

Welcome to

Foxes and Squirrels

September 2021



What is the Early Years Foundation Stage?

The Early Years Foundation Stage (E.Y.F.S.) is the stage of education for children from **birth** to the **end of the Reception year**.

Throughout the year the Reception children play, make friends, develop and learn. They have great fun, exploring and creating, indoors and outside. They gain independence and confidence and their natural curiosity is encouraged at all times.



Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**

Children should mostly develop the **3 prime areas** first. These are:

1. Communication and language
2. Physical development
3. Personal, social and emotional development.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive arts and design.

More information can be found on our website – What to expect, when?

Characteristics of Effective Learning

The **characteristics of effective learning** are a key element in the EYFS. They detail the ways in which children should be **learning** from their environment, experiences and activities. Children up to the age of five should all be displaying the **characteristics of effective learning** every day during their play..

Playing and exploring- children investigate and experience things and 'have a go'.

Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Creating and thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

A typical day!

8.45 – welcome/self register

9.00 - WRP (phonics)

9.20– play ITMP (In the Moment Planning)

11.15 –tidy up

11.20 – Poetry Basket/dough disco/squiggle
while you wiggle

12.00 – 1.00 – lunch time

1.00– register and whole group time maths
session

1.30 – play ITMP

2.30– tidy up and story time/Helicopter Stories

3.10 – home time!

Planning in the moment

- Planning in the moment is all about seizing the moment for children to progress. Based on what the children are already deeply involved in (their play), this way of planning relies on skilled practitioners using quality interactions to draw out the children's knowledge and build on it there and then (in the moment). This means that the practitioner needs the skills to be able to see the **teachable moment** from the child's perspective and be skilled enough to know when to intervene and when to stand back and observe.
- Planning in the moment is all about capturing the moment of engagement and running with it to make sure the children progress.

We work in this way because ...

“Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest – the ‘teachable moment’ – that the skilful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child’s thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children’s well-being and learning (planning for the next moment).”

Planning in the moment

- We have focus children.
- We have only a minimum of focus activities.
- The adult goes to the child rather than being called to come to the adult.
- We work this way because high-level involvement occurs in child-initiated activity.

Planning in the moment

Progress and Development

When children show high levels of involvement and movement, that is when progress and development occurs – when the brain is at its most active. High level involvement occurs most often when children are able to pursue their own interests in an enabling environment supported by skilled staff.

This is where we need your help

Each week we will choose 3/4 focus children..

Writtle Infant School -Learning Journey Planning Sheet

Next week (Week Beginning)will be one of our focus children. We will be observing them while they play to find out more about their interests and how they are progressing. We value the knowledge and understanding that you have of your child and would really appreciate it if you would share this with us so that together we can plan activities to meet your child's needs. This will help us plan for their future learning and development.

Is there anything significant happening in your child's life at the moment, e.g. Visits, holidays, family celebrations, new pets? Is there anything you would like to tell us about your child? Things they are interested in?

Do you have anything you would like to ask about your child's progress and development in Reception?

This information needs to be added as an observation on Tapestry by Thursday and any photos you have too. We meet on Thursday to discuss your child's interests and next steps. Thank you and we look forward to learning more about your child next week!

Parents' input – focus children

We will post the sheet on Tapestry and you can add an 'observation' about this. Tell us anything they are interested in at the time or can do now.

Tell us anything you would like to know about their learning and development or anything you are worried about.

Focus children

We then meet as a team to discuss your child's learning journey and a 'focus sheet' is set up.

We identify learning priorities for the child and areas for focus. A member of our team will share your child's photos from home (via Tapestry) and that week your child will be given a little more attention.

At the end of the week your child's learning journey will be filled up and we post it on Tapestry for you to look at with your child. You will be able to comment on our Tapestry observations.

Tapestry

Online Learning Journal.

- It is fully secure and only password holders can access the features.
- Parents only access their own child's Learning Journal.
- Parents can add their own comments from home. Photos, videos and observations can be uploaded to Tapestry. Sometimes we might do Tapestry Challenges!
- Access via app or website.
- There will be frequent observations for your child and some whole class/group learning experiences.
- During a week where your child is a 'Focus Child' you will receive a higher number of observations.
- We will notify you if your child didn't eat much lunch.
- You have all signed a 'Tapestry' agreement included in your induction pack.
- Videos and photographs which include other children and/or members of staff are not to be placed on social media or shared via email/text message with those who are not on the Tapestry account.
- Please only use Tapestry for class based information not illness or covid tests.

PARENT GUIDES ARE ON OUR WEBSITE

The first few weeks

We have been finding out what the children
already know and can do

Reception Baseline

And we will use this information to help us develop
and extend each child .

***We value any contributions
you would like to make in helping us
get to know your child's needs - Learning
Journey, star moments!***

You will be invited to discuss your child's progress &
adjustment to school within the first term at our open
evenings.

Monitoring Progress

Each of the 7 areas of learning has its own set of [Early Learning Goals](#) which determine what most children are expected to achieve by the end of the Foundation Stage.

We use Birth to Five Matters to identify the developing knowledge skills, understanding and attitudes that children will need if they are to achieve the early learning goals by the end of the EYFS. These statements will help us throughout the year to check your child's development and areas where they need further support.

The Government have changed the way they want us to assess children in EYFS.

You will receive 2 written reports about your child as well as updates from Tapestry.

Uniform

- Please ensure that your child's name is in all items of clothing, including shoes!
- Please provide some spare clothing and keep it updated
- Our uniform for Foundation Stage has been chosen for comfort and physical ease for the children.
- Your child will be taking part in lots of interesting and sometimes messy experiences, so may come home dirty! It is all part of the fun! We teach children how to minimise how messy they get and they do get better at this as they get older, but it's part of their learning and development – you can't expect them not to get messed up playing in mud.
- Snacks, drinks, wellies and raincoats.
- First Aid

Reading Books

- Lots of information will be sent home about reading in a few weeks.
- Reading - real book, phonics book, reading book and Bug Club
- We will send home the children's WRP folders with sounds and words to practise at home. These will be kept at home. We will also send a letter home about this.
- The children will have a non word book to begin with unless they know some of the 44 phonemes.
- Please ask us if you need any help with this.
- **We will send a letter home about Bug Club, an online reading scheme.**

WRP - Phonics

Children will learn these sounds during their time in Foundation Stage: On documents on Tapestry

s	a	t	p	i	n	m
d	g	o	c	k	ck	e
u	r	h	b	f	ff	l
ll	ss	j	v	w	x	y
z	zz	qu	ch	sh	th	ng
ai	ee	igh	oa	oo	ar	or
ur	ow	oi	ear	air	ure	er

Phonics

- Correct pronunciation
- Correct vocabulary (on next slide)
- We all need to use the same language at home and at school
- Little and often is the key. Does not have to be formal
- Link it to your child's interests

Phonics

- **Phoneme** -the smallest unit of sound in a word.
- There are 44 phonemes that we teach.
- Letters representing a phoneme are called **Graphemes**.

c ai igh

BLENDING

- Recognising the letter sounds in a written word, for example:
c-u-p
and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'.

SEGMENTING

- 'Chopping Up' the word to spell it out
- The opposite of blending
- Use your 'ROBOT ARMS'

Once the children know the single phonemes...

- **Digraphs**– 2 letters that make 1 sound
ll ss zz oa ai
- **Trigraphs**– 3 letters that make 1 sound
igh air

Tricky Words

- Words that are not phonically decodeable
- e.g. was, the, I
- Some are 'tricky' to start with but will become decodeable once we have learned the harder phonemes
- e.g. out, there,

Handwriting

- Handwriting scheme. - not doing cursive anymore
- Fine and gross motor skills first...
- Learning to write their name in our font

Document on Tapestry

How you can help

- Read to your child
- Have times to talk – 2 way conversations
- Times with no technology
- Songs and rhymes
- Play
- Encourage independence and self – regulation
- Board games
- Lots of time outside!

Maths

From the NCETM - The National Centre for Excellence in the Teaching of Mathematics:

‘The first few years of a child’s life are especially important for mathematics development.

The objective for those working in Early Years, then, is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age.

There are six key areas of early mathematics learning, which collectively provide a platform for everything children will encounter as they progress through their maths learning at primary school, and beyond.’

Maths

Cardinality and counting - Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents

Comparison - Understanding that comparing numbers involves knowing which numbers are worth more or less than each other

Composition - Understanding that one number can be made up from (composed from) two or more smaller numbers

Pattern - Looking for and finding patterns helps children notice and understand mathematical relationships

Shape and Space - Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking

Measures - Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later

Maths

We teach maths through daily whole group sessions after lunch. These follow the White Rose maths scheme, term by term.

Maths is also part of our environment and children access maths everyday as part of their play.

Maths

How can you help at home?

- Check out the newsletter every week for news of our maths topics.
- Keep an eye on Tapestry for maths information
- At home cook with your child - weighing, measuring and timing are all maths concepts.
- When shopping let your child help - 'put 4 apples and 3 pears in the basket.'
- Point outdoor, bus and car registration numbers as you walk.
- Let children play with rulers, weighing scales, calculators, coins.
- Put out a measuring jug when it rains and see how much you collect.
- Talk about the day of the week and about daily routines.
- Play card and board games with your child.

www.foundationyears.org.uk
www.talkingpoint.org.uk
<https://www.early-education.org.uk/>
<https://www.oxfordowl.co.uk/>
www.focusonphonics.co.uk/
www.letters-and-sounds.com
<http://www.tlc-essex.info/>

Please remember....

If you have any concerns or questions, we will
be happy to help you.

Thank you for attending.
We hope it was useful!!