

Guide to the Early Years Foundation Stage

October 2020

What is the E.Y.F.S?

Learning and Development
4.3 Creativity and Critical Thinking
 The Early Years Foundation Stage
 Every Child Matters
 Children's Rights

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.



Making connections

- Being creative involves the whole curriculum, not just the arts. It is not necessarily about making art or making a book or a picture, song or story.
- Children will make many more connections between things than we do. It is important to encourage them to do so. For example, they could be encouraged to look at a picture and think about the things they see and how they are connected.
- Effective connections make sense of children's experiences and help them to make connections between experiences in their life, the world and the wider community.
- It is difficult for children to make sense of their experiences in learning when they are not encouraged to make connections. Check any set for connections.

Transforming understanding

- When children have a chance to transform their understanding, they can often be a bit surprised.
- For example, children might be asked to think about the way they play in the playground and then to think about the way they play in the classroom. This might make a difference to their understanding of the way they play in the classroom.
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Sustained shared thinking

- When the adult reflects on the children's experiences, support and challenge, children's thinking is being transformed. This is the key to sustained shared thinking.
- Sustained shared thinking involves the adult being aware of the children's interests and understanding and the adult and children working together to develop an idea or skill.
- Sustained shared thinking can also happen when the adult is not directly involved. For example, when the adult is not directly involved, the children's thinking and understanding can be transformed.
- The adult should provide a variety of opportunities, challenges and questions. This support can help the children's thinking and help them to make connections in learning.

Learning and Development
4.2 Active Learning
 The Early Years Foundation Stage
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Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.



Decision making

- Being involved in decision making is a key part of learning. It is not just about making decisions about what to do, but also about making decisions about how to do it.
- Children should be encouraged to make decisions about their learning. For example, they could be encouraged to choose between different activities or to choose between different ways of doing something.
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Mental and physical knowledge

- It is important to provide children with mental and physical challenges. This is the key to active learning.
- Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.
- When children are actively involved in learning, they are more likely to learn. This is the key to active learning.
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Personalised learning

- Personalised learning involves planning for each child, rather than for the whole group. It should also involve planning for the children's interests and learning.
- Steps to take for personalised learning for learning about each child and their learning.
- Use of children's interests in their learning as well as in the nature and quality of what is being learned in children's learning.



The Reception Team

Green Parrots –

- Miss Bhanderi
- Mrs Devshi
- Mrs Faki

Blue Jays –

- Mrs Kara-Kerai
- Ms James
- Mrs Mahmood

Yellow Canaries –

- Ms Delalande
- Mrs Choitram
- Mrs Patel

Red Robins –

- Miss Simpson
- Miss Yanez
- Mrs Vyas
- Mrs Hart

The Reception Times

- Reception – school starts at 8.45 am and finishes at 2.45 pm.
- It is important that you bring and collect your child on time, as we have set times for each of our year groups.

Our Housekeeping

- First Aid
- Bump head letters - phone calls home
- Suitable clothing/ footwear/ jewellery
- All clothing including P.E Uniform, coats, hats, scarves, gloves should be clearly labelled
- Toilets

What will my child be learning?

- Personal, Social and Emotional Development
- Communication & Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

All seven areas of the curriculum are connected and are equally important

Personal, Social & Emotional Development

- Children are confident to try new activities.
- They are confident to speak in a familiar group, will talk about their ideas.
- Children play cooperatively, taking turns with others.
- They show sensitivity to others' needs and feelings, and form positive relationships.
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences.
- They adjust their behaviour to different situations, and take changes of routine in their stride.



Communication & Language

- 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.
- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Children begin to use the correct tense to express themselves effectively



Literacy

- Children read and understand simple sentences.
- They use phonic knowledge to decode words and read them aloud accurately.
- They also read sight words. (45 sight words)
- They demonstrate understanding when talking with others about what they have read.
- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They write simple sentences which can be read by themselves and others.



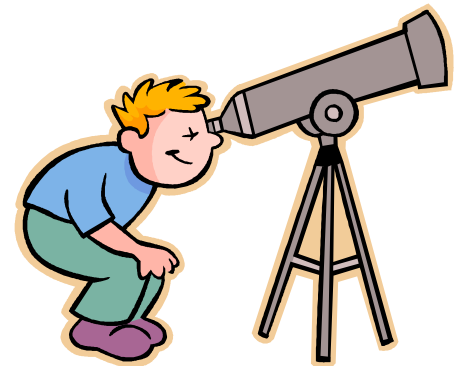
Mathematics

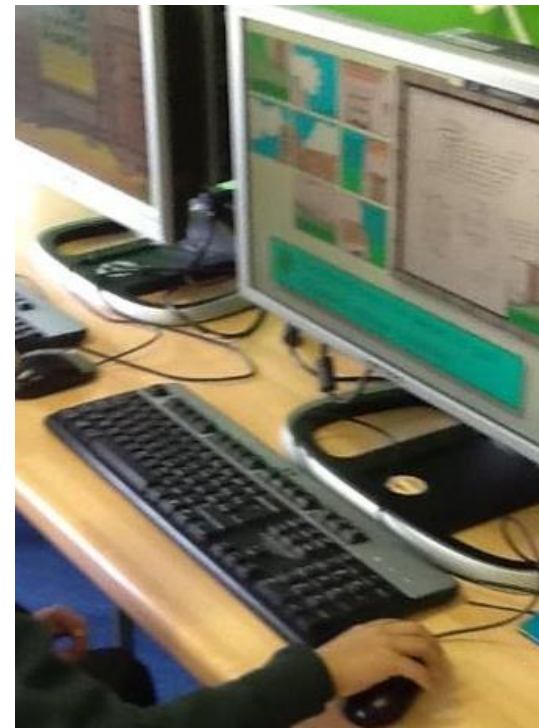
- Children can count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
- To learn to add and subtract using the correct symbols.
- They solve problems, including doubling, halving and sharing.
- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and 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

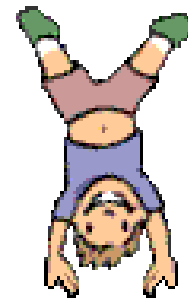
- Children learn about the natural environment.
- They recognise features of living and non-living things.
- We talk about ourselves, our family and custom and tradition.
- They make observations of plants and animals and discuss change.
- We learn to recognise and use a range of technology.





Physical Development

- 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 pencil for writing.
- 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.





Expressive Arts & Design

- They learn to use a variety of media such as clay, paint, play dough etc. to create their art work.
- They learn to sing songs and explore musical instruments.
- They learn to move rhythmically.
- They engage in acting out scenarios or familiar stories.



Outdoor Play

- Children will have access to outdoor activities every day
- Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development.
- Being outdoors offers opportunities for doing things in different ways and on different scales.
- It gives children first hand contact with weather, seasons and the natural world.
- The outdoor environment offers children freedom to explore, use their senses, and be physically active and exuberant.
- It develops their gross motor skills.



A broader curriculum

- ICT session
- P.E session
- Creative curriculum
- Learning outdoors
- Library session
- Trip/s
- Visitors - workshops

How can Parents help?

- Keep talking to the staff – let us know if you have any worries before they become real concerns.
- Let a member of staff know of any significant achievements, as this information can be added to your child's learning journey, e.g.
 - Sharing family events or outings
 - Children retelling stories or singing songs
- You will have opportunities to see these at parents' evening or at another convenient time.

Home Learning

- Home learning sheet
- Talk to your child about what they have been doing during their day
- Class library books will be sent home
- Alphabet/ phonics/ high frequency words sent home every half term
- Magic Moments sheet
- Guided reading will begin in autumn2
- WEBSITE

Guided reading

- Guided reading will happen at school once a week
- Book language
- Handling books appropriately
- Linking letters & sounds
- Applying phonics
- Using their sight word knowledge
- Comprehension
- Follow up homework



"Children need the freedom and time to play. Play is not a luxury. Play is a necessity."

-Kay Redfield Jamison