



EYFS Parent Information Meeting

Sunday 31st August

Aim of the meeting

- To understand what children need to know and be able to do by the end of reception.
- Ideas of how to help your child at home



Timings and Routines

Registration 08.00

Lessons begin 08.15

First planned break 09.45

Second planned break 12.15

End of the day 13.30 for FS1 and 14.30 for FS2

End of the day on Tuesday is 12.15 for all pupils

The Curriculum

- The Early Years Foundation Stage Curriculum is based on the Early Years Outcomes and The Development Matters document. The children's interests are incorporated through various themes ensuring that the curriculum combines learning both in and outside of the classroom.
- We plan an exciting and challenging curriculum based on our children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.



Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

Published: 31 March 2021

Effective: 1 September 2021



Development Matters

Non-statutory curriculum guidance
for the early years foundation stage

First published September 2020
Revised July 2021



Our Curriculum

In the Early Years we want children to be happy, confident, well rounded individuals with a love for learning. We aim to provide all children with a safe and stimulating environment that builds on each individual's needs and interests.

- Innovative curriculum which meets the needs of all our children.
- Experience all areas of the Early Years Curriculum- bring learning to life.
- First hand and practical experiences through creative cross curricular topic work known as 'The learning Quest'
- Educational visit and visitors into school



Curriculum

Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning

MOTIVATION

Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

Having their own ideas
Making links
Working with ideas

Areas of Learning and Development

Birth to 5 Matters Aspects

Prime Areas

Personal, Social and Emotional Development

Making Relationships

Sense of Self

Understanding Feelings

Physical Development

Moving and handling

Health and Self-care

Communication and Language

Listening and Attention

Understanding

Speaking

Specific Areas

Literacy

Reading

Writing

Mathematics

Mathematics

Understanding the World

People and Communities

The World

Technology

Expressive Arts and Design

Creating with Materials

Being Imaginative and Expressive

Communication And Language

- **Listening and attention**
- **Understanding**
- **Speaking**

Physical Development

Physical Development (PD)	Moving and Handling	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	Health and Self-Care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal Social Emotional Development

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships



Literacy

Reading- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.

They demonstrate understanding when talking with others about what they have read.

Writing-Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Phonics

In phonics sessions children are taught to recognise letters, understand the sound they make and then blend them together to create words. Some words, which cannot be phonetically sounded out, are taught at each phase. These are known as 'tricky words' and are taught through sight recognition.

Children continue to apply their new knowledge of phonics, through regular interactive reading of texts with the teacher.

















Sounds + blending = reading

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Handwriting

 <p>Here we go...around the apple and down the leaf ...</p> 	 <p>Here we go... down the laces to the heel then around the toe ...</p> 	 <p>Here we go... curl around the caterpillar</p> 	 <p>Here we go... around the dinosaur's bottom, up his tall neck and down to his toes ...</p> 
 <p>Here we go... lift off the top and scoop out the egg</p> 	 <p>Here we go... down the stem and draw the leaf</p> 	 <p>Here we go... around the girl's face, down her hair and give her a curl</p> 	 <p>Here we go... tall and down the head to the hooves then across his back...</p> 

How can you help?

- If children see print around them and realise the purpose of it, it will help them see why reading and writing is important and encourage them to want to learn it.
- Point out labels, signs, headlines, adverts, newspapers, comics etc.
- Help your child read numbers and letters in the environment.
- Sing songs nursery rhymes and poems with your child.



Sharing books

- Read to your child whenever you can.
- Try to make it a special time in a quiet setting.
- Read and re-read a range of texts.
- Choose texts that will interest your children.
- Read with puppets.
- Use technology eg read a story from the iPad

Question to ask your child	
Before reading the book	After reading the book:
<ul style="list-style-type: none"> • What do you think this story will be about? • What might happen in the story? 	<ul style="list-style-type: none"> • Did you enjoy the book? Why? • What was your favourite part? Why? • What was the most interesting/ exciting part of the book?
During the reading of the book:	
<ul style="list-style-type: none"> • What has happened so far? • What might happen next? • Why do you think that? • What clue has the author given you to make you think that? • How do you think the story might end? • Is he/she friendly/ mean/ nice...? • Can you find me the word that means? 	<ul style="list-style-type: none"> • Can you find it? • What sort of character <u>was....?</u> • Why did that character do ... (give a situation/ event from the story)? • What happened in the story? • Who were the main characters in the story?



Maths



- **Early Learning Goal – Number**

- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, Space and Measure

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Number – how can you help?

Playing board games with dice and counters

Take turns to roll a dice and count back to zero from the number thrown. For example:



Four, three, two, one, zero

Encourage sharing- There are 6 grapes how can we share them equally between 2 people? Role play

Comment on changes in quantity e.g there were four people in the room but daddy has left – how many are there now?

Rhymes

Teach your child any number rhymes or songs that you know, particularly ones that involve holding up a number of fingers, like 'Five little speckled frogs'. Practise them regularly, with actions.

Doing the washing

Counting in 2s – matching socks.
Sorting by colour and size.
Matching/pairing up socks

Can you cut your toast into 4 pieces? Can you cut it into triangles?
Setting the table. Counting plates.
How many more do we need?
Helping with the cooking by measuring and counting ingredients.

Cupboard maths

Ask your child to help you sort a food cupboard out, putting heavier items on the lower shelf and lighter items on an upper shelf.



Look for numbers whilst walking e.g on the bus/ on the door

Look for and name shapes hiding in the environment to describe the shape and challenge to explain how they know it's a ... triangle etc



Knowledge and Understanding of the World

People & Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes

Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts

Exploring & Using Media & Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



Measuring our children's progress

Children's attainment is measured in the Early Years Foundation Stage using the Development Matters document and the Early Years Outcomes which sites the expectation at each development (age) stage.

We are looking at how we share these updates in the Early Years Setting

Partnership

- We believe that parents are a child's first educator and therefore work very closely with them to ensure that they are fully involved in their child's experience at school.
- All practitioners work in partnership with parents to develop strong links between home and school and to ensure the children's learning is recognised valued and developed. This is achieved by a regular and ongoing dialogue with parents, where the parent's voice is valued and supports the child's development and experience within school.

Communication

- Many letters are sent via our management system. If you are not receiving them, please check with the office staff. If your email has changed, please let the office know as soon as possible.
- Dojo
- Website
- Newsletters - Sway



Enrichment



Upcoming dates

Assessment Meeting –

Coffee Morning – Thursday 11th September

Primary Parents' Workshop – Tuesday 16th September

Phonics Drop In sessions – Week beginning Sunday 21st September

Coffee Morning – Thursday 25th September



Any questions?