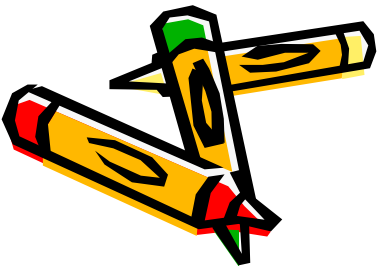


Welcome to Uffington C of E Primary School

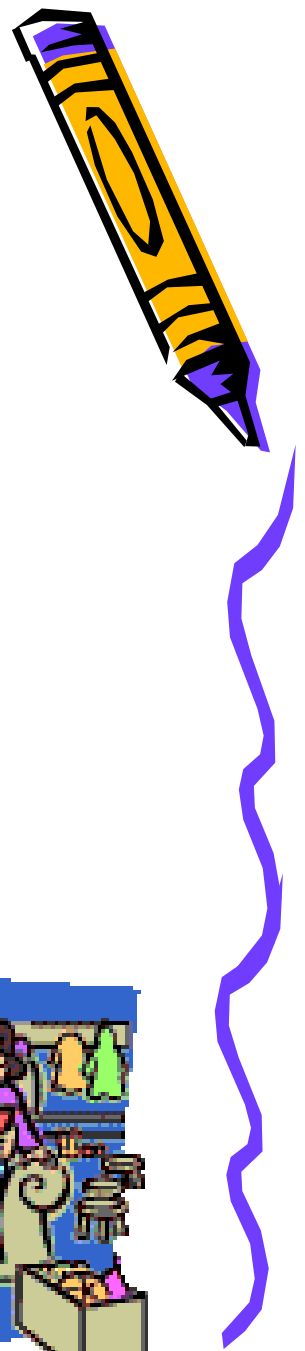


Early Years Foundation Stage
Curriculum meeting 2020



This information is to.....

- To give you an overview of the Early Years Foundation Stage (EYFS)
- To find out how the school week is organised
- To understand how you can support your child at home



What is the Early Years Foundation Stage (EYFS)?

- The EYFS is the stage of education for children from birth to the end of the Reception year.
- It is based on the recognition that children learn best through play and active learning.

It is developed around 4 themes that underpin the EYFS

1. A unique Child- Observe what a child is learning
2. Positive Relationships- What adults can do
3. Enabling Environments- What adults could provide
4. Learning and Developing- Children's achievements through the above



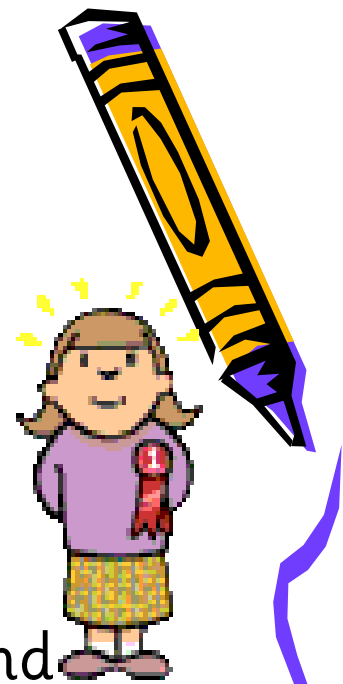
Areas of learning...

The Foundation Stage curriculum

PRIME AREAS

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

These are crucial for developing children's curiosity and enthusiasm for learning.



Then there are 4 SPECIFIC AREAS

4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design





Personal, Social and Emotional Development

- Become self-confident and self aware
- Making and building relationships
- Know what their own needs are
- Dress and undress independently
- Become independent
- Manage feelings and behaviour - tell the difference between right and wrong.





Communication and Language



- Encourages children to develop conversational skills in a rich language environment and in a range of situations
- Will help children to develop listening and concentration skills.
- Enables children to express themselves and understand and act on instructions given to them.



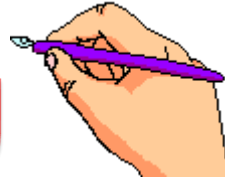


Physical Development

- Supports children's healthy development.
- Provides opportunities for using a range of large and small equipment.
- Helps them to develop a sense of space around themselves and others.
- Encourages balance.
- Develops practical skills such as dressing, undressing etc...
- Handling equipment and tools effectively including pencils for writing and developing fine motor skills



Literacy



Reading- Continue a rhyming string

- link sounds and letters
- Segment sounds in words and blend them
- Read words and simple sentences

Writing- Encourages children to develop pencil control and to begin to make marks on paper.

- Communicate meaning through clearly identifiable letters and write for a wide range of purposes



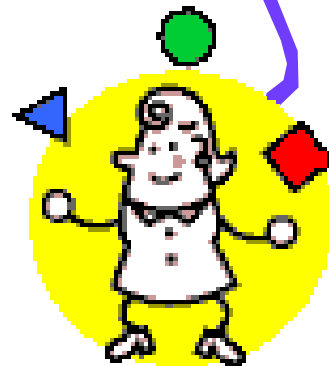
Mathematical Development

Number

- Helps children to count up to ten and beyond.
- Supports children's understanding of numbers

Shape, space and measure

- Encourages the use of mathematical words such as greater, smaller, heavier, lighter, more, less etc
- Develops skills in comparing and sorting objects.
- Supports children's understanding of shape and size including 2D and 3D shapes..





Understanding the World

- People and communities- Helps children to gain an understanding of their world
- Encourages them to look at changes over time
- Encourages them to explore, observe and investigate their environment
- Helps to develop designing and making skills
- Will give your children the opportunity to understand and use information and communication technology and understand how it is used in homes and schools

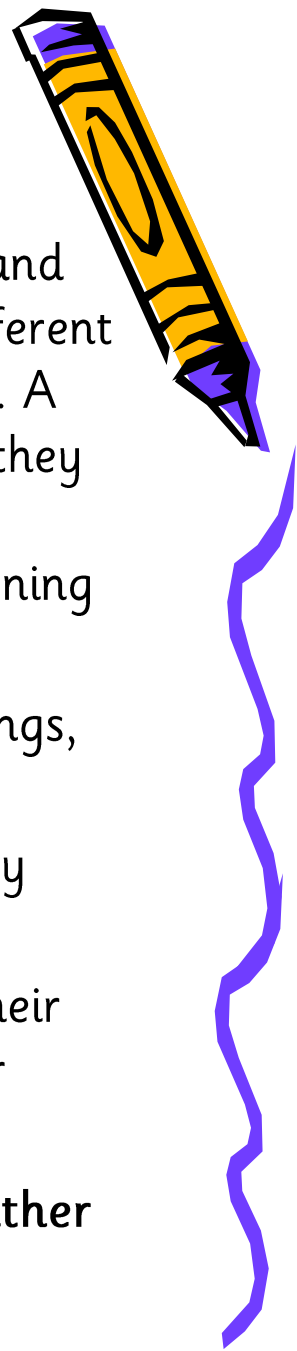


Expressive Arts and Design

- Inspires children to explore colour and colour changes.
- Helps them to explore a variety of materials, tools and techniques
- Experiment with colour, design, and textures
- Develops an interest in music, singing, music-making and dancing.
- Develops confidence and imagination.



Characteristics of learning (CoEL)



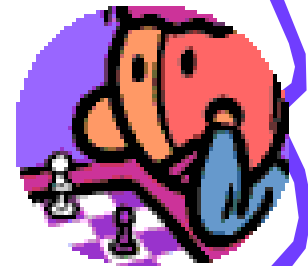
- Characteristics of Effective Learning advocate that in planning and guiding children's activities, practitioners must reflect on the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. Three characteristics of effective teaching and learning identified by the EYFS are:
 - **Playing and exploring** - children investigate and experience things, and 'have a go';
 - **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
 - **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



The focus of the CoEL is on how children learn rather than what they learn i.e. process over outcome.

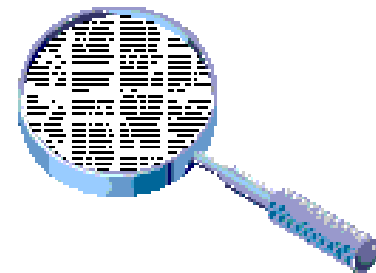
What can you do to help your child with their learning when they begin school?

- Sharing books – Hugely important! At the moment we are not able to send books home but please share stories and books together every day.
- Encourage mark making and shopping lists etc.
- Encourage your child to talk and express themselves
- Practise counting at any time-climbing the stairs, shopping etc.
- Play simple board games
- Sing number rhymes and songs together
- Support any homework that comes home –
Letters and sounds and number work etc..



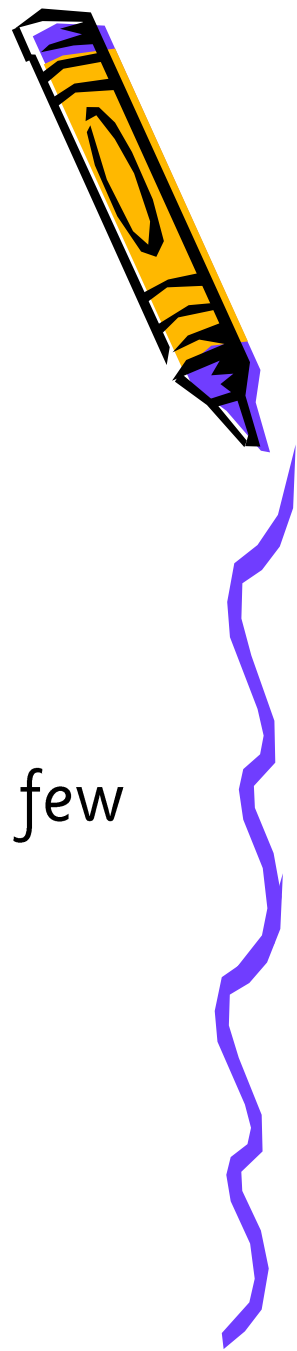
Observations and Assessment

- The EYFS encourages teachers, parents and carers to work together to help children develop to their full potential.
- We assess your child's development mainly through continuous observations, photographs and recorded work. Some of our observations may come from an adult led activity, but mainly from child initiated play. We use this evidence to support our judgements about your child's development and to inform us of which age and stage they are working at.



What is a Tapestry learning journal?

A learning journal is a record of each child's learning and shows snapshots of children's achievements and progress in relation to the EYFS. Not every activity they do will be recorded. As a rough guide there should be a few new entries each week. Some times more sometimes less!

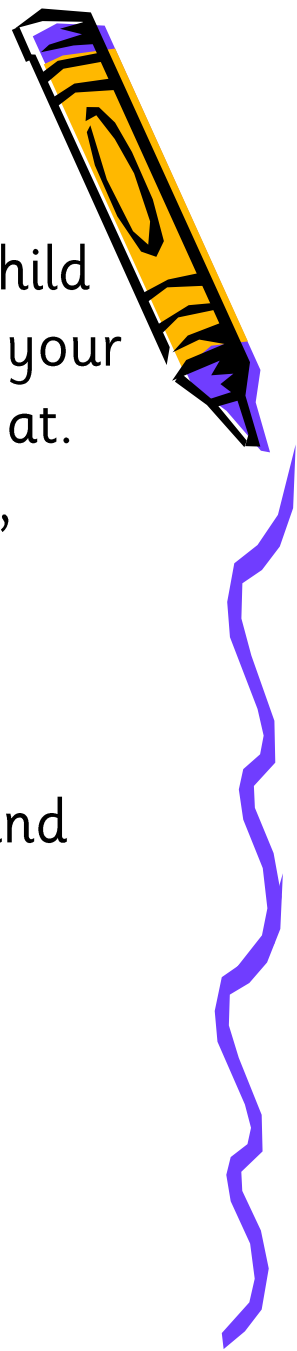


Reception Baseline

This is usually done within the first few weeks of your child starting school. We use a breadth of information about your child to assess what level of the EYFS they are working at. We draw knowledge of each child through observations, interactions and every day activities.

We will also use information from previous settings and discussions with parents.

This will form our baseline and then we can then plan and support each child's development accordingly.

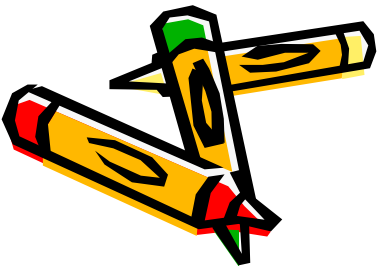
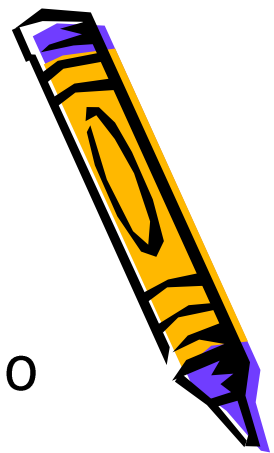


What can you do to support assessment?

- For you this means, the opportunity for you to input information about your child by...

Talking to me, interaction or adding photographs and comments on Tapestry, supporting your child with any homework activities set through Google classroom, Bug club reading and Education city. (once this starts)

This will all then help to develop your child's 'Learning Journey'.



Phonics

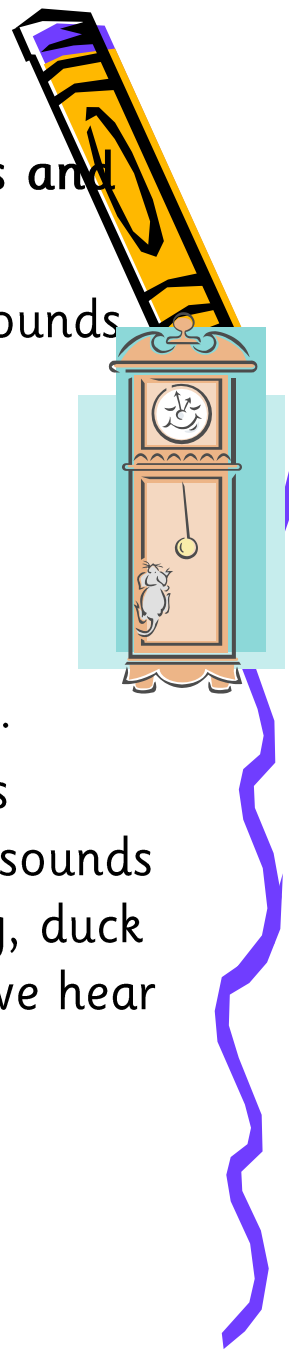
We teach Phonics following the Primary National Strategy 'Letters and Sounds' guidance.

We also use the actions from **Jolly Phonics** when learning letter sounds.

The focus is on high quality phonics through a 6 phase teaching programme which progresses through into KS 1

We start at **Phase 1**

- We explore sounds that we can hear and make.
- Developing language through stories, songs, rhythm and rhyme.
- Oral blending and segmenting - **blending** is taking some sounds (phonemes) and blending them to make a word h-a-t blend the sounds and it is the word hat. **Segmenting** is when we take a word, eg, duck and separate the sounds (phonemes) orally - what sounds can we hear in the word duck? would be d-u-ck.



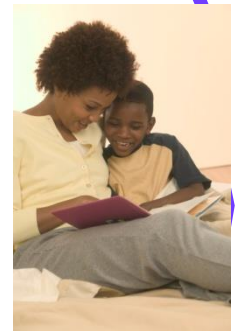
Phase 2

- Phase 2 is where we teach letters and move from oral blending and segmenting to starting to look at and recognise letters.
- This is when the children will need to recognise and use individual letter sounds along with a.....
- Jolly Phonics action
- Letter formation
- Look at the phoneme as the initial sound
- We also learn the letter name alongside the sound it makes



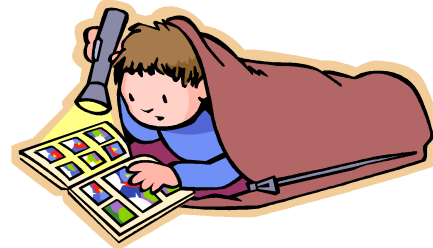
Reading

- Children can benefit hugely by exposure to books from an early age.
- In the classroom I provide lots of opportunities for children to engage with a variety of books that fire imagination and interest.
- We encourage children to choose and look at books freely as well as sharing them when read by an adult.
- When the children have reading record books - Please tick the book title if they have read it, then I can give them a new book. Please comment if you feel appropriate to, also if they need to keep the book a little longer.



Picture books

- Usually we would start with picture books (lilac level) There are some of these in our 'Bug club' online reading scheme that will be set for the children. You can share the title, look at the pictures, talk about what is happening.
- Make a story together, ask questions, make predictions.
- (*Books at home*) Allow your child to hold the book and turn the pages, encouraging starting from the left to right when looking at the pictures.
- Some books have some guidance for questions, discussions and follow up activities.
- We encourage sharing books and storytelling as much as possible, because if a child has those skills to be able to tell you a story they will be able to write a story when they develop those writing skills in the future!



Reading books

- **Phonics books** – These are books that your child will be able to develop decoding skills
- **non-decodable books** – With some tricky words
- **Fiction and non-fiction**

There are 3 main reading strategies -

- Using picture cues, word recognition and phonic decoding ('sounding out').

Talk about the pictures and give them time to look.

Repeat and support learning of those words that cant be decoded

Demonstrate and encourage your child to 'sound out' and blend to read a word as they learn different letter sounds.



More reading



- Alongside reading books children will be introduced to **learning words** – Some words will be **decodable** and others will be **tricky** or **high frequency**
- Usually we would have words in book bags in two envelopes– ‘**words I am learning**’ and ‘**words I can read**’ and they will be on a chart to refer to called a ‘**word wall.**’ *(We may have to send these electronically for you to print or make at home)*

Each child will progress at their own pace but support from home with regular reading practice does increase their reading ability and confidence immensely.

Try to keep reading times regular but short. Please be patient and encouraging, any worries, come and see me!



Themes for the year

Autumn term 1 – I am special

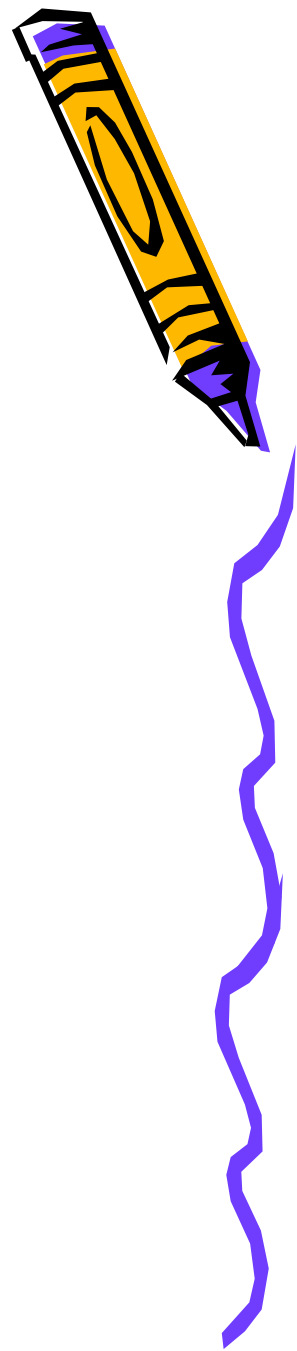
Autumn term 2 – Cold places and
Christmas

Spring term 3 – All about China

Spring term 4 – Traditional tales and
Castles

Summer term 5 – Marvellous minibeasts

Summer term 6 – Food glorious food





Emotional Health and Well-being



It is widely recognised that taking care of our emotional health and well-being is more important than ever as society comes to terms with the changes that the coronavirus pandemic has imposed.

We will use the Five Ways to Well-being as the basis for daily activities to foster well-being:

- **Connect with People Around You**
- **Be Active**
- **Take Notice**
- **Keep Learning Every Day**
- **Acts of Kindness**



Many of these will be incorporated into curriculum lessons but there will also be sessions purely dedicated to well-being.



Thank you

We look forward to a happy partnership in your child's first year at school and beyond.



Useful websites:

www.foundationyears.org.uk

www.educationcity.com – children will have their own log in

www.phonicsplay.co.uk – some free games linking to different phases in phonics

