

The Early Years Foundation Stage September 2015



Aims of the Session

- To give you an overview of the Early Years Foundation Stage and the curriculum.
- To offer ideas about how you can support your child at home.

Introduction

- Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Learning and Development Requirements

The learning and development requirements cover:

- The Areas of Learning and Development.
- The Early Learning Goals and
- Assessment arrangements for measuring progress.

Safeguarding children and promoting their welfare

- The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

Promoting Fundamental British Values within the Early Years Foundation Stage

At Amblecote we promote the Fundamental British Values of;

- Democracy,
- The rule of law,
- Individual liberty,
- Mutual respect and tolerance of those with different faiths and beliefs.

Preparing children for life in modern Britain

- For children in Pre-school and Reception this will be about learning to take turns and share, reinforcing children's positive behaviour, children having the opportunity to work within different groupings and with a variety of individuals and children making their own choices.



The overarching principles of the EYFS

- Every child is a unique child who is constantly learning.
- Children learn to be strong and resilient through positive relationships.
- Children learn and develop well in enabling environments which establish their needs and develop their interests.
- Children learn and develop at different rates.



The Areas of Learning and Development within the EYFS

There are seven areas of development.

Three Prime

Personal Social and Emotional Development

Physical Development

Communication and Language

Four Specific

Literacy

Mathematics

Understanding the World

Expressive Arts and Design



Personal, Social and Emotional Development

- Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.





How can you help at home?

- Support your child to respond to different activities and events talking about their feelings.
- Play games which encourage sharing and turn taking which will help your child to build their social skills.
- Encourage discussions about achievements and goals.





Physical Development

- Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.



How can you help?

- Give your child time to run, jump, climb and play outdoors.
- Share stories about being healthy, choosing the right food, drinking water and getting plenty of sleep.
- Encourage your child to participate in activities such as building, drawing, threading beads, playing with water, malleable materials and construction.
- Encourage and support your child to independently use the toilet.



Communication and Language

- Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.





How can you help?

- Encourage your child to listen and respond appropriately.
- Encourage your child to engage in conversations with new people.
- Encourage your child to pose questions that use why , how, where, what, when and who.
- Take time to listen to your child talking about things they've done and answering their questions.





Literacy

- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to develop their interest.





Handwriting

- Capitals for names and places.
- Letter names taught through phonics alongside the letter sounds.
- Phonic workshops details to follow later in the term.
- Learning to correctly write their name.





How can you help?

- Share stories and books at home discussing the characters and sequence of events.
- Sing simple familiar rhymes.
- Have fun with chinks, crayons, and whiteboards.
- Play imaginative games and dress up as different characters.
- Look out in the environment for familiar letters and words.
- Make up stories with your child and act out the different roles and plots.



Mathematics



- Teaches children to count up to 20 and beyond.
- Encourages children to recognise, write and order numbers to 20.
- Teaches the skills and understanding for adding and take away.
- Encourages children to use mathematical words when talking about capacity, position, distance, time and money.
- Supports children's understanding of shape and size including 2D and 3D shapes.

How can you help?

- Talk about the shapes you can see in the environment.
- Comparing things which are heavy and light or long and short.
- Look out for numbers in and out of the home.
- Singing counting songs and rhymes.
- Counting, adding and subtracting anything and everything - socks, cars, shopping, cutlery, fingers and toes!
- Cooking!





Understanding the World

- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.





How can you help?

- Talk with your child about the places they go and things they see in the world around them.
- Answering and encouraging questions - What if...? Why do you think...? How did you...?
- Letting children join in with everyday activities - washing up, cooking, shopping, helping in the garden...
- Lots of opportunities to explore inside and outside in a variety of environments.



Expressive Arts and Design

- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



How can you help?

- Talk with your child about their imaginative play and join in if possible!
- Have junk modelling sessions and see what you can create.
- Paint a picture and not necessarily on a piece of paper.
- Play musical instruments.
- Dance to your favourite music.



Play

- Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

Reflecting on the way children learn

Three Characteristics of Effective Learning are:

- 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.

Assessment

- Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.



Early Years Foundation Stage Profile

- In the final term of the year in which the child reaches age five, the Early Years Foundation Stage Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.



EYFSP

- Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.
- Results of the profile are shared with parents, Y1 staff and the LEA.



A typical day...

- Within a typical EYFS classroom you can expect to see children participating in a variety of child initiated and adult led sessions.
- Staff will be observing the children and documenting their achievements.
- At different points throughout the day your child will work directly with the Class Teacher or Teaching Assistant in a small group activities or whole class activity.



Interventions

- Throughout the Early Years, if a child's progress in any area gives cause for concern, practitioners discuss this with the child's parents and/or carers and agree how to support the child.
- Practitioners will consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.

How can you help us?

- WOW moments
 - E-mail Photos
- Awards/certificates





And Finally...

- If you have any worries or concerns please come in and see us and we will do our best to help you.
- We look forward to working with you and your child this year.