

**Welcome to the
Early Years
Foundation
Stage
Curriculum
Evening
02.10.19**



What is the Early Years Foundation Stage?

A document that covers the years from birth to the end of the Early Years Foundation Stage.

Sets out what most children are expected to achieve by the end of the Early Years Foundation Stage



The Three Prime Areas

Personal, Social & Emotional development (PSED)

- Self Confidence and Self Awareness
- Making Relationships
- Managing Feelings and Behaviour

Communication & Language (C&L)

- Listening and Attention
- Understanding
- Speaking

Physical Development (PD)

- Moving and Handling
- Health and self Care



The Specific Areas of Learning

Literacy

- Reading
- Writing

Mathematics

- Number
- Shape, Space and Measure

Understanding the World (UW)

- People and Communities
- The World
- Technology

Expressive Arts & Design (EA&D)

- Exploring and Using Media and Materials
- Being Imaginative



Assessment

At the end of the school year each child's level of development must be assessed against the early learning goals. These reflect what a child is expected to have achieved by the end of their Reception year.

We will gather evidence in a range of ways e.g. photographs, videos, samples of work, observations, adult directed activities, learning journeys but most importantly our knowledge of the children

Children will receive Emerging, Expected or Exceeding against each ELG



The 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, keeping on trying, enjoying achievement what they set out to do

Creating and Thinking Critically (Thinking)

Having their own ideas, making links, choosing ways to do things



Daily Routine

Gates open and children make their way to the classroom where they will be greeted by the class teacher.

Children come into the classroom and complete jobs, such as signing in, organising their belongings and changing books

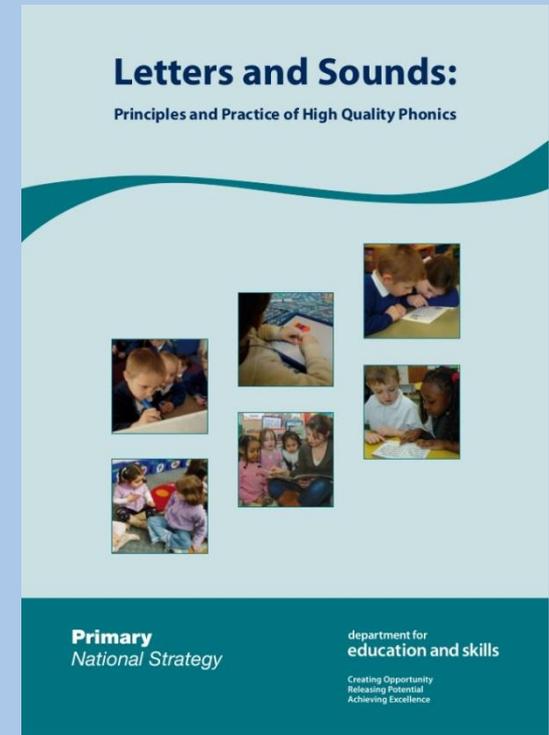
Child Initiated Time – More on this later!!



Phonics

- A carpet led session
- We use 'Letters and Sounds' alongside the Jolly Phonics actions and songs
- Phonics follows a set format each day: 'Revise Teach Practise Apply'
- Key words:
- **Phase 1**
- **Phoneme / Grapheme / Digraph / Trigraph / tricky words**
- Correct pronunciation of the sounds is vital

<https://www.youtube.com/watch?v=-ksblMiliA8>



Clever Fingers

Clever Fingers a series of fun activities for children to build up their upper body strength (gross motor skills) and finger/hand strength and control (fine motor skills).

Adult Directed Activities: Dough Disco, Write Dance, Handwriting, Scissors

Independent activities, such as:

Whisks in water with washing up liquid

Picking beads out of tubs of alien goo with tweezers

Wind up toys

Threading

Spinning tops



Snack -

Under 5's are entitled to free milk (over 5's can have milk if it is paid for)

- We have fruit available to children everyday
- The children are allowed to bring in a healthy snack from home
- Please ensure that your child's water bottle is clearly named
- We will always try to remind children to drink their water (sometimes children prefer to use the water fountain)



Literacy sessions will focus on:

Role play, drama, speaking and listening

Reading and writing simple sentences.

Using phonics to decode words

Reading / writing tricky words

Demonstrating understanding when talking with others about what they have read.

Using their phonic knowledge to write words in ways which match their spoken sounds.

Spelling some words correctly and ensuring others are phonetically plausible.



Maths

Maths sessions will focus on:

Pupils counting reliably with numbers from 1 to 20

Putting one to 20 in order

Saying which number is one more or one less than a given number.

Practically adding and subtracting counting on or back to find the answer.

Simple problem solving

Using everyday language to talk about size, weight, capacity, position, distance, time and money

Recognising creating and describing patterns.



Lunch

Children come into the hall to eat their lunch.

Each class is assigned a dinner lady, who will stay with the children throughout lunch.

If you don't hear from us, assume your child is eating



Speaking and Listening

From Term 2 each term we will have a topic. One child per day will be given a five minute slot to do a presentation.



Worship

- Class worship
- Year group worship
- Celebration time
- Later in the year we will join whole school worship

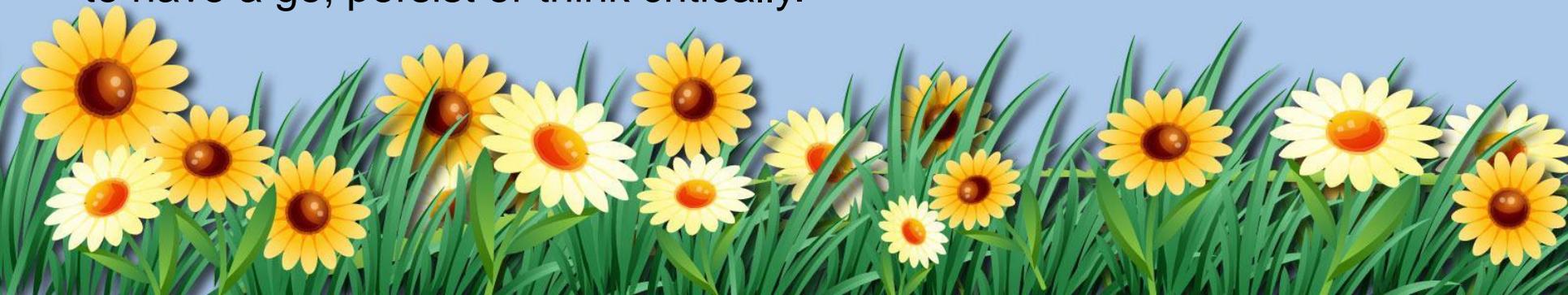


Child Initiated Time

Child-initiated play supports children in having ideas and being in control of their learning. It enables them to learn through first-hand experiences, allowing them to choose how to use the resources to do so.

Child initiated time allows children to put into practise all areas of the EYFS. They have the chance to apply everything they have learnt.

A child who is not given the opportunity to play, explore and investigate is far less likely to be a resilient, creative learner willing to have a go, persist or think critically.



Homework

Reading record books - will be sent home with your child daily. Please comment in their records so we know that your child has read to you. As reading is a vital life skill, here at Thurnham we encourage a strong partnership between parents, students and staff to build your child's confidence and ability when reading. It takes time and commitment from all parties and it is important that all involved know their role.

Learning Journeys – you can share the record of your child's learning and add to the book too

Learning at Home books – will inform you of what is happening in school that current week, informs you of the phonics we have been learning and it gives you suggested activities your child can do to consolidate their learning.



Thank you for attending tonight
and for all your support so far this
year.

We will be available to answer any
of your questions 😊

