

Welcome to Uffington of E Primary School



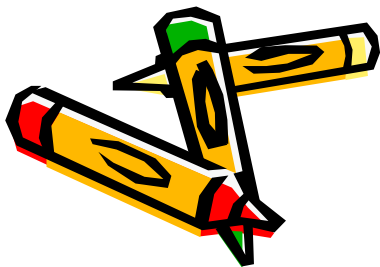
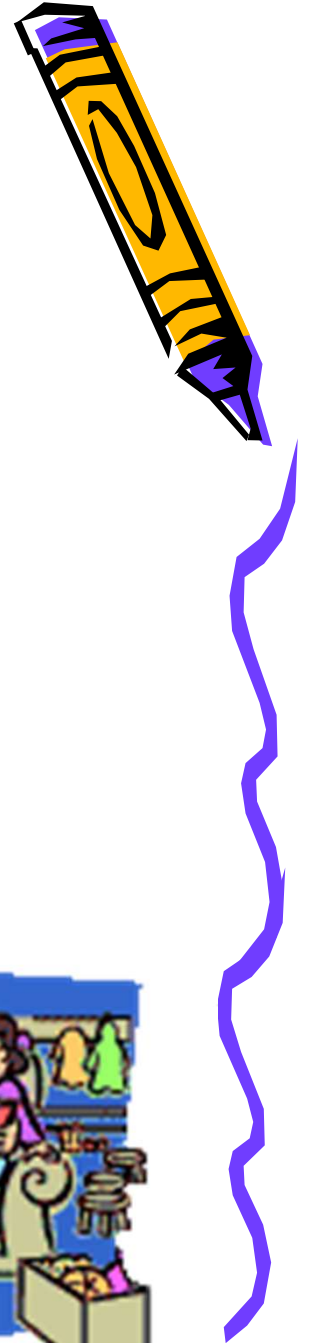
Years Foundation Stage Curriculum
meeting 2023

*Preparing for the Future; Living Life
in all its Fullness*



This information is to.....

- To give you an overview of the Early Years Foundation Stage (EYFS)
- To understand how you can support your child at home
- To learn about our phonics and reading



What Is the EYFS?



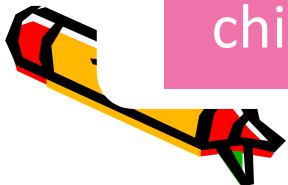
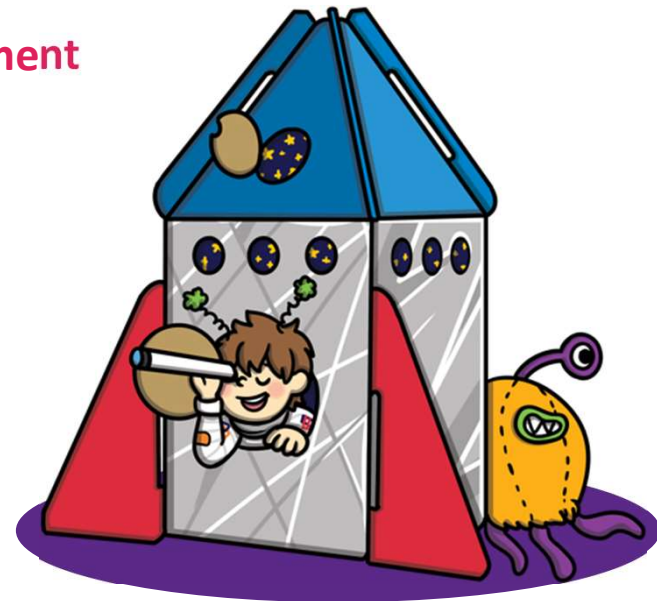
The Early Years Foundation Stage covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

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.

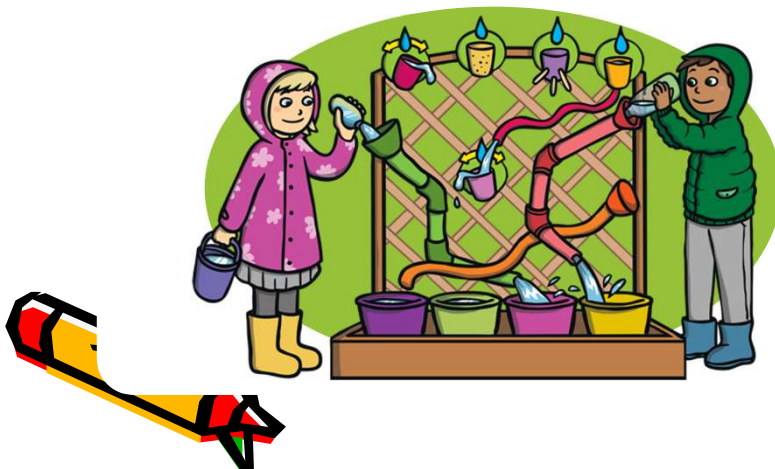




Early Years Foundation Stage

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

There is an emphasis on the importance of **developing communication and language skills**. Children will be supported in building up vocabulary by increasing the amount of words they know and can use. We encourage 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.

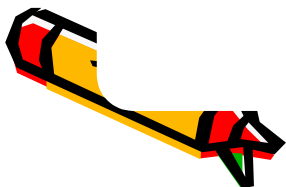




EYFS Continued.....

We 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.





Assessments

- Over time staff learn about the abilities and skills of each child, and know how to support them to develop but we do not record every thing. This frees up more time for staff to spend directly with the children.
- We can refer 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.

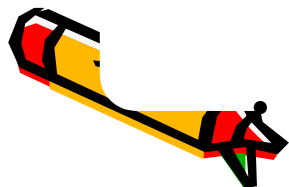
Staff use their own knowledge of child development to decide each child's next steps and support needs.

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.



What is a Tapestry learning journal?

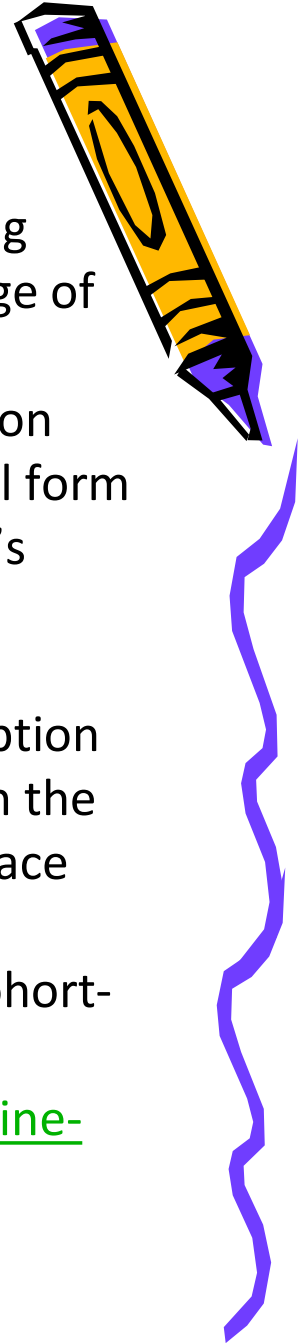
A learning journal is a record of each child's learning and shows snap shots of children's achievements and progress in relation to the EYFS. Not every activity they do will be recorded. As a rough guide there should be a few a new entries each week. Some times more sometimes less!



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>



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 commenting 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 the 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..



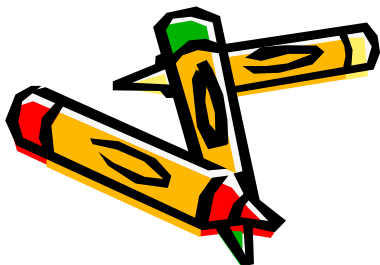
Phonics – Little Wandle

Your child will have been exposed to phonics from an early age at nursery and home by - exploring sounds that they can hear and make, developing language through stories, songs, rhythm and rhyme, oral blending and segmenting.

Link to website -

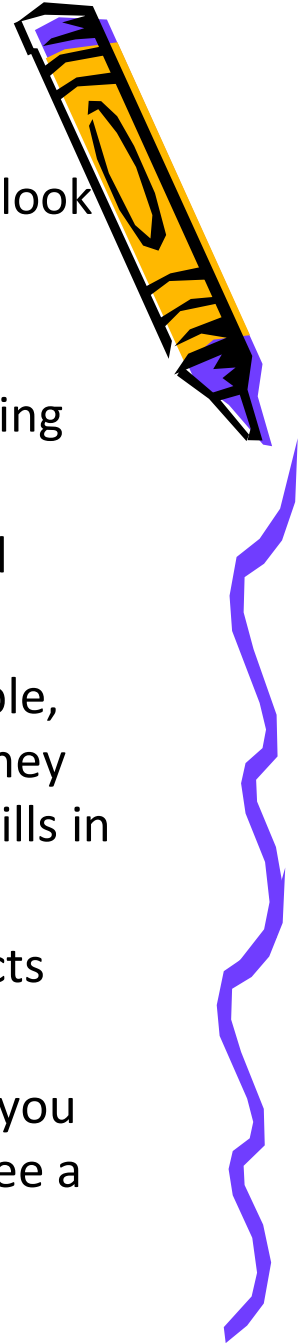
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

****See Little Wandle presentation for more information***



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 for pleasure

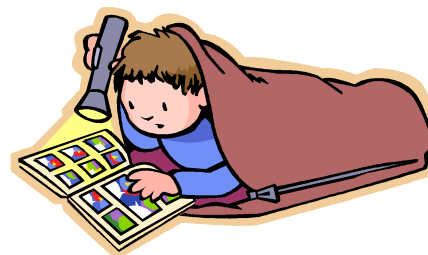
Mrs Clayton is our English lead and last year she gathered evidence towards the Lincolnshire Reading Pledge and we earned the Bronze Award.

This year we would like to work towards achieving the Silver Award!

We have certain criteria to complete across the year and one of them is to share this information with you.

There is further information on 'book chat' on the school website or you can follow this link-

<https://ourfp.org/supporting-rah/book-chat-reading-with-your-child/>



Themes for the year

Autumn term 1 – I am special

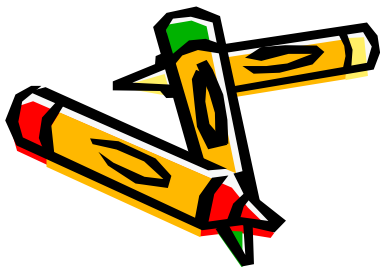
Autumn term 2 – Cold places

Spring term 3 – All about China

Spring term 4 – Traditional tales / 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.

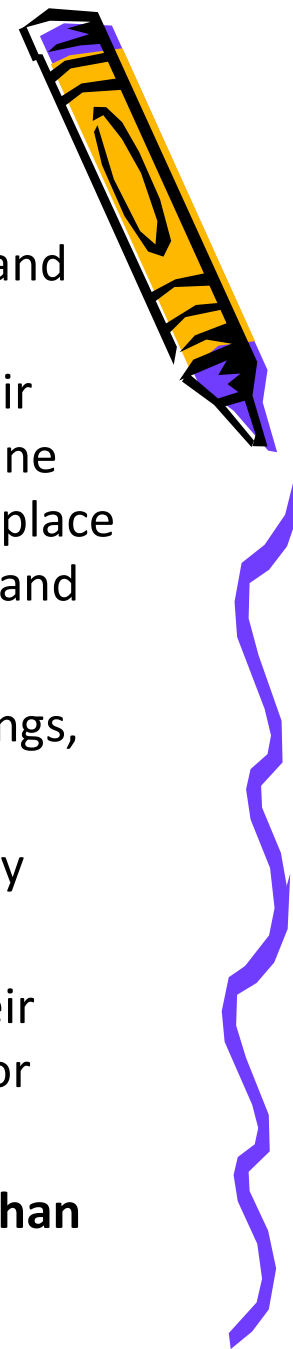


Characteristics of learning (CoEL)

- 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.



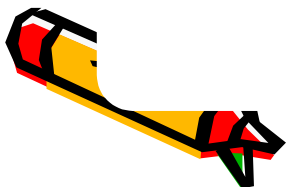


Summary

We hope that this has helped you gather an understanding of the Early Years Foundation Stage and some of the ways we will be supporting your child at school.

We also hope that you feel reassured that the wellbeing and care of the children is 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.



Holidays during term time

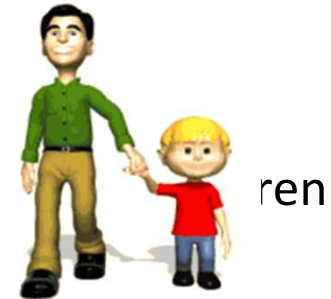
- Please remember that Mrs Simms is unable to authorise absence for family holidays during term time.
- The school will exercise its right to impose a Fixed Penalty Notice on any family taking children on holiday during term time.
- The school's [Attendance policy](#) can be found on the school website.



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
<https://www.learningbook.co.uk/eyfs-for-parents/>
www.educationcity.com <https://www.educationcity.com/>
will have their own log in
www.phonicsplay.co.uk <https://www.phonicsplay.co.uk/>
some free games linking to different phases in phonics



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