

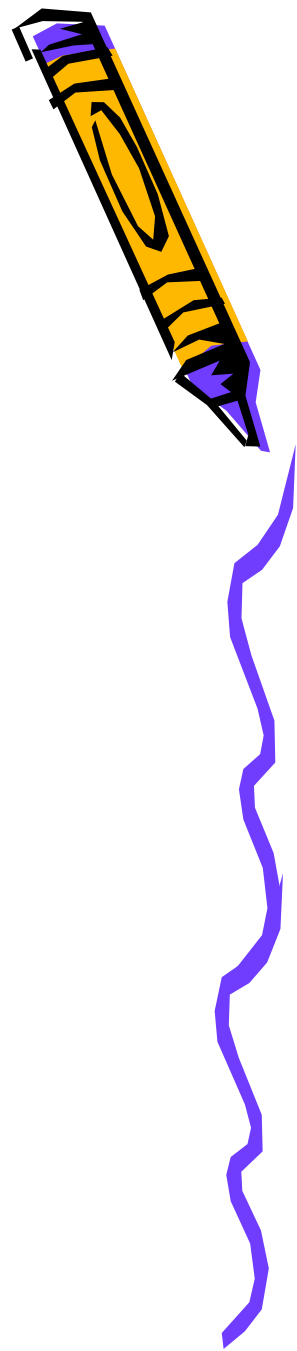


Welcome to Early Years!

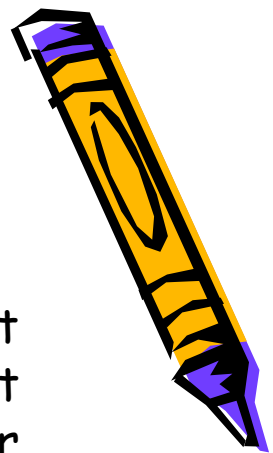


Aims of the evening:

- To gain a better understanding of the EYFS.
- The importance of parental involvement.
- Ideas to support your child at home.



Why we need your help.....



We need to look at your child as a 'whole' child not just what they do at school. At home your child has lots of different opportunities to do things that we may never see at school. Your child may also talk to you about things they may not share with us.

With your input we will be able to make a better judgement of your child's achievements and help us plan their next steps in learning.

We will be calling on your input during parent's evenings to discuss the areas of learning we may need your involvement in.

We will be sending home the 'What to expect, when?' document so you can update the information every term.



What is the EYFS?



- ✚ The EYFS document combines Early Years and Foundation Stage. This creates a national curriculum for 5s and under.



- ✚ 7 areas of learning through child initiated and adult directed activities.
- ✚ All areas of learning are reflected inside and outdoors.



The four themes of the EYFS are:




The Early Years Foundation Stage

Principles into Practice

The four Themes of the EYFS are:

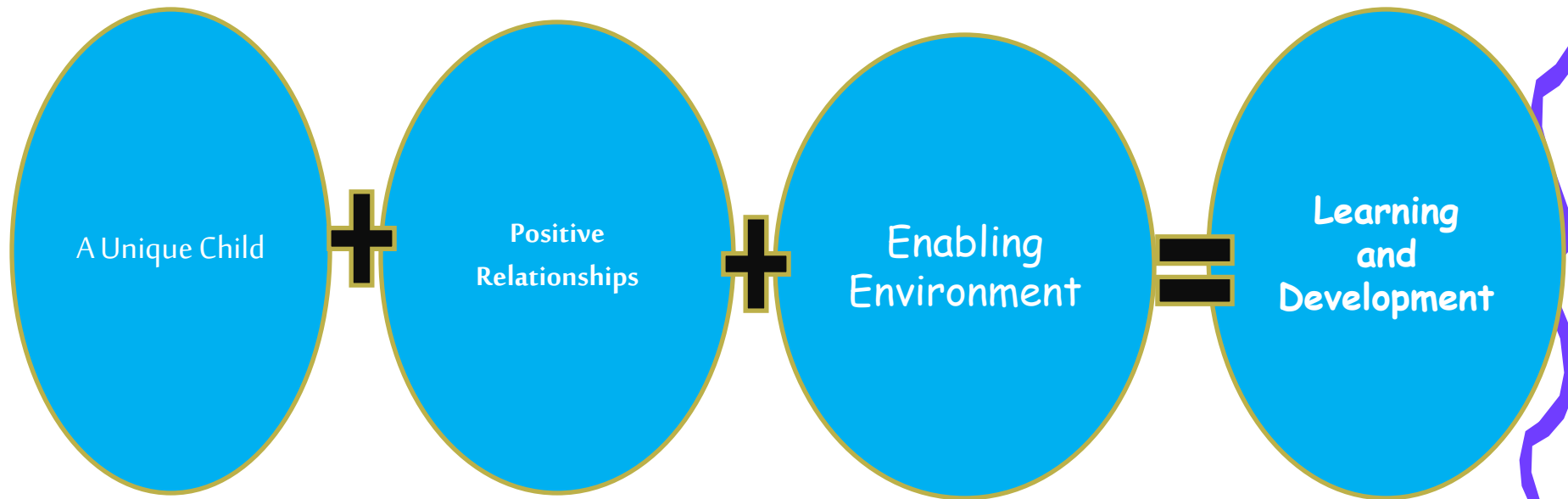
The Early Years Foundation Stage

Every Child Matters
Change for Children

| A Unique Child | Positive Relationships | Enabling Environments | Learning and Development |
|---|---|--|--|
| <p>These four Themes express important Principles underpinning effective practice in the care, development and learning of young children.</p>  | <p>Each Principle is supported by four Commitments which describe how the Principle can be put into practice.</p>   |   |   |
| <p>The four Principles of the EYFS are:</p> <p>Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.</p> | <p>Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.</p> | <p>The environment plays a key role in supporting and extending children's development and learning.</p> | <p>Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.</p> |

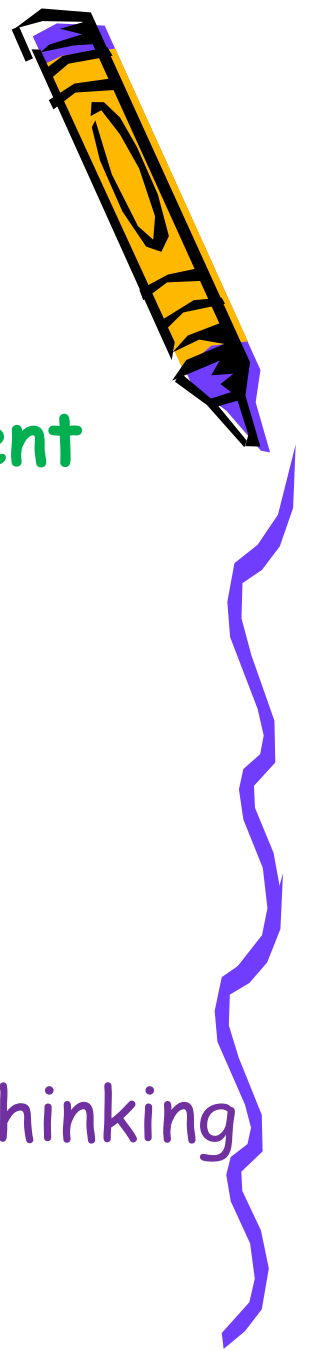


You need these 3 to achieve learning and development.



How children learn

The Characteristics of Effective Learning



- **Playing and exploring- engagement**

Finding out and exploring

Using what they know in their play

Being willing to have a go

- **Active learning- motivation**

Being involved and concentrating

Keep on trying

Enjoying achieving what they set out to do

- **Creating and thinking critically- thinking**

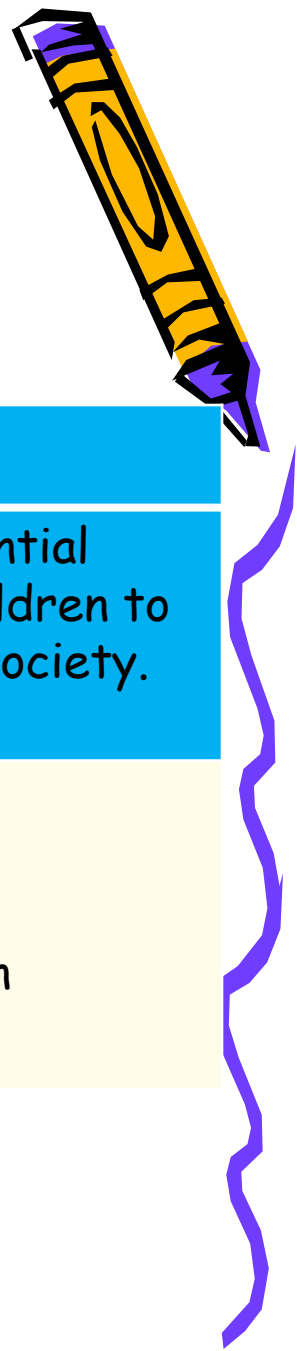
Having their own ideas

Using what they already know to learn new things

Choosing ways to do things and finding new ways



New EYFS Learning and Development Requirements



| Prime | Specific |
|---|---|
| <p>Prime areas are fundamental, work together, and move through to support development in other areas.</p> | <p>Specific areas include essential skills and knowledge for children to participate successfully in society.</p> |
| <ul style="list-style-type: none">•Personal, Social and Emotional Development•Communication and Language•Physical Development | <ul style="list-style-type: none">•Literacy•Mathematics•Understanding the World•Expressive Arts and Design |



There are now 7 areas of learning instead of 6.

End of Year



- At the end of the year we will assess the children against the 17 Early Learning Goals (ELG).
- If the children are working below the ELG they will be marked as Emerging.
- If they are working within the ELG they will be marked as Expected.
- If they are working beyond the ELG they will be marked as Exceeding.



PSED: Personal, Social and Emotional Development

This area of development has 3 aspects.

Making Relationships- Early Learning Goal

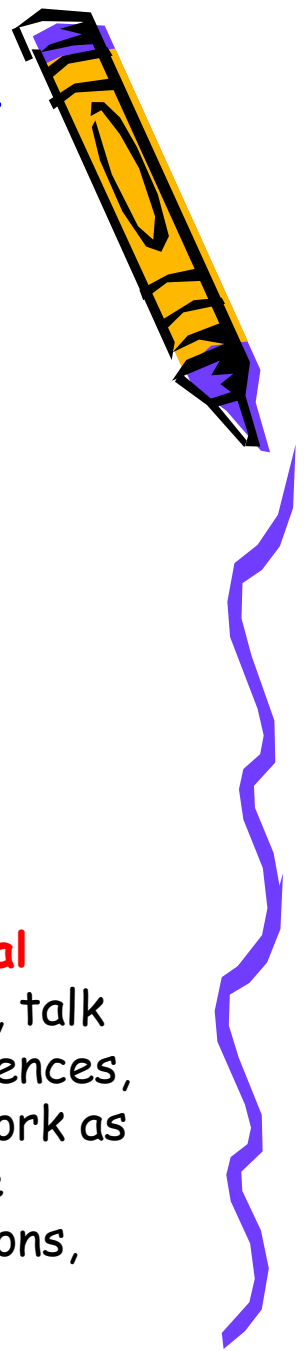
Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self confidence and self-awareness- Early Learning Goal

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- Early Learning Goal

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.



PD: Physical Development

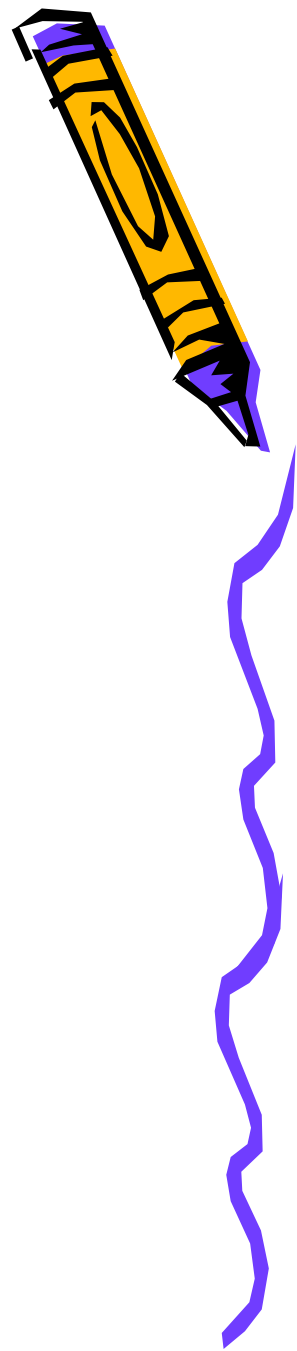
✚ This area of development has 2 aspects.

Moving and Handling- Early Learning Goal

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- Early Learning Goal

Children know the importance for good health of physical exercise, 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.



CAL: Communication and Language

This area of development has 3 aspects.

Listening and attention

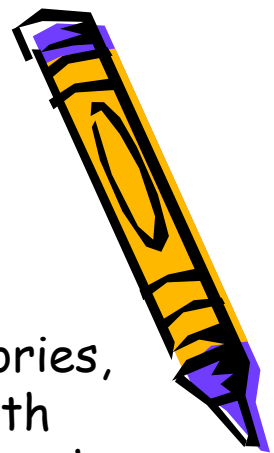
Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

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.



L: Literacy

This area of development has 2 aspects.

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.



M: Mathematics

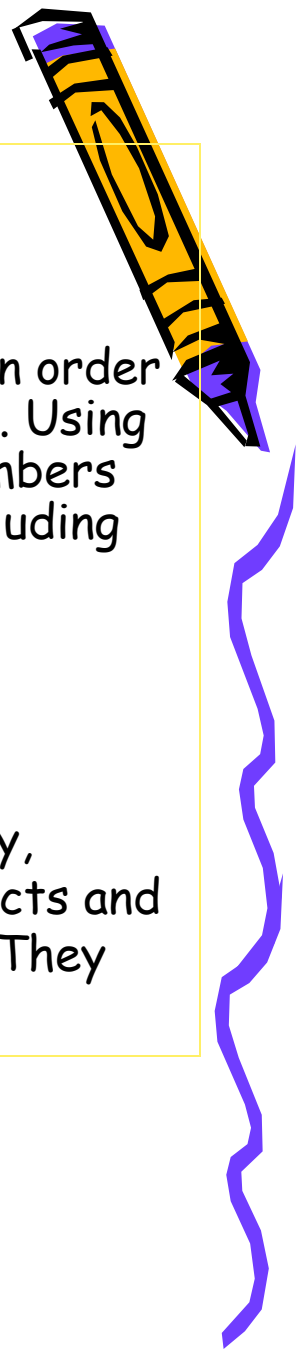
This area of development has 2 aspects.

Numbers

- 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 measures

- 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.



UW: Understanding the World

✚ This area has 3 aspects.

People and 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

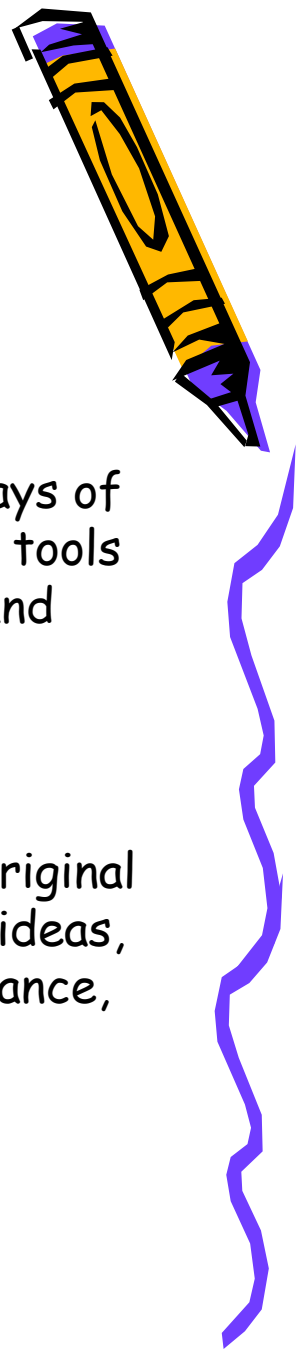
- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur,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



EAD- Expressive Arts and Design



This area of development has 2 aspects.

Exploring and using media and materials

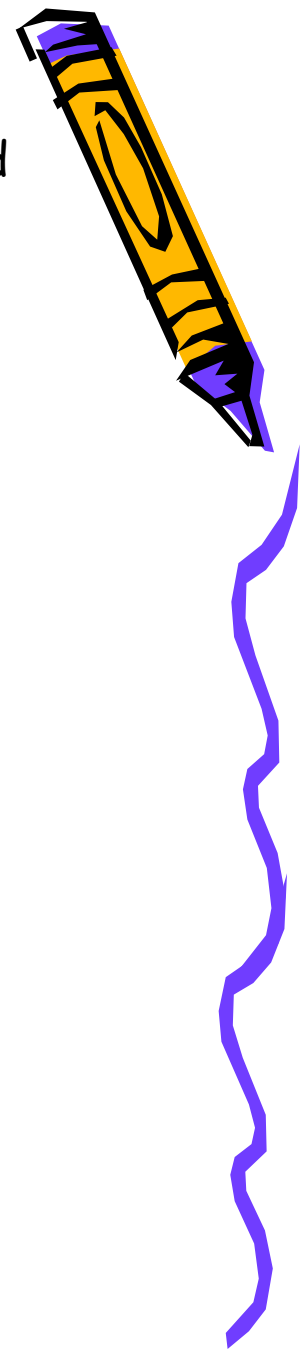
- Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

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.



Outside each classroom we have a wallet full of 'WOW' leaves. Please take one home and write down your child's achievements and share them with us at school. There is no limit to how many we need..... the more the better!



Useful websites:

Parents:

www.foundationyears.org.uk

www.playcreateexplore.org

Children:

www.uptoten.com

<http://learnenglishkids.britishcouncil.org/en/little-kids-songs>

www.letters-and-sounds.com Phase 1, 2 and 3 games

www.phonicsplay.co.uk- Phase 1- 4

www.primaryinteractive.co.uk/early Mathematics and PSED games

www.ictgames.com- Literacy and Mathematics

Apps

ABC Phonic Street

Splash Math- Preschool

Cbeebies- Storytime



Reminder

- ✚ Uniform and bags need to be clearly labeled with names please! 30 jumpers and 30 t-shirts all look the same when we are getting changed for PE!
- ✚ Please bring in Wellington Boots and waterproof clothing as we will be going outside in all weather conditions.
- ✚ Every Friday afternoon 4+ will be outside.
- ✚ Please check your child's hair at least once a week for head lice.



Lunches

Please encourage your child to cut up their own food using a knife and fork.

Children should be using a fork to eat their dinner. The spoon is for their dessert.

Please teach your child to chew and swallow their food without using water or milk to wash it down.

Encourage your child to feed themselves.

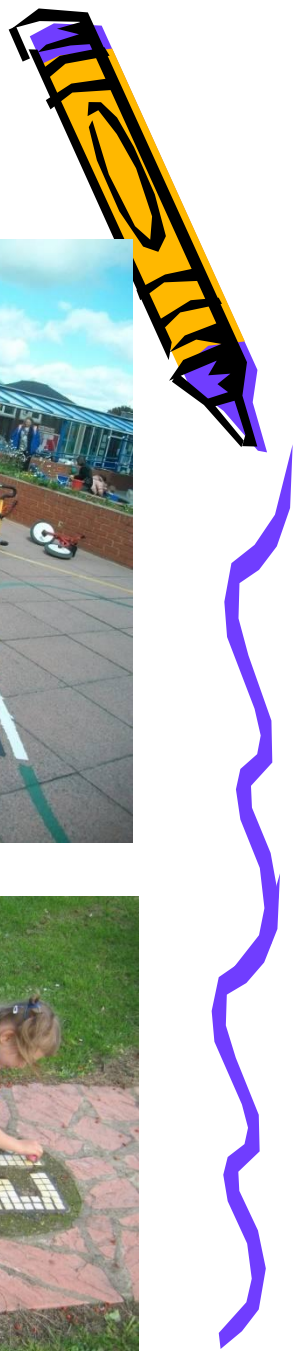
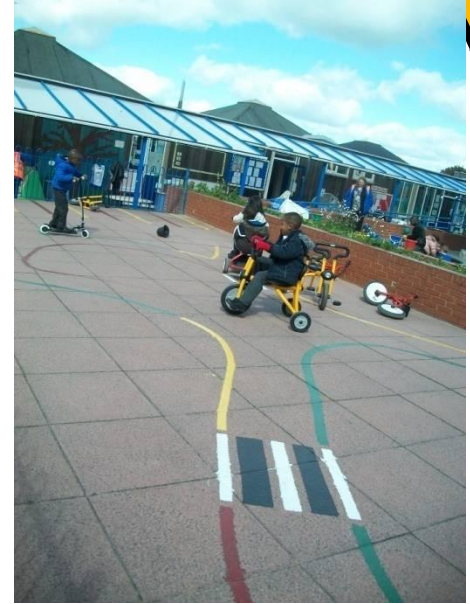
If your child is a fussy eater try to introduce some of the food we serve at school during mealtimes at home. Start with licking the food, then nibbling and finally eating it.

Menus will be displayed on Parent Notice board.

Share their success with us and we can celebrate at school!



OUTDOORS



Time to explore!

