



LONG CRENDON SCHOOL

*the place to grow*

# What is the EYFS?

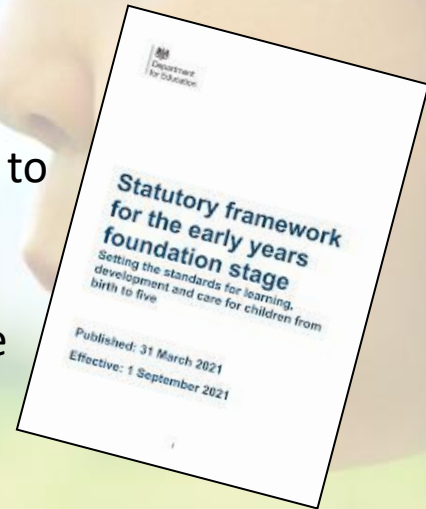


# The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) outlines what adults must do to help children learn and develop and to be healthy and safe.

The EYFS includes seven areas of learning and development which are split into three age bands:

- *Birth to three*
- *3-4*
- *4-5 (the reception year in school)*



*The age bands follow Development Matters, which is the Government's non-statutory guide for all early years practitioners, childminders, staff in nurseries, nursery schools, and nursery and reception classes in school.*



# Seven Areas of Learning and Development

## The Prime Areas:

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



*These **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.*

## The Specific Areas:

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



*The three prime areas are strengthened and applied through the **four specific areas**.*

# Understanding your child's development

- Children develop and learn at different rates and in different ways.
- The Department for Education's guidance document, ***Development Matters***, sets out children's learning in broad ages.
- ***Development Matters*** includes checkpoints that can help us have a conversation, if we are worried about anything so that we can decide together what to do next.



# Partnership with Parents

The adults who work with your child know a lot about children – but not as much about *your* child. It's important to tell us what we need to know. Then we can understand your child and help them.

- It's important for parents and early years settings to have a strong and respectful partnership.
- A strong, trusting partnership will support two-way communication between you and us.
- Throughout the EYFS, settings must share information about your child's progress.
- By working together, we can identify any difficulties your child has with their health, learning or development.



# Characteristics of Effective Teaching and Learning

We are born to be 'powerful learners', but we can help children become even better learners through three *Characteristics of Effective Teaching and Learning*:

- ***Playing and exploring*** - I investigate and experience things, and 'have a go'.
- ***Active learning*** - I concentrate and keep on trying even when I encounter difficulties. I enjoy achieving.
- ***Creating and thinking critically*** - I am learning to develop my own ideas, make links between ideas, and develop strategies for doing things.



# Communication and Language

**At School your child will be learning to:**

- Understand how to listen carefully and know why listening is important.
- Use clear, well-formed sentences to talk about ideas and make connections to other ideas by using new words.
- Talk about experiences in detail and be able to solve problems with explanations about how things work and what might happen.
- Retell familiar stories, remember and repeat phrases and talk about stories in my own words.
- Enjoy listening to rhymes, poems, songs and respond to stories and information books.





# Personal, Social and Emotional Development

At School your child will be learning to:

- Recognise and talk about how they are feeling and know ways to help feel calm.
- Think about how other people are feeling in different situations.
- Play fairly, cooperate with others and be kind and caring.
- Keep on going with something even when they find it challenging.
- Manage their own personal hygiene.
- Know and can talk about the importance of regular physical activity, healthy eating, rest and keeping themselves safe.



# Physical Development

**At School your child will be learning to:**

- Improve skills in rolling, crawling, walking, jumping, running, skipping, hopping and climbing
- Have the body strength, coordination and balance to engage in PE and physical disciplines like dancing, swimming and gymnastics.
- Be confident when using a range of large and small equipment safely indoors and outdoors.
- Develop confidence, precision and accuracy in throwing, catching, kicking, passing, batting and aiming balls.
- Develop good posture for sitting at a table and a handwriting style which is fast, accurate and efficient. *(At this stage, getting the formation right is more important than how neat it looks.)*
- Manage school routines successfully, such as lining up and transitioning around school.



# Literacy



**At School your child will be learning to:**

- Read individual letters by saying the sounds for them.
- Blend sounds into words. *(This helps to read short words made up of known letter-sound correspondences such as 'h-a-t').*
- Read some letter groups such as 'th', 'sh', 'ee' and say the sounds for them.
- Read some common exception words such as 'do' and 'said' *(linked to our phonics programme).*
- Read simple phrases and sentences that are made up of words with familiar letter-sound correspondences.
- Write words and short sentences with correct sound/letter correspondences, form lower-case and capital letters correctly and use a full stop.

# Mathematics

## At School your child will be learning to:

- Count objects, actions and sounds and compare numbers of items.
- Match the correct numeral (*number symbol*) to the right amount,
- Quickly recognise a group of up to five objects without counting. (*This is called 'subitising'*)
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Understand that numbers are made up of other numbers up to 10, e.g. 3 and 3 makes 6. (*This is called composition of number.*)
- Know and say number bonds for numbers 0-5 and some to 10.
- Select and rotate shapes, developing spatial reasoning skills and see how shapes can be combined to make new shapes.
- Continue, copy and create repeating patterns and compare length, weight and capacity.



# Understanding the World

## At School your child will be learning to:

- Talk about their family and describe people that they have come across within the community, such as hairdressers, the police, nurses, doctors and teachers.
- Talk about familiar situations that happened in the past and compare and contrast the past and present using stories and characters.
- Describe what they see, hear and feel when they are outdoors.
- Understand that people have different beliefs and celebrate special times in different ways and that some places are special to members of the community.
- Know that the local area they live in is different to other environments and there are similarities and differences between life in this country and life in other countries.
- Enjoy exploring the natural world and understand about the change in seasons.
- Source information from a simple map.





# Expressive Arts and Design

**At School your child will be learning to:**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on previous learning by refining ideas and developing ways to represent them.
- Sing or perform in a group or on their own, being increasingly able to match the pitch and follow the melody and explore and engage in making music and dance.
- Listen attentively to, move to and talk about music, expressing their feelings and responses.
- Create collaboratively with others, sharing ideas, resources and skills.
- Create storylines in their pretend play.



# Baseline Assessment & Foundation Stage Profile

## Baseline Assessment:


- Your child will be participating in the reception baseline assessment (RBA) within the first 6 weeks of starting reception.
- The purpose of the assessment is to provide the starting point for a new measure that will help parents understand how well schools support their pupils to progress between reception and year 6 / the end of key stage 2.

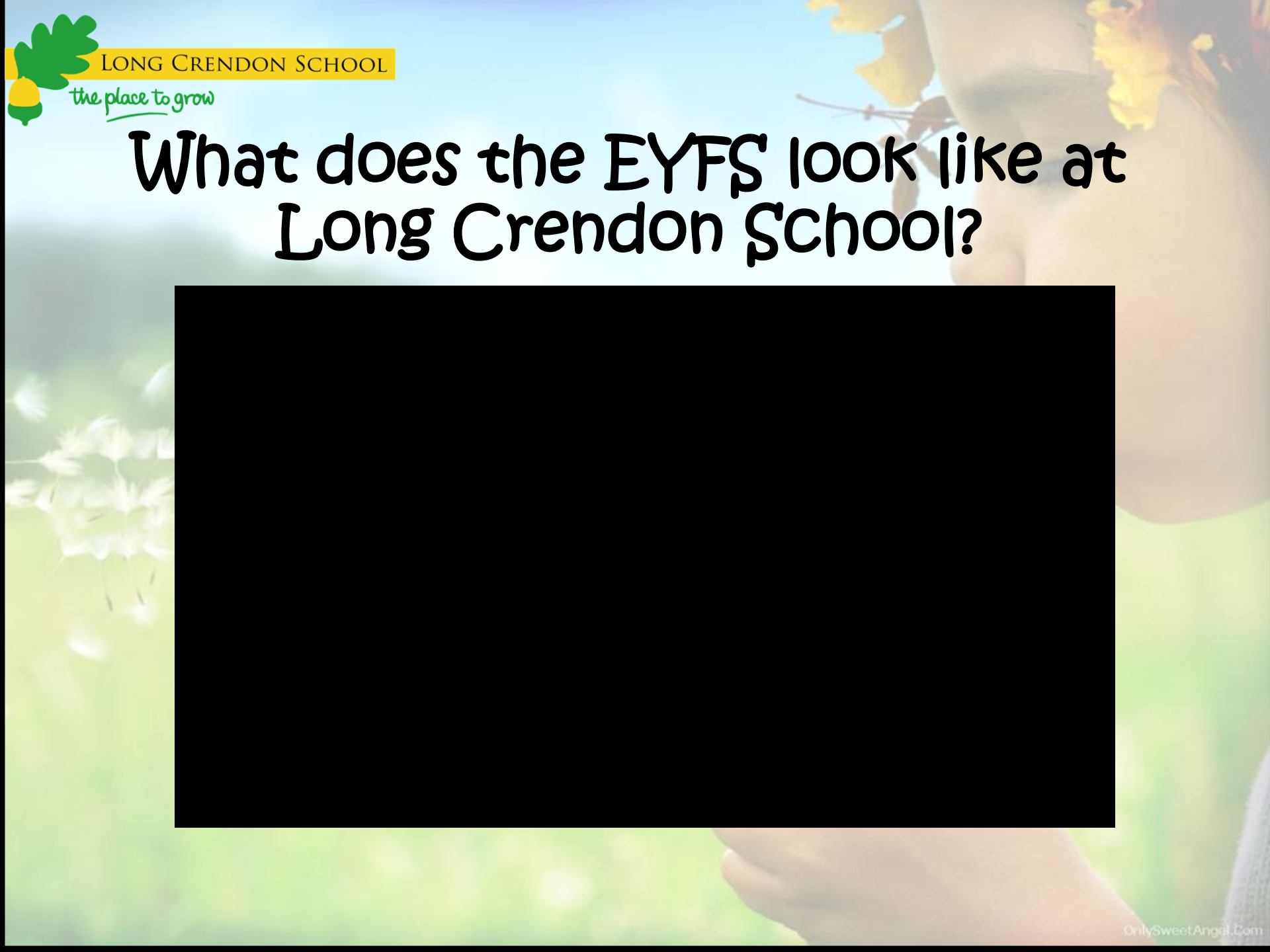
## Early Years Foundation Stage Profile (EYFSP):

- In the final term of the Reception year, teachers complete an assessment known as the EYFS Profile for each child.
- The Profile is a quick check of your child's learning, which will be shared with you.



# Wow Moments

My Child's 'Wow' moment <i>(learning opportunity)</i>											
Name of child: Sophie Poote	Date: 2012	Photo <i>(if applicable)</i>									
<p><b>What happened?</b></p> <p>Sophie was at the beach last weekend and she confidently stroked a dog that was standing by her on the beach. Previously, she has been quite cautious about dogs and so this was a big step for her. She was really excited about her experience and when we got home, she wanted to draw a picture of her and the dog. She later told her Nana and Grandad on the phone and enthusiastically relayed the encounter describing the event in great detail.</p>											
<p align="center"><b>Characteristics of Learning* <i>(Please tick)</i></b></p> <table border="1"> <thead> <tr> <th>Playing &amp; Exploring</th> <th>Active Learning</th> <th>Creating &amp; Thinking Critically</th> </tr> <tr> <th><i>engagement</i></th> <th><i>Motivation</i></th> <th><i>Thinking</i></th> </tr> </thead> <tbody> <tr> <td> <input type="checkbox"/> Showing curiosity  <input type="checkbox"/> Exploring  <input type="checkbox"/> Using senses  <input type="checkbox"/> Engaged/focused  <input type="checkbox"/> Showing particular interests  <input type="checkbox"/> Risk taking  <input type="checkbox"/> New activity/challenge  <input type="checkbox"/> Self-Belief  <input type="checkbox"/> Imaginative/role play  <input type="checkbox"/> Joining in /team work                 </td> <td> <input type="checkbox"/> Motivated  <input type="checkbox"/> Enthusiastic/excited  <input type="checkbox"/> Making choices  <input type="checkbox"/> Persevering  <input type="checkbox"/> Attentive/focused  <input type="checkbox"/> Confident/I can attitude  <input type="checkbox"/> Self-satisfaction /pride  <input type="checkbox"/> Energetic  <input type="checkbox"/> Achieving                 </td> <td> <input type="checkbox"/> Thinking of ideas  <input type="checkbox"/> Problem solving/logical  <input type="checkbox"/> Adapting /changing  <input type="checkbox"/> Predicting/estimating  <input type="checkbox"/> Ordering/sequencing  <input type="checkbox"/> Describing  <input type="checkbox"/> Planning  <input type="checkbox"/> Evaluating  <input type="checkbox"/> Collaborating                 </td> </tr> </tbody> </table>			Playing & Exploring	Active Learning	Creating & Thinking Critically	<i>engagement</i>	<i>Motivation</i>	<i>Thinking</i>	<input type="checkbox"/> Showing curiosity <input type="checkbox"/> Exploring <input type="checkbox"/> Using senses <input type="checkbox"/> Engaged/focused <input type="checkbox"/> Showing particular interests <input type="checkbox"/> Risk taking <input type="checkbox"/> New activity/challenge <input type="checkbox"/> Self-Belief <input type="checkbox"/> Imaginative/role play <input type="checkbox"/> Joining in /team work	<input type="checkbox"/> Motivated <input type="checkbox"/> Enthusiastic/excited <input type="checkbox"/> Making choices <input type="checkbox"/> Persevering <input type="checkbox"/> Attentive/focused <input type="checkbox"/> Confident/I can attitude <input type="checkbox"/> Self-satisfaction /pride <input type="checkbox"/> Energetic <input type="checkbox"/> Achieving	<input type="checkbox"/> Thinking of ideas <input type="checkbox"/> Problem solving/logical <input type="checkbox"/> Adapting /changing <input type="checkbox"/> Predicting/estimating <input type="checkbox"/> Ordering/sequencing <input type="checkbox"/> Describing <input type="checkbox"/> Planning <input type="checkbox"/> Evaluating <input type="checkbox"/> Collaborating
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<p><i>*Please refer to definitions of characteristics of learning overleaf.</i></p>											



# What does the EYFS look like at Long Crendon School?





**Thank you for listening!**