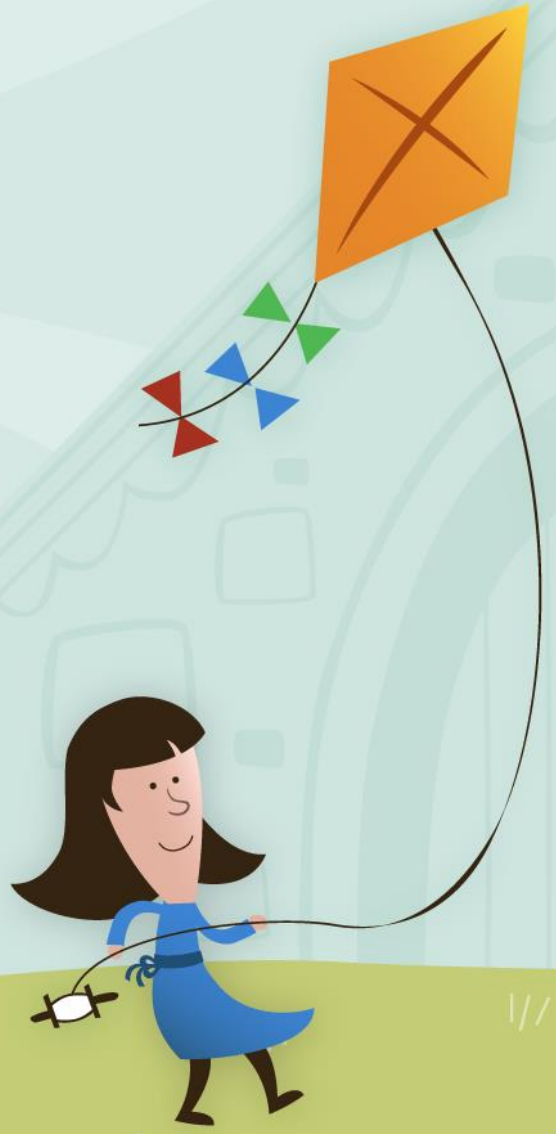
Early Years Evening

What your child will experience in their first year at Bridekirk Dovenby Primary School

September 2025



So far…

All children are settling in well.

We can already see some new friendships being built and personalities coming out.

They are a lovely bunch and we can't wait to work with them all this year!

Our Christian Vision

At Bridekirk Dovenby School. We nourish the uniqueness of our community. Rooted in love, a rich and diverse curriculum enables all to flourish and grow. Confident and secure, our children reach out, ready to embrace the seasons of life in all its fullness.

Psalm 1: "They are like trees, planted by streams of water, which yield their fruit in its season, and their leaves do not wither. In all they do, they prosper.

What are we learning?

Autumn One EY's

Personal, Social & Emotional Development

Baseline assessments—how have children settled into school life.

Daily routines

Looking after each other and making friends

Golden Rules

Communication & Language

Listening to stories linked to our topic. Whole class and small group discussions.

Using new vocabulary learned from stories or topic work.

Focus author—Julia Donaldson—discussing her stories and explaining preferences

Expressing their ideas and feelings about experiences linked to class work

Literacy

Phonics—Phase 1 and Phase 2

Word reading—lists and phonic reading

Writing—letter shapes linked to phonics, spelling CVC words and representing sounds with letters.

Attempting to write simple sentences.

RE

Special Places

Exploring our special places leading to places of worship

Physical Development

Gross Motor

Developing strength and co-ordination and moving energetically during PE lessons.

Fine motor

Using small tools such as scissors with increasing control

Maths

Baseline Assessments

Sorting, Matching and comparing colour, size and shapes, mass and capacity

Comparing amounts, equal symbol, more than, fewer than

Understanding the World

This is me topic including– how I have grown and changed, People around me, my body and my senses, my school

Season of Autumn

Exploring Purple Mash and the 2Simple range of programs within Rainbow Challenges and linked to weekly topics.

Expressive Arts & Design

Creating artwork linked to topic of This is Me

Self-portraits using different media

Creating narratives from stories read in class including the Little Red Hen

- Our whole school Curriculum Drivers set out how we, as a school, aim to encourage children's learning through the four areas of:

- These are posted every half term onto the Curriculum section of the school website.

- In EYFS we often work with a topic to guide our learning but can also follow the children's interests to make their learning experiences the best they can be. Our topics this year will be:

Autumn Term

This is me!

Spring Term

Out of this world

Summer Term

Seaside adventures

Adult-led activities

Learning through play

Continuous Provision and Rainbow challenges

How do we learn?

Children in the Early Years Foundation Stage learn by playing and exploring, but also though more focussed teaching.

- 7 areas of learning.

  3 **Prime** areas;

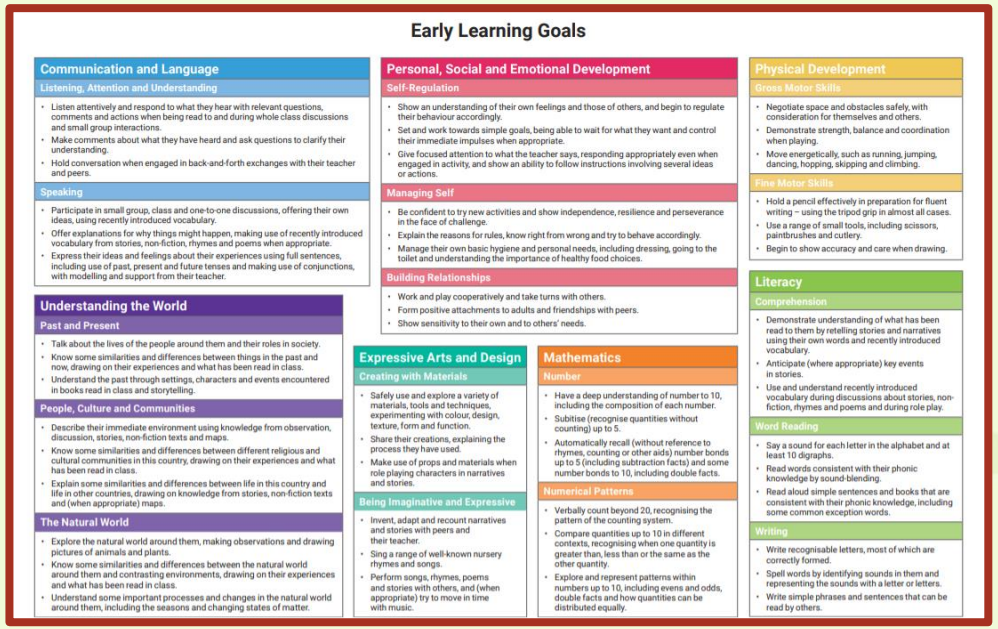
  - Communication and Language;
  - Physical development; and
  - Personal, social and emotional development.

  4 **Specific** areas:

  - Literacy;
  - Mathematics;
  - Understanding the World; and
  - Expressive arts and design.

During the Reception year, children are taught from a curriculum we have designed for our children at BDS, using the Development Matters Guidance.

- The children will be assessed against the revised Early Learning Goals at the end of their Reception year.
- We will share progress with you during our Spring Parents meetings and discuss any targets we may have.
- The end of year assessments are shared at the end of the Summer Term in a written report.



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.

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.

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.

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.

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.

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

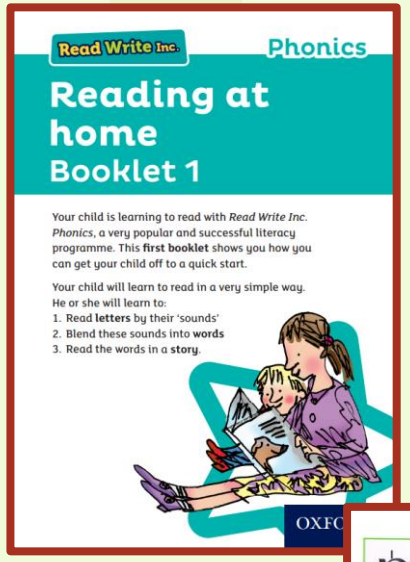
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

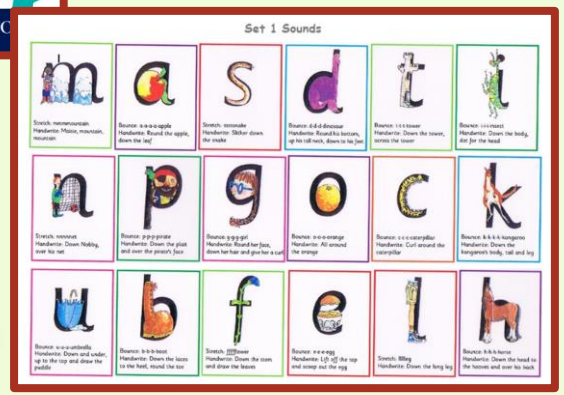
Our new Early Years Curriculum at Bridekirk

- Over the last few years, we have been working on a bespoke curriculum for the early years children at Bridekirk Dovenby.
- We decided on 8 main pathways which linked to our whole school Curriculum drivers.
- We will be working towards these end goals over the next year and our journey will be charted on our display boards in the classroom.

Communication & Language and **Literacy**

How do we teach reading and writing?



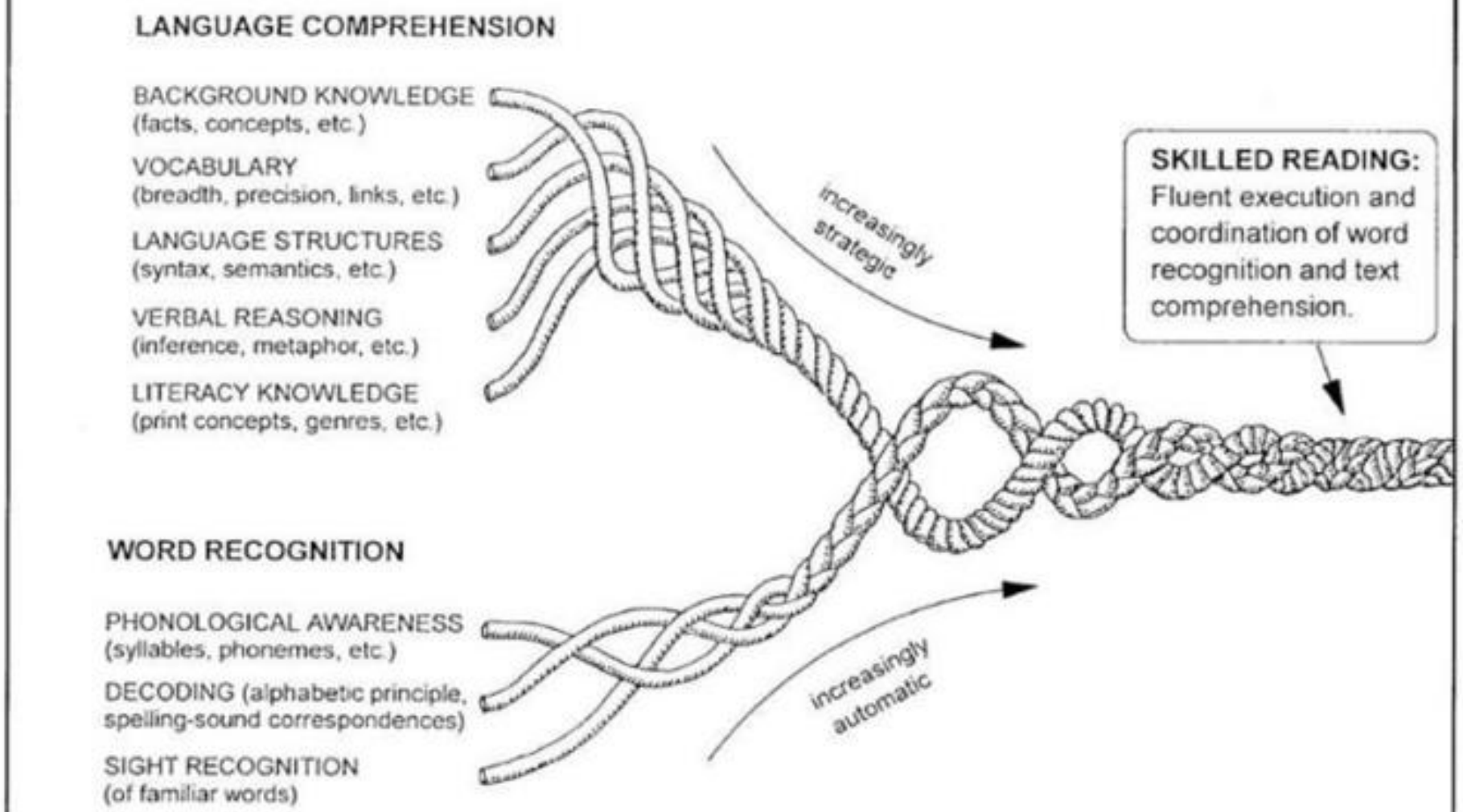


- Read Write Inc is a systematic, structured phonics scheme which is validated by the DfE.
- Daily phonics sessions in appropriate groups. Phonics homework.
  - Daily Speed Sounds lessons
  - Fred Talk and Fred Games
- Independent reading and reading at home.

Pre-Reading skills

- Your child is about to embark on **the most important learning journey** which needs to be structured and supported very carefully in order to maximise their potential.
- These skills have been developing long before your child started school but all children will be at **various stages along the journey**.

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING



Reading for Pleasure

Once children can blend sounds into words independently they begin to bring home reading books.

Children bring home a 'Reading' for Pleasure' book which can be changed as often as they like.

Reading at home with your child and enjoying books together is vital to encourage a life long love of reading.

Mathematics

How do we teach numbers, shapes and measures?

- Mental maths games and number rhymes.
- Smaller group activities and focussed teaching.
- Learning through practical activities.
- Written work includes learning correct number formation.
- Independent activities.
- Rainbow Challenges.

Rainbow Challenges

Classroom is split into Continuous Provision. We call this C.O.O.L. time (**C**hoosing **O**ur **O**wn **L**earning).

Discussions remind children how many can work in that area at one time.

Children are encouraged to try all areas throughout the week.

Children have some freedom to select resources and decide what to do in each area.

Enhancements are added to further develop specific objectives.

Seesaw

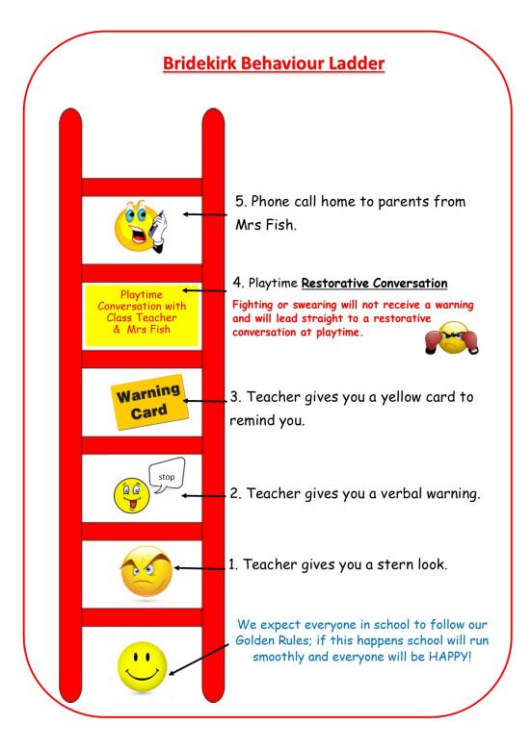
- Providing learning opportunities both at home and at school.
- Used for sharing what is happening in school, and little activities to be completed at home.
- Great for parent interaction.
- Excellent form of communication between home and school.

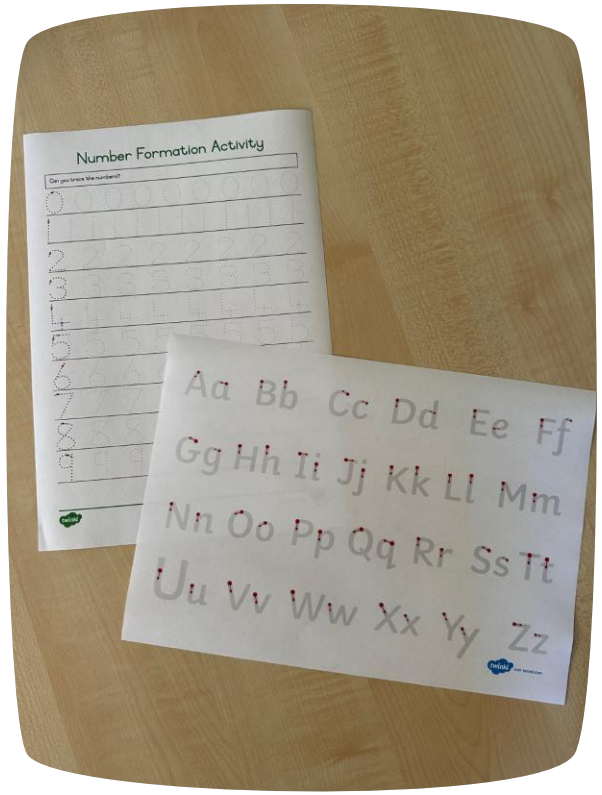
Don't forget to log in as a Family member to be able to view your child's journal, comment and message me directly.

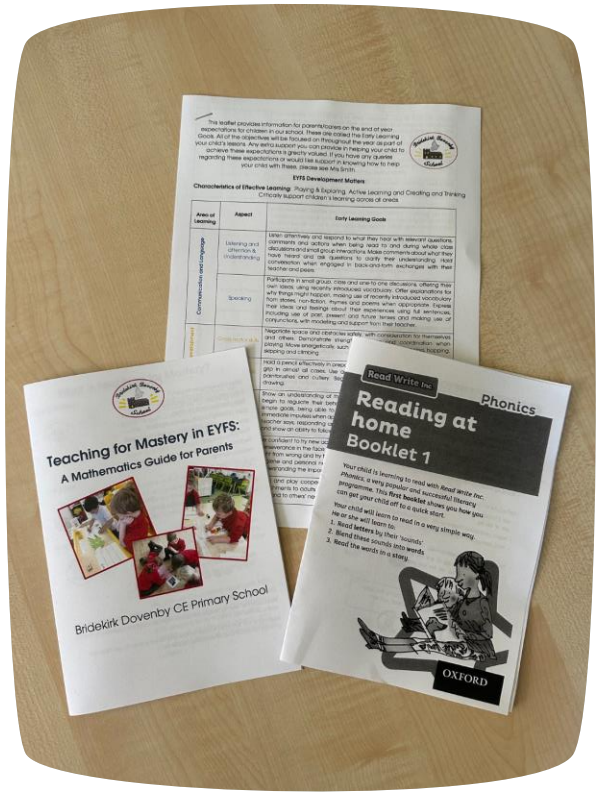
Seesaw

Golden Rules

- Children follow the Golden Rules as displayed around school. Class assembly also covers stories giving the children a chance to see each role in a context.
- School team points but each class has their own rewards system. We have our 'Star Jar' with a class reward when it is full!
- We have a Behaviour Ladder which is used consistently throughout school.
- This year we are also working on "Wonderful walking', 'Terrific Transitions' and 'Marvellous Manners'.







Read Write Inc
Parent information

How can you help at home?

Check inside your pack for lots of useful information.
Please do not hesitate to get in touch via Seesaw or call the office and we can answer any queries as soon as we can.

Thank you

This presentation is available on the school website on our class page.