

EYFS Curriculum

Wednesday 23rd September



Things we wish every Reception parent
knew....

Tears at drop-off
don't mean they've
cried all day.

They can be
absolutely fine
moments after
you've left.



Clitheroe Pendle
Primary School

They will be
♥ tired! ♥

Reception is a
BIG change and
those little legs and
brains are working
hard all day.
♥



Clitheroe Pendle
Primary School

♥ We hear LOTS
about your
home life! ♥

♥ We know your favourite
takeaway, the books you
read together, who had
a late night... ♥

♥ and yes, occasionally,
when you've fallen out
with neighbours ♥



Clitheroe Pendle
Primary School

Big emotions
at home can be
completely normal.

Especially during those
first few months.

They've spent all day trying
their very best, following routines,
managing friendships and
holding it together...

So home can be
where it all comes out.



Clitheroe Pendle
Primary School

We really do
notice the
little things.

The first confident hello,
the friend they finally
played with, the time
they tried something new...

Those moments
matter to us too.



Clitheroe Pendle
Primary School

The big playground
can seem really
daunting at first.

It's completely
normal for your
little one to tell you
they feel a bit
overwhelmed
at lunchtime.

So many
children, lots
of noise, older
children and
SO much
space!

Before long,
that big scary playground
will-be their playground...
full of friends, favourite
games and adventures.



Clitheroe Pendle
Primary School



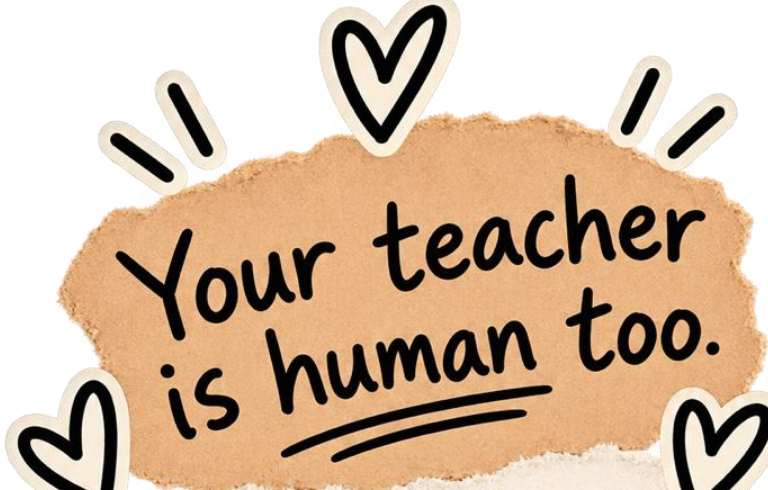
We don't expect
them to be perfect.



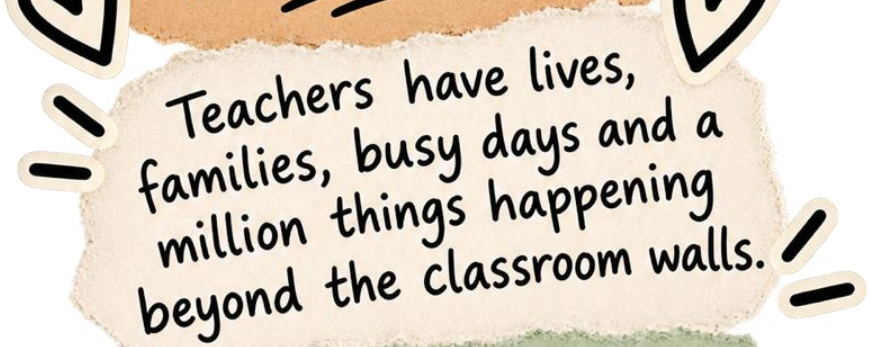
They're four and
five-year-olds learning
how to navigate friendships,
emotions, routines
and school.



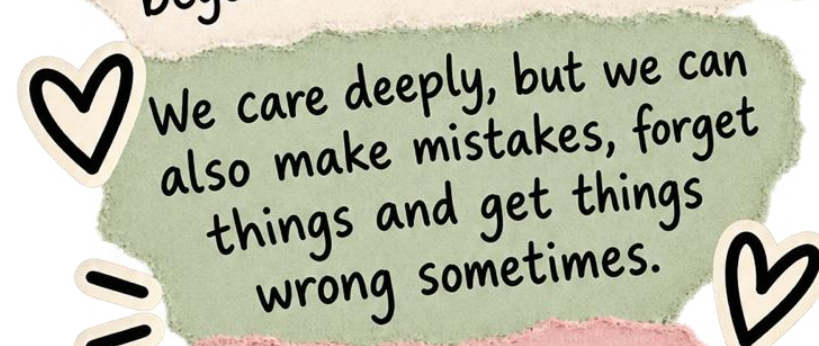
Clitheroe Pendle
Primary School



Your teacher
is human too.



Teachers have lives,
families, busy days and a
million things happening
beyond the classroom walls.



We care deeply, but we can
also make mistakes, forget
things and get things
wrong sometimes.



A little kindness
goes a long way.



Clitheroe Pendle
Primary School



EYFS Classes

Apple Class	Cherry Class
Miss Pritchard	Mrs Whitwell (Monday and Tuesday morning)
Mrs Whitwell (Tuesday afternoon)	Miss Lancaster (Tuesday-Friday)
Mrs Varo Clement Miss Porter Miss Thomas	Miss Clarke
Miss Palmieri also teaches Computing for each class.	
Cherry (Monday mornings) Apple (Tuesday and Wednesday mornings)	

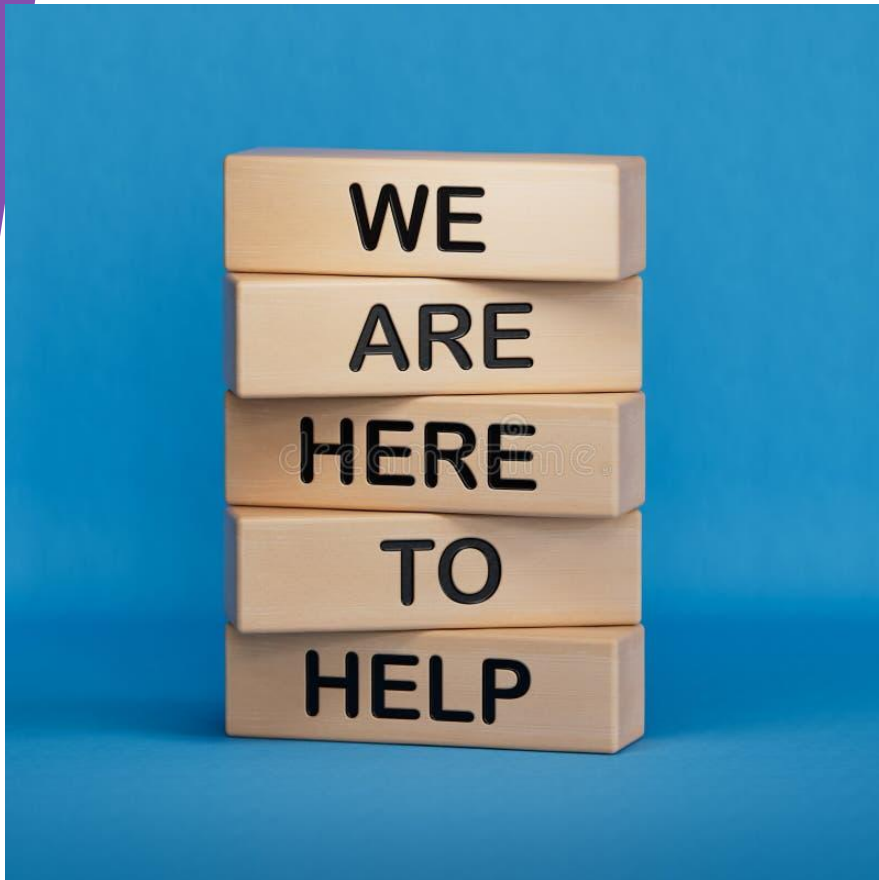
Door Duty

Mon - Mrs Whitwell
Tue - Mrs Varo Clement
Wed - Miss Clarke
Thu - Miss Lancaster
Fri - Miss Pritchard



Clitheroe Pendle
Primary School

Communication



Autumn	Spring	Summer
Parents' Evening	Parents' Evening	Long Report
Short Report	Short Report	

Ongoing

Owl Board
Topic Newsletter
School Website
Parent Pay
Pick Up & Drop Off

CLASS EMAILS ARE TO BE USED FOR SHARING LEARNING. ANY URGENT MESSAGES SHOULD BE ADDRESSED VIA THE OFFICE OR ON DROP OFF / PICK UP. THEY ARE NOT ALWAYS SEEN ON THE SAME DAY.

Website

Children -> Class Pages

Blog Style Updates

Week 3

[Week 3 Owl Board](#)

This week in Phonics, the children have had a great start and have been learning the phonemes s, a and t. We have been practising saying the sounds, recognising the letters, and beginning to form them correctly. The children have worked hard and enjoyed joining in with lots of fun phonics activities, including making silly soup!



Clitheroe Pendle
Primary School

BENEDICT'S LAW

Keeping Children with Allergies Safe at School

 Every child deserves to feel safe, included and supported.

New national allergy safety requirements, known as Benedict's Law, came into effect from September 2026. These requirements strengthen the arrangements schools must have in place to support children with allergies and asthma and to ensure that appropriate emergency medication is readily available when required.

BENEDICT'S LAW

Keeping Children with Allergies Safe at School

 Every child deserves to feel safe, included and supported.

What schools need to do:

- Write an Allergy Policy
- Appoint a Senior Allergy Lead
- Create Individual Healthcare Plans where needed
- Keep emergency medication readily available
- Take steps to reduce allergy risks during lessons, lunchtimes, clubs, trips and residential visits
- Learn from any incidents or near misses to continually improve our procedures.



Keeping Children with Allergies Safe at School

 **Every child deserves to feel safe, included and supported.**

How parents can help:

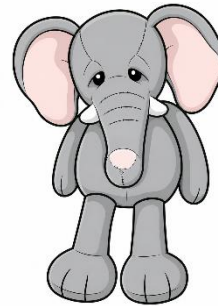
- Tell us about your child's allergies . Inform the office so that our records are up to date
- Provide up to date medication - 2 x inhalers and auto-injectors in school
- Share allergy action plans
- Inform us of any changes
- Work with us to keep your child safe

Behaviour

We have high expectations for children's behaviour in class, around school and when taking part in visits.

Everybody at Pendle has a right:

- To be safe
- To fair treatment
- To be heard
- To be treated with respect
- To learn and teach without unnecessary interruption



Our door is always open should you have any behaviour concerns. Again, **teamwork** makes the dream work!

The Pendle Way

Our Rules	Our Routines	Consistent Adults
Ready 	Calm Corridors	Emotionally regulated
	Proud Walking	Daily Meet and Greet
Respectful 	Smart Lines	First attention to best conduct
	One Voice	Reprimand in Private
Safe 	Team Stop	Sincere recognition
	Calm Corridors	Praise in Public
	Proud Walking	Clear communication of expectation

Example of a timetable for the school day

Apple Class Timetable - Autumn												
	8:45-9:00	9:00-9:30	9:30-10:10	10:10-10:20	10:20-10:40	10:40 - 11:00	11:00-11:30	11:45 - 1:00	1:00 - 1:15	1:15 - 2:00	2:00 - 3:00	3:00 - 3:15
Mon	Morning Task Register	Phonics		NCTEM/Snack	B R E A K	Assembly	Maths	L U N C H	UTW		Handwriting	S T O R Y T I M E
Tue	Morning Task Register	ICT (Group 1)	Phonics	NCTEM/Snack		Assembly	Maths		EAD		Handwriting	
Wed	Morning Task Register	ICT (Group 1)	Phonics	NCTEM/Snack		Assembly	Maths		Welly Wednesday			
Thu	Morning Task Register	Phonics		NCTEM/Snack		Assembly	Maths		PE	PSHE	Handwriting	
Fri	Morning Task Register	Phonics		NCTEM/Snack		Assembly	Maths		UTW		Handwriting	

Curriculum

Our curriculum has been carefully planned to ensure a diverse, enriched and exciting learning journey for the children as they progress through school. We take our learning outdoors and out of the school grounds as much as possible!

Maths, Literacy and Phonics are taught daily.

Handwriting and NCETM (Mastering Number) are taught 3 times a week.

Children explore other subjects through themes, so some may be discreet when needed such as music but others may link.



Curriculum

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

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.

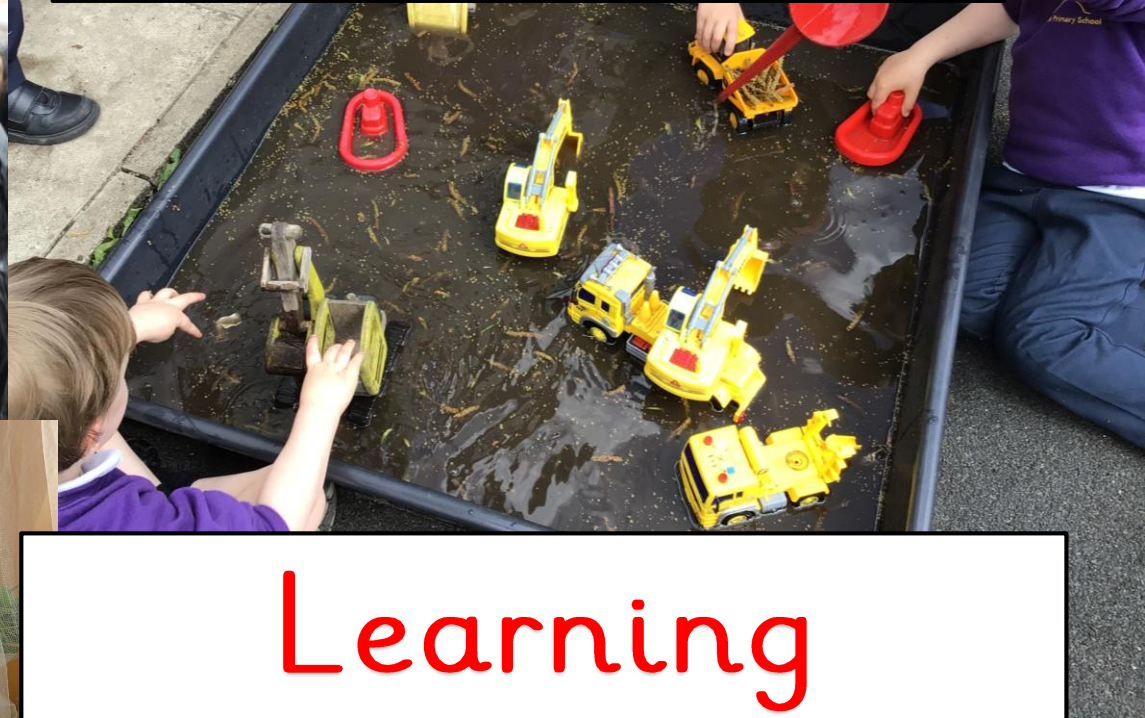
Writing

- 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.

Testing boats on a rainy day!



Following our interest of diggers to develop our co-ordination and fine motor skills to scoop and pour the water.



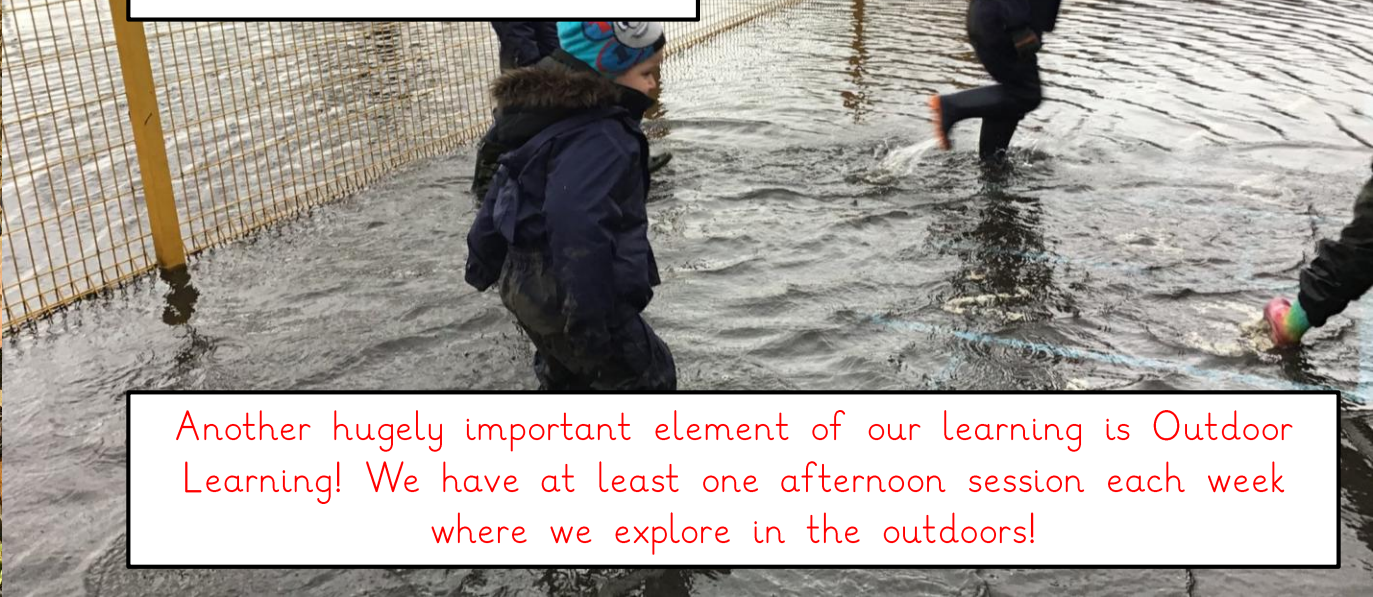
Learning Through Play



A huge part of EYFS is learning through play. Provision is carefully planned across the Reception indoor and outdoor classrooms so that when your child is having lots of fun playing, we know that lots of learning is taking place!



Outdoor Learning



Another hugely important element of our learning is Outdoor Learning! We have at least one afternoon session each week where we explore in the outdoors!

Phonics

Some words/phrases you may hear!

- Phonemes
- Graphemes
- Digraphs
- Build and blend
- Smooth read

Important things to note:

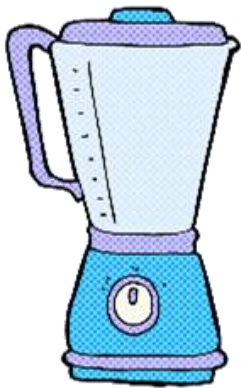
Practise, practise, practise!

Lots of videos online to help- Teach Your Monster to Read-

Great game! Alphablocks also great resource.

Phonics (Word Reading ELG)

- Start phonic teaching in nursery (Phase 1) and progress through to Year Two (Phase 6) in primary school
- Develop speaking, listening, writing and reading skills
- Equip children with the phonic knowledge and skills they need to become fluent readers and confident writers by the age of seven
- Taught daily
- All children take a national phonic screening check at the end of Year 1



Blending

To draw individual sounds together to pronounce a word. Think of a blender - mixing ingredients to bring them together. When we blend, we can add sound buttons and press each as we read.

c a t

Glossary

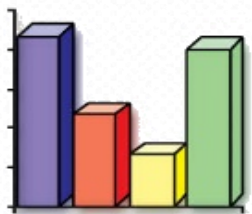
(also on website)



Segmenting

To split up a word into its individual phonemes in order to spell it. Think of an orange, we break it up into pieces aka the sounds. When we segment, we divide the separate sounds into a phoneme frame to spell.

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



Grapheme

The written representation of sounds. Think of a graph - this is how we see the letters.

abcdefghijklmnopqrstuvwxyz



Phoneme

The smallest single identifiable unit of sound, or what sound the graphemes make. Think of a phone - this is what we hear.

“sh” as in ship involves the graphemes s and h, but makes the phoneme “sh”

Enunciation

- Phonemes (sounds) should be articulated clearly and precisely
- No schwaring!



Letter Names

- Letter names are learnt in reception alongside the letter sounds.
- It is important to teach the sounds that letters make rather than just the letter name, as it is the sounds that help in reading and writing.

In class, we hold up the flashcard:

Teacher: "Everybody say hello M"

Children: "Hello M"

Teacher: "What sound does M make?"

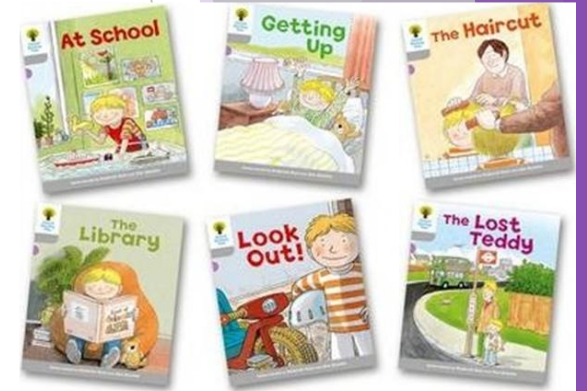
Children: "m, m, m, m, m"

Phase I

Phase I covers several 'aspects'
These are based around children starting to
"tune into sounds"

Through lots of speaking and listening activities
which will either be adult led activities or
within the environment the children will:

- "Tune into sounds"
- Improve their ability to distinguish between sounds
- Rhyming
- Oral Blending

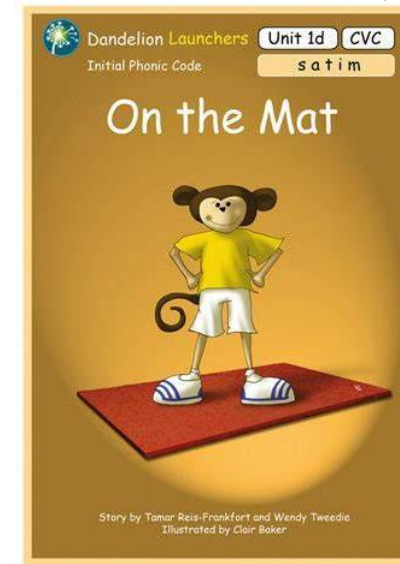


Phase 2

- Learning specific letters (graphemes) and sounds (phonemes)

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

- Blending and segmenting words and in captions and sentences
- Reading tricky words: I go no to the



Tam sat.

6



Tricky words - "they can't trick us!"

Phase 3

- All other sounds are taught, but only one representation e.g. igh in night

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

- More “tricky words” for reading
- Writing I go no to the
- Blending, segmenting, reading and writing words, captions and sentences that are phonetically plausible.



"Fresh fish on my dish. Yum!"
said Bob.

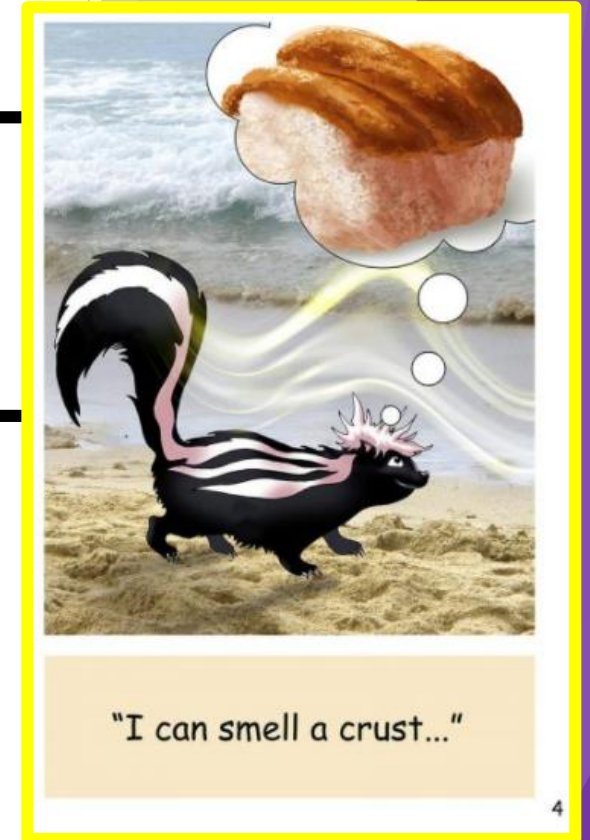
Phase 4

- Consolidation of previously learned sounds
- More tricky words
- CVCC words e.g. "plum" "short"
- Polysyllabic words

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

sh	or	t
----	----	---

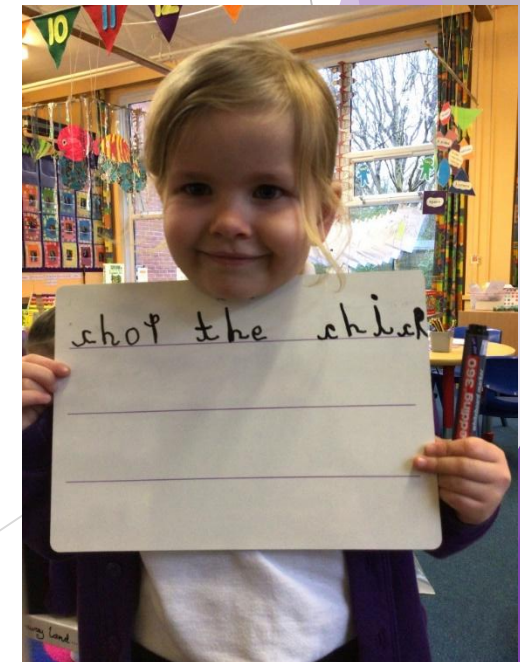
p	l	u	m
---	---	---	---



How will we teach your child?

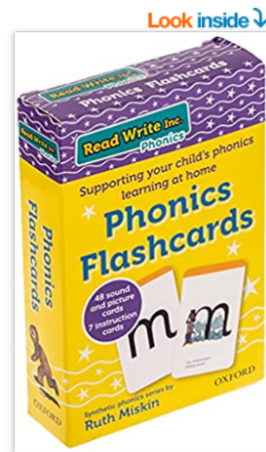


- Daily 20-minute sessions
- Fun and active sessions
- Mnemonics
- Fred Frog
- Sound buttons and phoneme frames
- Provision activities to reinforce Phonics sessions



How can you support your child?

- Play games that encourage your child to listen to phonemes e.g. I spy a c-a-t.
- Fred talk - Please put on your c-oa-t.
- Look for graphemes in print in the environment.
- Look on the owl board to see our phonics focus each week.
- Talk to your child about their phonics homework.
- Encourage writing at home e.g. shopping list.



Buying for work? Discover Amazon Business, for business-exclusive pricing, downloadable VAT invoices and more. [Create a FREE account](#)

Read Write Inc. Home: Phonics Flashcards Cards – 6 Sept. 2007

by Ruth Miskin (Author), Tim Archbold (Illustrator)

★★★★★ 6,118 ratings

#1 Best Seller in Literacy Education Reference

[See all formats and editions](#)

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Reading



Your child has a Reading Record. This is so we can keep a record of what/if your child has read and understand how they found it.

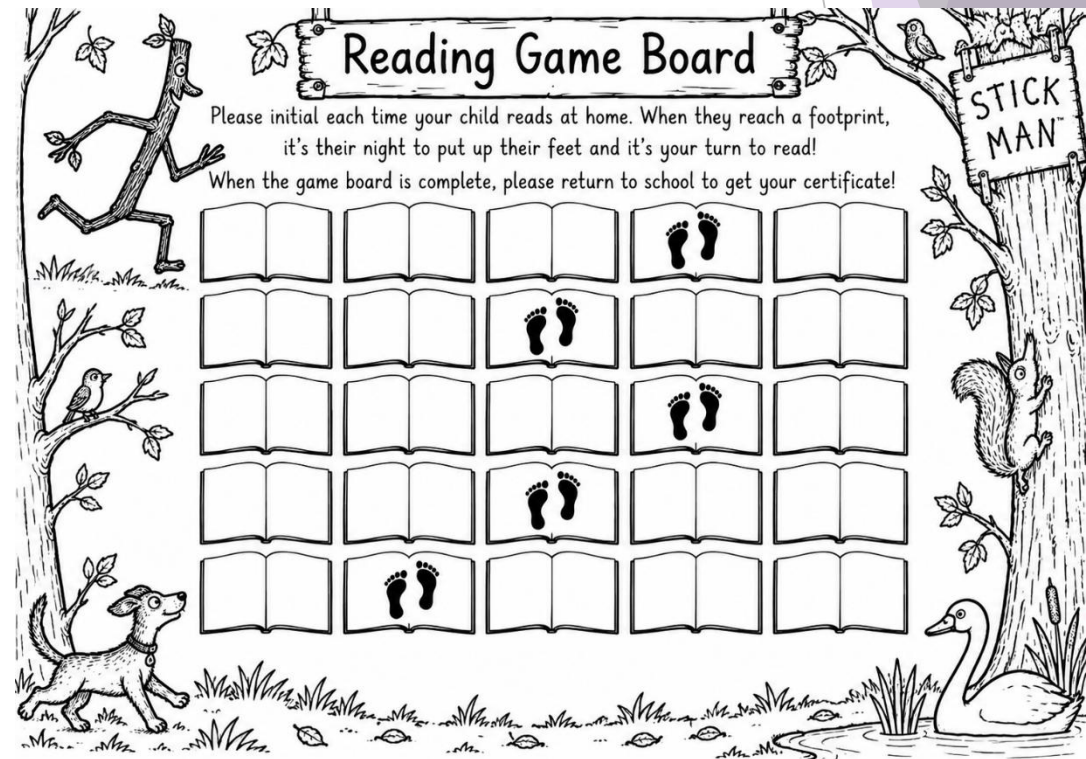
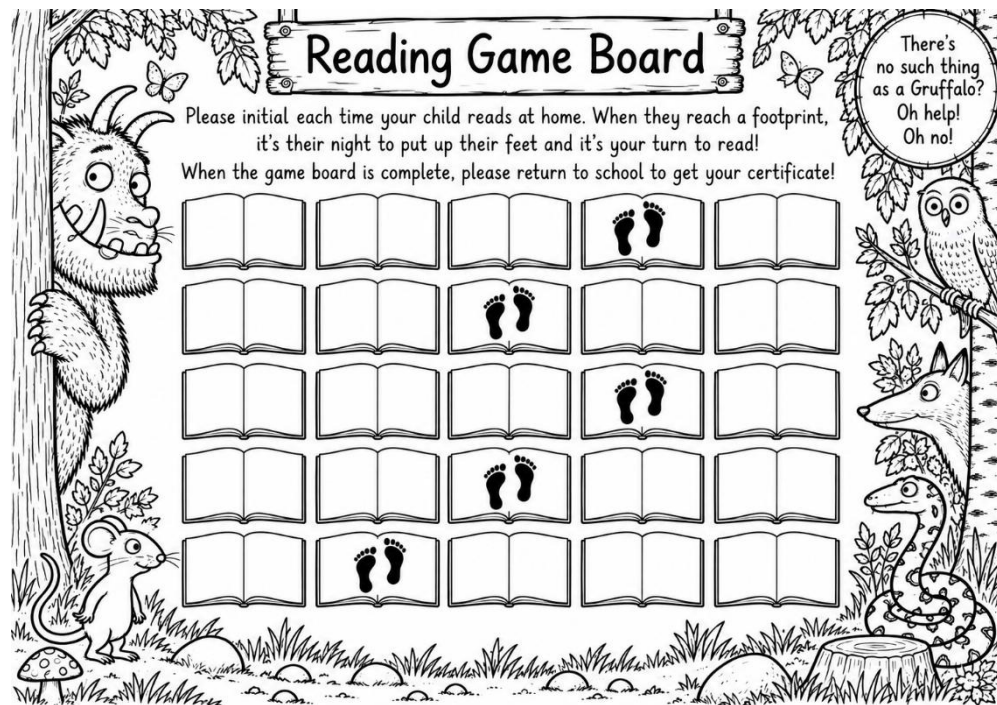
We know that it is not always possible to read with your child, so you can be honest if you have not been able to so that we know not to change your child's book.

You can also let us know what your child may have struggled with so we can support this in school.

Each time a new book comes home, we will write the book title in the next box for you to write your comment against.

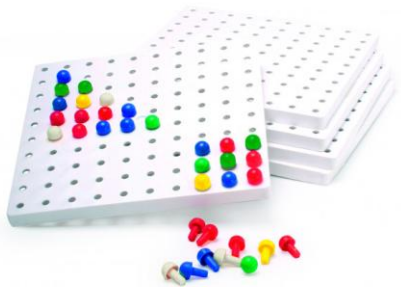
Please let us know if your child is a reluctant reader - we have ways to support this.

Reading, Reading, Reading!



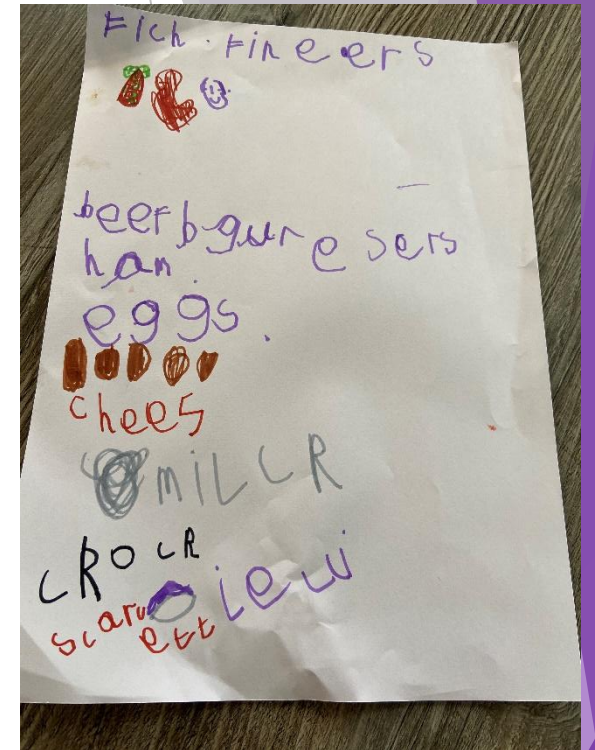
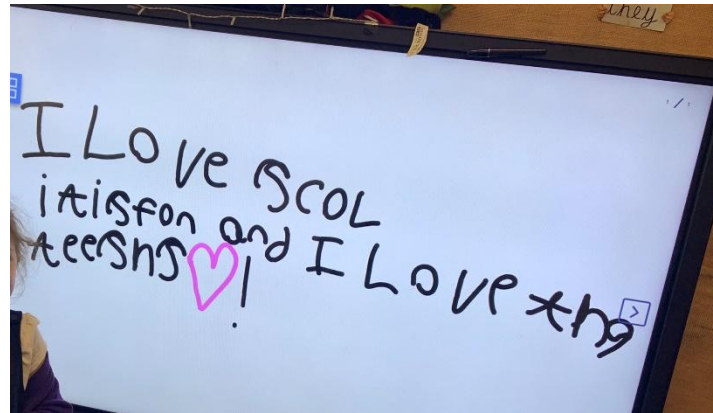
Writing

- Before children are ready to write with a pencil and form letters correctly, they need to develop their fine motor control.
- This includes 'Funky fingers' activities. These are designed to develop finger strength e.g. threading activities, using tweezers, turning nuts and bolts.
- Children are encouraged to write at school both within their play and in more formal writing activities.



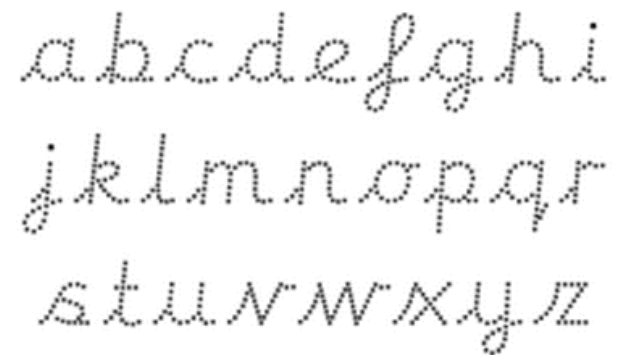
Writing

- Have pencils and paper, chalks, a whiteboard or clipboard available
- Make it fun- write in mud, shaving foam, water outside...
- Reinforce correct letter formation
- Encourage correct pencil grip
- Let them see you writing- get them to help writing notes, a shopping list...
- Do not spell everything out for them- encourage independence using their phonic knowledge- 'write the sound you can hear'.
- Praise their efforts don't correct their spellings at this stage



Handwriting

- ▶ We begin in Reception by forming each individual letter.
- ▶ Capital letters stand alone
- ▶ Don't take your pen off
- ▶ Say the rule as you write e.g. around the anchor and down the rope
- ▶ We lead in to start our letters



Phonics Homework

Say the phoneme...

Lead in, round the anchor and down the rope



Time to practise writing...

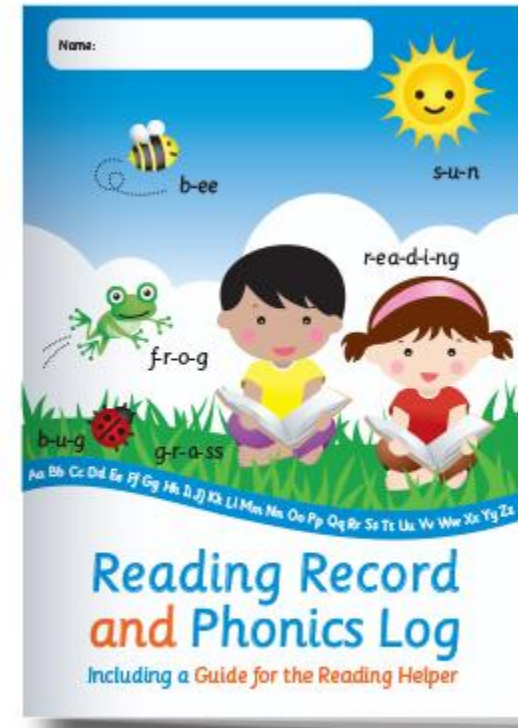
Colour the pictures that start with 'a'...



Which phonemes can you hear in these words? Use your Phonics Fingers.



Reading, Reading, Reading!



Maths

Numberland- starting with 0-10

Good understanding of the numbers - e.g. I know it is 5 because there is $3 + 2$.

Move on to look at shape and space too.

Ways to help:

- Count!
- Practising days of the week (before, after, yesterday, tomorrow)
- Recognising positional language



Useful Resources

Apps

- Teach your Monster to Read
- Hairy Letters
- ABC Pocket Phonics
- Letter Lillies
- YouTube e.g. Read Write Inc Phoneme Pronunciation Guide

Websites

- www.phonicsplay.co.uk
- www.ICTgames.com
- www.bbc.co.uk - alphablocks / kslbitesize
- www.topmarks.co.uk
- www.lettersandsounds.com

We use Read Write Inc mnemonics to help remember each sound . Flashcards are available: www.amazon.co.uk/Read-Write-Inc-Home-Flashcards

None of these are compulsory - they are just suggestions.

Uniform Reminders

Please make sure that ALL uniform is clearly named. (Please!)

No jewellery including earrings.

Hair tied up. (Simple headbands)

No nail varnish.



Organisation Reminders

Children need to bring water bottles to school each day as part of promoting a healthy and active lifestyle.

Your child will receive a piece of fruit each day so you do not need to provide your child with any.

Please do not allow your child to bring a toy to school as the children are provided with equipment and activities to occupy them at playtimes.

Please ensure that your child has a FULL, named PE kit in school for each half term. The outdoor PE kit is in addition not instead of the indoor PE kit.



Fanc yoo for
yor suport!

