



Welcome to EYFS

**At Queen's Drive
Primary School**

EYFS TEAM



Class 1 Teacher
Mrs Woods



Class 2 Teacher
(Mon-Wed, Fri)
Miss Till



Class 2 Teacher
(Thurs)
Miss Rogers



Class 1 Teaching Assistant
Mrs Patel



Class 2 Teaching Assistant
Miss Moss

EYFS Teaching
Assistant
Miss Malloy

A day in Reception



It consists of:

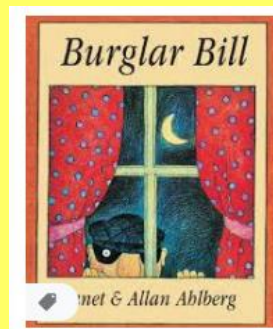
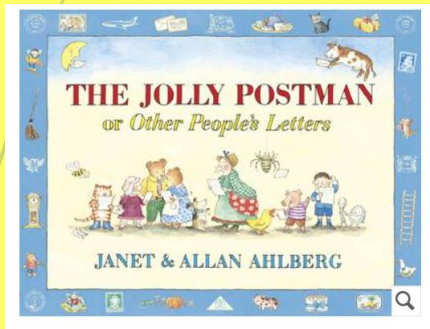
- ▶ 3 carpet sessions a day - Literacy (can be linked to understanding of the world), Phonics and maths
- ▶ Activities with an adult.
- ▶ Child initiated learning in the continuous provision- linked to carpet sessions with challenges in each area.
- ▶ Planning from the children's interests
- ▶ Fruit and milk (am)
- ▶ outdoor activities

Our themes for this term..

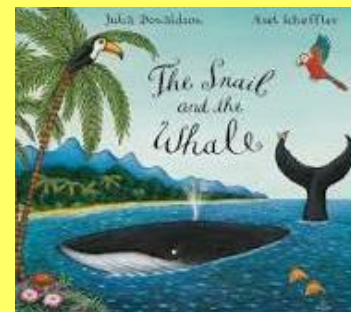
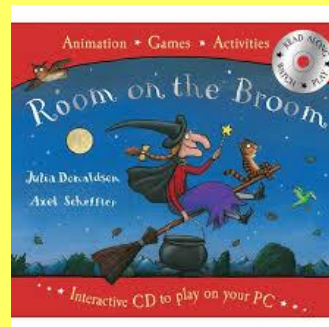
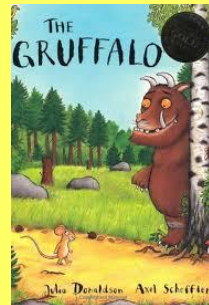


➔ Who am I?

➔ Community Heroes



➔ Who is Julia Donaldson?



Other themes throughout the year include:

- Amazing animals
- The world of toys
- Journeys around the world
- What's in my garden?

Our Class Mascot



Queenie says....

Today we are going to be learning to read and write a new phoneme.

What do we need to do to help us remember it?

1. We can say it.
2. Read it.
3. Write it and do an action....

Meet Queenie!

Queenie introduces the children to the learning objectives for each carpet session and then a challenge is set to complete at the end of the session 😊

The EYFS curriculum



It consists of 7 areas of learning taught through a range of adult led and child initiated activities. The areas of learning are:

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design.

The EYFS curriculum



Prime Areas

- ▶ Communication and Language

Sample Activities

- Talking about feelings, sharing news and listening to stories.
- Whole class learning inputs such as Phonics, Literacy.
- Memory games.
- Listening games such as musical statues, corners, Chinese whispers and Simon Says.

The EYFS curriculum



Prime Areas

- ▶ Physical Development

Sample Activities

- PE lessons linked to balancing, developing fundamental movement skills (e.g. jumping, running, throwing, hopping etc)
- Exploring movement through dance activities.
- Construct and build models using lego, stickle bricks.
- Using tweezers to pick up objects.
- Obstacle courses.
- Observing the effects of exercise on our bodies.

The EYFS curriculum



Prime Areas

- ▶ Personal, Social and Emotional Development

Sample Activities:

- **Children to make choices at snack-time, making their own snack and talk about their likes and dislikes.**
- **Talk about what makes a good friend and why.**
- **Playing games that involve turn taking**

The EYFS curriculum



Specific Areas

► Literacy

Sample Activities:

- Retelling stories.
- Interviewing 'characters' from stories.
- Picture hunts to record initial sounds/letters.
- WOW word wall – introducing new vocabulary
- Word hunts.
- Talk about what characters are thinking and feeling.
- Making signs, cards, recipes, writing letters etc.
- Handwriting sessions.
- Writing own name

The EYFS curriculum

Specific Areas

- ▶ Mathematics

Sample Activities:

- Counting songs and rhymes.
- Outdoor hunts to collect objects and count (can also be used for adding and subtracting).
- Pegging numbers on a numberline.
- Bingo games.
- Number stories
- Representing numbers in different ways
- * Shape, measuring length & weight, time

The EYFS curriculum



Specific Areas

- Understanding of the World

Sample Activities:

- Learn about different religious celebrations and share photographs of their own experiences of celebrations.
- Look at objects from the past and present.
- Explore materials that can change state e.g. melting
- Explore seasonal weather changes and test out objects during this time e.g. using a kite, making umbrellas etc
- Planting and going on plant and tree hunts.
- Observe animals change and grow – e.g. butterflies, chick eggs
- Use of technology

The EYFS curriculum



Specific Areas

- ▶ Expressive Arts and Design.

Sample Activities:

- Colour mixing.
- Printing with different materials e.g. wool, sponge, net, bubble wrap, hand, finger etc.
- Making decorations out of salt dough.
- Creating collages using a variety of materials.
- Den building.
- Making models such as boats, cars etc
- Ring games and learning different songs.

The SHREC Approach



In EYFS we are also adopting the SHREC approach. These are strategies that support children to become better communicators and develop the children's language and vocabulary. These strategies also encourage adults to become more responsive and attuned to children. They encourage children's active participation in meaningful, stimulating, and linguistically rich back and forth conversations. These strategies are also useful to use at home

Sh: Share attention – be at the child's level. Pay close attention to what they are focused on.

R: Respond – follow the child's lead. Respond to their non-verbal and verbal communication. You could make a brief comment on what they can see, hear or feel.

E: Expand – repeat what the child says and build on it by adding more words to turn it into a sentence.

C: Conversation – have extended back and forth interactions. Give children time to listen, process and reply.

Assessment



Development Matters/Birth to 5 Matters

- ▶ We use this guidance to help us to assess the children as they enter Reception. This is a document that is used from birth to 5 years old.

Reception Baseline Assessment

- ▶ All children have to take part in a statutory assessment which gives us information about the children's communication and language, literacy and maths abilities on entering school

Early Learning Goals

- ▶ At the end of the year the children will be assessed against the 17 Early Learning Goals across the 7 areas of learning.

Assessment

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



Entering and leaving school

- ▶ Lining up on the top red fenced playground and walking in on our own.
- ▶ Children will come out at the end of the day onto the same playground.
 - Class 1 standing against the fence
 - Class 2 standing against building.

Dinner Time

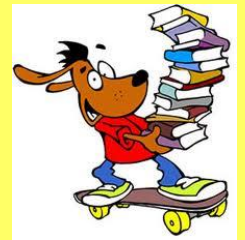


- ▶ Parents are asked to choose child's dinner at home – saves time in school.
- ▶ Take them over at dinner time and the children line up and carry their dinner to the table.
- ▶ All children sit together in the junior hall.

Reading Books



- Book skills
- Talking about the characters. How do they feel? What are they wearing?
- Predicting what will happen next?
- What was your child's favourite part of the story?
- What is the title?
- Who is the author?
- Where is the front cover?
- Please add a comment to the reading record.



Reading books are changed daily in small groups. When we have introduced a few phonemes and the children start to blend words in sessions the children will begin to bring home a book with words in.



Homework Challenges

- These are linked to the current theme and consist of a selection of activities within the different areas of learning
- These have been put on SeeSaw and completed activities can be uploaded onto your child's journal. Please try and complete as many as possible over the course of the half term.

Autumn 1 Homework Challenges - Community Heroes

| | | |
|--|--|---|
| Personal, Social & Emotional Development Focus: To build constructive and respectful relationships. For this challenge help someone at home with something around the house e.g. washing the dishes, putting your clothes away, tidying your bedroom. Upload photos of the jobs you help with. | Communication & Language Focus: To ask questions to find out more For this challenge think of some questions about what you would like to find out about the different people who help us in our community e.g. Police, Firefighter, Teacher, Postman, Dentist. With help from a grown up use the 'Text' tool to write your questions. | Physical Development Focus: To develop fine motor skills using small tools For this challenge talk about and practice how to use a knife and fork safely (This is a very important skills that we encourage you to do at school too). Upload photos of yourself practicing using a knife and fork at meal times. |
| Maths Focus: To explore counting and composition of number What number can you count up to? Use the mic tool on SeeSaw to record yourself counting Use objects to represent the numbers 0-5. Upload photos of this. Practice writing numerals 0-5 in different ways e.g. chalk, paint and upload a photo | Literacy Focus: To develop letter formation when writing your name. For this challenge practice writing your name ensuring you correctly form each letter. Can you identify the letters in your name? If you can already do this, practice writing your surname. You can do this by using your name formation sheet, whiteboard and pin, chalk, paint etc. Upload a photo onto SeeSaw. | Understanding of the world Focus: Talk about members of your family and the community For this challenge talk about who helps you in your family and the community - Draw the people and ask a grown up to help you label them. E.g. Police, Firefighter, Teacher, Postman, Dentist. Upload a photo of your picture onto SeeSaw. |

Expressive Arts & Design
Focus: Explore a variety of materials and techniques
Create your own emergency vehicle. Think about its features - spires, hoopes and ladders, bright colours. You could make your vehicles out of old boxes, bottle tops and cardboard tubes

Key information

- Homework is to be uploaded onto SeeSaw - they can be photographs or videos of the children completing the tasks
- Please pick only 1-2 challenges per week to complete
- **TERMLY TARGET - Write their name and identify the letters within it!**
- CHALLENGES TO BE COMPLETED BY THURSDAY 21ST OCTOBER 2021



Termly Targets

- Each term we will set termly targets ... These will become more personalised as the year progresses.
- This terms target is:

To write my name and identify the letters within it.

We will be working on this target in school but we would appreciate your help with this too – Please use your child's name formation sheet/whiteboard that was in their induction pack to help them practice. You could also use paint, chalk, shaving foam to make it more fun! Send us photos of them working on their target!

Admin



- Water bottles – Kept in school and refilled daily.
- Clothing labelled – ALL UNIFORM.
- End of the day – your patience is appreciated.
- Prescribed medicine – taken to the office.
- Medical information – please make sure this is up to date.
- Absences – phone school on day of absence

Admin



➡ Packed lunches

If you prefer your child to have a packed lunch, please ensure that it is a well-balanced meal. As part of the curriculum the children are learning what is healthy and unhealthy to eat and oral health, so we would appreciate it if you could help us with this and encourage healthy choices for their lunch. Please also remember we are a NUT FREE school.

What could I include in my child's packed lunch?

sandwich/roll/wrap – healthy filling

Fruit – this could be fresh fruit or tinned (in juice NOT syrup)

Malt loaf instead of cake bars

Rice cakes instead of crisps

Low fat yoghurt

Pasta

Veg sticks e.g. carrot/cucumber with hummus dip

1 piece of chocolate

Separate drink to water bottle

For ideas and tips, you can also visit the Change4Life website :-

<https://www.nhs.uk/change4life/recipes/healthier-lunchboxes#lunchbox-recipes>



SeeSaw



- ▶ This is a way we communicate with you.
- ▶ We will upload evidence of the children's learning and put this evidence into 'folders' (for our use only)
- ▶ You can upload photos and videos, complete set activities or send a note to us.
- ▶ All of this information is stored on your own child's SeeSaw account. It will only be seen by you and no one else unless we 'tag' groups of children in and so it is visible for all to see.

Parent App



- ➔ This is another way we communicate with you and send text messages and newsletters.
- ➔ Please make sure you activate it as you could be missing important messages.





Thank you for listening

Any questions?

