

EYFS curriculum information 2026

Reception and Nursery Parents & Carers

Hampton Infant School and Nursery

“A partnership where every child has the opportunity to reach excellence.”

The Nursery and Reception Team

Nursery Team

Miss Yria – Class teacher

Mrs Khan– Learning support assistant

Mrs McDermott– Learning support assistant

Reception

RF – Mrs Fairholm and Miss Assi

RH – Mrs Hartridge and Miss Lainchbury

RDC – Mrs Davies, Mrs Cranston, Mrs Sula and Mrs Kemp

RK – Miss Keith, Miss Ramos and Miss Davis

Our aims for today

- Provide an overview of the EYFS curriculum
- Provide an overview of a typical day in Nursery and Reception
- Give suggestions of ways to help your child at home
- Explain what ‘forest school’ sessions look like in Reception
- Tapestry
- Reminders about communication and key information

Our aims in Early Years

- Support children to make a positive, smooth and happy transition from home to school
- Provide a safe, secure, enabling and nurturing environment for children to learn in
- Create an environment that promotes independence and high levels of involvement in play
- Play alongside children and support the learning that naturally occurs
- Provide a broad and balanced high quality curriculum in line with the Early Years Foundation Stage guidance
- Foster positive home school links with parents and other care providers

7 areas of learning:

Knowledge of the World

Mathematics

Literacy

Physical Development

Expressive Arts and Design



Personal, Social and Emotional Development

Communication and Language

They are split into…

Prime Areas:

- Personal, Social and Emotional Development;
- Physical Development;
- Communication and Language.

Specific Areas:

- Mathematics;
- Literacy;
- Knowledge of the World;
- Expressive Arts and Design.

Without the ability to listen, understand and speak children will struggle to read.

Without gross and fine motor skills children will find writing difficult.

By the end of Reception:

Early Learning Goals

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.

Typical day in Nursery

8.30 – 9.00am – Soft start. Children come, put things away and play
9am – Whole class activity
9.15 – Choosing time and the garden is open
10.00 – Snack
10.15 – Choosing time and the garden is open
11.00 – Singing and story
11.30 – Hometime for part time children
11.30 – 12.30 – Lunchtime
12.30 – Soft start for PM children and choosing
1.00 – Whole class activity
1.15 – Choosing time and the garden is open
2.00 – Snack
2.15 - Choosing time and the garden is open
2.30pm – Home time for some full time children - the rest of the children are choosing
3pm - Singing and story
3.30pm - Hometime



Typical day in Reception

8.30– 8.40am – Soft start. Handwriting activity set up in the classroom.
9am – Funky fingers and phonics
9.30 – Choosing time and the garden is open
10.15 – Maths
10.30 – Choosing time and the garden is open
11.15 – Singing and preparation for lunch
11.30 – 12 – In the hall eating lunch
12 – 12.30 – Playtime during lunch
12.30 – Topic
12.45 – Choosing time and the garden is open
2.15 – Snack time (helper chooses something to watch)
2.30 – Story, singing and home time preparation
3pm – Home time



Phonics

- SoundsWrite phonics programme with decodable reading books to support the teaching and provide opportunities to decode
- Consistent approach across both schools
- Focus on skills needed to read and write and the conceptual knowledge
- Slowing learning down to really embed knowledge and skills
- Very clear and precise vocabulary used to teach the sounds and symbols.
- Teaches children the code needed to become a confident reader/writer/speller.

SOUNDS-WRITE
First Rate Phonics

Phonics is:

Knowledge of the alphabetic code + **Skills of segmentation and blending**

- Blending is joining the sounds together to help us read a word.
- Segmenting is hearing a word and splitting it up into the sounds that make it.

How do we teach reading?

EYFS

- Phonics
- Daily story
- Daily singing/rhyme
- Class reading buddy
- Helicopter stories
- Role play area/small world
- Reading scheme books
- Story books sent home – borrow book
- Yoto player
- Focus text/author
- Talk scaffolds
- Classroom reading areas
- Workshops and curriculum evenings
- Inprint
- Colourful Semantics
- Choral speaking
- Vocabulary focus in all curriculum areas
- EOV



Reading in Nursery – Borrow a Book

- Changed once a week
- Story book to share together at home
- Reading record – please sign to acknowledge you have shared the book at home
- Please send your book back every week

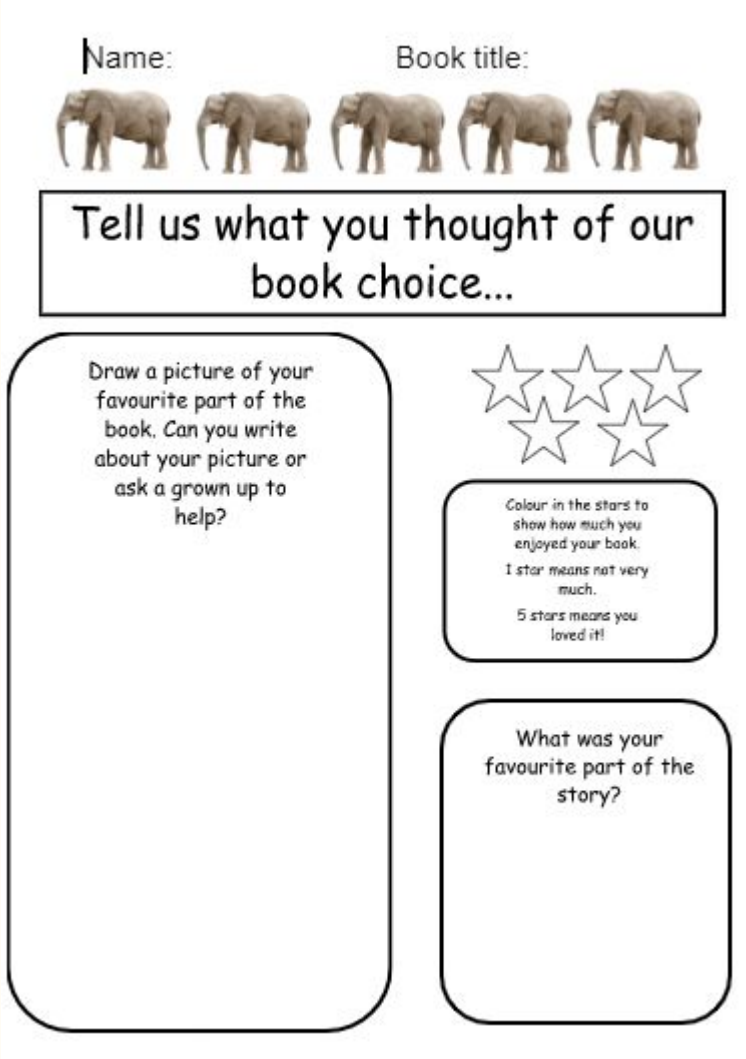


Reading Books

- Daily phonics lesson using SoundsWrite
- Start assessing the children in the first few weeks
- Books are sent home in the first half term along with a reading diary
- Decodable reading book. Please read this everyday with your child. This will help support their blending and progress
- Please sign the diary every day and write a short comment. This helps the class teacher to know your child is being read with every day
- The class teacher will listen to your child read once a week
- Borrow a book - picture book to share at home together

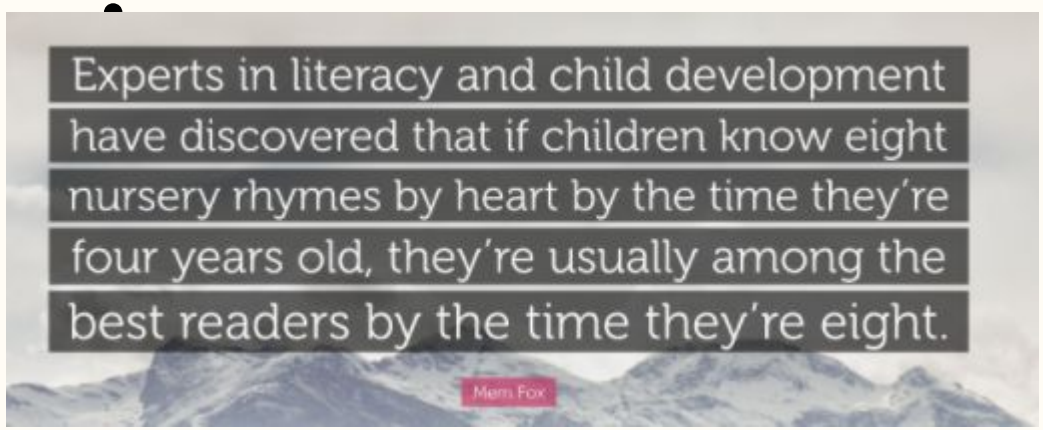
Class Pet Diaries

- Each class has 2 class pets
- Every week, 2 children from each class will take a pet and the diary home
- Please read the story with your child and the class teddy and fill in a book review
- This will go home on a Friday. Please return this by Monday.
- You can add a photo to tapestry if you would like to - no pressure!



How can you help?

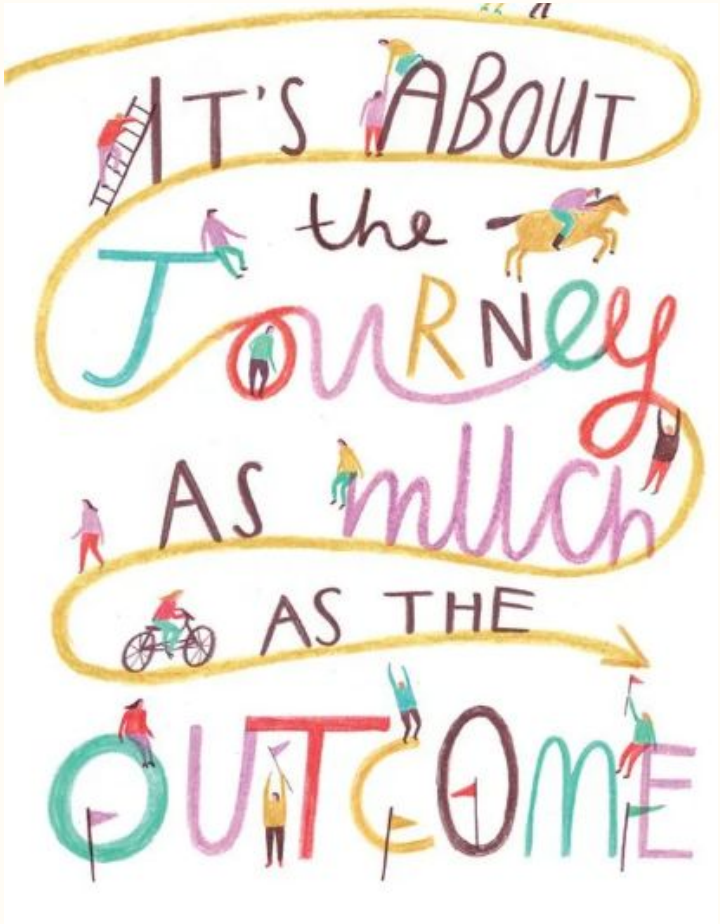
- Reading lots at home - promoting good listening skills
- Listening games when at home or our and about
- Point out and play with rhyme
- Clap out syllables in words
- Make up alliterative sentences
-



- Learn how to say all the sounds correctly - ask if you are unsure
- The Oxford Owl website has a video demonstration on how to say the sounds: https://www.youtube.com/watch?v=UCI2mu7URBc
- Know the difference between a letter and a sound
- **a letter** is one of the 26 written elements of the alphabet
- **a sound** is a single voiced element which may be made up using one or more letters (e.g. m & igh are both sounds)
- When coming across a word in a book that uses a spelling your child is unfamiliar with e.g. gem this can be explained by saying: "This can be a /g/ but in this word it is a /j/

Essential skills for writing











How Children Begin to Learn to Write

1. They strengthen their shoulder and arm muscles by making large (gross motor) movements with their arms such as waving flags



2. They strengthen the muscles in their hands and fingers by doing fine motor activities such as pegging



3. They begin to make marks with their fingers in sand, paint, soil





4. They make marks with equipment such as sticks, chalk or paint brushes on a large scale

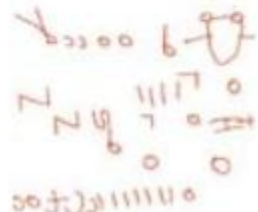
5. They make marks with equipment such as crayons or pens on a smaller scale



6. They write circles and lines and begin to gain some control over equipment



7. They write in shapes and symbols and begin to give meaning to the marks they make

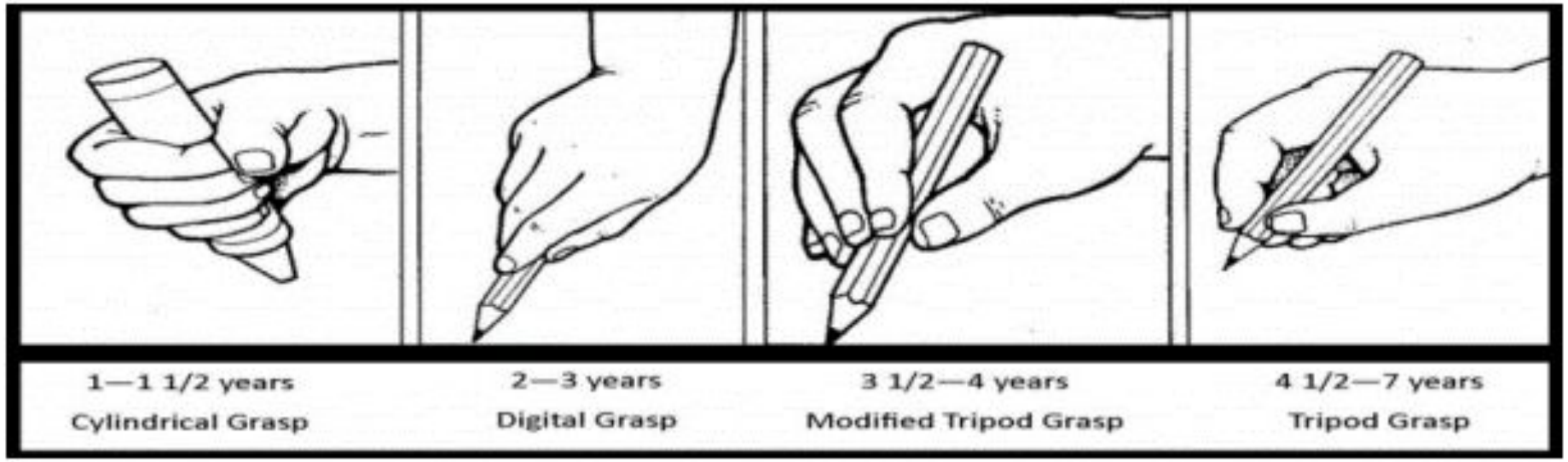


8. They use letters from their name to write messages



Developing pencil grip

- How children use their body to aid their early mark making and then writing is by using a sequence of muscle movements. Which muscles they use depends on which stage of development they are at.



How we help in school

- Children are encouraged to write as part of their purposeful play.
- They write in a variety of role play situations that match their interests and stimulate talking.
- They experiment with writing by making marks, personal writing symbols and conventional script.
- They are given lots of praise and encouragement to have a go
- When ready, we support the children's writing by encouraging them to hear the sound at the beginning of the word in their writing.
- Then they progress in hearing other sounds in words in their writing. We support children in writing stories, poems and information texts.
- They begin to write in sentences sometimes using punctuation (mainly full stops).



How to help at home

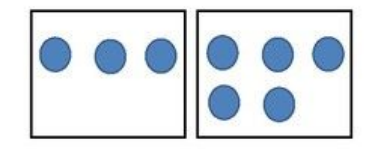
- Sing songs and nursery rhymes with your children.
- Be interested in language and words –have an interesting word place at home.
- You can’t write a story unless you can tell a story.
- You can’t tell a story unless you have heard a story.
- Use letter sounds and not letter names
- Write shopping lists and letters.
- Write in lower case letters
- Go to the park, climb, swing, run and crawl!
- Messy play and playdough time!
- Make it an enjoyable experience, keep it fun



Maths in EYFS – key concepts

Number

- Counting: Saying number words in sequence
- Subitising (recognising the number of objects in a group without counting them).
- Numeral meanings - cardinality
- 1:1 correspondence (assigning 1 number to 1 object)







Pattern

- Observing mathematical structures and relationships
- Recognising, creating and describing patterns
- Repeating patterns:
  AB - ABB - ABBC





Maths in EYFS – key concepts

Shape and space

- Developing spatial awareness and language. Eg: “behind”, “on top of”, “next to”
- Visualising how things appear when moved or changed
- Identifying similarities and differences
- Identifying properties of shapes.



Measure

- Using everyday language to talk about size, weight, capacity, position, distance, time and money
- Comparing quantities and objects to solve problems
- Recording data: standard units and non-standard units.



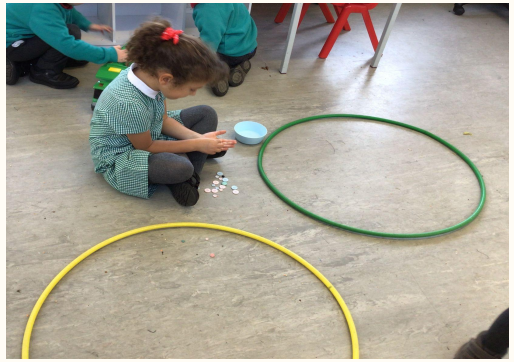
How we teach maths at HISN

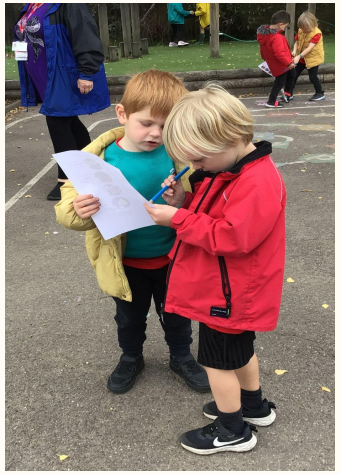
- 1 x short maths session each day.
  - Practical, using concrete resources to handle, eg: conkers, cars, leaves etc.
  - Focus on oracy and reasoning - “How do you know that?”
  - Opportunity for peer-to-peer discussion.
  - Supporting mastery of a concept - “Can you show me another way?” “How else could you do that?”
  - Slow and steady approach to ensure a solid foundation in the key concepts.

- Children are very often engaging with mathematical concepts during their play.

- Play based learning is happening all the time:









Maths in EYFS – how to help at home

Maths is everywhere! You can use any situation as an opportunity for mathematical talk. Encourage their reasoning by asking them to explain their thinking:

“Who has more chips today? Prove it to me.”
“How many cars on the road today? How could we check?”
“Who has more peas? Who has fewer?”
“What’s the same and what’s different between these two leaves?”
“Which cup holds the most water? Why do you think that? How could you check?”

Useful resources:
https://nrich.maths.org/13371
https://www.ncetm.org.uk/in-the-classroom/early-years/
https://youtu.be/2Ow8vEmh8lA (Numbersense)

Forest Friday







- Every Friday afternoon we take part in forest school activities
- We stay with our class and take part in activities that are outside
- We enjoy a story outside and some singing
- We stay outside for the some of the afternoon and get busy learning



Where will we learn?

- We will then have a base in the playground to sit and listen before taking part in a forest school activity.
- We will all have a turn in the reading den for a story

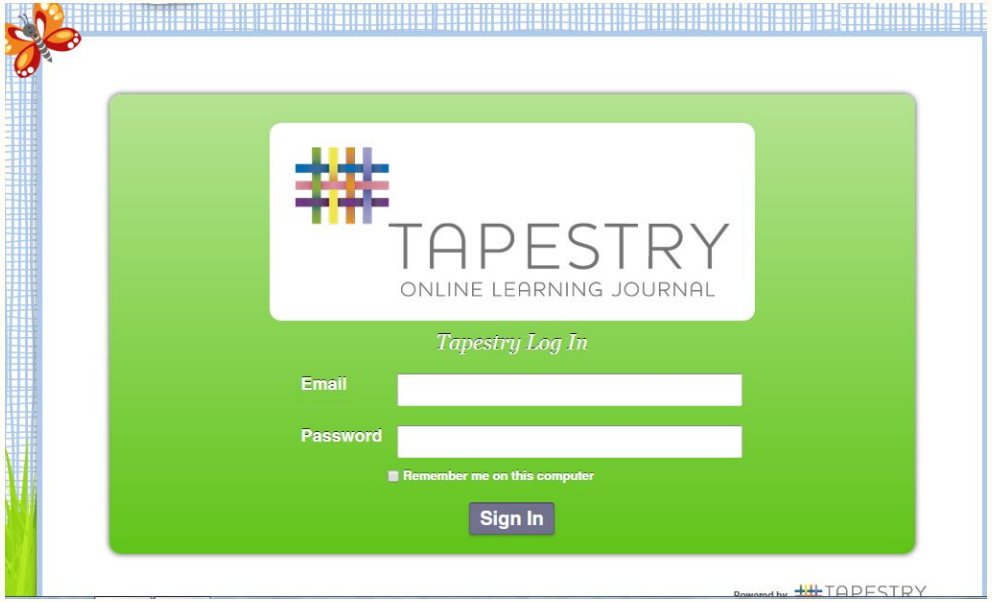






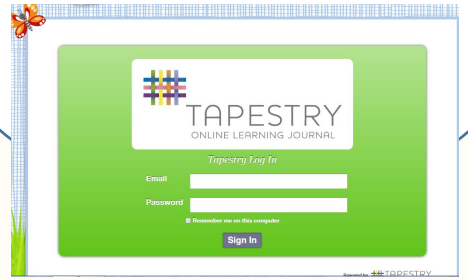
Tapestry – observational tool

- Individual profile
- Parents can access the journal for your child
- We will add an observation of your child to Tapestry once a week.
- Celebrating the children's ideas, developing their interests and deepening their learning
- You can add photos from home with any news or experiences your child would like to share.
- Sometimes it can take us a few days/weeks to get through sharing all of the lovely observations from home.



Communication

Tapestry



Wow moments





The Buzz - weekly



Collection arrangements



Arbor

Arbor

Donations



Supporting your child at home

- Home school books – for recording reading - please do record when you have read with your child at home
- Wow moments
- Tapestry
- Buzz newsletter



Positive behaviour

Our Bee Rules

At Hampton Infant School and Nursery we have 5 golden rules. These rules help us to have a happy and successful school. They are:

- Be kind to others
- Be a good listener
- Be respectful towards yourself, others and the school environment
- Be hard working and challenge yourself
- Be responsible

Be the best you can be!

General information

- School Day: 8:30 – 3:00pm
- If you need to speak to your child's class teacher the best time to do this is at the end of the school day or email the office.
- Children must **NOT** use the climbing frame before or after school in the KS1 playground.
- If you need to contact your child's class teacher please send an email to: Office.hisn@hpp.school
- Class lists - please sign up. Ask the office if you need help
- Up to date contact information
- Birthdays - no food - whole class gift eg book for the class
- Name in everything
- Bookbags only please with **one** key ring (no backpacks)
- Appropriate outerwear everyday please
- Independence - coats, shoes, jumpers/cardigans, toileting and lunchtime

Attendance

Reception is a crucial year. It's where children build the first, essential layers of knowledge that all later learning rests on. Cognitive science tells us that children remember what they think about and practise often. When children miss school, they miss these small but important steps that help learning stick.

Every day in Reception grows your child's early skills in phonics, writing, and number—the foundations for everything that follows.

Learning Builds Step by Step

Children learn best in small, connected steps. Each day adds another block to their understanding. Missing even one lesson creates a gap, making later learning harder to build securely.
In Reception, these steps are tiny but powerful: each new sound, number, or mark they make on paper becomes a building block for future reading, writing and maths.

ANY QUESTIONS?

"I promise you every day your child will learn something. Some days they will bring it home in their hands, some days in their heads, and some days in their hearts."