

EYFS at Offenham CE First School



- Give you further information on the day to day running of the classroom and expectations
- Provide information on how to support your children at home with their learning
- Tips for online safety

Day to day running of the classroom...

- Children come in, fill up their own water bottles, hang up coats and put lunch boxes on the shelf.
- They put their home reading books along with diaries into the blue box to be checked, regardless of whether they have read.
- Any return forms/slips – inside reading diaries
- They are able to change their book once it has been read, there is no set day for changing. If they forget to bring their school book home, you're welcome to share a book from home and write it in their yellow diary.
The children select their own book from the box.
- An adult will check their diary daily and on a Friday they will get 1hp for reading 3+ times a week. A signature/comment is required.

The EYFS Curriculum

What are Early Learning Goals (ELG)?

Early Learning Goals (ELG) are a set of key skills and knowledge that children are expected to achieve by the end of the Reception year.

Why are ELGs Important?

- **Foundation for Learning:** ELGs help ensure children are ready for Year 1 and the National Curriculum.
- **Whole-Child Development:** They cover not just reading and maths, but also social skills, communication, and physical development.

What Areas Do ELGs Cover?

There are 17 Early Learning Goals across 7 main areas:

1. **Communication and Language** - Listening, attention, understanding, and speaking.
2. **Physical Development** - Gross and fine motor skills.
3. **Personal, Social, and Emotional Development** - Self-regulation, managing emotions, building relationships.
4. **Literacy** - Reading and writing.
5. **Mathematics** - Numbers, patterns, and shapes.
6. **Understanding the World** - People, communities, the natural world, and technology.
7. **Expressive Arts and Design** - Creating, using imagination, and exploring media.

Avon Class Timetable Wk4 (w/c: 21.9.26)

	8.45-9.00	9.00-9.20	9.20 – 10.20	10.20-10.45	10.45 – 12.00	12.00 – 1.15	1.15 – 1.30	1.30 – 2.30	2.30 – 3.15
Mon HJ HB 21.9	Morning Maths, Handwriting and Register	PHONICS i	English R – i/name train 1 - Character		Maths R Sort by type 1 1:1 correspondence	Lunch	Guided Reading	Science YR – HB Y1 – HJ Lesson 3	Marvellous ME Y1 Mental Maths
Tues HJ HBur 22.9		PHONICS n	English R – n 1 - Character	Hollie duty	Maths R Explore sorting techniques 1 Compare up to 10 obj		Guided Reading	Art Lesson 2	Handwriting Whole class Nelson interactive
Wed HJ JH 23.9		PHONICS m	Computing YR – HJ iPad Lesson 1 Y1/2 JB (with TA)	Assembly rota	Reading Comprehension/ Handwriting R – Baseline/Wellcomm		Guided Reading	Geography/UW Lesson 3 JN Cover (HJ PPA)	Handwriting Whole class Nelson Interactive JN Cover
Thurs HB HBur 24.9		PHONICS d	English R – m and n sorting 1 - Setting	Harriet duty	Maths R create sorting rules 1 < > =		Guided Reading	RE Jonah and the Whale	PSHE HB – Y1 Lesson 2 JB – Y2 YR - provision
Fri HB HBur 25.9	CELEBRATION ASSEMBLY	Spelling Test	English R – d 1 – Setting		Maths R Compare amounts 1 Compare numbers within 10		PE Lesson 3	PSHE Lesson 3 YR – JN Y1 – reading/ 1:1 handwriting (HB PPA)	2:40 – 3:15 Reading Buddies

Reception children are taught separately for:

- Reading comprehension
 - Phonics
 - PSHE
 - Science
 - Understanding of the World
-
- They take part in Reading Buddies on a Friday where chn from Cotswold Class come and share a book with them.



Reading



Literacy

Children in Reception

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Literacy

Early Learning Goals

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.

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.

Expectations

- Children should be reading **at least 3 times a week**.
- School books are in line with the sounds they are being taught in their daily Phonics lessons and reading them together helps them to practice and embed the new sounds.
- Books that interest your child are encouraged too.
- Comment on any reading you do in their yellow reading record.

Wordless picture books are told entirely through their pictures. They are books without words, or sometimes just a few words. Sharing wordless books with a child provides an opportunity to talk and have a conversation. Each "reader" listens and speaks, and creates their own story in their own words. Sharing wordless books also reinforces the idea that, in many books, the story and the pictures are connected.

Below are a few tips for sharing wordless picture books with your child:

- Recognise that there are no "right" or "wrong" ways to read a wordless book. One of the wonderful benefits of wordless books is how each child creates their own story.
- Look at the cover and talk about the title. Make a few predictions about the story.
- Take a "picture walk" through the pages of the book. Enjoy the pictures. Look carefully at the characters and the setting. Talk to each other about what you see.
- Go back through the book a second time and get ready for some great storytelling! You could tell the story first. Put on different voices for the characters.
- Encourage your child to "read" the book to you. Help your child to improve their story. One way to encourage more details is by asking "W" questions: Who? Where? When? Why?

Sharing wordless books is a brilliant way to build important literacy skills, including listening skills, vocabulary, comprehension and an increased awareness of how stories are built with a beginning, middle and end. Have fun!

Ideas for comments to write in your child's reading record



Listed below are some comments which may help you when writing in your child's reading record to describe how your child has read to you at home. The statements below are just a guide; please feel free to alter the wording and write what best suits your experiences.

Word skills	Comprehension skills	Attitude and interest
• Read all the words correctly. • Read familiar words independently • Found some words difficult. • Tried hard to work out new words. • Worked out new words by sounding them out and blending. • Needs to practice again to reinforce the words. • Was able to work out new words using the pictures to help. • Used the picture cues and the first sound of a word to work out words • Self-corrected own errors independently. • Read the book fluently. • Reading is sounding robotic and stilted. • He/she made a number of errors because he/she was not looking carefully enough. • Able to read the book with lots of help.	• Understood the story well. • Good discussion about events in the story. • Retold the story in detail. • Able to predict what might happen next. • Could talk about the story confidently. • Could identify the characters in the book. • Answered questions about the content of the book. • Needs to read again to improve understanding. • Used the pictures to help with their understanding. • Needed lots of help to understand the main events. • Did not understand what they read.	• Was excited and motivated to read. • Enjoyed the story because • Fantastic expression. • Would benefit from reading the book again to improve fluency. • Has learnt all about..... and could explain in own words. • Struggled to concentrate. • Was reluctant to read tonight. • Found the book too hard to read.



Treasure Hunt

Take reading outdoors

I spy...

Snap

Bath words!

Match the rhyming words



Phonics



Phoneme

The sound that a letter
or group of
letters make.

Digraph

Two letters making
one sound
e.g. ch oa ee

Grapheme

The written
representation
of a phoneme.

Split Digraph

A digraph split
by a consonant.
e.g. Bike i-e
Pete e-e

Trigraph

Three letters making
one sound
e.g. igh / ure

How do we teach phonics in school?



- Daily phonics lessons with new sound introduced (around 4 a week)
- Actions to support each sound (see handout)
- Chn have a go at writing the letter to match the sound (this is then practiced in their English lesson).
- From the start we teach how to blend the sounds for reading – using robot arms
e.g. c-a-t is cat, b-u-s is bus, s-t-o-p is stop
- Main digraphs (letter combinations) - for blending and segmenting
- Irregular keywords (tricky words also known as Common Exception Words) e.g. blending them but noting the regular and irregular/unusual parts
- Use decodable texts initially
- Blending all-through-the-word as one of the main strategies for reading unknown words

Reception children start on Level 2

Teaches blending to read and segmenting to spell.



Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: ck e u r

Set 5: h b f ff l ll ss

Vowel consonant (VC) - consonant vowel consonant (CVC) words.

Learning to read some tricky words: **the to I no go into**

Level 2 Actions



Level 2



s
Make a snake's head with your hands and wiggle your body like a snake!



a
Pretend to bite into a crunchy apple.



t
Pretend to stir a teaspoon around a teacup.



p
Make one hand into a puppy's head and pat it with your other hand.



i
Flap your hands like an insect's wings.



n
Make your fist into a nut and tap it.



m
Yummy! Rub your tummy.



d
Pretend to play your drum kit.



g
Pretend to wrap your scarf like Gabi.



o
Pretend to squeeze a juicy orange.



c
Wiggle your finger like a caterpillar.



k
Pretend to spread your hand like a kite and fly it in the air.



ck
Make a duck's beak with your hands and pretend to pick up sticks.



e
Make an egg with one hand and tap it with the other.



u
Make one hand into an umbrella and sprinkle rain on it.



r
Move your arms like a robot.



h
Pretend to open the door of the house.



b
Pretend to throw and catch a ball.



f
Pretend to wave a magic wand.



l
Pretend to lick an ice lolly.



ff
Pretend to switch off the light.



ll
Pretend to ring a bell.



ss
Blow a kiss.

Tricky words/Common Exception Words (CEW)

A word that doesn't follow regular spelling rules and can't easily be sounded out. These are especially important because children need to learn them by sight.

to

the

no

go

I



They then move to Level Three

Continues to teach blending to read and segmenting to spell.

Set 6: j v w x

Set 7: y z zz qu

ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er

Letter names

Introducing two syllable words

Learning some tricky words:

Read: he she we me be was you they all are my her

Write: the to I no go

Level 3 Actions



Level 3



j
Sweep your hand up like a jumbo jet taking off.



v
Draw a v shape on your chest to show the V-neck of the vest.



w
Make waves with your hand.



x
Hold one hand like a map and draw an x on it.



y
Pretend to raise and lower a yoyo.



z
Draw the zigzag path in the air.



zz
Make a buzzing bee with your hand and draw two zigzag paths.



qu
Give a royal wave.



ch
Use your thumb and forefinger to make a chick's beak.



sh
Put a finger to your lips.



th
Put your forefingers on your head and wiggle your moth's feelers.



th
Stroke your hand on your cheek like a soft feather.



ng
Tap your ring finger.



ai
Draw a spiral snail's shell.



ee
Make mouse whiskers.



igh
Hold one arm across your body as if holding a shield and pat it with your other hand.



oa
Pretend to row your boat.



oo
Point at the moon.



oo
Pretend to open a book.



ar
Make twinkly star fingers.



or
Pretend to press a car horn.



ur
Pretend to open a purse.



ow
Pretend to squeeze the squirt flower on your coat.



oi
Flick your thumb as if tossing a coin.



ear
Cup your hand around your ear.



air
Hold a chair, move it in and out from a desk.



ure
Swing your arm like a pirate.



er
Pretend to sneeze!

she

he

we

me

be

was

my

you

they

here

all

are



When supporting your child it is important you say the pure sound without the additional 'uh'.

Sounds need to be learned and said correctly to enable children to read and spell successfully.

mmmm not muh

nnnn not nuh

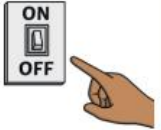
fff not fuh

lll not luh

rrr not ruh

Pronunciation



s 	a 	t 	p 	i 	n 	m 
d 	g 	o 	c 	k 	ck 	e 
u 	r 	h 	b 	f 	l 	ff 
ll 	ss 					

Level 2 Sound Mat

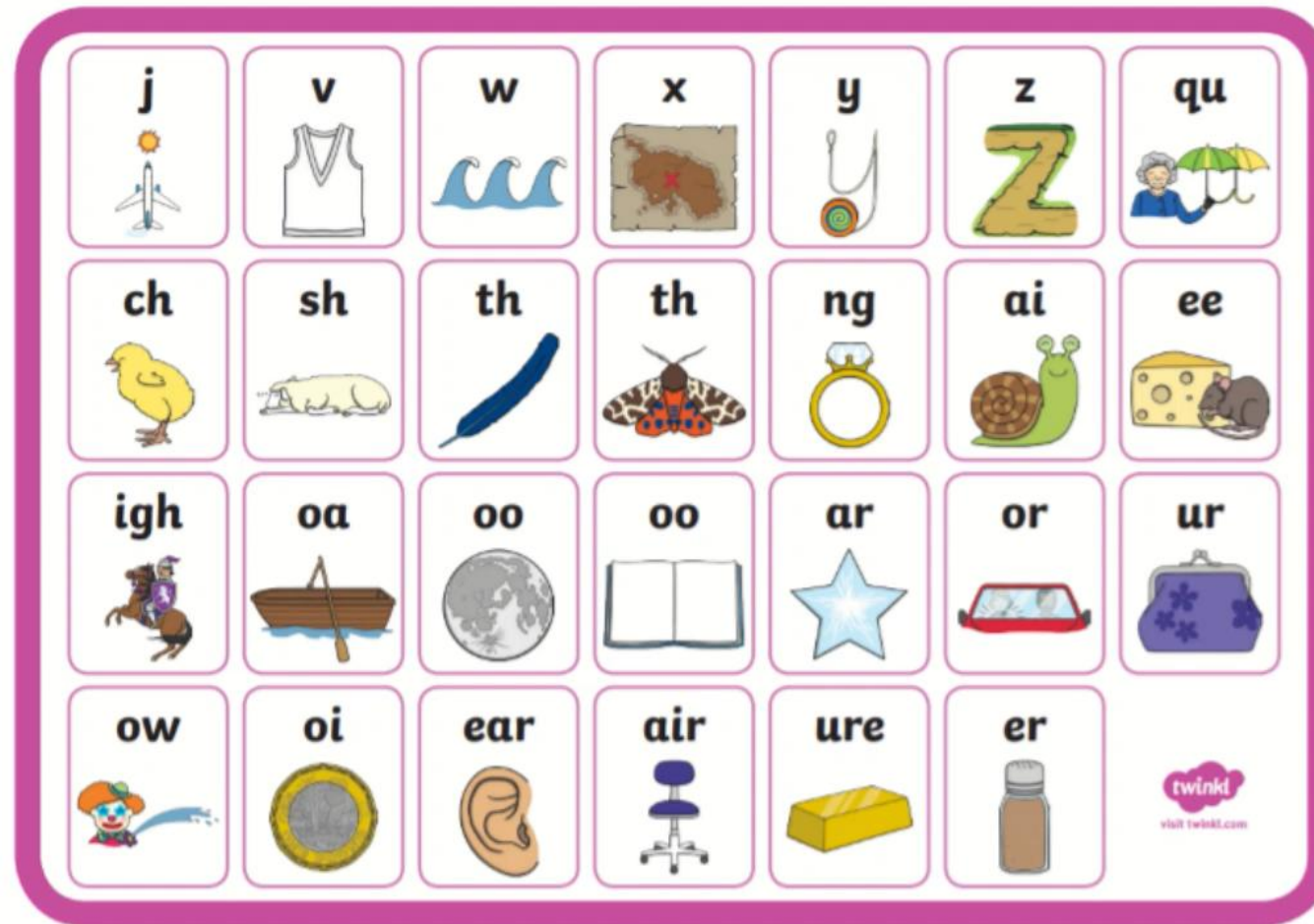
s 	a 	t 	p 	i 	n 	m 
d 	g 	o 	c 	k 	ck 	e 
u 	r 	h 	b 	f 	l 	ff 
ll 	ss 					

Pronunciation



j 	v 	w 	x 	y 	z 	qu 
ch 	sh 	th 	th 	ng 	ai 	ee 
igh 	oa 	oo 	oo 	ar 	or 	ur 
ow 	oi 	ear 	air 	ure 	er 	 visit twinkl.com

Level 3 Sound Mat



Top tips for when your child
is on pink books

Encourage your child to use their sound mat to support sounding out e.g. c-a-t

If your child isn't ready to blend yet – encourage them to sound out each sound and you could blend for them. E.g. c-a-t cat

Remember to re-read the whole sentence back to your child.

Your child will soon be bringing home books with words, that align with the sounds they have been taught in their daily Phonics lessons.

These will be 'pink' books (show box)

Spellings – November



A letter will follow



Set 1

- a
- an
- as
- at
- I

Set 2

- if
- in
- is
- it
- of

Set 3

- off
- on
- can
- dad
- had

Set 4

- back
- and
- get
- big
- him

Set 5

- his
- not
- got
- up
- mum

Set 6

- but
- put
- the
- no
- go

Set 7

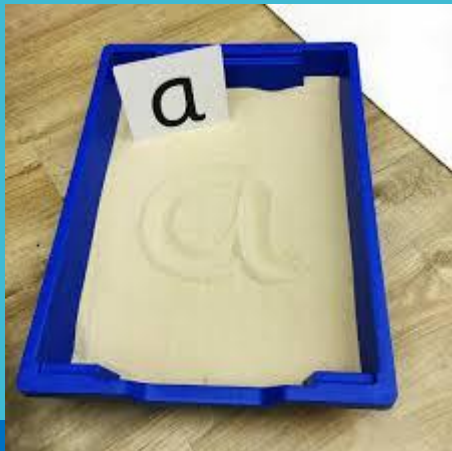
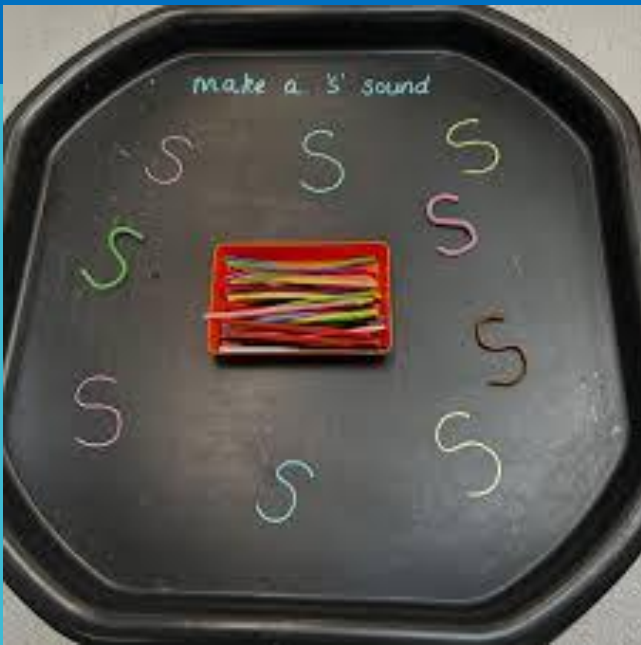
- to
- that
- this
- then
- them

Set 8

- will
- with
- see
- for
- now

Writing





The children have the opportunity to practise their phoneme grapheme correspondence through provision activities. They will also embed new learning in their daily English lessons.



Funky Fingers

Strengthening their hands ready to write with increased control and coordination.





FISTED GRIP
1-2 years old

Children often hold their writing tool like a dagger, scribbling using their whole arm.

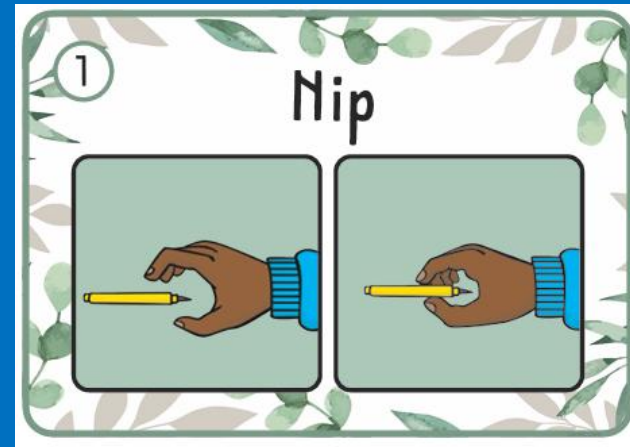


OR



DIGITAL PRONATE GRIP
2-3 years old

All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Movement now comes mostly from the elbow. Children should start being able to copy a horizontal, vertical and circular line.



4 FINGER GRIP
3-4 years old

4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.



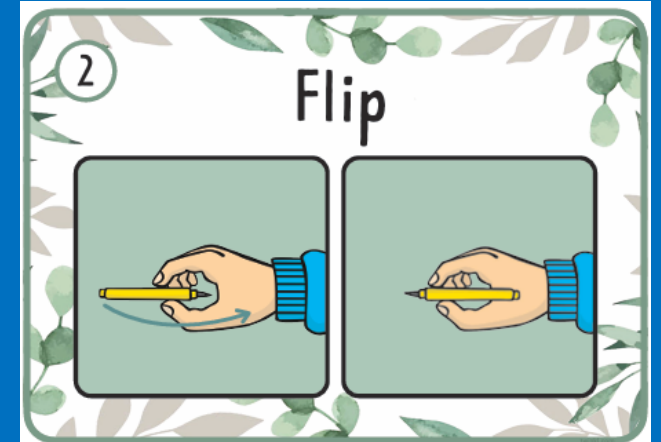
STATIC TRIPOD GRIP
4-6 years old

This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.



DYNAMIC TRIPOD GRIP
By 6 or 7 years old

Using only 3 fingers to hold the writing tool. This is the ideal grip to help move the pencil efficiently, accurately.



How can you support at home?

By making it fun, hands-on and confidence-building

Build Fine Motor Skills First

Writing starts with strong hand muscles!

- Play with playdough, threading beads, or peg boards
- Use tweezers to pick up small objects
- Practice cutting, drawing, and colouring

Encourage Mark-Making

Let children explore writing in playful ways:

- Use chalk, paint, or sand trays
- Let them “write” shopping lists, birthday cards, or signs for their toys
- Celebrate scribbles—they’re the first step to writing!

Focus on Name Writing

Practice writing their first name with correct letter formation

- Use tracing sheets, name puzzles, or rainbow writing (writing over the same word in different colours)

Use Phonics to Support Spelling

- Encourage sounding out simple words using phonics (e.g. c-a-t)
- Play games with magnetic letters or letter tiles
- Use songs and rhymes to reinforce letter sounds

Make Writing Meaningful

- Write together: shopping lists, thank-you notes, labels, cards
- Let them “help” with writing tasks around the house
- Praise effort, not perfection—confidence is key!



Maths



Mathematics

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within it*, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.



Mathematics

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.



What does maths look like at Offenham?

- Maths Mastery scheme
- Practical
- Learning through play
- Depth
- Challenge through 'Master it'
- Morning Work
- Mental Maths Tests

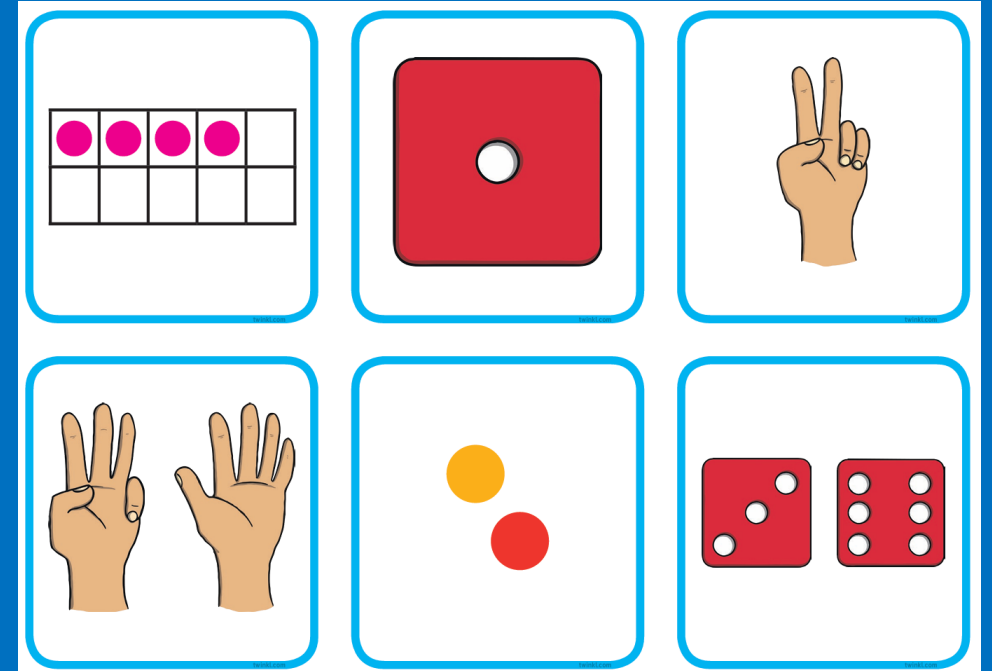


In EYFS (Early Years Foundation Stage), subitising is the ability to recognise how many objects are in a small group **without counting them one by one**.

For example, if a child sees ● ● ●, they instantly know there are 3 dots without saying "1, 2, 3".

Subitising helps children:

- Develop a strong understanding of number.
- Recognise number patterns. Build confidence with early calculation.
- Understand concepts such as more, less, addition and subtraction.
- It is a key skill within the EYFS mathematics curriculum and forms the foundation for later number work.



Mastery (in maths)

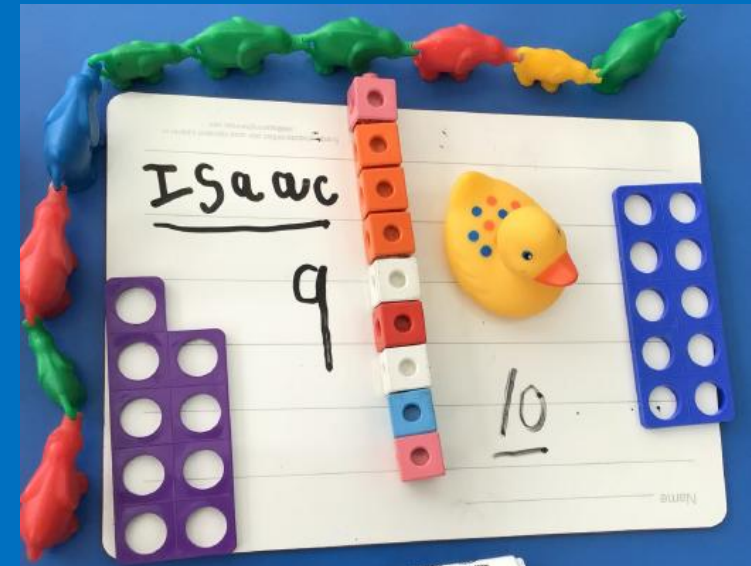
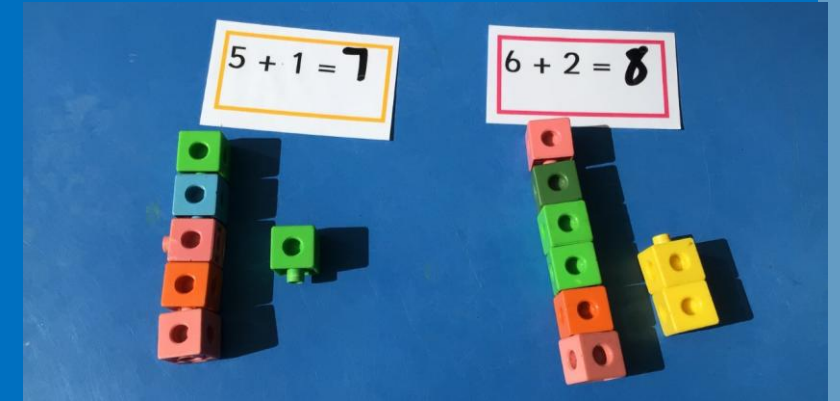
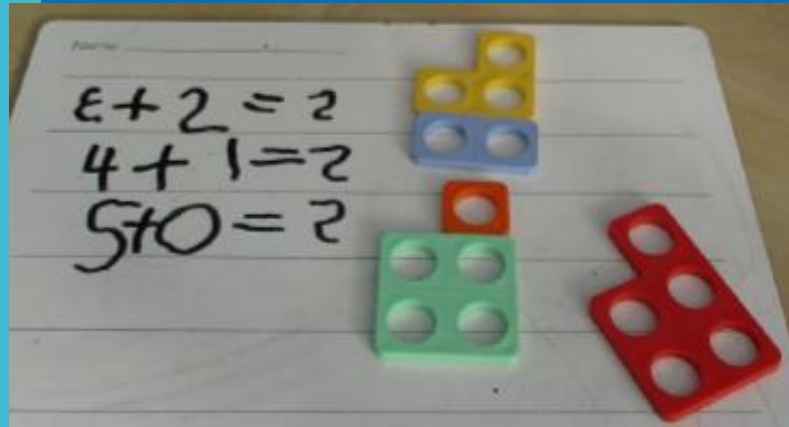
Instead of moving quickly through lots of topics, children spend time really understanding each concept deeply before moving on. They learn it in different ways — using objects, pictures, and numbers — so they truly understand *why* something works, not just *how* to do it. This means fewer children are left behind, and those who grasp things quickly go deeper rather than rushing ahead.

Oracy

This is about teaching children to talk and explain their thinking out loud, using the correct mathematical language. Rather than just writing an answer, children are encouraged to say things like "I know this because..." or "I predict that... because...". Talking things through helps children understand ideas more deeply and builds their confidence.

"We don't just want children to get the right answer — we want them to deeply understand it, and be able to explain it."

Using manipulatives which are physical objects that help children understand mathematical concepts by seeing, touching, and moving them. They're especially useful in allowing abstract ideas to become more concrete.



Morning work example



Monday

e

e

Tuesday

$1 + 5 =$

$6 + 4 =$

$7 + 2 =$

Wednesday

f

f

Thursday

$4 - 2 =$

$3 - 1 =$

$6 - 3 =$

Friday

4

4

4

4

4

4

4

4

5

5

5

5

5

5

5

5





Name: _____

Today I scored / in test number ____.

Next week I will complete test ____.



Mental maths tests start
in...

Reception Mental Maths Test Master for Parents



Your child will have 3 minutes to complete the test. They need to get the test correct **twice** before moving on. We will inform you of which test your child needs to practise.

Test 1

$3 + 1 =$	
$2 + 1 =$	
$4 + 1 =$	
$6 + 1 =$	
$8 + 1 =$	
$7 + 1 =$	

Test 2

$4 + 1 =$	
$3 - 1 =$	
$5 - 1 =$	
$3 - 1 =$	
$5 + 1 =$	
$2 + 1 =$	

Test 3

$6 - 2 =$	
$2 + 2 =$	
$4 - 2 =$	
$6 - 2 =$	
$1 + 2 =$	
$3 - 2 =$	

Test 4

Double 1 is	
Double 2 is	
Double 3 is	
Double 4 is	
Double 5 is	
Double 6 is	

Test 5

Half of 2 is	
Half of 4 is	
Half of 6 is	
Half of 8 is	
Half of 10 is	

Test 6

Double 3 is	Half of 6 is	
Double is	Half of 8 is	
Double 4 is	Half of 10 is	
Double 2 is	Half of 4 is	
Double 5 is	Half of 2 is	



How can I support my child at home?

<https://www.topmarks.co.uk/Search.aspx?Subject=37>

<https://www.bbc.co.uk/cbeebies/topics/numeracygames/numbers>

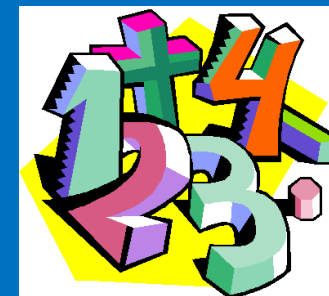
Spotting numbers in everyday environments

Lots of counting physical objects

Number rhymes

Pattern spotting

More/less/same vocabulary





Online Safety

Online Safety



- **Pause the Internet®:** Instantly stop internet access for one child or the whole family.
- **Bedtime & Focus Time:** Schedule when devices go offline for sleep or homework.
- **Monitor Usage:** See what sites and apps your child uses and for how long.

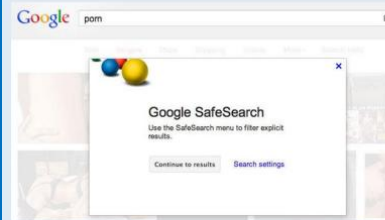
What the Circle App Does:

- **Filter Content:** Block or allow websites and apps based on age-appropriate filters.
- **Set Time Limits:** Control how long kids can use specific apps or websites each day.
- **Rewards:** Give extra screen time for good behaviour.
- **Location Tracking:** See where your child's device is (with permission).

How to Turn On SafeSearch:

1. Go to Google Search Settings.
2. Tick the box that says "Turn on SafeSearch."
3. Scroll down and click "Save."

For extra control, you can also lock SafeSearch using a Google account.



How we help our kids stay safe online using

circle
WITH Disney



HomeschoolGameschool.com

Being in control



Key Features of YouTube Kids:

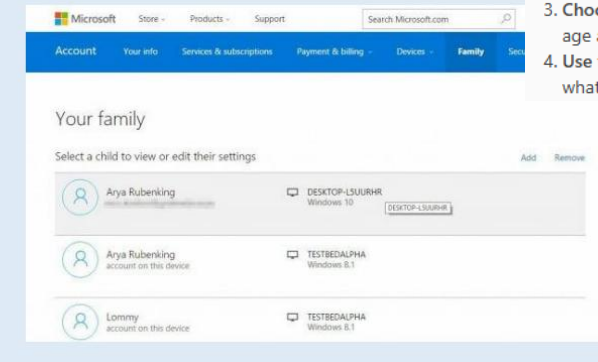
- **Kid-Safe Content:** Videos are filtered to remove inappropriate material.
- **Age Settings:** You can choose content levels for different age groups (e.g. Preschool, Younger, Older).

Parental Controls:

- Set screen time limits
- Block or report videos
- View watch history
- Turn off search to limit content to approved channels

How to Set It Up:

1. Download the app from the App Store or Google Play, or visit YouTube Kids online.
2. Create a profile for your child.
3. Choose settings based on your child's age and needs.
4. Use the parental dashboard to manage what your child can watch.



Knowing what your child is accessing, monitoring them

Online Safety



https://www.thinkuknow.co.uk/4_7/

<https://www.childnet.com/>

<https://saferinternet.org.uk/guide-and-resource/parents-and-carers>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-safety-families-children-with-send/>

<https://talk.iwf.org.uk/wp-content/uploads/2021/05/A-guide-for-parents-and-carers-v7.pdf>

Interland from Google (Ages 7-12)

AI powered game developed by Google. Teaches children about internet safety in an engaging and interactive way. Through gameplay, children learn to recognize phishing, secure their personal information, and navigate the Internet responsibly, equipping them with the knowledge to protect themselves online





Tips and Advice

- Be engaged! – e.g. discuss their favourite emojis or YouTuber
- Be aware! – play their favourite games, visit their favourite websites and explore the online features of their devices
- Be there! – if something goes wrong
- Be thoughtful! – help them to understand the difference between fact and fiction online