



EYFS Curriculum evening

Tuesday 15th September 2026



EYFS

Routines

Phonics, reading and writing

Maths

Oracy

PE

Reminders

The background features a light gray base with large, organic, overlapping shapes in muted olive green and dusty rose. In the top left corner, there are stylized, layered patterns of thin, needle-like lines in light gray and dusty rose, resembling foliage or a pine branch. Two thin, white, flowing lines curve across the bottom right portion of the image.

Routines



Day	8:40-8:55	8:55-9:15a m	9:15 - 10:00	10:00-10:15	10:15-10:45	10:45 - 11:30	11:30 - 11:50	11:50-12:45	12:45-1:00	1:00-1:15	1:15-1:30	1:30-2:00	2:00-3:30	3:00-3:20
Monday	Registration	Assembly	Maths OD-	Snack	Phonics OD-	English OD-	Getting ready for lunch	Lunch time	Teeth cleaning / toilet/ registration	Book Talk OD-	Fine motor	Phonics	UTW	Circle Time (Change books)
Tuesday	Registration	Fine motor	Maths OD-		Phonics OD-	English OD-			Teeth cleaning / toilet/ registration	PPA PE Music				
Wednesday	Registration	Assembly	Maths OD-		Phonics OD-	English OD-				Book Talk	Fine motor	Phonics	UTW/RE?	Circle Time (Change books)
Thursday	Registration	Fine motor	Maths OD-		Phonics OD-	English OD-				Book Talk	Fine Motor	Phonics	UTW	Circle Time (Change books)
Friday	Registration	Assembly	Maths		Phonics OD-	English OD-				Book Talk	Fine motor	Phonics	Balanceability/ PSHE	Circle Time (Change books)
					OD-	OD-						OD-		

Topics

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Foundation Stage</u>	Ourselfes	Once Upon a Time & Christmas	People who help us	Amazing Animals	Grow	<u>Lets</u> Move



Phonics

Phonics information evening held on:
Tuesday 22nd September at 3:30pm



Phonics is all about using ...

skills for reading
and spelling

+

knowledge of
the alphabet

Learning phonics will help your child to
become a good reader and writer.

Phonics

- We use the Phonics Shed scheme to teach phonics
- Every day the children will have a 30 minute phonics lesson in the morning
- In the afternoon we will recap some Phase 1 activities and skills
- Fast paced approach
- Lessons encompass a range of games, songs and rhymes.
- Children can access online games by logging into phonics shed using the logins in homework books.

Lesson structure

Revisit/review	Flashcards to practice phonemes learnt so far.
Teach	Teach new phoneme (sound)
Practise	Activities to practise sounds and skills.
Apply	Read or write captions that include the sound taught.

Chapter 2 Sound Mat



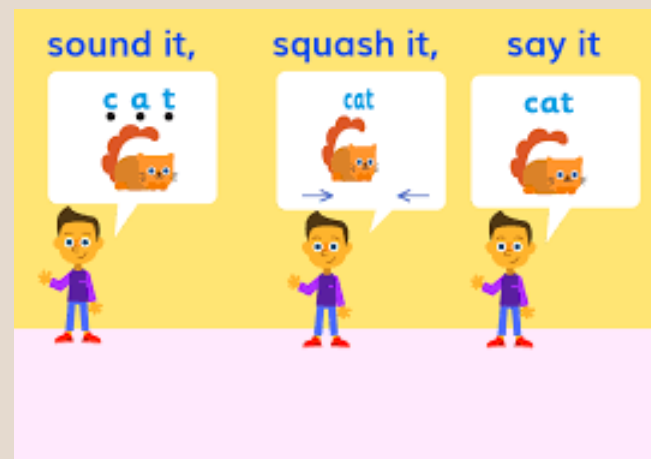
High Frequency Words

a	into	from
at	can	of
the	no	help
I	go	just
it	so	went
it's	get	want
an	up	as
in	put	is
and	mum	his
dad	had	off
on	him	will
got	back	
not	big	
do	but	
to	if	

Phonics Shed

They will use the phonemes to read and spell simple “consonant-vowel-consonant” (CVC) words.

Blending... /b/ /e/ /d/ = bed



/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug

Blending is the skill for reading.

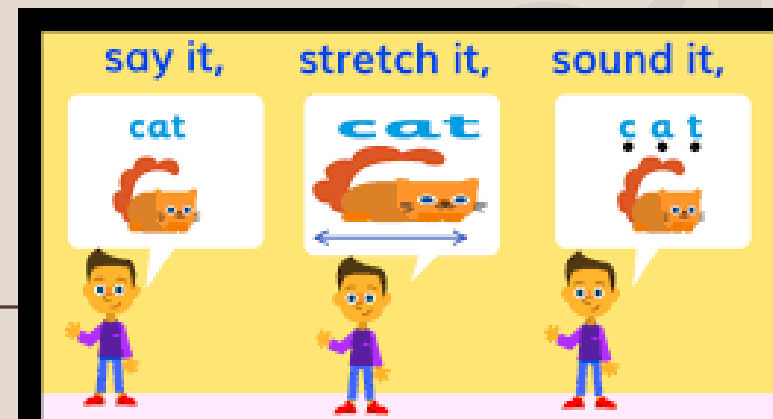
Segmenting...

bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/

Segmenting is the skill for spelling.



Phoneme frames...

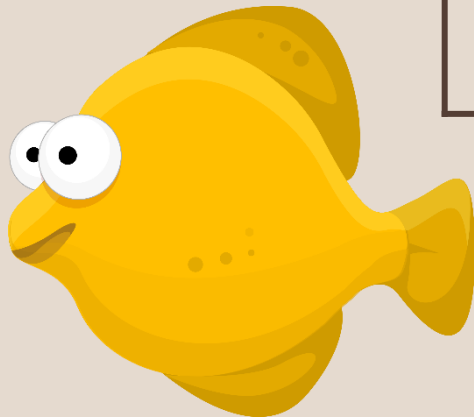
c	a	t
---	---	---

• • •



f	i	sh
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• • —



High Frequency Words

There are many words that **cannot** be blended or segmented because they are irregular. E.g. **was** **said** **you** **some**

Need to be practised weekly at home, ideas of games you could play to make it fun are:

- Snap! Make your own set of words to play the game with your child
- Hide & seek! Hide the words around the house for your child to find, once they find it they need to read it!
- Writing words in sand, with paint or water!

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Reading

Reading expectations

- Pictures – foundations of reading! Use of pictures, talking about what they can see & telling their own story
- Encouragement to use phonics to read – segmenting & blending
- Children are heard reading individually during reading sessions at the end of the day

Reading for pleasure

- We are continuing to develop and encourage reading for pleasure in school.
- It contributes to our world knowledge, imagination and well-being and develops children's literacy.
- It is important that children see teachers and parents as readers as this helps to contribute to their own enjoyment of reading.
- Once a week, we will have a session in the library to enhance this.



Reading at home

- 10 minutes daily at home
- Boom Reader — please log your child's reading every time they read
- School books need to be in book bag every day
- Reading books are changed weekly – if the child has been reading/looking at their book at home
- Practise reading HFW

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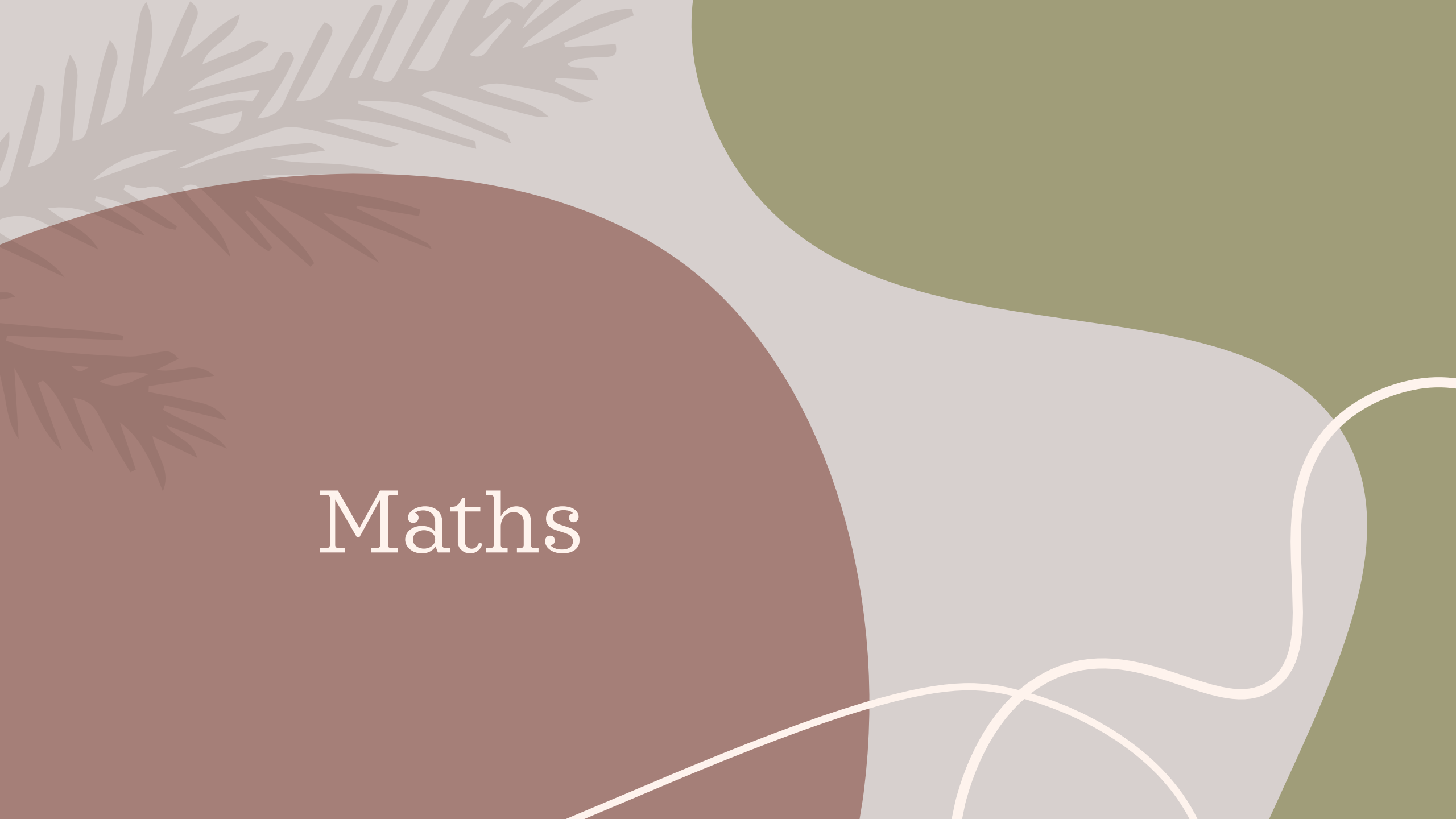
Writing

Writing expectations

- Mark making
- Correct letter formation
- Name writing
- CVC words
- Labels & Captions
- Sentences that can be read by others

Writing

- Children are taught to use their phonic skills (segmenting) and the sounds which they know, within their writing.
- Children are also encouraged to spell See it Say it words correctly.

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Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you (Take this time to play and get to know the children!)			Just like me!		It's me 1, 2, 3!		Light & dark				
	VIEW			VIEW		VIEW		VIEW				
Spring term	Alive in 5!			Growing 6, 7, 8		Building 9 & 10		Consolidation				
	VIEW			VIEW		VIEW		VIEW				
Summer term	To 20 and beyond			First, then, now		Find my pattern		On the move				
	VIEW			VIEW		VIEW		VIEW				

Maths expectations

- 1:1 correspondence- saying a number per object
- Reciting numbers beyond 20
- Recognising numerals (when asked at random)
- Ordering numerals to 20
- Number bonds to 5 and 10
- Subitising to 5 (recognise quantities without counting)
- Odd and even numbers
- Doubles and halving up to 20
- 10 times table

Oracy at Wygate Park Academy

- Oracy is the ability to speak and listen effectively
- It includes expressing and presenting ideas clearly, listening to others and responding thoughtfully

Why is Oracy Important?

- Supports learning across all subjects
- Builds confidence
- Helps children explain their thinking
- Develops social and communication skills

The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Physical

Voice

- Pace of speech
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language

- Gesture & posture
- Facial expression & eye contact



Linguistic

Vocabulary

- Appropriate vocabulary choice

Language

- Register
- Grammar

Rhetorical techniques

- Rhetorical techniques such as metaphor, humour, irony & mimicry



Cognitive

Content

- Choice of content to convey meaning & intention
- Building on the views of others

Structure

- Structure & organisation of talk

Clarifying & summarising

- Seeking information & clarification through questioning
- Summarising

Self-regulation

- Maintaining focus on task
- Time management

Reasoning

- Giving reasons to support views
- Critically examining ideas & views expressed



Social & Emotional

Working with others

- Guiding or managing interactions
- Turn-taking

Listening & responding

- Listening actively & responding appropriately

Confidence in speaking

- Self assurance
- Liveliness & flair

Audience awareness

- Taking account of level of understanding of the audience

We use approaches inspired by Voice 21 to give children regular opportunities to talk, discuss and present their ideas across the curriculum.

Giving Proof Of Listening Means

Listen carefully

Try to summarise what has been said and ask questions.



Face the speaker

Make sure you are looking at the speaker so that they know you are listening.



Body language

Use your body language to show that you are calm and focused.



Groupings



Trio



Pair



Nest



Traverse



Circle



Fishbowl

Discussion Guidelines

We give proof of listening



We respect others' ideas



We build, challenge, summarise, clarify, and probe each other's ideas



We are prepared to change our mind



We invite others into our discussion



We try to reach a shared agreement



Student Talk Tactics

Instigate

Present an idea or open up a new line of enquiry



“ I would like to start by saying ____ ”
“ I think ____ ”
“ We haven't yet talked about ____ ”

Instigate

Probe

Dig deeper, ask for evidence or justification of ideas



“ Why do you think ____ ? ”
“ What evidence do you have to support X idea? ”
“ Could you provide an example? ”

Probe

Challenge

Disagree or present an alternative argument



“ I disagree because ____ ”
“ To challenge you X, I think ____ ”
“ I understand your point of view, but have you thought about ____ ? ”

Challenge

Clarify

Asking questions to make things clearer and check your understanding



“ So are you saying ____ ? ”
“ Does that mean ____ ? ”
“ Can you clarify what you mean by ____ ? ”

Clarify

Summarise

Identify and recap the main ideas



“ So far we have talked about ____ ”
“ The main points raised today were ____ ”
“ Our discussion focused on ____ ”

Summarise

Build

Develop, add to or elaborate on an idea.



“ Building on X's idea ____ ”
“ I agree and would like to add ____ ”
“ X's idea made me think ____ ”

Build

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This year each term there will be an oracy-based activity on the pick and mix grid.

- Some examples may include...
- Explain your learning: Teach an adult or sibling something that you have learnt this term
- Debate: Do you agree or disagree with a statement? Why?
- Describe and guess: Describe an object and see if others can guess what you are describing.
- Story retell: Retell your favourite story in your own words
- Opinion talk: What is your favourite and why?

Supporting Oracy at Home

- You can help by:

- Talking regularly with your child (Ask open-ended questions)

- Encouraging full sentence answers

- Modelling good listening and turn-taking

- Building vocabulary in everyday situations

- Encouraging storytelling about their day

- Giving thinking time before they respond

- Praising confidence and effort in speaking

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PE

PE

- PE - Tuesday afternoons
- Balance ability – Friday
Core strength
Balance
Riding a bike

Please ensure children have their named PE kits in school and earrings are removed on these days!

PE policy

Physical Education is highly important for the mental and physical well-being of our children.

School must be notified and provided with information as to why the child is unable to take part. Although the pupil may be unable to participate practically in the lesson, this doesn't mean that they are unable to be a part of the wider learning experience. Depending on the reason for non-participation the pupils could be asked to:

- Act as a coach/leader for a group.
- Provide peer assessment (being a critical friend).
- Act as an official.
- Create questions to ask the group to assess other pupil's knowledge.

Children who forget their kit will participate by wearing spare PE kit which has been purchased by the school.

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Reminders

Homework

- Homework is given each half term (Pick n mix)
- It is expected to be completed & handed in on a Wednesday.
- Homework involves all areas of learning
- Please complete in homework books or upload to tapestry.
- Spelling journals will have weekly spellings (see it, say it words) in once they can read them confidently (spring term)

Wygate Park Academy 'Pick and Mix' Homework

EYFS – Autumn Term 1

This 'Pick and Mix' homework is for the whole half term. **Red** Boxes need to be completed regularly each week. **Yellow** Boxes must be done by the specified dates.

Challenge yourself to the **green** box activities.

These do not have to be done, but if you want to push yourself, that would be super!

Remember – your Home Learning Journal must be returned to school every Wednesday to be marked.

Reading

Please support your child with looking at their books regularly. This is vital for their progress in reading, comprehension and speaking.

Writing Task

Draw a picture of you and your family
Complete by: 23.09.26

Challenge:

Collect some pebbles and create your own pebble family. Which pebble will you use for the tallest person in your house?



Maths Task

Practise counting objects around your house. For example: spoons, socks, shoes, forks, lego bricks! Write the number in your books.
Complete by: 30.09.26

Challenge:

Can you time how quickly you can put on and zip up your coat without any help? What is your fastest time?

Challenge:

Can you paint a picture of yourself? Use a mirror to help you choose which colours you will need.

Challenge:

Can you draw a picture of you and your new friends?

Phonics

Can you go for a walk and listen carefully to all the sounds you can hear? When you get back see if you can remember them all.

Challenge:

Bake something yummy at home with your family and tell us about it in school.

Challenge:

Can you make a house out of junk materials e.g. cereal boxes, cartons.

Topic Task

Bring in a family photo to share with your new friends to talk about in circle time.
Complete by: 7.10.26

Challenge:

How many fruits can you name? Make a fruit kebab in a pattern of 2, 3, or 4 fruits.



Topic Task:

Collect some Autumnal objects e.g. leaves, conkers, pinecones. Make a picture using the objects to bring into school.
Complete by: 14.10.26

Challenge:

Play a game with your family that involves taking turns. For example, Twister, Jenga, and Snap.

Number Facts

Learn the number rhyme '5 Little Ducks'. Can you make some little ducks to help you when you're singing?

Please tick and initial the activities your child has completed.

Promoting independence

- EYFS is all about helping children gain confidence to develop independence.
- Encouraging children to dress & undress /look after own belongings
- Coming into school – finding their own peg, putting their things away in their tray & coming into the classroom by themselves
- With homework – ask them what they need to do next rather than telling them.

[Observations](#) [Children](#) [Snapshots](#) [Analysis](#)  Tapestry Admin ▾



Tapestry...





[Observations](#) [Assessments](#)

1 2 3 4 5 6 7 8 9 [Next >](#)

[+ Add Observation](#)

- Online learning journal
- Observations from school and home
- Linked to EYFS statements
- Log in is in homework books
- One wow moment a week!

Behaviour

- Carrot points
- Order items from the shop once your child has earnt enough points!

Traffic light system

- Green – Start
- Orange – warning (try to get back up to green)
- Red – cross (5 minutes of time)
- Cross – (15 mins of break time)

Snail or Zog

- Will be taken home every Friday and returned on Monday
- Encourage child to draw a picture and write as much as they can (labels, initial sounds) about their weekend!



Reminders

- Please ensure all uniform and PE kit is named!
- **Water** bottles need to be named and brought in every day
- Snack is provided – fresh fruit and milk
- Healthy lunches – EYFS entitlement to free school meals
 - Packed lunches: no nuts, sweets/chocolate

Useful links

- www.phonicsplay.co.uk
- Youtube: Phonics Shed – <https://www.youtube.com/@phonicsshed>
- <http://www.bbc.co.uk/cbeebies/shows/numberblocks>
- www.topmarks.co.uk

The background features a light gray base with large, soft-edged organic shapes in muted red and olive green. A thin white line outlines a wavy shape on the right. In the top left, there is a faint, light gray sketch of a leafy branch.

Thank you

Any questions?