# EYFS

Early
Years
Foundation
Stage



# Curriculum

The EYFS applies from birth to age 5, therefore the Reception Class is the final year in this key stage. The curriculum is taught through 7 areas of learning, 3 Prime areas and 4 Specific areas.

## Prime:

*Personal, Social & Emotional Development (This includes: building relationships, self management and regulation)

*Communication & Language (This includes: listening, attention and understanding speaking)

*Physical Development (This includes: gross and fine motor skills)

## Specific:

*Literacy (This includes: comprehension, word recognition and writing)

*Mathematics (This includes: number and numerical patterns)

*Understanding the World (This includes: people, culture and communities, the natural world and past and present)

*Expressive Arts & Design (This includes: creating with materials and being imaginative and expressive)



# Characteristics of Effective Learning

The Characteristics of Effective Learning run across and through every aspect of the EYFS curriculum.

***We need to think about <u>how</u> children learn, not just <u>what</u> they need to learn.***

These are the learning behaviours and attitudes children develop and employ when tackling any challenge or activity.

The characteristics are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically



# Characteristics of Effective Learning

## Playing and Exploring

I use my senses to explore the world around me.

I show curiosity about objects, events and people.

I am able to engage in open-ended activities.

I am able to take on a role in play.

I pretend objects are things from my experience.

I play with what I know.

I seek challenges.

I show a 'can do' attitude.

I show particular interests.

I am able to find out and explore.

I engage in different activities.

I am able to act out experiences with other people.

I am able to represent my experiences in play.

I am able to initiate activities.

I am able to take a risk, engage in new experiences and learn by trial and error.

I am willing to 'have a go'.



# Characteristics of Effective Learning

## Active Learning

I am able to be involved and concentrate.

I am able to show high levels of energy and fascination.

I am able to maintain focus on my activity for a period of time.

I show a belief that more effort or a different approach will pay off.

I show satisfaction in meeting my own goals.

I enjoy meeting challenges for my own sake rather than external rewards or praise.

I persist with activities when challenges occur.

I am not easily distracted.

I will keep trying.

I will pay attention to details.

I am able to bounce back after difficulties.

I enjoy achieving what I set out to do.

I am proud of how I accomplished a task.

I am motivated.

# Characteristics of Effective Learning

## Creating and Thinking Critically

I am able to find new ways to do things.

I have my own ideas.

I am able to think of ideas.

I am able to plan, make decisions about how to approach a task, solve a problem and reach a goal.

I am able to change strategy when needed.

I am able to check how well my activities are going.

I am able to review how well my approach worked.

I am able to find new ways to do things.

I am able to make links and notice patterns in my experience.

I am able to pay attention to details.

I am developing ideas of grouping, sequencing, cause and effect.

I am able to choose ways to do things.

I am able to make links.

I am able to think of ways to solve problems.



# Play based curriculum

Does it work?

Do they really just play?

When do they start learning properly?



# Play Based Curriculum

At Our Lady's we believe children learn best through a play based curriculum. This means the curriculum is delivered and taught mostly through Child Initiated Activities (CIA). It is the skill of the adults working with the children which drives the learning forward. It is these interactions that challenge and extend the children's knowledge and desire to learn. The skills and attitudes fostered through this type of learning include:

- Perseverance
- Imagination
- Problem solving
- Creativity
- Compromise
- Collaboration
- Resilience
- Communication
- Team Work

All valid skills required for future lifelong learning.

Learning through play produces confident and independent learners.



# A day in the life of…..
# a reception class child.



# A typical day in Reception Class

- The children begin the school day by organising their belongings; taking their coats off, hanging it on their peg, opening their bag and taking out their reading folders and water bottles.
- Busy Fingers activities. This will include using scissors, manual dexterity and fine motor skills.
- The class have a carpet time – register, prayers, counting and learning about the days of the week and the weather.
- The calendar and visual timetable are completed and the day is explained to them.
- The morning includes a session of child initiated activities followed by an adult directed activity.
- Activities planned for by adults can include, but are not limited to, Phonics, Maths, RE & PE.
- After lunch the children have an adult directed reading activity and then another session of child initiated learning.
- At the end of the day the children pack their bags, put their coats on and do them up.

Throughout the day the children are able access the snack bar offering milk, water and fruit. They will also listen to stories and participate in singing.

**** If you are teaching your child to write then only use a capital for the first letter.****



# Not just simply a snack!

Included at the Snack Bar -

Personal, social and emotional development takes place here, along with practising physical skills, communicating with others, maths, understanding of the world and thinking creatively and critically.



# Lunch time
# 12-1pm

## More about ‘School Readiness’

- Ensure your child is able to cope with eating in a public place.
- Including: chatting to others, using a knife and fork, being able to drink out of an open cup, cutting their food into bite size portions (not eating like an ice lolly!)



# Settling into school

## Feeling safe, happy, settled and ready to learn from the beginning!

**Paperwork-** please complete this as fully as possible. The more information we have about your child the better it is for them.

**Home visits** – these have been proven to help children to settle quickly into school.

**Starting School** - The children have a staggered start to school to ensure that they are all happy, and their different needs are met.

The children have more time and opportunities to get to know us and their friends, and to become familiar with the environment in smaller groups.



# School ready essentials!

- Ability to speak in full sentences
- Developed gross and fine motor skills
- Ability to ask questions
- Independence – personal hygiene, dressing, eating
- First hand experiences

## What does being 'school ready' mean?

Your child will follow the EYFS curriculum. This assumes that your child is ready for school and therefore already has lots of prior learning.

Schools are able to teach reading, writing and maths successfully. However schools do have difficulty providing your child with sufficient suitable first hand experiences.

These experiences are vital for your child's development and provide firm building blocks to extend their knowledge and understanding.

They include visiting different environments, such as farms, seaside, parks, modes of travel and risk taking.



We are learning all the time!
Sometimes this means we get a bit messy!



Exploring with playdough and other messy play resources like foam or food, helps me to develop fine motor control and build up my muscles and co-ordination in my hands and fingers. I will need these when I learn to write.

We love to be outside, even if the weather is wet or snowy! This is teaching me many things and is building up my resilience and determination! We usually wear coats and wellies, but I may sometimes get wet.

Playing outside is so important. I run and jump and get lots of fresh air. Sometimes I might get grass or mud on my clothes.



Exploring in the water tray is giving me lots of maths and scientific skills! I love pouring, filling and emptying! I usually wear an apron but sometimes my clothes get wet!

I am practising really hard to roll up my sleeves when I wash my hands. I am often excited back to my work so sometimes my sleeves are a bit soggy!

I sometimes get pen and paint on my clothes! This is because I am developing creative skills and exploring lots of ways of making amazing art!

Our mud kitchen is so much fun! I use all my senses, which is so important for my development. It also helps me use my imagination and practise playing with my friends nicely!

Thank you for coming.

Any questions?

