Supporting Your Child's EYFS Journey

A guide to how we learn, play and grow together in EYFS

“The goal of early childhood education should be to activate the child’s own natural desire to learn”

Maria Montessori

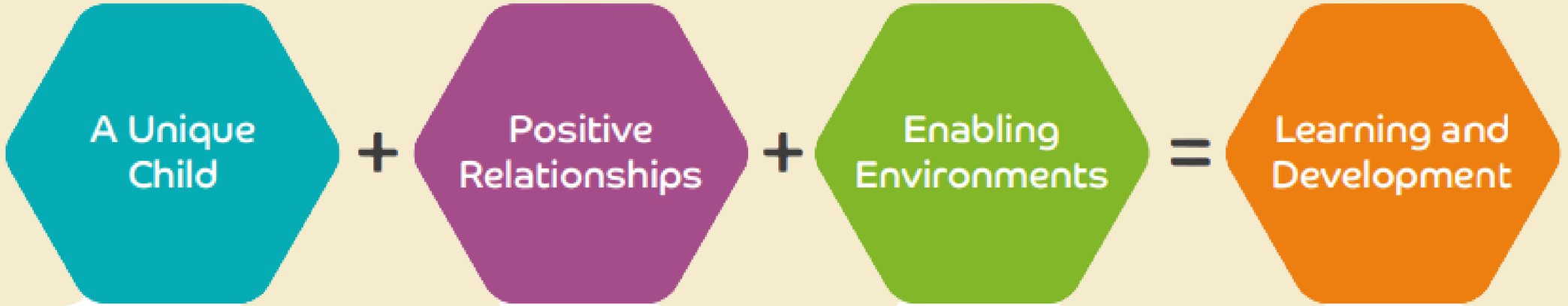
Learning in EYFS

Our EYFS Mission Statement:

To ignite curiosity, encourage exploration and support every child to grow in to a confident learner.

Together with families, we lay the foundations for life long learning, where every child is valued, included and empowered to thrive.

Guiding Principles



Every child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured.

EYFS Statutory Framework

Children learn to be strong and independent through positive relationships.

EYFS Statutory Framework

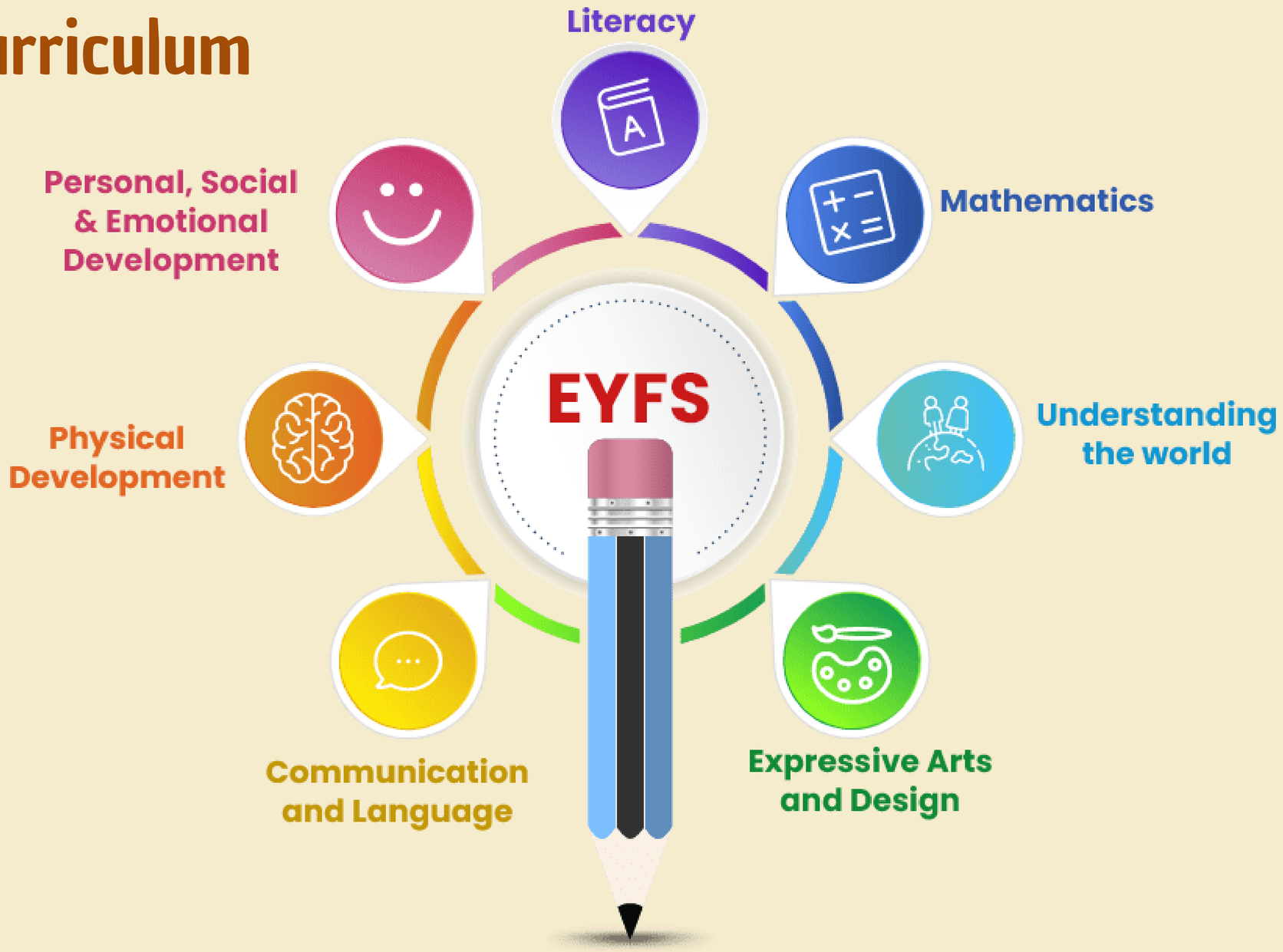
Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.

EYFS Statutory Framework

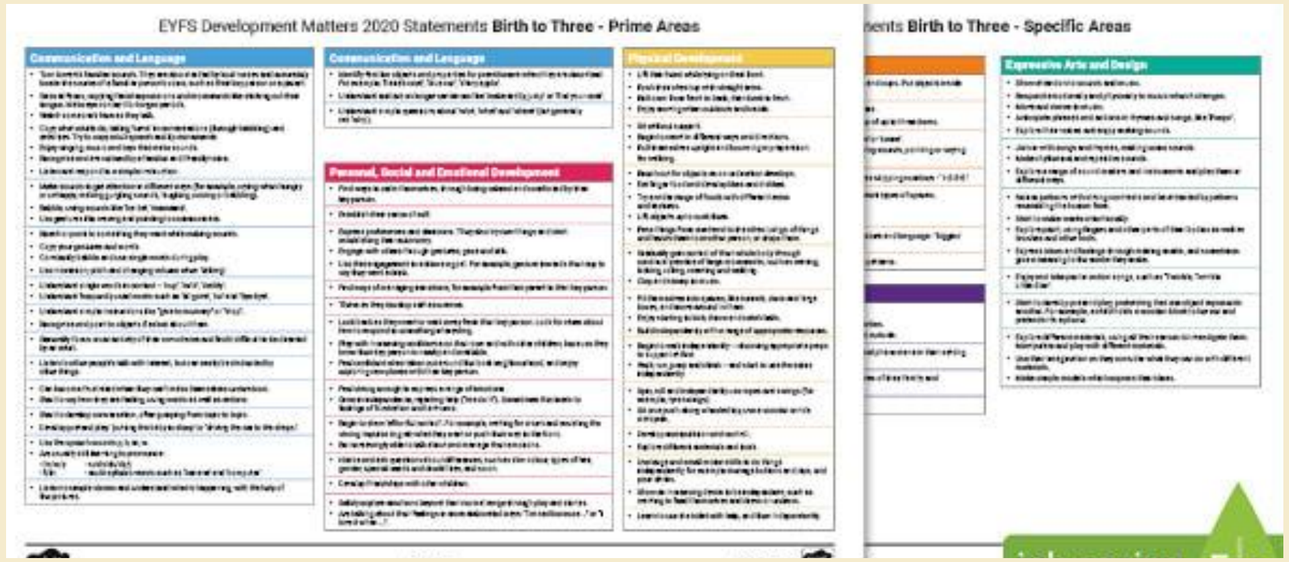
(Recognise the) importance of learning and development. Children develop and learn at different rates.

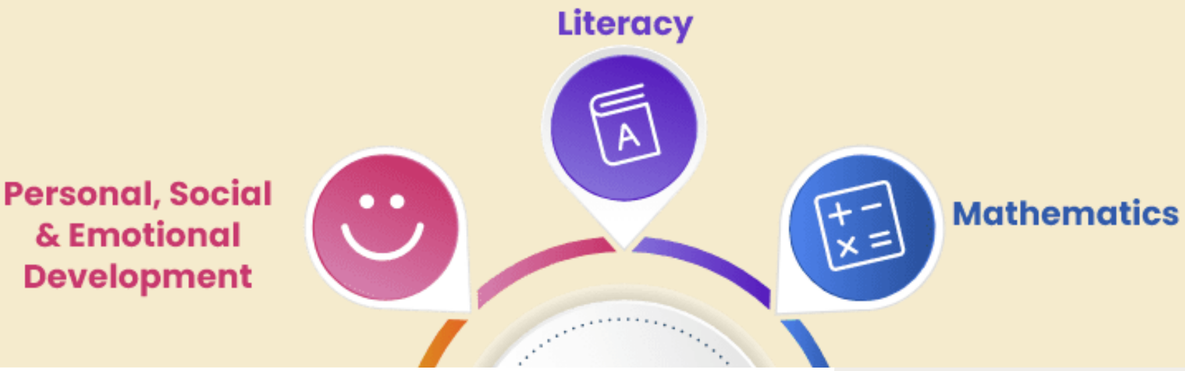
EYFS Statutory Framework

EYFS Curriculum



Assessment:
Early Learning Goals





EYFS Early Learning Goals

EYFS Development Matters: Playing & Exploring, Active Learning, and Creating & Thinking
Critically support children's learning across all areas.

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development (PSED)	Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	Self-Confidence and Self-Awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Communication and Language (C&L)	Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
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.
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.
Maths	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.
Understanding 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 and Design	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.

Learning Through Play



Play based learning

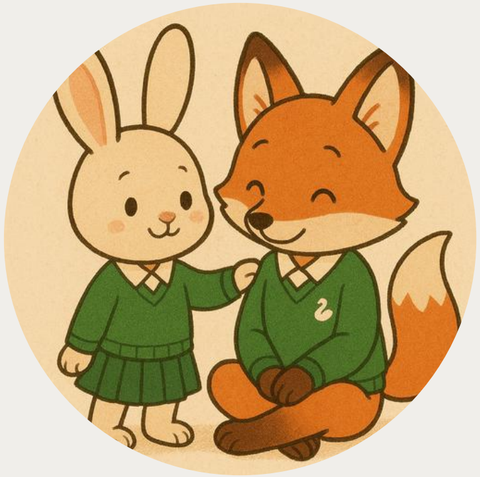
Learning through play is a fundamental aspect of the Early Years Foundation Stage (EYFS) in the UK. It is recognized as essential for children's development, building their **confidence as they learn to explore, relate to others, set their own goals, and solve problems**. Play provides children with a wealth of opportunities to **learn and grow in a fun and engaging way**, contributing to their overall learning and development. It supports essential **brain development, cognitive, social, and emotional skills, and physical development**. Play also helps children develop **their communication and language** skills, and fosters a love for learning. It is a **safe space** for children to **explore and learn to manage their feelings, helping them to build resilience and develop empathy towards others.**

Characteristics of Effective Learning



Freddy Ready

Playing and Exploring
Children who are ready and eager to engage in new experiences



Robbie Respectful

Active Learning
Children who keep trying, take pride in their efforts and value others' efforts



Sunny Safe

Creating and Thinking Critically
Children who feel safe are empowered to share opinions, explore solutions and make brave choices





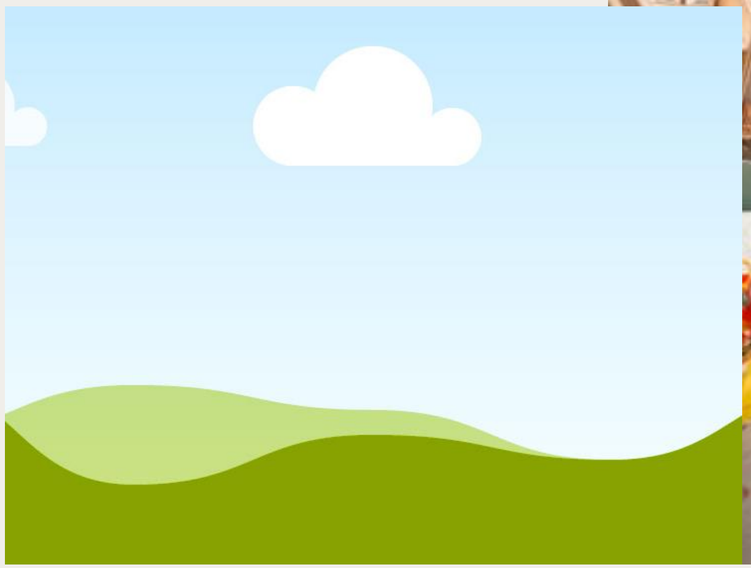




Environment







Phonics



- Our school has chosen *Little Wandle Letters and Sounds Revised* as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.
- Phonics is making connections between the sounds of our spoken words and letters that are used to write them down.
- Phonics is taught every day, for 15 - 25 minutes.
- Specific terminology is used consistently across the school

Phonics Phase 2 and 3

Little Wandle LETTERS AND SOUNDS REVISED™

s ss	t tt	p pp	n nn	m mm	d dd	g gg	c k ck cc	r rr
h	b bb	f ff	l ll	j	v vv	w	x	y
z zz s	qu	ch	sh	th	ng	nk		

a	e	i	o	u

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

Blend to Read and Tricky Words

- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas
- Tricky words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.

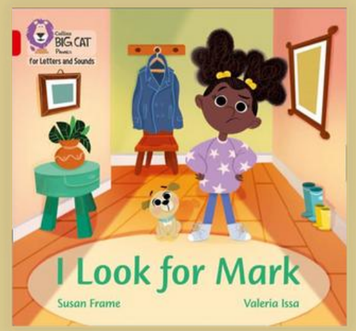
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Reading

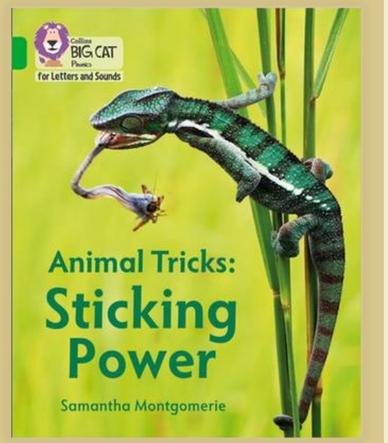
How do we practise reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups







Reading at Home

Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can’t read a word, read it to them.
- Talk about the book and celebrate their success.



Reading at Home

Reading a wordless books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

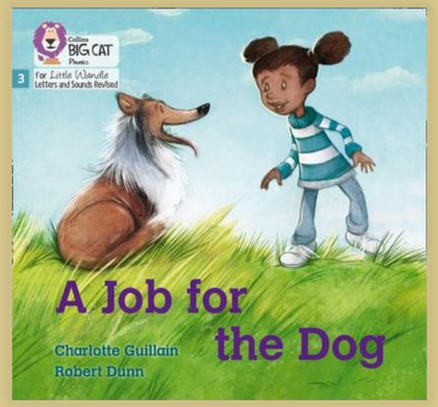
- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



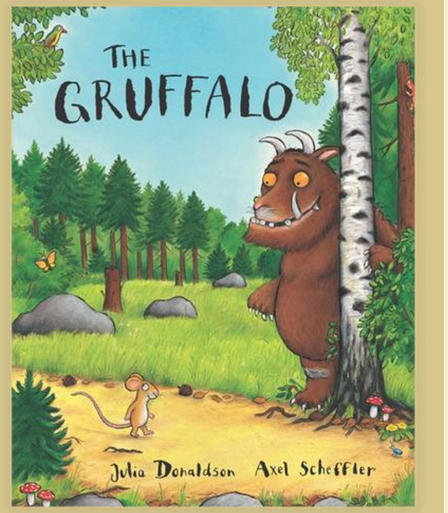
Reading at Home

Little Wandle LETTERS AND SOUNDS REVISED ™

Books going home







Maths



Mastering Number

- Mastery Number Programme run by NCETM
- Taught throughout KS1 and focuses on building mathematical fluency
- Big focus on subitising, as well as 1-1 correspondence, cardinality and different number representations
- The mastery programme runs alongside our PowerMaths lessons and it gives additional opportunities for children to practise mathematical skills

Maths



Power Maths

- Spring Term 2 introduces Power Maths
- We use the PowerMaths scheme to facilitate mathematical thinking in lessons
- Whole-class mastery programme designed to spark curiosity and excitement, as well as build confidence in maths
- Familiar characters support ‘growth mindset’ approach to maths
- Strong focus on understanding numbers to 10 in Reception

Maths



Power Maths



Maths - Supporting at Home



- Count everyday things together: stairs, buttons, cars, snack pieces
- Play simple games: e.g. “how many steps to the front door?”
- Use language about size, quantity, shape, position “Which is larger?” “How many more?”
- Encourage children to use objects to show number: toys, pebbles, pencils “show me three”
- Play simple board games such as snakes and ladders to reinforce subitising

Dimensions Curriculum



Light, Hope, Tradition



Come Fly with Me!

Asia



Way Back When

Hats with Brims



Help is at Hand

Who helps us?



What on Earth

Looking After Things

Communication Culture Conflict Conservation

Working in Partnership

- You know your child best! Sharing information about them is an important way we can meet their needs and build an understanding.

Reminders

- Water bottles every day, filled with water only please.
- Toys from home need to stay at home (unless agreed upon with class teacher i.e. comforter)

Ways to get involved

- FOBS, speakers (people who help, religious festival/traditions), helping on school trips

Upcoming Events

- Christmas singing concert - Wednesday 10th December 2pm
- Theatre Trip - Wednesday 17th December
- Class Assembly - Thursday 29th January 9:15am
- Generation Day Picnic -Tuesday 16th June 2pm

Thank you