



# Early Years Foundation Stage

# Timetable

## Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

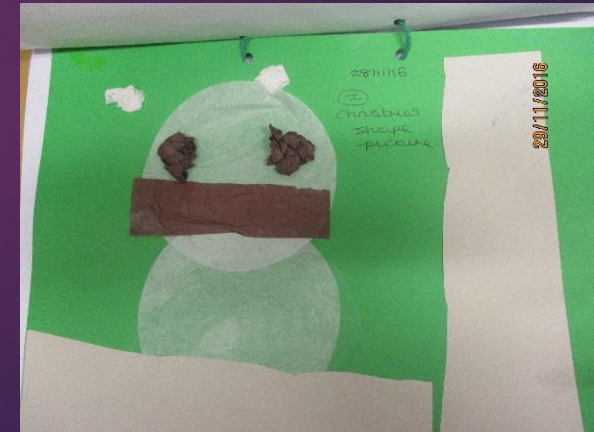
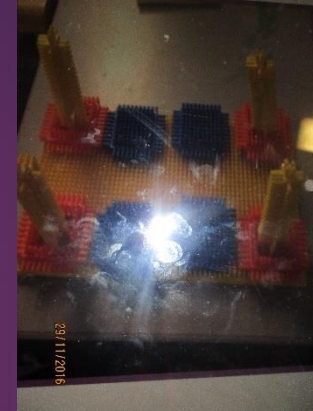
Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, outlined in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family

background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at [www.foundationyears.org.uk](http://www.foundationyears.org.uk). The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: [www.education.gov.uk/earlyeducation](http://www.education.gov.uk/earlyeducation)





# Maths



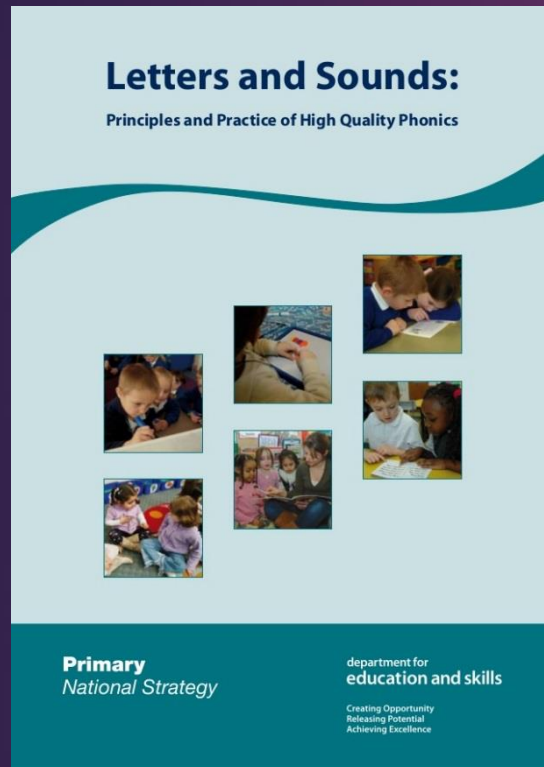


Phonics

Literacy

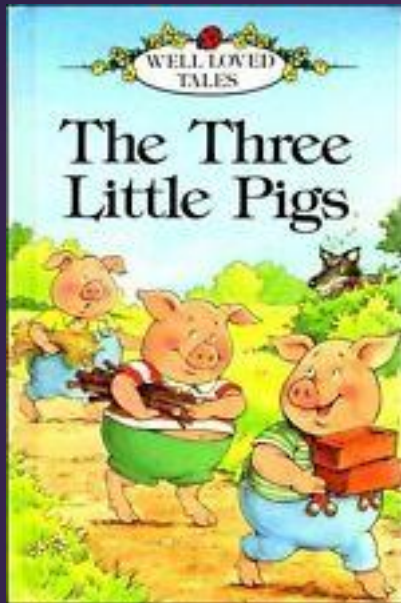
Reading skills

# Phonics



- Phase 1-4
- Blending to read.
- Segmenting to spell.

# Literacy





# Reading skills



# Independence





# Plan Do Review







# Year 1 Transition



TREMENDOUS  
THINGS ARE  
IN STORE  
FOR YOU!  
WONDERFUL  
SURPRISES  
AWAIT YOU.

ROALD DAHL





# Teaching & Learning in Year 1....



Mrs Aikman & Miss Johnson

# Year 1 Curriculum



- The focus under the National Curriculum is to broaden and deepen children's understanding of key concepts.
- The expectations are high.

# Steps



1	Transcription / Word	Handwriting	Sentence	Punctuation	Composition
End of year expectations					
	<ul style="list-style-type: none"> <li>I can make phonetically plausible attempts at words I have not yet learnt.</li> <li>I accurately spell all year 1 words</li> <li>I can add the taught prefixes and suffixes I have been taught correctly including 's' or 'es'</li> <li>I can write simple sentences dictated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>I can form lower-case letters of a consistent size</li> <li>I am starting to join letters that are in the same 'handwriting family'</li> <li>I can write capital letters and digits</li> <li>I can use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>I can use coordinating conjunctions: 'and'</li> <li>I can use and identify statements, questions and exclamations.</li> <li>I can confidently use a range of adjectives for effect</li> <li>I can write simple sentences for memory dictated by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>I can use spaces to separate words</li> <li>I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>I can use capital letters for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li><b>Planning:</b> <ul style="list-style-type: none"> <li>I can plan or say out loud what I am going to write about.</li> <li>I can compose a sentence orally before writing.</li> </ul> </li> <li><b>Writing:</b> <ul style="list-style-type: none"> <li>I can sequence sentences to form short narratives</li> <li>I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes.</li> <li>I can use and apply what I have learnt through sentence and word work</li> </ul> </li> <li><b>Evaluating:</b> <ul style="list-style-type: none"> <li>I can re-read what I have written to check that it makes sense.</li> <li>I can read aloud my writing clearly enough to be heard by my peers and the teacher</li> <li>I can evaluate what I have written with the teacher or another pupil.</li> </ul> </li> </ul>
	<b>6.3 Mastering</b> I can confidently spell words containing the 40 phonemes.	<b>6.3 Mastering</b> I am beginning to join my handwriting with increasing consistency	<b>6.3 Mastering</b> I can write a series of sentences, using a range of punctuation.	<b>6.3 Mastering</b> I can write a series of sentences, using a range of punctuation.	
	<b>6-2</b> <ul style="list-style-type: none"> <li>I can spell words containing the 40 phonemes.</li> <li>I can confidently use letter names to distinguish between different spellings with the same sound.</li> </ul>	<b>6-2</b> <ul style="list-style-type: none"> <li>I can write letters that are all a consistent size</li> <li>I can join some letters that belong to the same 'handwriting families'</li> </ul>	<b>6-2</b> <ul style="list-style-type: none"> <li>I can use the conjunction 'and' and start to explore others</li> <li>I can use a series of simple sentence structures which may be repeated to write a story or recount.</li> </ul>	<b>6-2</b> <ul style="list-style-type: none"> <li>I can use capital letters for proper nouns.</li> <li>I can use exclamation marks to demarcate sentences</li> </ul>	
	<b>6-1</b> <ul style="list-style-type: none"> <li>I can add the prefix 'un' and recognise its impact.</li> <li>I understand and use singular and plural</li> </ul>	<b>6-1</b> <ul style="list-style-type: none"> <li>I can form full stop, question mark and exclamation mark</li> </ul>	<b>6-1</b> <ul style="list-style-type: none"> <li>I can write a statement, question and exclamation appropriately</li> <li>I can use adjectives to create an effect</li> </ul>	<b>6-1</b>	
	<b>5-2</b> <ul style="list-style-type: none"> <li>I can apply simple spelling rules.</li> <li>I can recall the letters of the alphabet from memory.</li> <li>I can add 'ed', 'er', 'est' and 'ing' to a basic root word</li> <li>I can spell the days of the week.</li> <li>I can understand the difference between singular and plural.</li> </ul>	<b>5-2</b> <ul style="list-style-type: none"> <li>I can write lower case letters in the correct direction, starting and finishing in the correct place</li> <li>I can form capital letters correctly</li> <li>I am beginning to identify letters that belong to the same 'handwriting families'</li> </ul>	<b>5-2</b> <ul style="list-style-type: none"> <li>I can use the conjunction 'and'</li> <li>I can use a simple sentence structure.</li> <li>I can use a question</li> <li>I can use an exclamation</li> <li>I can use adjectives (colour, shape, size, emotion)</li> </ul>	<b>5-2</b> <ul style="list-style-type: none"> <li>I can use capital letters, full stops, question marks to demarcate sentences</li> <li>I understand what a sentence is and that it has a capital letter and a full stop</li> <li>I understand what punctuation is</li> </ul>	
	<b>5-1</b>	<b>5-1</b>	<b>5-1</b>	<b>5-1</b>	
	<b>4-2</b> <ul style="list-style-type: none"> <li>I can spell common exception words.</li> <li>I can add 'ing' to basic root words (verbally)</li> <li>I know a verb as a 'doing word'.</li> </ul>	<b>4-2</b> <ul style="list-style-type: none"> <li>I can sit correctly at the table.</li> <li>I can hold a pencil comfortably and correctly.</li> <li>I can write lower case letters in the correct direction, starting and finishing in the correct place</li> <li>I can form the digits 0-9</li> </ul>	<b>4-2</b> <ul style="list-style-type: none"> <li>I can understand what a statement is.</li> <li>I can understand what a question is.</li> <li>I can understand what an exclamation is.</li> <li>I can use a simple sentence structure.</li> </ul>	<b>4-2</b> <ul style="list-style-type: none"> <li>I can leave spaces between my words to help the reader see what I have written.</li> <li>I understand what a word is.</li> </ul>	
	<b>4-1</b>	<b>4-1</b>	<b>4-1</b>	<b>4-1</b>	
<b>Sounds</b>					
<b>Spell:</b>					
<ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> <li>Name the letters of the alphabet:</li> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> <li>Add prefixes and suffixes:</li> <li>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un-</li> <li>using -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest)</li> <li>Apply simple spelling rules and guidance</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>					
See appendix 1 and 2, National Curriculum- Year 1					

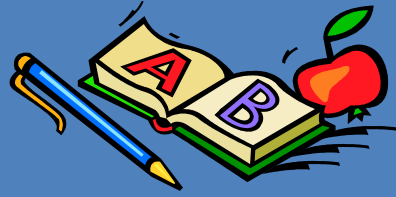


# A typical day in Year 1



- Early morning activity
- Maths
- Handwriting
- Playtime (fruit and milk)
- Phonics
- Story
- English
- Lunch
- Reading Skills
- Science/RE/PE/History/Geography/DT/Art/ICT
- Independent plan/do/review related to above activity
- Collective Worship

# English



Children will be learning a variety of skills in this area:

- Phonics
- Reading
- Writing
- Spoken language

# Phonics



- Phonics is taught daily.
- We use the Letters and Sounds programme
- Children are grouped across both classes depending on the phase they are being taught.
- We teach the children to hear, say, read and write different sounds.
- Pure sounds are very important.
- At the end of Year 1 all children undertake a phonics screening.
- Look on the [www.lettersandsounds.com](http://www.lettersandsounds.com) website for ideas.



# Reading



- We teach reading daily in a reading skill lesson and throughout the day in many different lessons.
- Children are read with individually and grouped according to the level of book they are reading and the skills they are learning.
- We focus on comprehension as well as just reading the words - lots of questioning, re-telling, giving the child chance to talk about which parts they liked/disliked, what happens to the characters, etc.

# Writing



- We teach writing through stories, non-fiction texts, and experiences based on the termly topic.
- We are using an approach to help children plan their writing and apply it in sentences.
- This year children will learn to:
  - Use full stops and capital letters **consistently**
  - Leave spaces between words
  - Spell using phonics knowledge
  - Form their letters correctly.
  - Extend the level of their sentences by using adjectives and connectives.
- We ensure that writing is purposeful for the children.

# Success criteria



I am learning to write a sentence.

SC – I can:

Use capital letters;

Use full stops;

Use finger spaces.

The children are given the opportunity to edit their work with a green pen.

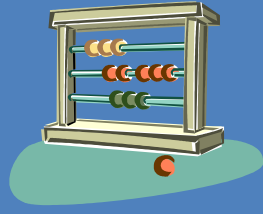


# Spoken language



- This will be embedded through all aspects of the curriculum.
- We are encouraging high levels of behaviour for learning through active listening
- Strategies include talk partners and lolly sticks
- Children need to learn to listen and respond to adults and other children, ask questions to extend their understanding, learn new vocabulary related to our topics

# Maths



- The National Curriculum has a focus on using **manipulatives** (practical resources)
- The children will be involved in lots of practical activities and **problem solving**.
- The children will extend the depth of their understanding eg they know  $4 + 6 = 10$ , so can they work out  $10 - 6 = 4$ , what is the missing number in  $10 - ? = 6$  etc.

# Maths continued...



Within Maths, the curriculum is broken down into these strands for Year 1 children:

- Number and place value
- Calculations
- Fractions
- Measurements
- Shape

# Year 1 experience



- Links across the school eg writing for the younger children, reading books written by Y2, building friendships across the school.
- Trips and visits including:
  - Whitstable library
  - Whitstable Museum
  - Wildwood
  - St Alphege Church
  - Out and about in Whitstable



Welcome to Year 2

# New Curriculum

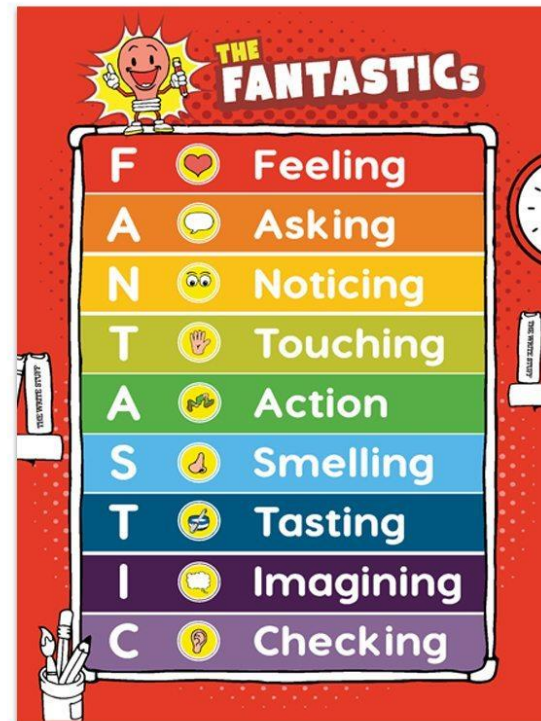
Last year the Government introduced a new curriculum. It has many similarities to the previous one, the main focus however is to broaden and deepen children's understanding of key concepts.

# A typical day in Year 2

- Morning activity
- English
- Playtime (fruit and milk)
- GPS
- Maths
- Lunch
- Reading Skills
- Topic (Science/RE/PE/History/Geography/DT/Art/ICT)
- Worship

# How English looks in Year 2

We are using the Jane Considine approach to Writing.





2	Transcription / Word	Handwriting	Sentence	Composition	Punctuation				
End of year expectations									
	<ul style="list-style-type: none"> <li>I can add suffixes to spell longer words (ful, less, ment, ness)</li> <li>I can confidently write simple sentences dictated by the teacher using GPC's, exception words and punctuation</li> <li>I can use the suffixes 'er', 'est' in adjectives and 'ly' to turn adjectives into adverbs</li> </ul>	<ul style="list-style-type: none"> <li>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul>	<ul style="list-style-type: none"> <li>I can use coordinating conjunctions: 'and, or, but'</li> <li>I can use subordinating conjunctions such as: when, if, that, because</li> <li>I can use and identify statements, questions, exclamations and commands</li> <li>I can use adjectives to add information about a noun</li> <li>I can consistently use the present and past tense of verbs</li> <li>I can identify imperative verbs</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of writing genres.</li> <li>I can construct and use a plan to order my writing.</li> <li>I can proof read to make improvements to spelling, grammar and punctuation.</li> <li>I can read aloud my writing with intonation, to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>I can use spaces to separate words</li> <li>I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>I can use capital letters for proper nouns</li> <li>I am beginning to use apostrophes for contractions e.g. don't</li> <li>I am beginning to use apostrophes for possession</li> <li>I am beginning to use commas in a list.</li> <li>I can identify "inverted commas" (speech marks) in a text.</li> </ul>				
9-3 Mastering	I am beginning to attempt more complex sentences and more ambitious words	9-3 Mastering I can write with increasing fluency at a good pace.	9-3 Mastering My sentences employ a wide range of organizational devices that convey my intended meaning.	9-3 Mastering I can write imaginatively, engaging the reader using a variety of devices.	9-3 Mastering I can use an increasing variety of punctuation effectively and accurately				
9-2	<ul style="list-style-type: none"> <li>I can add suffixes to spell longer words (ful, ly)</li> <li>I can write simple sentences using exception words and punctuation.</li> </ul>	9-2	<ul style="list-style-type: none"> <li>I can use spacing between words that reflects the size of the letters.</li> </ul>	9-2	<ul style="list-style-type: none"> <li>I can use appropriate conjunctions in my writing 'and, but, when, if, or, because, that,'</li> <li>I can select appropriate sentences for effect.</li> <li>I can use appropriate adjectives in my writing</li> <li>I am beginning to use appropriate imperative verbs</li> <li>I can consistently use the present and past tense of verbs in my writing.</li> </ul>	9-2	<ul style="list-style-type: none"> <li>I can write for different purposes.</li> <li>I can write a simple plan including new vocabulary.</li> <li>I can recognise verb agreement in my writing.</li> </ul>	9-2	<ul style="list-style-type: none"> <li>I can use apostrophes for contractions.</li> <li>I can use apostrophes for possession.</li> <li>I can use commas to form a list.</li> </ul>
9-1		9-1		9-1		9-1		9-1	
8-2	<ul style="list-style-type: none"> <li>I am able to use different ways of spelling long vowel phonemes</li> <li>I can write simple sentences using Grapheme Phoneme Correspondences (GPC).</li> </ul>	8-2	<ul style="list-style-type: none"> <li>I am joining my words more consistently</li> </ul>	8-2	<ul style="list-style-type: none"> <li>I can consistently use 'and' or 'but' to join my sentences.</li> <li>I can use subordinating conjunctions such as: when, if, that, because</li> <li>I can use and identify statements, questions, exclamations and commands.</li> <li>I can use adjectives to add information about a noun</li> <li>I can identify imperative verbs</li> <li>I can use the past and present tense verbs correctly</li> <li>I can use simple gender forms.</li> <li>I can use a string of capital letters for effect</li> </ul>	8-2	<ul style="list-style-type: none"> <li>I can write simple narratives from personal experiences</li> <li>I can create a simple written plan.</li> <li>I am beginning to independently reread to check my writing makes sense.</li> </ul>	8-2	<ul style="list-style-type: none"> <li>I can use capital letters, full stops, question marks and explanation marks to demarcate sentences</li> <li>I can use capital letters for proper nouns.</li> <li>I am beginning to use apostrophes for contractions e.g. don't</li> <li>I am beginning to use apostrophes for possession</li> <li>I am beginning to use commas in a list.</li> <li>I can identify inverted commas in a text</li> </ul>
8-1		8-1		8-1		8-1		8-1	
7-2	<ul style="list-style-type: none"> <li>I can segment spoken words into phonemes and represent these using graphemes spelling many correctly</li> <li>I can write simple sentences dictated by the teacher</li> </ul>	7-2	<ul style="list-style-type: none"> <li>I can form lower-case letters of the correct size relative to one another</li> </ul>	7-2	<ul style="list-style-type: none"> <li>I can use 'and' or 'but' to join my sentences.</li> <li>I can identify subordinating conjunctions within a text</li> <li>I can identify statements, questions, exclamations and commands.</li> <li>I can identify adjectives and their effect on the reader</li> <li>I can identify past and present tense verbs.</li> </ul>	7-2	<ul style="list-style-type: none"> <li>With support I can write simple narratives from personal experiences</li> <li>I need to plan or say out loud what I am going to write</li> <li>I can reread my writing with the teacher to check for improvements</li> </ul>	7-2	<ul style="list-style-type: none"> <li>I can explain why a proper noun needs a capital letter.</li> <li>I can explain how an apostrophe is used to form a contraction.</li> <li>I can identify different apostrophes and discuss how they are used.</li> <li>I can explain what a comma does.</li> <li>I can use capital letters, full stops in my sentences.</li> <li>I can use spaces to separate words</li> </ul>
7-1		7-1		7-1		7-1		7-1	

## **Writing - handwriting**

There are examples available on the tables which will show emerging, expected and greater depth handwriting.

A child can now be deemed at expected standard without cursive handwriting being embedded but cannot reach greater depth standard.

# Reading

- We teach reading throughout the day in many different lessons. The children are also expected to take part in quiet reading where we get a chance to listen to your children read.
- Your child is now responsible for changing their own reading book. They have to remember to remove their book from their bag and independently change their book. If your child has trouble remembering to do this then please make sure they come into school with their book in their hand to prompt them to change it first thing in the morning.
- The books are now banded by colour. The range of word difficulty within each band is quite wide but most of the children in Year 2 are now working on comprehension and understanding rather than just reading by rote.

# Maths

A key focus in the New Curriculum is about the children using manipulatives to support their learning.



The children will be involved in lots of practical activities and problem solving to support and extend their knowledge.



# Progression in Maths during the week

**Monday** – practical using manipulatives

**Tuesday** – practical linked to recording

**Wednesday** – starting to work using mental strategies

**Thursday** – recording and explaining understanding

**Friday** – problem solving to evidence deeper understanding



# Homework

- Spellings
- Reading
- Termly topic
- Additional projects