



EYFS



How can we help?

*A guide to supporting children across the
Early Years Curriculum*



Created by Reception parents, carers and teachers of North Heath School 2023/24

Working together, we enjoy and achieve



Communication and Language

ELG 1: 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.

ELG 2: 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.

How can we help?

- ✓ Daily story time, discuss the books we read (fiction & nonfiction)
- ✓ Time to talk (dinner time, bath time, story time, school run, car journeys)
- ✓ Small world, role play & puppets
- ✓ Board games and card games
- ✓ Model correct use of standard English & new vocabulary
- ✓ Open ended questions
- ✓ Turn off the TV, phones and tablets
- ✓ Ask questions to encourage expressing opinions (What is your favourite....? Why do you like/dislike...?)
- ✓ Sing nursery rhymes
- ✓ Make up stories, songs and rhymes
- ✓ Match rhyming words
- ✓ At dinner time ask each family member to talk about 3 things they did/enjoyed in the day
- ✓ Vocabulary games – name an object, each person takes turns to say a related word
- ✓ Sound games – listening to and recreating sounds you can hear
- ✓ Cooking – talk about recipes and ingredients, (model related vocabulary)
- ✓ Grabolo & Dobble (language games)
- ✓ Orchard Toys games
- ✓ Give actions to newly learnt vocabulary
- ✓ Re-tell stories using language from your favourite books
- ✓ I spy
- ✓ Talk about your day – What made you laugh? What was the best bit? What was challenging? What are you looking forward to?
- ✓ Feelings – discuss own and book characters feelings. How do you/they feel? How do you know? What could you/they do if they are feeling sad/angry?
- ✓ Use What, When, Where, How, Why questions
- ✓ Listen to and discuss audio stories
- ✓ Model vocabulary in different situations
- ✓ Listen, avoid talking for the children
- ✓ Role play – explore a range of life experiences shops, hairdressers, doctors, vets, theatre etc.
- ✓ Shopping list game. *I went shopping and I bought....* Each player adds to the list trying to recall all items
- ✓ Give opportunities for children to ask questions and find answers
- ✓ Pobble 356 – Interesting images for discussion. I can see... I think...I wonder...
- ✓ Play 'Go Find...' – Say a word such as hard, spikey, glimmer and ask your child to find objects that match the description. Repeat with finding opposites
- ✓ What am I? Describe an object, place etc and guess

What did you like about that story? Why?



What made you laugh today?

Personal, Social and Emotional Development

ELG 3: 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.

ELG 4: 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.

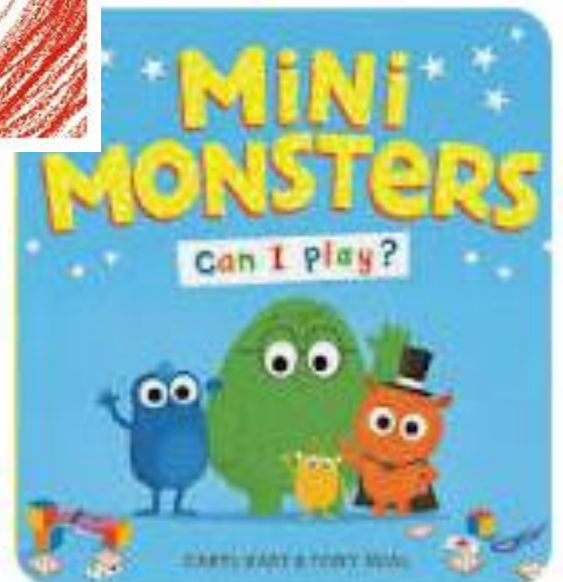
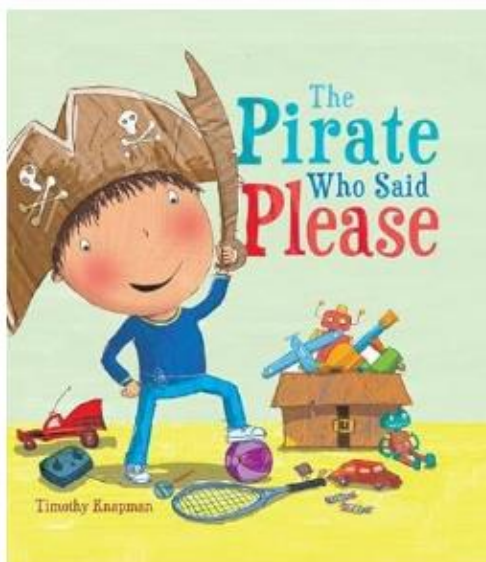
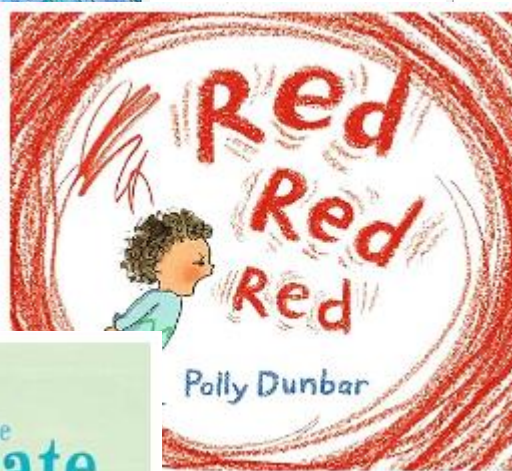
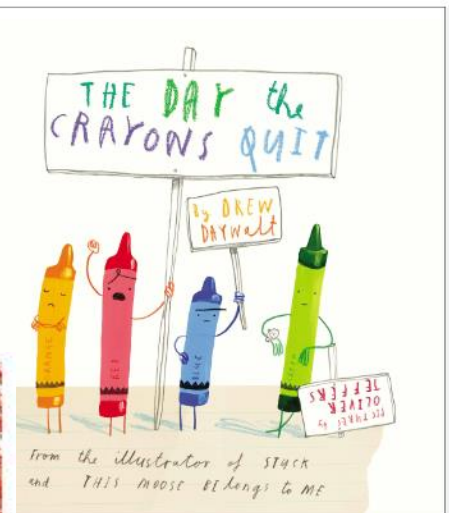
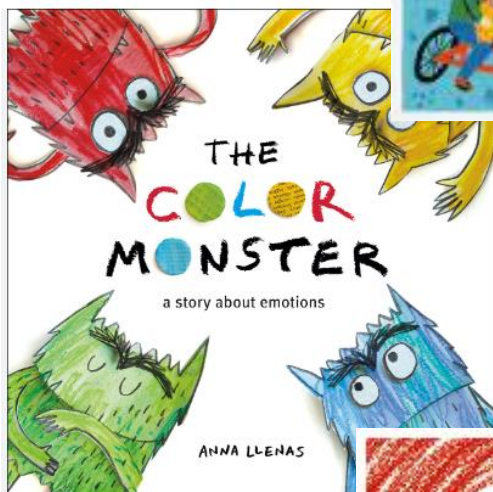
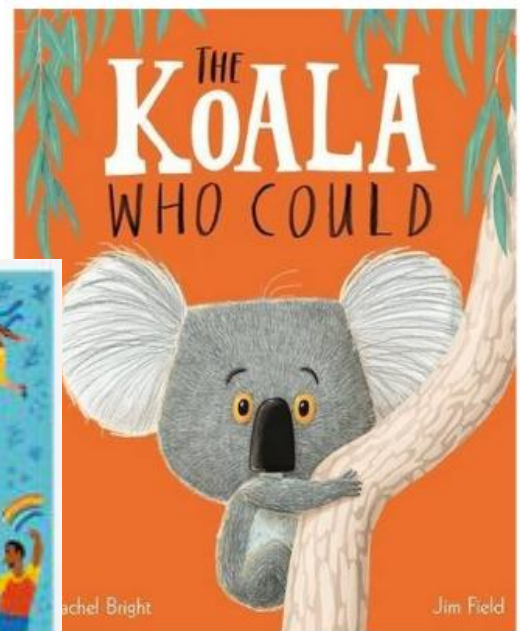
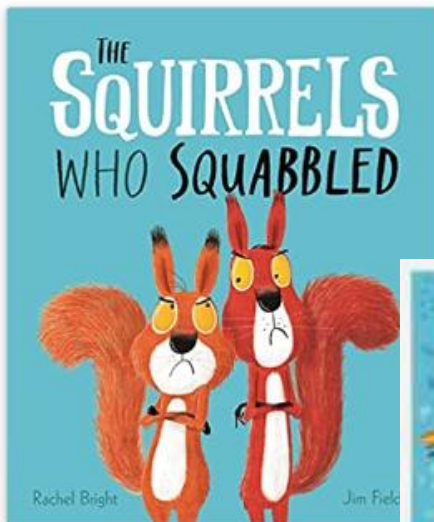
ELG 5: Building Relationships

- 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.

How can we help?

- | | |
|--|--|
| ✓ Give responsibility to child e.g. get ready for school, lay the table, put away toys, help prepare meals, gardening, putting clothes in the laundry basket, put own clothes away | ✓ Plan and make meals together including a discussion on healthy eating |
| ✓ Share stories about feelings | ✓ Encourage your child to help younger siblings |
| ✓ Use strategies to self-regulate – counting slowly to 10, breathing deep breaths in and out, having alone time in a quiet place | ✓ Name and talk about feelings. <i>I am feeling....because...</i> Reassure them that it is ok to feel angry or upset. Talk about what to do if you feel that way. Characters in stories can promote discussions about feelings |
| ✓ Practise putting on clothes | ✓ Discuss what is right and wrong and why. Stories are a great way to support this |
| ✓ Use short, simple instructions and ask child to repeat back | ✓ Arrange playdates |
| ✓ Encourage handwashing in daily routines | ✓ Brush teeth twice a day, encouraging independence. Visit the dentist |
| ✓ Visit places to encourage meeting other children and support turn taking and building positive relationships | ✓ Play games: Cheeky Monkeys, Dobble, Pairs, Shopping game. Ensure children experience losing |
| ✓ Create games to make getting dressed and morning routines fun e.g. using a timer to create a race to get dressed, setting an alarm for different parts of the morning routine | ✓ Refer to book characters in discussions e.g. How did Rainbow fish feel when he didn't share? How did he feel when he gave away all his scales? |
| ✓ Set goals to encourage independence | ✓ An achievement wall can be used to display reward stickers, certificates, work |
| ✓ Use clear boundaries and expectations | ✓ Reward sticker chart |
| ✓ Model and support sharing and turn taking with siblings and friends | ✓ 'Calm down box' – sensory toys |
| ✓ Encourage children to 'have a go' and persevere before helping | ✓ Check list of routines and 'jobs to do' – Have we missed anything? |
| ✓ Use lots of praise | |

Books to support Personal, Social and Emotional Development



Physical Development

ELG 6: 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.

ELG 7: 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.

How can we help?

- | | |
|--|---|
| ✓ Visit local parks | ✓ Create games at home e.g. 'Lava Game' – jump between cushions on the floor |
| ✓ Swimming | ✓ Aqua beads |
| ✓ Ride a bike/scooter | ✓ Dressing up and dressing toys |
| ✓ Learn to skip | ✓ Practise different jumps on a trampoline |
| ✓ Find a sport/physical activity of interest | ✓ Peg boards |
| ✓ Climb trees | ✓ Tweezers and pom poms |
| ✓ Hula hoop | ✓ Draw shapes, lines, letters and numbers in the air |
| ✓ Sweep leaves | ✓ Clean windows or the car |
| ✓ Clean the car | ✓ Use water and paintbrushes to create patterns, lines, letters, shapes and numbers on pathways |
| ✓ Woodwork | ✓ Small world e.g. Play Mobil, Polly Pocket, Lego, cars |
| ✓ Digging in the garden or woods | ✓ Craft e.g. beads, sequins |
| ✓ Playdough | ✓ Sand play |
| ✓ Model and support the use of cutlery | ✓ Musical statues |
| ✓ Model and support the use of scissors | ✓ Use different patterned scissors |
| ✓ Junk modelling | ✓ Play games on a tablet/iPad |
| ✓ Weaving/threading | ✓ Clip 'n' Climb |
| ✓ Painting | ✓ Percussion instruments and music -tap out repeating patterns |
| ✓ Draw and mark make with a variety of tools | ✓ Paintsticks |
| ✓ Demonstrate and support the correct grip of a pencil | ✓ Den making |
| ✓ Make necklaces and bracelets | ✓ Play Twister |
| ✓ Colouring | ✓ Athletics |
| ✓ Dancing | ✓ Kitchen Disco dancing |
| ✓ Sewing | ✓ Jumpstart Jonny |
| ✓ Create obstacle courses | |
| ✓ Soft play | |
| ✓ Trampolining | |
| ✓ Indoor rock climbing | |
| ✓ Go Noodle | |



Literacy

ELG 8: 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, nonfiction, rhymes and poems and during role play

ELG 9: 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.

ELG 10: 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.

How can we help?

- ✓ Sing Song of Sounds
- ✓ Mark making & writing for different purposes e.g. letters, postcards, cards, shopping lists
- ✓ Use sound talk to support blending
- ✓ Play word building games
- ✓ Read a range of text and re-enact favourite stories
- ✓ Visit and join the library
- ✓ Dough gym
- ✓ Use the app – www.teachyourmonstertoread.com
- ✓ Talk about and read words in the environment e.g. Stop signs, shop signs, maps
- ✓ Ensure children see adults reading for pleasure
- ✓ Read a range of reading materials e.g. recipes books, comics, leaflets
- ✓ Use sponge letters, tile crayons at bath time
- ✓ Create a scrapbook of family days out and holidays
- ✓ Make books – an adult could scribe for the child, then encourage them to make marks, write words
- ✓ Make storytelling cubes
- ✓ Play rhyming games
- ✓ Teach toys and puppets letter sound, blending, tricky words and writing
- ✓ Play 'Splat' with sounds and words
- ✓ Discuss and model book language – front cover, back cover, tittle, author, illustrator, blurb
- ✓ Mark make and write words in sand, shaving foam, cornflour, window condensation
- ✓ Trace patterns, name, words
- ✓ Read and share books everyday
- ✓ Choose a book to take to bed
- ✓ Create a quiet reading space e.g. den, armchair, book shelves, book baskets
- ✓ Play schools
- ✓ Discuss books and ask questions about characters, setting, plots, endings, feelings
- ✓ Draw pictures and talk about what is happening
- ✓ Play Orchard games e.g Silly Soup
- ✓ Create story maps
- ✓ Watch favourite stories on BBC iPlayer e.g. Superworm
- ✓ Ensure books are always available for children to enjoy at anytime
- ✓ Make puppets and create/retell stories
- ✓ Use a range of mark making tools. e.g. crayons, chalk, paint, water, glitter pens, gel pens, whiteboard pens
- ✓ Play I spy
- ✓ Use sand, rice, shaving foam, Kinetic sand for mark making/letter formation
- ✓ Use a Light board for mark making and writing
- ✓ Colouring
- ✓ Build words with magnetic letters
- ✓ Leave secret note for family members

Book List – Family Favourites

The Hungry Caterpillar
 Dear Zoo
 Flip Flap Safari
 Flip Flap Zoo
 Where is Waldo?
 I am a tiger
 I am not an elephant
 I am a dinosaur
 Camilla Cupcake Fairy
 Traditional Fairy Tales
 Hairy Maclary books
 The Singing Mermaid
 Paw Patrol
 Octonauts
 Octopants
 Tiddler
 Everybody's Welcome
 A Squash and a Squeeze
 The Lion Inside
 Hugasaurus
 I went Trick or Treating
 Ten Minutes to Bed: Little Dinosaur
 Mr Men & Little Miss books
 Giraffe's Can't Dance
 Paddington
 Tabby McTat
 George's Marvellous Medicine
 The Faraway Tree
 The Fairytale Hairdresser
 Milly Molly Mandy
 Topsy and Tim
 Peter Rabbit
 Wonky Donkey
 Hairy Fairy
 Giraffes Can't Dance
 Luna Loves to Dance
 Runaway Pea
 Meg, Mog and Owl
 Funny Bones
 You Choose

Little Red Train books
 Supertato series
 Each Peach Pear Plum
 Superworm
 Dinosaurs Love Underpants
 Brian the Smelly Bear
 The Jolly Postman
 There's a Monster in Your Book series
 I'm Just a Baby Triceratops
 Scallywags
 Say Hello to the Animals
 The Diddle that Dumbled
 The Day the Crayons Quit
 Daisy Eat Your Peas
 Highway Rat
 Love you Little Monkey
 Kitchen Disco
 Daisy's Dragons
 Pirate Pool
 The Smartest Fish in School
 The Gruffalo
 Pirate Pete and his Stinky Feet
 Quiet!
 Thomas the Tank Engine stories
 Hippos Go Berserk
 Can you hear me Grandad?
 What the Ladybird Heard
 Princess -Belle
 Aliens Love Underpants
 Peppa Pig
 Corduroy
 The Gingerbreadman
 What is Poo?
 Chris Haughton books
 Usbourne Lift the flap books
 (science, space, earth, body)
 I say Boo you say Hoo
 Little Rabbit Foo Foo
 The Book with No Pictures



once upon a time



Mathematics

ELG 11: 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.

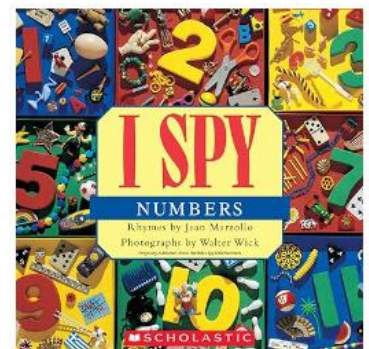
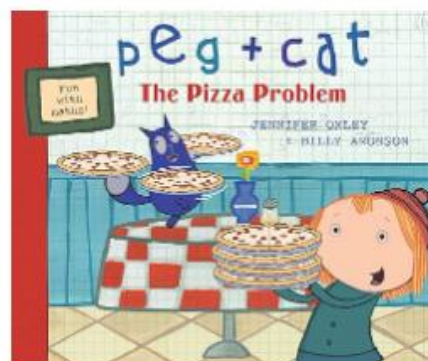
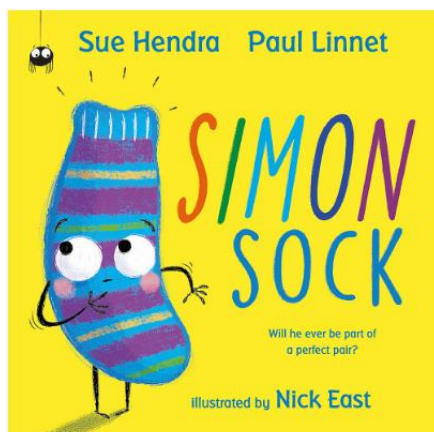
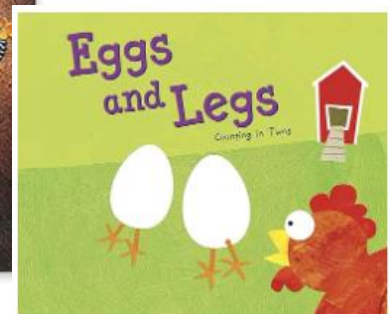
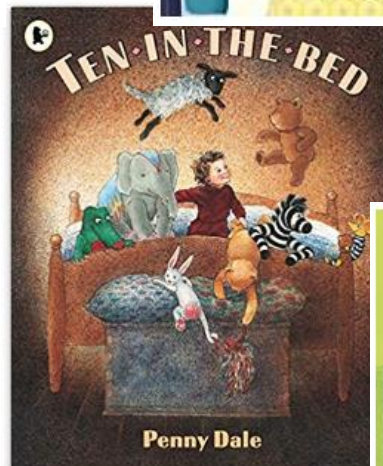
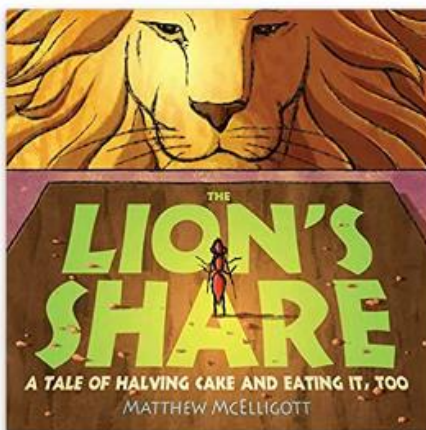
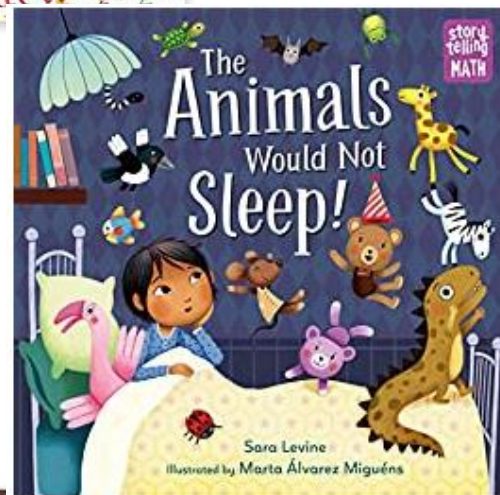
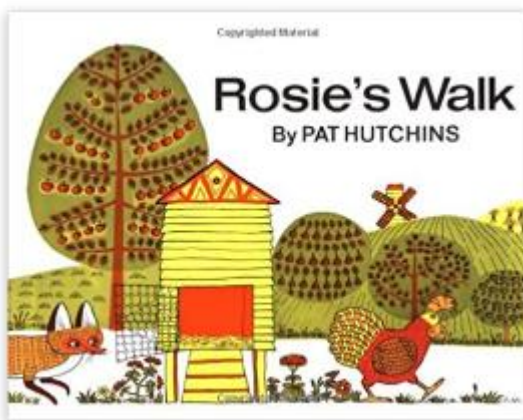
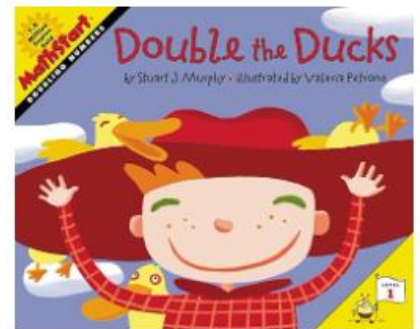
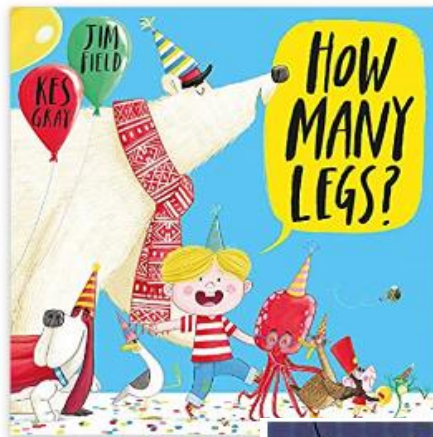
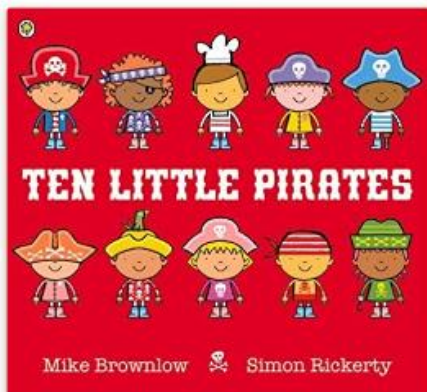
ELG 12: Numerical Patterns

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.

How can we help?

- ✓ Find opportunities to count e.g. objects, setting the table, steps in a staircase, fingers, words in a sentence
- ✓ Sing number songs
- ✓ Go on number and shape hunts in the environment
- ✓ Subitise using a range of items e.g. fingers, dice, toys, dinner plates
- ✓ Play board games
- ✓ Use shapes to make pictures and models
- ✓ Create and hunt for patterns
- ✓ Role play opportunities e.g. shop, post office
- ✓ In sand and water explore containers and capacity
- ✓ Incorporate problem solving & reasoning within daily routines
- ✓ Create a count down to events
- ✓ Play counting games on car journeys – How many red cars can you see?
- ✓ Identify numbers and weigh ingredients when following recipes
- ✓ Identify numbers on car number plates
- ✓ Count down when brushing teeth
- ✓ Use mathematical vocabulary in everyday events e.g. eating dinner, tidying toys, Who has more dinner left on their plate? How many more toys do we have left to put away?
- ✓ Look at numbers on a clock and recognise o'clock
- ✓ Use a Money box to explore counting, addition and identify coins
- ✓ Use cash in shops
- ✓ Measure items around the home e.g. with Lego bricks, footsteps, tape measure, ruler
- ✓ Match pairs of sock
- ✓ Use marbles to explore sorting, counting, comparing, pattern
- ✓ Count whilst playing with toys e.g. You have two dinosaurs and I have one. How many do we have altogether? How many will there be if we get one more?
- ✓ Watch Number Blocks
- ✓ Practise sharing fairly e.g. food, treats
- ✓ Collect and count items on a walk
- ✓ Create numbers, shapes and patterns using items found on a walk
- ✓ Order magnetic numbers
- ✓ Sort and count Lego. How many red bricks do we have? Which colour do we have most of?
- ✓ Create shopping lists including quantities of each item needed
- ✓ Play snap with number cards
- ✓ Enjoy jigsaw puzzles – recognising shapes that fit together
- ✓ Play Orchard Toys games e.g. Magic Maths, Bus Stop
- ✓ Identify numbers in road signs
- ✓ Play Uno
- ✓ Count forward/back when carrying out tasks e.g. putting on a coat or shoes
- ✓ Use questions such as 'What's the same/What is different?' when exploring shapes, patterns, quantities
- ✓ Magnetic numbers (number recognition, ordering, number sentences)
- ✓ Play with Duplo/Lego
- ✓ Create with Magna-Tiles (shape)
- ✓ Use Beads to explore pattern
- ✓ Use a range of mathematical vocabulary

Books to support Mathematics



Expressive Arts and Design

ELG 13: Creating with Materials

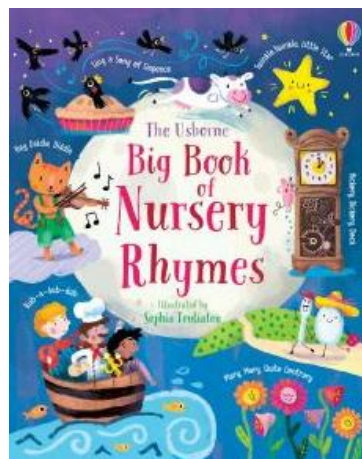
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.

ELG 14: 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.

How can we help?

- ✓ Use a variety of materials, tools and techniques
- ✓ Experiment with colour, form, texture and function
- ✓ Encourage children to talk about their creations, explain processes/materials/joining techniques and the reasons for their choices
- ✓ Model new vocabulary
- ✓ Use props and creations in play
- ✓ Make up stories
- ✓ Listen to different types of music and talk about how it makes you feel and why. How does it make you move? What instruments can you hear?
- ✓ Explore percussion instruments
- ✓ Move to music and create your own dances
- ✓ Create role play experiences e.g. a gym, exercise/dance class
- ✓ Watch a live show on stage
- ✓ Watch street performers on days out
- ✓ Take part in a show
- ✓ Join Kicks dance
- ✓ Sing and perform nursery rhymes, poems and songs
- ✓ Get creative with junk modelling
- ✓ Use made creations in own play
- ✓ Draw, paint, print, collage
- ✓ Make musical instruments and use them to accompany a song or story
- ✓ Create pictures and models to represent places you visit



Understanding the World

ELG 15: 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.

ELG 16: People, Culture and Communities

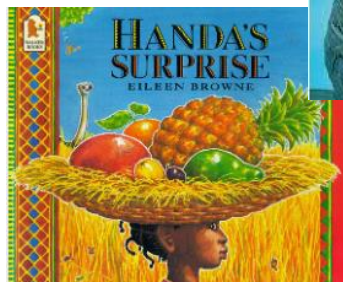
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain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

ELG 17: The Natural World

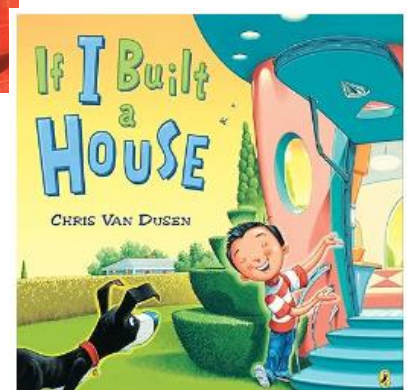
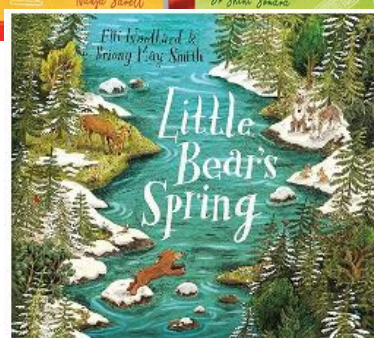
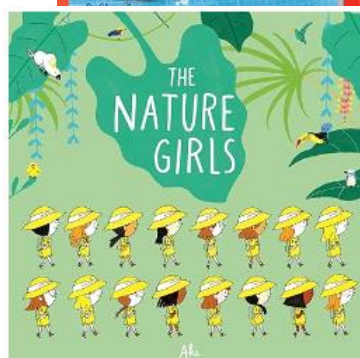
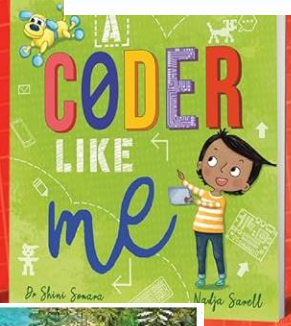
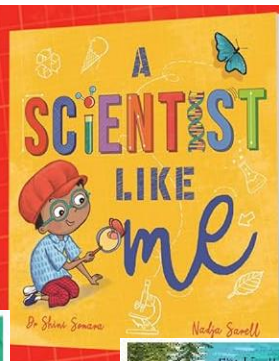
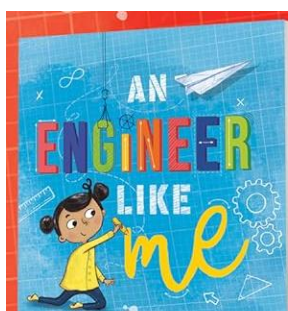
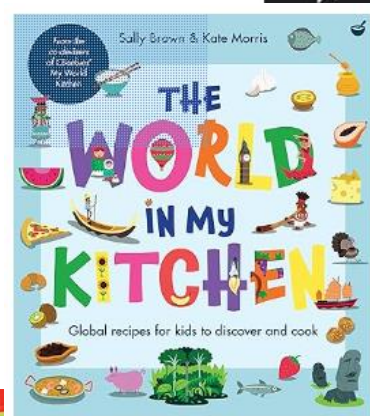
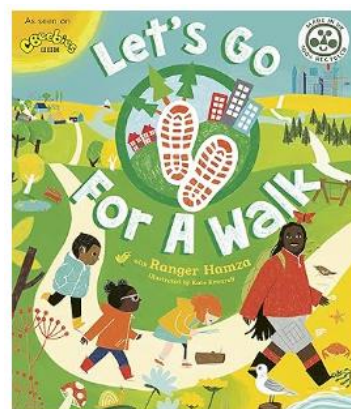
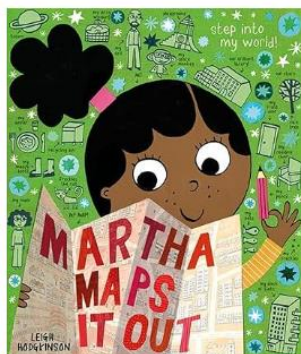
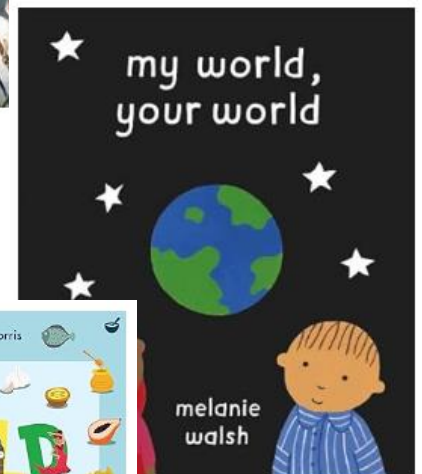
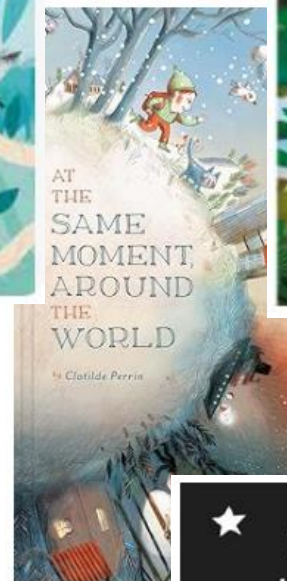
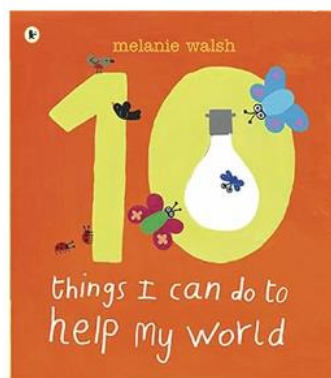
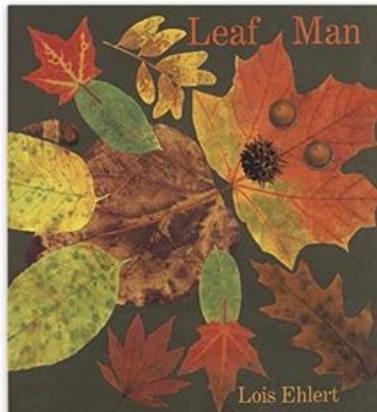
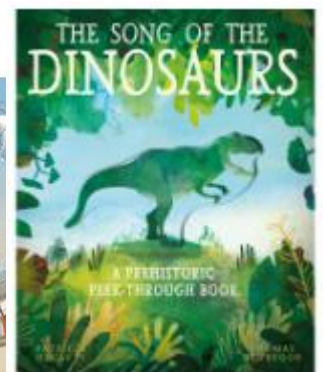
Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important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

How can we help?

- ✓ Look at family photographs from the past to the present. Talk about how people have changed
- ✓ Share books and photographs to compare old and new household objects, toys and transport
- ✓ Share fiction and non-fiction books featuring different countries from around the world. Talk about the similarities and differences you find between weather, landscapes, clothes, foods and beliefs
- ✓ Look at and discuss maps and globes and their features
- ✓ Search for fossils on the beach
- ✓ Learn to say 'Hello' and 'Goodbye' in different languages
- ✓ Make scrap books, take photographs and draw what you see when visiting different places
- ✓ Go on seasonal walks. Notice the changes in the environment, the weather and the animals you see
- ✓ Collect natural objects on your seasonal walks and create pictures
- ✓ Explore ice and evaporation
- ✓ Melt chocolate when cooking
- ✓ Touch different materials and talk about their properties. Discuss what different object are made of
- ✓ Experiment with objects and materials through floating and sinking



Books to support Knowledge and Understanding of the World



Places to visit in and around Horsham



Special occasions and treat days

Have you ever travelled on a train?



Day trips to London for sightseeing, visiting attractions, watching street performers or enjoying free entry into museums.

Have you ever travelled on a bus?



Fishers, Washbrooks, Bocketts and Holmbush farm

Crazy Golf

Camping

Race car/car events

Watch a live sporting event

Paradise Park, Newhaven

Fruit picking

Visit a zoo