

Shanklea's EYFS Recovery Curriculum

Below you will find details of what your child will be studying over the next term.

Careful consideration has been given to this "recovery curriculum" to ensure it meets your child's needs and the government guidelines on the most appropriate curriculum for pupils in the current situation.

The curriculum will take account of the school closure and the missed learning opportunities that your child has faced. Staff have endeavoured to plan for these gaps whilst ensuring children still have opportunity to experience age appropriate learning. As such you will see a mixture of objectives from their current and previous year group. On return to school, assessments of children's individual needs will be undertaken promptly and the information used to make any necessary changes to the curriculum, with interventions matched to pupils, both with SEND needs and the most able too.

However, the curriculum has also been developed to ensure your child's emotional health and wellbeing is well cared for too. PHSCE will be threaded throughout each day to support your child to settle back into school and feel safe and confident in doing so. School will work with our "Thrive" partners to ensure children have a smooth transition into the new classes and are ready to access all opportunities in school. There will be a strong emphasis on the importance of resilience. To enhance this and to re-build the sense of the Shanklea community all children will be studying a transition unit based upon the book "Here we are - notes for living on planet Earth " by Oliver Jeffries using resources designed specifically for the current situation.

Daily physical activity will also be part of your child's school day as it always is in the EYFS however this also contributes to their general wellbeing which is our number 1 priority.

In September you will also see a greater use of remote learning materials. Software packages such as tapestry, school 360 and Purple Mash will be used to provide additional learning to pupils. In the event that school should have to close again, in full, or part, it is essential families are able to access such resources. They may also be used to provide pupils with targeted support where it is seen appropriate.

This is an unprecedented period and while much time has been spent developing this curriculum staff will continue to review and assess what is needed and as such, some details may change. Reading is, as always, crucial to your child's success and we ask that you continue to read regularly with your child - however we would also ask that you allow us opportunity to fully assess your child before we will be supplying home reading materials or intervention packages. We hope you will continue to work with us to ensure your child has the curriculum to match all their needs. Thank you for your continued support.

Literacy

- Join in stories, rhymes and songs etc.
- Recording marks and labels on who lives in my house.
- Labelling body parts.
- Handles books carefully.
- Recognises familiar words and signs such as own name and advertising logos.
- Begins to read class labels, names, signs, displays etc.
- Sharing stories, listening to story, story times,
- Follow the daily Letters and Sounds programme for learning letter sounds and words.
- Learning 'Action' words which are high frequency words
- Make marks to signify writing.
- Emergent writing opportunities in the writing area and other areas in the classroom e.g. role-play areas, Mathematics area, writing names on artwork etc.
- Practice forming letters and patterns using pens, pencils, crayons, chalks, paints, sand, dough, shaving foam, jelly, gloop, soil etc.
- Write name at every opportunity - sign up for dinner, when using the computer, for snack, using the bikes, as a label for models, on any work or paper when in the areas, on artwork.
- Use magnetic letters to make names/words.
- Using photographs of the children working in the classroom and outdoors to generate words and sentences.
- Exploring funny bones story.

Mathematics

- Sing number songs and rhymes.
- Explore and begin to use Numicon
- Count 1-5, 1-10, 1-20.
- Recite number names in order, continuing the count forwards from a given number.
- Count sounds, movements, moving things, objects in a circle, blank number track.
- Estimate small numbers without counting e.g. 1-6 dice/dominoes or fingers.
- Recognise numerals 1-9, then 0 and 10, then 10 and beyond.
- Compare two numbers and say which is more or less.
- Contribute to pictogram / graph about eye colour or hair colour and count responses.
- Begin to use the vocabulary of adding and subtracting.
- Measure heights using large plastic bricks.
- Compare heights of children. Order heights of groups of children.
- Sort sets of animals, compare bears, play people, shapes and other classroom objects by size and compare and order.
- Use positional language.
- Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Uses familiar objects and common shapes to create and recreate patterns and build models.



This is the most important line of communication. We access this daily and use this to send updates of your child's development and also messages to parents. Please ensure you check this daily. Please also use this for sending pictures of your child



Personal, Social and Emotional Development

- Talk about boundaries within the classroom,
- Learn new routines
- Communicate needs to peers and adults.
- Work in pairs and small groups.
- Talk to adults and peers in pairs and small groups.
- Develop independence in choosing activities and putting resources away.
- Learn to take turns.
- In circle time - talk, listen, ask questions, contribute own feelings and ideas.
- Discuss what makes me special, what are my favourite things, people, activities etc.
- Discuss what makes our families special? Important? Who belongs to my family?

Communication and Language

- Listen attentively in group times; play times, story times.
- Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.
- Talk about personal experiences in class and group circle times, review times and class discussions.
- Talk about own experiences related to content of books.
- Talk about pictures in books.
- Retell familiar stories in role-play and small world
- Make up own stories inspired by books, poems, pictures, music etc
- Use imaginative talk in role play, small world play, puppet play etc.

Physical Development

Gross Motor skills

- Climb time and balancing.
- Explore wheeled toys, bats and balls, hoops.
- Join in activities that focus on travelling skills (running, hopping, skipping, jumping), using various body parts and dance
- Reinforce safety rules when using tools.
- Play sending and receiving games with bats and balls, bean bags, quoits, hoops etc.

Fine motor skills

- Solving a range of jigsaws.
- Threading beads, reels, pasta, shapes.
- Making collages/models using scissors, glue, tape, paper, junk etc.
- Using paintbrushes and mark-making equipment etc.
- Using computer keys and mouse.
- Modelling with dough, clay, plasticine, using rolling pins and cutters, etc

All about Me Autumn 2020-2021

Expressive Arts and Design

- Collage with different fabrics, papers, foods and materials
- Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper.
- Explore tools for painting; brushes, rollers, sponges, rags.
- Name colours and experiment with them.
- Self portraits.
- Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper.
- Modelling with junk, clay, dough, construction, wood.
- Recreate and make up new characters and stories through imaginative and small world play.
- Make music through singing, body sounds, classroom objects and musical instruments.

Understanding the World

- Observe things closely, record through drawing and modelling.
- Explore textures such as wet/dry sand, dough, sand mousse, gravel etc.
- Become familiar with regular journeys within the school premises
- Discuss changes, patterns, similarities and differences e.g. Autumn leaves
- Look at and sort Autumn leaves.
- Build construction houses for play people families.
- Find out about the world through looking at books, pictures, artefacts, talking to visitors.
- Use computers, calculators, programmable toys, tape recorders, cameras confidently.
- Sort musical instruments into types of sounds e.g. bangs
- Explore modelling through clay, junk, fabric, construction kits, cookery.
- Explore and use the mouse on the class computers.
- Explore apps on the iPads

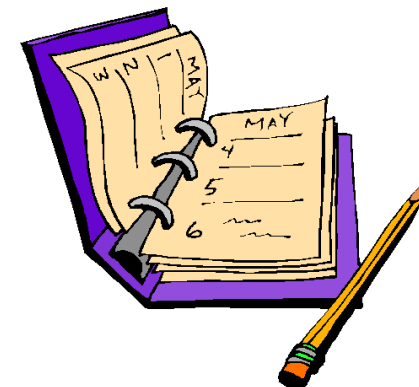
Important Days -

Reading books will be changed on **Monday** and handed back to children on a **Tuesday**.

PE - Please bring your child's PE kit into school on a **Monday** and leave it in school all week.

Please ensure that all PE kit is clearly labelled.

Link books sheet will be sent out via tapestry on a **Friday**.



Reading Books

Reading books will be changed on a **Monday** night and returned to the children on a **Tuesday**. Children will progress through the reading scheme as the year progresses. Please read with your child and sign and leave a comment in their reading record. We will be holding a phonics workshop early in the year to help you when reading with your child at home. **It would be really helpful if children could bring their reading folder to school each day.**



Phonics book (Red Book)

Your child a phonics book. In this book there will be letter sounds and words for your child to practise at home. Please tick or sign when you have practised.

Please practise these with your child at least 3 times a week and they will be checked weekly at school. Please also sign in their reading diary to say they have practised so that they move up the reading rollercoaster.

Phonics
ee ur ow

Castle groups & 360 Log in

Your child will be allocated a castle group and colour this will be need in the front of their reading book.