

# Welcome to Uffington C of E Primary School



Early Years Foundation Stage  
Curriculum meeting 2021



## This information is to.....

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



# What Is the EYFS?



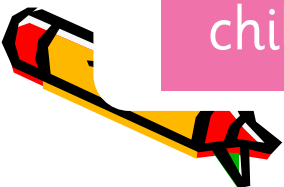
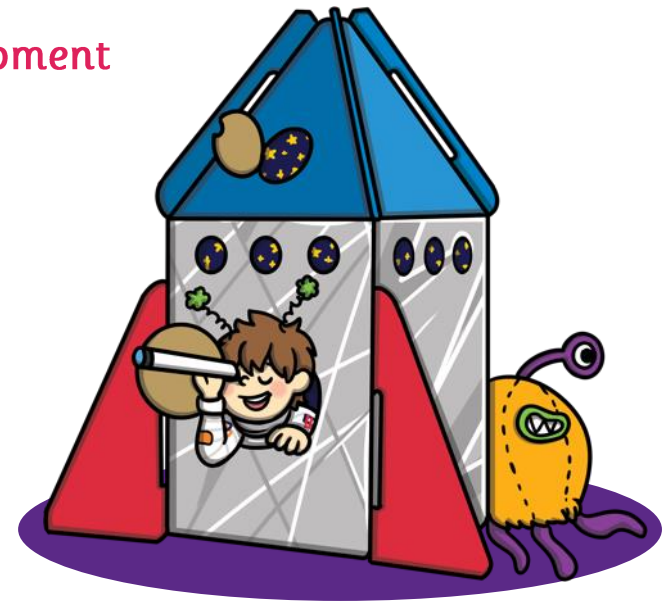
The **Early Years Foundation Stage** covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

All schools and Ofsted registered early years providers in England must follow the EYFS.

Also included in the EYFS are the **seven Areas of Learning**:

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

At the end of the EYFS, there are **17 Early Learning Goals** that children are expected to achieve.



# Why Have the Changes Been Made?

In 2019, the government proposed changes to the EYFS. These changes have now been made and all early years settings and schools will follow the new EYFS from **September 2021**.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The aim of the changes is to improve the learning for all children and better prepare them for the move into year 1.

To help make the right changes, evidence was looked at to find the best ways children can be supported in developing as they grow.

The changes also hope to give children the **best** start in life and set them up well for their future.

Not all parts of the EYFS have changed, some elements have remained the same or similar.

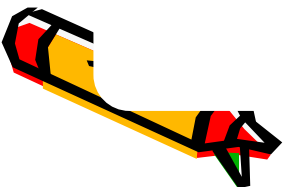




# Some Key Changes

## 1. Reduced the amount of unneeded written recordings and assessment of children by staff.

- This means staff do not need to keep a large amount of written evidence that proves children are able to do lots of things.
- Staff still know the abilities and skills of each child, and know how to support them to develop. However, now they do not need to write this down unnecessarily.
- This frees up more time for staff to spend directly with the children.
- By taking away the need for constant recording, it helps to develop more natural play, conversations and interaction between adults and children.

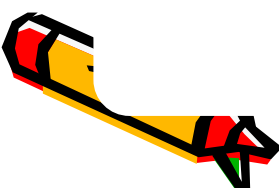




# Some Key Changes

## 2. There is more of an emphasis on the importance of developing communication and language skills.

- Children should be supported in building up vocabulary by increasing the amount of words they know and can use.
- Encourage more conversations between adults and children, but also children and their peers.
- Good language skills are the basis for all other learning and social interaction, so this is vital to focus on.



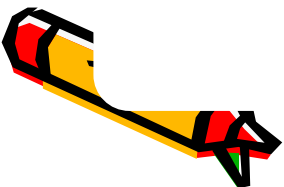
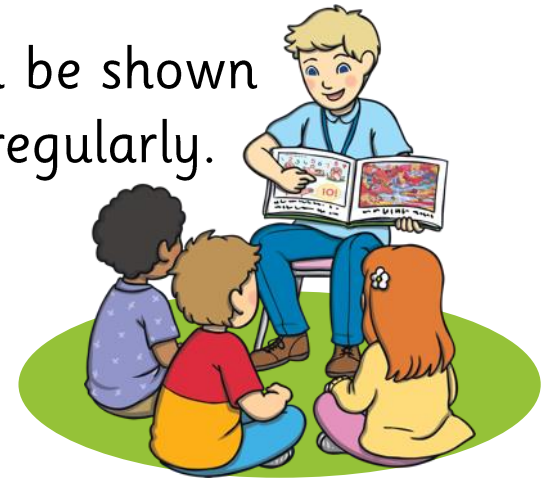


# Some Key Changes



## 3. There is a focus on how reading stories is important to help children develop in all of Areas of Learning.

- Daily reading of stories encourages an enjoyment of reading from a young age.
- Lots of other learning opportunities happen when looking at books, for example comparisons of culture or the past.
- Listening to stories develops imagination, ideas and language.
- Reading is an essential skill and so should be shown to children, as well as practised by them regularly.
- Children are also encouraged to use story ideas in their play.

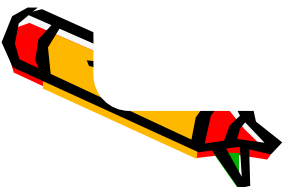




# Some Key Changes

## 4. There is a focus on encouraging healthy choices overall and an understanding of oral health.

- Required to teach children the importance of brushing teeth.
- Supervised toothbrushing is not expected in settings and schools.
- Focus on helping children to understand which choices to make that will help them to be healthy, for example which foods to eat and why.
- Getting into good routines from a young age is important as these often continue into adult life.





# Changes to Informal Assessments



There have also been changes to a document called 'Development Matters' - <https://www.gov.uk/government/publications/development-matters--2>

This document is not compulsory but it can be used by staff to support them to understand child development in the different Areas of Learning.

Linked to this document change, children are no longer assessed against an age band. It's now accepted each child develops in different ways, so the use of the age bands before did not fit everyone fairly.

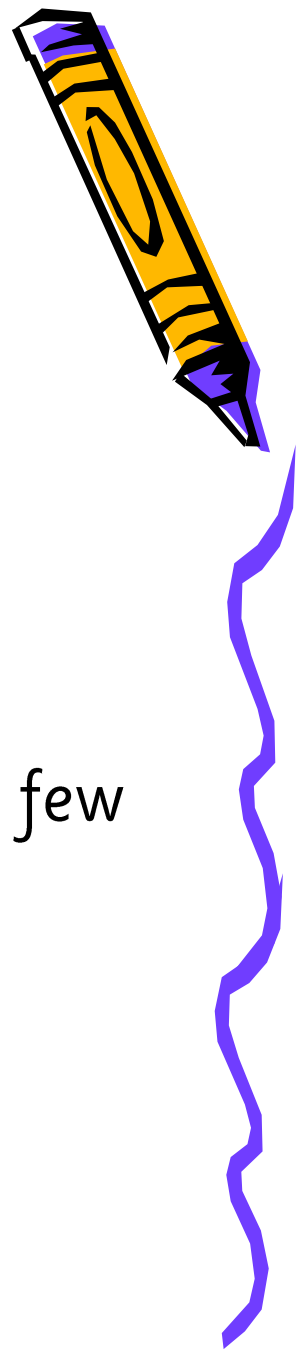
Staff can now use their own knowledge of child development to decide each child's next steps and support needs.

These changes allow more freedom for adults to plan to the learning and interests of the children in their class.



# What is a Tapestry learning journal?

A learning journal is a record of each child's learning and shows snap shots 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 a new entries each week. Some times more sometimes less!



# Reception Baseline



- This is usually done within the first 6 weeks of your child starting school. We use a breadth of information and draw on 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 all form our baseline and then we can then plan and support each child's development accordingly.
- There is also now a requirement that is statutory for 'The Reception Baseline Assessment' (RBA). This is a short assessment, taken in the first six weeks from when a child starts reception. It will take place 1:1 with me and using practical resources. Raw scores will be recorded in the national pupil database and used to create a cohort-level progress measure for schools at the end of key stage 2.

<https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents>



# Overview of Changes to the Early Learning Goals



At the end of the reception year, children are assessed against the 17 Early Learning Goals.

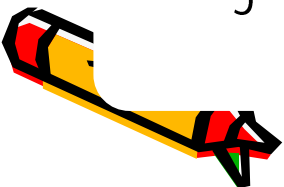
It is important to remember that:

- The ELGs are not a test. Staff will use what they already know about a child to make their decisions.
- The ELGs are not the EYFS curriculum. They should not be used to be taught to, they are just an end point.

Changes have been made to the Early Learning Goals so that they are now clearer, easier to use and understand.

They have also been adapted to better match up with the national curriculum in year 1. This will help children to be better prepared for their move to the next key stage.

Exceeding judgements have also been removed. Children are now encouraged and challenged to have a greater depth and understanding of things before moving onto new learning.

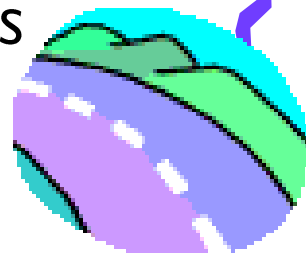
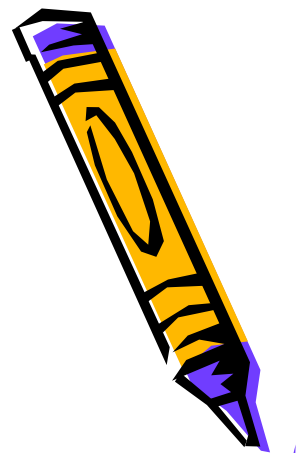


# What can you do to support assessment?

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

- Talking to staff
- Tapestry – interacting, adding photographs and comments on Tapestry
- Home learning - supporting your child with any home learning activities sent home such as, reading books, phonics and maths. This may be set via Google classroom and Education city.

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



# What can you do to help your child with their learning?

- Sharing books – Hugely important!
- Reading Books - make comments in their reading diary.  
Read/share books at least 3 times a week
- 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 home learning that comes home –  
Letters and sounds and number work etc..



# Phonics

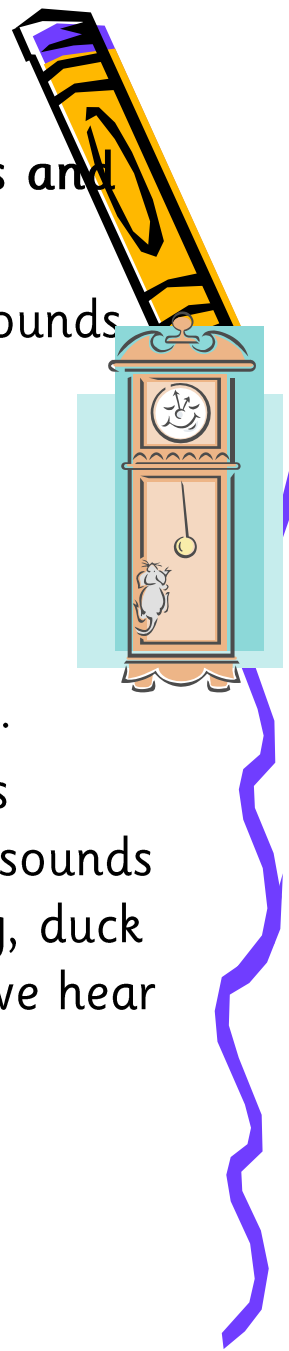
We teach Phonics following the Primary National Strategy 'Letters and Sounds' guidance.

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

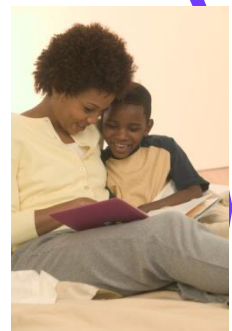
- Phase 2 is where we teach letters and move from oral blending and segmenting and start to look at and recognise letters.
- This is when the children will need to recognise and use individual letter sounds along with all of the Phase 1 learning to begin to read and write.
- Jolly Phonics action
- Letter 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

- We start with picture books (lilac level) You can share the title, look at the pictures, talk about what is happening.
- Make a story together, ask questions, make predictions.
- 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!
- Play 'I spy' and say the initial letter sounds of some of the objects you can see in the pictures.
- Help your child to orally blend or segment simple pictures that you can see eg, Blending - "I can see a p-i-g" Segmenting – "I can see a pig. Can you say the sounds that spell the word pig?"



# Reading books

- **Phonics books** – These are books that your child will be able to develop decoding skills. In time there may be some **non-decodable words** (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**
- 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.**’

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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 – Nuts about Nature and me!

Autumn term 2 – People who help us (Fire! Fire! Fire!) / Christmas

Spring term 3 – Dinosaurs

Spring term 4 – 1, 2, 3 Blast off!

Summer term 5 – Pirates

Summer term 6 – Amazing Africa





## 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.



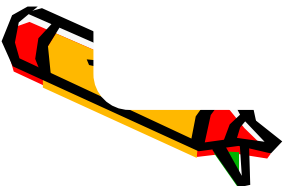


# Summary

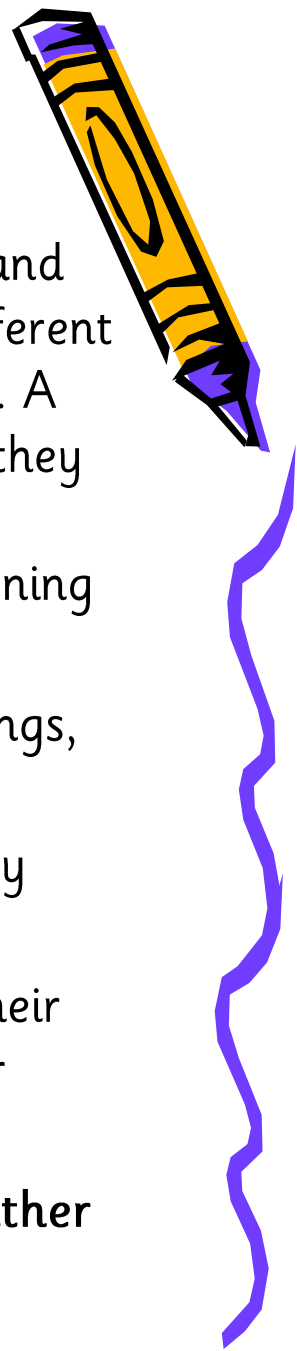
We hope that you have a better understanding of the changes that have been made to the Early Years Foundation Stage and some of the ways we will be supporting your child at school.

We also hope you feel reassured that the wellbeing and care of the children is still the main priority of the EYFS.

Young children are still encouraged to learn and develop through play and exploration. The adults support this through guidance and teaching of skills.



# 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.



# Thank you

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



Useful websites/ links:

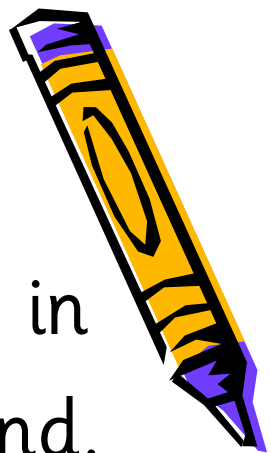
[www.foundationyears.org.uk](http://www.foundationyears.org.uk)

<https://www.learningbook.co.uk/eyfs-for-parents/>

[www.educationcity.com](http://www.educationcity.com) <https://www.educationcity.com/> children will have their own log in

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) <https://www.phonicsplay.co.uk/> some free games

linking to different phases in phonics



# ADDITIONAL GUIDANCE – COVID 19

There have been changes to the rules on self-isolation.

Please note that this does mean that children will still be in school even if they have had contact with a confirmed case.

The rules now state that:

Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:

- they are fully vaccinated
- they are below the age of 18 years and 6 months
- they have taken part in or are currently part of an approved COVID-19 vaccine trial
- they are not able to get vaccinated for medical reasons



Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so.

Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal.

