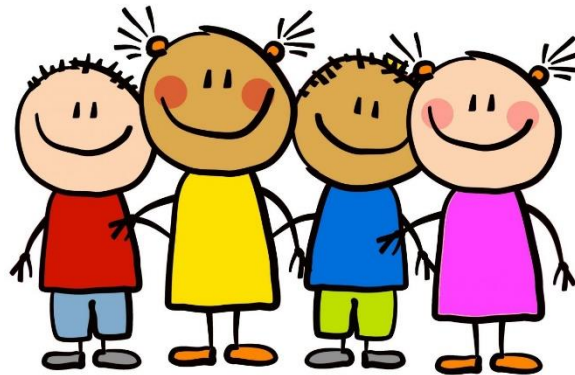


Welcome to Early Years at Old Heath





The areas of learning and development within the EYFS

There are seven areas of development that help to shape the learning and the provision in Early years.

All are important and connected. The learning experiences enable the children to develop academically, socially, emotionally and physically.

Three Prime

These are crucial for building the capacity to learn and to form relationships

Personal social and emotional development

Physical Development

Communication and language

Four Specific

Literacy

Mathematics

Understanding the world

Expressive arts and design

Communication and Language

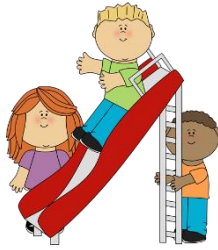


- ❖ Understand how to listen carefully and why listening is important.
- ❖ Learn and use new vocabulary.
- ❖ Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- ❖ Talk about their ideas and thoughts in well-formed sentences.
- ❖ Listen to, talk about and retell stories and enjoy non-fiction books, rhymes, poems, songs and non-fiction to develop familiarity with new knowledge and vocabulary.



Personal, Social and Emotional Development

- ❖ Manage and understand their own feelings and emotions.
- ❖ Have confidence in their own abilities, to persist and to wait for what they want.
- ❖ Look after their bodies, including healthy eating, and manage personal needs independently.
- ❖ Learn how to make good friendships, cooperate and resolve conflicts peacefully.



Physical Development

- ❖ Develop overall body-strength, balance, co-ordination and agility.
- ❖ Confidently and safely use a range of large and small apparatus indoors and outside.
- ❖ Develop their small motor skills so that they can use a range of tools safely and confidently, such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- ❖ Form letters correctly and confidently when writing.
- ❖ Develop the skills they need to manage the school day successfully such as lining up and queuing and mealtimes



Literacy

- ❖ Read individual letters by saying the sounds for them. Then blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- ❖ Read simple phrases and sentences made up of words with known letter-sound correspondences
- ❖ Read books that are matched with their developing phonic knowledge and re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- ❖ Form lower-case and capital letters correctly.
- ❖ Spell words by identifying the sounds and then writing the sound with letter/s.
- ▶ Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Mathematics



- ❖ Count objects, actions and sounds to 10 then beyond.
- ❖ Subitise (recognising numbers of things without counting them for example, spots on dice).
- ❖ Link the numeral (written number) with its number value.
- ❖ Compare numbers: 'more than', 'less than', 'fewer', 'the same as', 'equal to'.
- ❖ Understand 'one more than/one less than'
- ❖ Explore the composition of numbers to 10 for example, "There are 5 of us but only 2 clipboards. How many more do we need?"
- ❖ Remember number bonds for numbers 0-5 and some to 10.
- ❖ Working with shapes using construction sets, building bricks, magnetic shape sets.
- ❖ Continue, copy and create repeating patterns.
- ❖ Compare length, weight and capacity for example, heavier/lighter than, longer/shorter



Understanding the World

- ❖ Talk about members of their immediate family and community.
- ❖ By sharing books, reading stories, looking at objects, comment on images of familiar situations and characters in the past.
- ❖ Understand that some places are special to members of their community and recognise that people have different beliefs and celebrate special times in different ways.
- ❖ Through stories, images and video clips, recognise some similarities and differences between life in this country and life in other countries.
- ❖ Explore the natural world around them, describing what they see, hear and feel whilst outside and understand the effect of changing seasons.



Expressive arts and design

- ❖ Enables children to explore and use a variety of art materials and artistic effects to express their ideas including the use of colour, texture, shape, constructing and joining materials.
- ❖ Work collaboratively, sharing ideas, resources and skills.
- ❖ Listen to, move to and talk about music and sing in a group or on their own.
- ❖ Develop storylines in their pretend play.



Baseline Assessment

- ❖ Your child will be participating in the reception baseline assessment (RBA) within the first 6 weeks of starting reception.
- ❖ The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with. It is statutory for all schools from September 2021.
- ❖ The RBA is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their children.
- ❖ The RBA will provide an opportunity for your child to have valuable one-to-one time with their teacher so they can get to know your child better. It will provide a helpful snapshot of where your child is when they enter reception, so they can be supported in the most appropriate way.



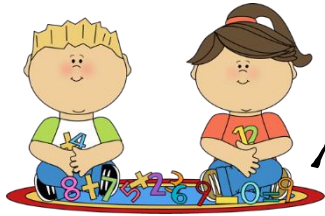
Further Assessment

- ❖ By talking to, working with and observing the children, we constantly assess interests, achievements and progress.
- ❖ Significant learning and achievements will be collected in your child's Learning Journey. Each child will have a paper Learning Journey and we will give you opportunities to share these during the year. You are encouraged to contribute too. If your child has a wow moment, visits somewhere special, does some great learning at home or masters a new skill, please share it with us or send a photo.



Early Years Foundation Stage Profile

- ❖ In the Summer Term, each child's level of development will be assessed against the Early Learning Goals. We will indicate whether your child is meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.
- ❖ It gives a picture of a your child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.
- ❖ The EYFS profile will be shared with parents at the end of the year and will form the basis of the end of year report.



A typical day in Early Years

- ❖ Each day, the children will be participating in a variety of child initiated and planned, teacher led activities and learning experiences.
- ❖ The adults will be teaching, playing with, talking to and observing the children.
- ❖ Children will be working both indoors and outdoors.
- ❖ At different points throughout the week your child will work directly with the Class Teacher or Teaching Assistant on their own, in small group activities or as part of daily whole class activities including phonics, maths and story times.
- ❖ Daily fruit – daily fresh fruit is on offer for all children at snack time, we ask that you don't send snack to school with the children in Early Years. (Please send your child to school with a named water bottle. We can refill during the day if necessary).



Stay and Play

From the second half of the autumn term, we will be running a 'stay and play' session on Friday mornings between 9 and 9.30 am. This is an opportunity for you and your family to see your child in their classroom setting and share some of the learning that has taken place during the week.

There will also be a mini phonics session at the end. This is also a chance for you to hear the sounds, see letter formation we have been learning during the week and for me to share any new learning with you. I will be sending sounds, words and learning ideas home to you with explanations as we go along.



And Finally...

- ❖ There is no formal homework in Early Years however I will be sending sounds and words to practice at home and handouts when we learn something new, particularly in mathematics, with ideas to support at home. Once we start to send reading books home, we ask that the children read with you 4 times each week and also that you read as many stories to your child as you can.
- ❖ There will be a theme handout each half term so that you have an overview of the learning.
- ❖ I will be sending home a Numicon bag with each child. We use Numicon tiles to support our learning in maths at school and I will be sending home ideas to try at home throughout the year. Please let your child explore the box and play and learn with the tiles but I would be grateful if you could keep as much as possible safe as we will be asking for them to be returned at the end of the year.
- ❖ Please don't forget to:
 - label all of your children's clothes.
 - take out earrings on P.E day (Thursday).
 - send a coat to school, we are outside in all weathers
- ❖ If you ever have any worries or concerns please just ask and we will do our very best to help you.