



Early Years

Welcome to Willow

Class

September 2026



Agenda

- Meet the team
- A typical day in EYFS
- Classroom expectations
- EYFS curriculum
- Learning in EYFS
- Reading, Phonics and Literacy
- Maths
- Wider curriculum
- How to help your child at home
- What your child needs in school



Meet the Team Willow Class



Mrs McLaren



Miss Fitzgerald
EYFS
Practitioner



Mrs Fensom
TA



Mrs Spencer
PPA cover



Meet the Team Lime Class



Mrs Keith
Mon - Weds



Mrs Burton
Thurs/Fri



Miss Morley
EYFS
Practitioner



Mrs Faulkner
TA

Mr Coleman
PE teacher



Mrs Spencer
PPA cover
Tuesday PM



Mrs Stein
PPA cover
Friday PM



Safeguarding and Prevent Leads



Emma Fenn
Headteacher
Designated
Safeguard Lead



Louise McClellan
Deputy Headteacher
Deputy DSL



Jenny North
Assistant Headteacher/ SENCo
Deputy DSL
Mental Health Lead

Day	8.40-9.00	9.00-9.15	9.10-9.30	9.30-9.45	9.45 - 10.00	10.00 - 11.10	11.10 - 11.30	11:30 - 11:50	12.00-1.00p m	1.00-1.30pm	1.30-1.45	1.45-2.45	2.45 - 3.00	3.00 -3.15
Mon 28/9	Fine Motor activities	Register/ days of the week/coun t children	N Phonics and story R Phonics	Daily Mile	Whole class snack	LTP - (freeflow)	N PSED R Maths	Reading	Lunch	Topic/ Literacy	LTP		PSED	Stories/songs home time
Tues 29/9		Register/ days of the week/coun t children	N Phonics and story R Phonics	Daily Mile	Whole class snack	LTP - (freeflow)	R Maths R Maths	Reading		Dough Disco	Library (1.30pm)	LTP		
Wed 30/9		Register/ days of the week/coun t children	N Phonics and story R Phonics	Daily Mile	Whole class snack	LTP - (freeflow)	R Maths R Maths	Reading		Topic/ Literacy	LTP		Dough Disco	
Thur 31/9		Register/ days of the week/coun t children	PE 9.30 - 10.00		Whole class snack	N Phonics and story R Phonics	LTP	Reading		Topic/ Literacy	LTP		Dough Disco	
Fri 1/10		Register/ days of the week/coun t children	N Phonics and story R Phonics	Daily Mile	Whole class snack	LTP - (freeflow)		Reading		Handwriting - patterns	LTP			



Classroom expectations

- Golden Rules
- Class charter
- Choose it, use it, put it away
- Special Helpers
- Promoting independence
- Empowering children – ‘Please stop, I don’t like that’



EYFS Curriculum

In the EYFS there are 7 Areas of Learning:

3 **Prime** areas: Communication & Language, Physical Development and Personal, Social & Emotional Development.

4 **Specific** areas: Literacy, Mathematics, Understanding the World and Expressive Art & Design.

The curricular goals for the **end of EYFS** are outlined below.

Early Learning Goals

COMMUNICATION & LANGUAGE



ASK a relevant question, make a relevant comment.

CONVERSE in a back and forth exchange with friends and teachers.

EXPRESS ideas and feelings with confidence

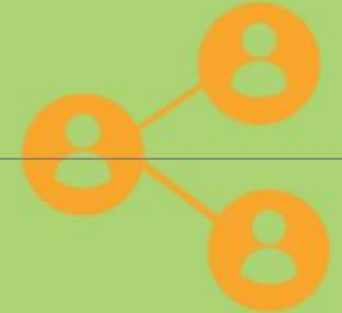
PERSONAL, SOCIAL & EMOTIONAL

Show **EMPATHY** to others.

Show **DETERMINATION** to complete a goal.

Show **RESILIENCE** in the face of challenges.

Show **CURIOSITY** about the world around them.



PHYSICAL

USE cutlery with confidence.

HOLD a pencil effectively

RIDE a two wheeled bike.



Early Learning Goals

LITERACY

RETELL a story through play.

READ simple sentences and books containing phase 2 and phase 3 sounds.

WRITE a simple story.



MATHEMATICAL

Understand in depth numbers to 10, including number bonds.

RECOGNISE the pattern of the counting system.

COMPARE quantities in different contexts.



EXPRESSIVE ARTS & DESIGN

CREATE a painting through musical inspiration.

PERFORM a story, song, poem or rhyme to an audience



UNDERSTANDING THE WORLD

KNOW their own family tree.

CARE for a animal.

APPRECIATE different religious and cultural communities in their own hometown, and around the world.

UNDERSTAND how to read a simple map.





Learning in Early Years

- Our day involves adult directed learning and child-initiated activities (Learning Through Play) through the seven areas of learning.
- Environment is set up so that the children can learn through their play, through interactions with key adults.
- We have a topic-based approach, linked in with our Literacy and choose focus books around our topic. This half term it is 'Marvellous Me' and after half term our topic is 'Colours, Lights and Celebrations.'
- In the morning all the children do Phonics and Maths. Our Literacy/Topic sessions are taught in the afternoon but are threaded through the Learning Through Play activities so that all the children are exposed to the learning.
- PE session once a week.



Reading in Early Years

Reading is taught in a variety of ways. These include:

- Daily Monster Phonics lessons
- Literacy lessons
- Daily story times
- Weekly library visits
- Opportunities in Learning Through Play

The Reception children also have Guided Reading sessions twice a week.





Phonics



We use the Monster Phonics programme, starting in Early Years. Most children will complete the programme at the end of Year Two.

We teach 5 Monster Phonics sessions per week.

Graphemes and HFW displayed around the classroom.

Sound mats (in writing area and phonics trays).



Supporting Reading

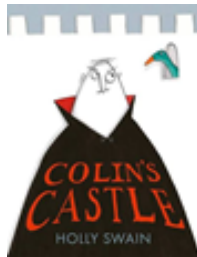
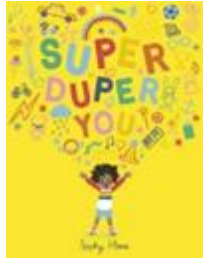
- Please try to share a story with your child every day, even if it is just for a few minutes.
- Sharing books exposes the children to a rich vocabulary and helps to develop their listening and attention skills.

Supporting your Reception child

- 1 Monster Phonics book per week (when they are reading it fluently in school).
- 2 'share at home' books per week.
- Weekly graphemes and high frequency words.
- Please try to hear them read every night.
- Record reading at home in Reading record.
- Library books issued weekly on a **Tuesday**. Books must be returned before a new one can be issued.

Literacy in Early Years

In Reception we will be using Literacy Tree for some of our writing units and will be using books based around our topic. Some of the books we will be using this year:



- Reception children will record in their literacy book once a week.
- Daily phonics lessons.
- Handwriting- Dough Disco, pencil grip and letter formation.
- Opportunities in Learning Through Play.





End of Nursery Expectations - Literacy

Reading, comprehension and Phonics

Retell some familiar stories.
Use some story language or new vocabulary in my play.
Follow words in a story.
Talk about the different parts of a book and know that print has meaning.
Hear the sounds in words and am starting to blend them back together.
Say the initial sounds in most words

Writing

Write some letters from my name with good formation.
Ascribe meanings to marks made in drawing
Apply print knowledge to my emergent writing
e.g. m for mummy
Orally segment single sound CVC words e.g. c-a-t (with support)

End of Reception - Early Learning Goals - Literacy



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.

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.



Maths in Early Years

- White Rose Scheme - Adult directed sessions reinforced and developed through Learning Through Play activities.
- Focuses on counting and developing a deep understanding of number.
- Includes shape and measure.
- NumBots – logins will be stuck in the front of your child's reading record.





End of Nursery Expectations - Maths

Recite numbers past 5.

Can count up to 5 objects with one to one correspondence.

Represent up to 5 objects using numerals, my fingers and by making marks.

Recognise numerals to 5.

Recognise up to three objects quickly (subitise) without counting.

Match the number of objects to the correct numeral (1-5)

Use positional language (in, on, under, between, over, through, between) and follow a route.

Match simple shapes and make arrangements with shapes, combining them to make new ones.

Copy, continue and create my own AB patterns.

Sequence a pattern of events using time language e.g. first, next, then

End of Reception - Early Learning Goals - Maths



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.

Wider Curriculum

- Woodlands – at least once per half term
- Life in a Fairytale Castle Day – date TBC (Summer Term)
- Shepreth Wildlife Park – date TBC (Summer Term)





How to help your child at home

- Practise putting on coats, and other clothes independently.
- Listening and following instructions.
- Practise putting on shoes and socks.
- Encourage children to share – play turn taking games.
- Fine motor activities – cutting, construction
- Memory games.
- Regular use of Numbots - <https://numbots.com/> -logins in reading records. Will send Nursery's home.
- Read to your child.



Reception extras

- Hear your child read- ideally 10 minutes daily. Please record this in their Reading Record.
- Grapheme and High Frequency Word recognition.



What do children need in school?

- All hair past shoulder length must be tied up daily
- Stud earrings removed or taped up on PE day (Thursday). No other jewellery worn to school
- Water bottle (not squash or flavoured water)
- Reading book & record even if not read
- Clothing appropriate to the weather (named puddle suit and wellies)
- A spare set of clothes (including underwear and socks) in a drawstring bag. These can be kept on their peg and will be taken home if clothes need replacing.
- Library book on library day only (Tuesday)



Thank you for coming!

Any questions?

