



# Welcome: Foundation Stage Information Evening

# Staff

## Teacher

Mrs Jennie Abraham



## Teaching Assistant



Mrs Justine Heathcote



Miss Nell Painter



# We're a partnership!

- Home = good progress
- Just school = good progress
- Together = BRILLIANT progress
- Positivity breeds positivity \*any issues – please speak to us\*



# Four guiding principles which shape practice:

Unique Child  
+ Positive relationships  
+ Enabling environments

=

Developing and learning in different ways and at different rates



# Our initial priorities

- Your child's personal development
- Your child's social development
- Your child's emotional development



... but it doesn't mean they are always going to get their own way

- We have high expectations
- We use positive praise
- Any issues arise we will speak to you (please ignore information through other children – “Mrs Abraham has dealt with it”)



# EYFS Curriculum

- Play-based curriculum

*Play provides the natural, imaginative and motivating contexts for children to learn about themselves, one another and the world around them. A single moment of sustained play can afford children many developmental experiences at once, covering multiple areas of learning and reinforcing the characteristics of effective learning.*

- Builds on learning from Pre-school and Nursery settings
- From birth - 5 years old
- Early Learning Goals are the aim by the end of the year



# The EYFS 2012 Framework

Characteristics of Effective Learning	Area of Learning and Development		Aspect
<p><b>Playing and exploring – engagement</b></p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p>	<b>Prime Areas</b>		
<p><b>Active learning – motivation</b></p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>	<p><b>Personal, Social and Emotional Development</b></p>	Making relationships	
		Self-confidence and self-awareness	
		Managing feelings and behaviour	
<p><b>Creating and thinking critically – thinking</b></p> <p>Having their own ideas Making links Choosing ways to do things</p>	<b>Physical Development</b>	Moving and handling	
		Health and self-care	
	<p><b>Communication and Language</b></p>	Listening and attention	
Understanding			
Speaking			
<b>Specific areas</b>			
<p><b>Literacy</b></p>	Reading		
	Writing		
<p><b>Mathematics</b></p>	Numbers		
	Shape, space and measure		
<p><b>Understanding the World</b></p>	People and communities		
	The world		
	Technology		
<p><b>Expressive Arts and Design</b></p>	Exploring and using media and materials		
	Being imaginative		





# Learning Behaviours and Building Learning Power

## **EYFS 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 trying
- Enjoying achieving what they set out to do

### **Creating and thinking critically – thinking**

- Having their own ideas
- Making links
- Choosing ways to do things



# EYFS Assessment

On-going formative assessment is at the heart of effective early years practice.

- Discussions with previous pre-school settings/ analyse reports
- Baseline the children within the first 6 weeks
- We observe the children (observations form a huge part of the EY) interacting and playing
- Online learning journey: Tapestry – opportunity for you to add observations. It won't be daily. Helps form a 'whole picture'
- We also learn a lot from YOU! Proud Clouds



# Bees to Success

- Be curious and inquisitive
- Be determined and resilient
- Be a cooperative team player
- Be resourceful and independent
- Be reflective
- Be ready and willing to learn



# Communication

- Class Page – get our latest news!
- Our class Facebook page
- Two Parents Evening together with an annual progress report
- Ongoing Tapestry assessment
- EYFS staff available on the door to speak to every morning and afternoon
- Book an appointment
- Planners



# Independence

- Vital to progress and self esteem...
- Not just to make our lives easier!
- For example...



# To ensure independence, you can prepare your child for Reception by ensuring they...

- are toilet trained
- can hold a pencil/practise cutting with scissors
- can dress/undress for PE
- can fastening of coat
- can eating with a knife and fork
- can recognise their own name
- Have velcro shoes!
- they are independent and curious
- can share stories together
- Have names in ALL their clothes



# Toilet and dressing

- We do expect:
- Them to ask to go to the toilet/ wipe themselves independently
- Them to attempt to dress (we will support/prompt them)
- No pull-ups
- To practise using different toilets to get them ready eg. using different toilets like supermarkets etc
- Spare clothing in bags



# A Typical Day

- 8.35-8.45 – Children come into the classroom.
- 8.45-9.00- Self register, settling down activities, jobs for the day
- 9:00-9:15 – Phonics
- 9.15- 10:00 – Reading/child-initiated learning
- 10:00-10.15 – Assembly
- 10.15-10.30 – Playtime: snacks, money labelled
- 10.30 – 10.45 – Maths/Literacy whole class learning
- 10.45 – 11.45 – Group work based on whole class teaching
- 1.45 – 1.00 – Lunch and playtime
- 1.00 – 1.15 – Introduction to Topic work
- 1.15 - 2.40 – Topic work, focused group work and child-initiated play
- 2.40 – 3.00 – Games, songs, story and rhyme time.
  
- P.E – Usually Tuesday after break - kits in school at all times





# How to encourage reading- story books and early reading.

- Noticing the title, naming the characters- look at the back of the book.
- Questions- what will happen next? Do you like / dislike...?
- Discuss the pictures.
- Try to turn into a story – use language of a story.
- Reading is like juggling- pictures, recognising words, using sounds.
- Important children do not simply de-code.
- Re-tell stories using story language.
- Individual and Guided Reading



# High Frequency Words

## H.F.W

- Reception High Frequency Words
- They will appear in reading books, tricky words and homework.

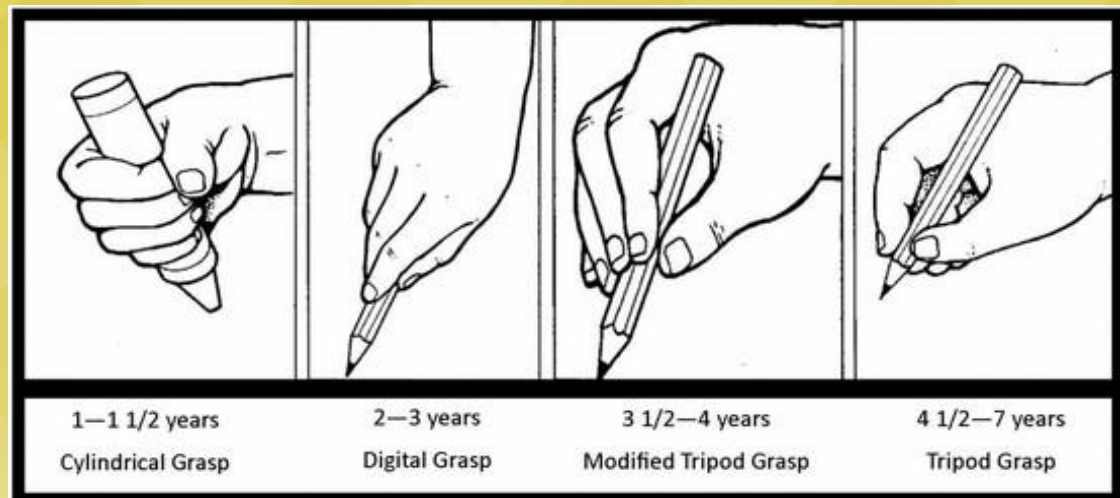
I	go	come	went	up	you	day	was
look	are	the	of	we	this	dog	me
like	going	big	she	and	they	my	see
on	away	mum	it	at	play	no	yes
for	a	dad	can	he	am	all	
is	cat	get	said	to	in		



# The key to writing

- Good readers make good writers!
- Familiarity with popular stories equips children with story language and understanding to make up and tell their own stories.
- Writing for a purpose.
- Writing comes from talk....Say it, write it, read it, check it!
- ENCOURAGEMENT and MODELLING

## Pencil grip



# Early Writing

- Mark-making
- Recognisable letters
- Representing some sounds correctly
- Write familiar words
- Initial sounds, end sounds, medial vowel sounds.
- Phonetic attempts at words
- Simple sentences
- Punctuation



# Early counting and number

- Use the world around you e.g. counting the number of cars whilst on a drive.
- Relate to every day situations e.g. setting the table.
- Sing lots of songs and rhymes.



# Be prepared!!!!!!

- P.E kits to be in school every day
- Book bags with reading books and planners in school every day.
- Long hair to be tied up
- Waterproofs in school
- Wellies in school
- Water bottles to come to school
- Name **EVERYTHING!!!**



# Other bits...

- Please let us know of any medical needs/ issues
- If you would like to join our PTA, please sign up!
- We have a Before and After School Club. Call the office for more information
- After School Clubs will be available for Reception children from the Spring Term



# To Finish:

- Get involved!!!
- Please remember we are here to do the best for your child - come in and see us, phone, write a note in planner.
- Please sign: Photograph consent form, Out and about consent form, ICT form, Home/School Agreement which you should receive in a separate email.
- Look at our school website for updates and photographs
- For more information about the Early Years Foundation Stage visit [www.early-education.org.uk](http://www.early-education.org.uk)

