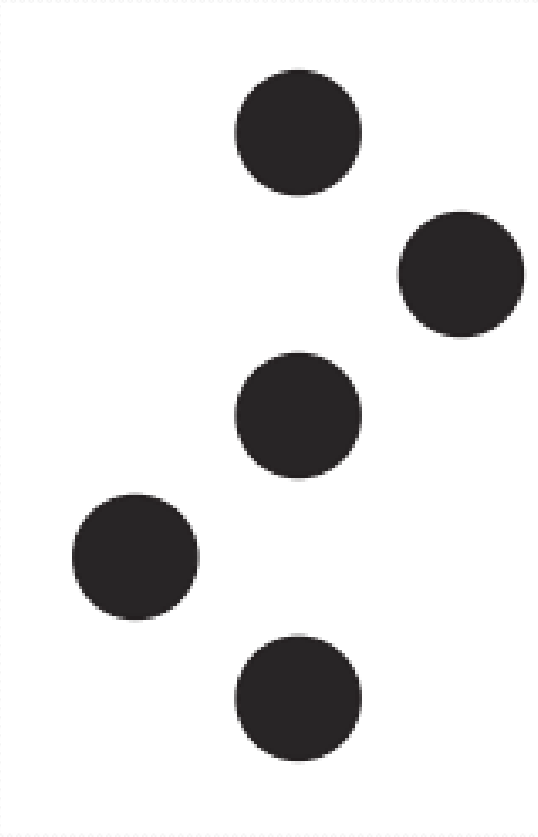




SUBITISING PROGRESSION







COMPOSITION

That numbers can be made up of other numbers.
Looking for and noticing patterns helps children understand mathematical relationships.





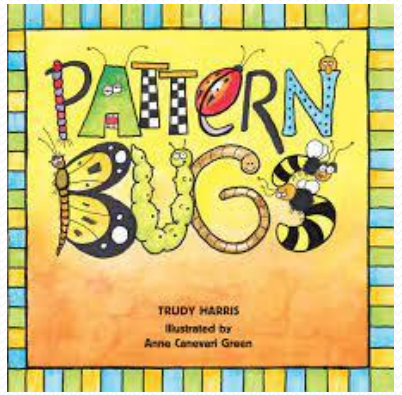
	Blue	Red
	0	5
	1	4
	2	3
	3	2
	4	1
	5	0

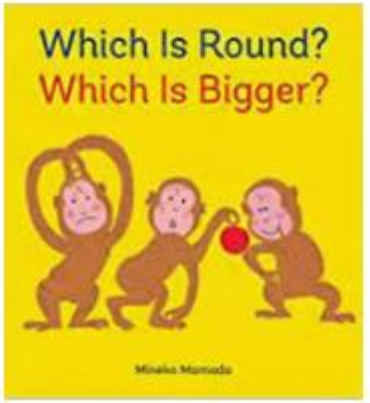
HOW WE BUILD A MATHEMATICIAN















Five little men in a flying saucer

Watch and sing along with the video.



Five little monkeys jumping on the bed

Watch and sing along with the video.





Challenge and reasoning skills

Feel free to ask questions and speak to the class teachers if we can support you/ your children further.

Individual progress reports will be shared with you at the end of this term.

