

Early Years Foundation Stage

Maple Primary School



What is the Early Years Foundation Stage (E.Y.F.S)?

The E.Y.F.S. is the stage of education for children from birth to the end of the Reception year.

It is based on the recognition that children learn best through play and active learning.

How children learn...

- Adult led activities- differentiated to support and challenge individual needs
- Opportunities for child- initiated learning in all areas of learning
- Group work
- Partner Work
- School visitors
- Outdoor Learning area

Children can use new learning and skills to support their play.

Children can use their imaginations and enjoy learning.

Children can explore using new vocabulary.

Children can learn to share and take turns.

Learning through Play

Children can make connections between their learning and real life.

Children can develop fine and gross motor skills.

Children can make their own choices.

Children can learn to interact and work collaboratively with others.

Independence in the Early Years

- Throughout the Early Years adults teach, model, and provide a range of opportunities to develop children's independence.

Children are encouraged to clear resources away.

Children are encouraged to put on and fasten their coats.

Children are encouraged to go to the toilet independently and wash their hands.

Children will be encouraged to change into their P.E clothes independently.

Children select and use a range of resources to support their learning.

Children are independent at lunchtime.

Areas of learning...

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.



Characteristics of Effective Learning

Playing and exploring - engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go' and 'be a super turtle'

Active learning - motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically - thinking

- Having their own ideas
- Making links
- Choosing ways to do things

What you can do...

- Talk to them - model and encourage them to speak in full sentences.
- Encourage the understanding and use of new vocabulary.
- Sing songs, rhymes and read poems.
- Read to your child regularly and encourage your child to talk about the books you have read.
- Encourage socialising with others - playdates.
- Discuss their thoughts and feelings.
- Encourage exercise that is going to develop their gross motor skills.
- Develop fine motor skills by encouraging to explore with different tools such as pencils, paintbrushes, scissors, peelers etc.

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.



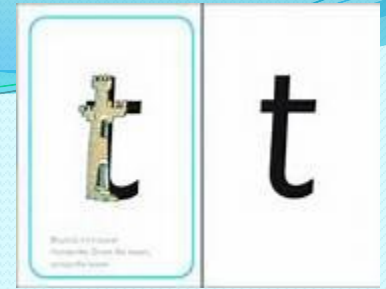
Read Write Inc- Phonics

- The English language is complicated.
- There are 26 letters in the English Language.
- There are 44 different sounds.
- There are over 1,000 ways of writing those sounds.
- Read Write Inc is a method of learning centred around letter sounds and phonics, blending them together to read and write words and using these learnt sounds in their reading and writing.

How do we teach phonics?

- This is simply the ability to convert a letter or letter group into sounds that are blended together to make a word.
- Phonics takes place everyday both formally and informally.
- The children will be taught the sounds as a whole class first and then be put into smaller groups.
- Each child is assessed regularly and put into a group depending upon their phonetical awareness.

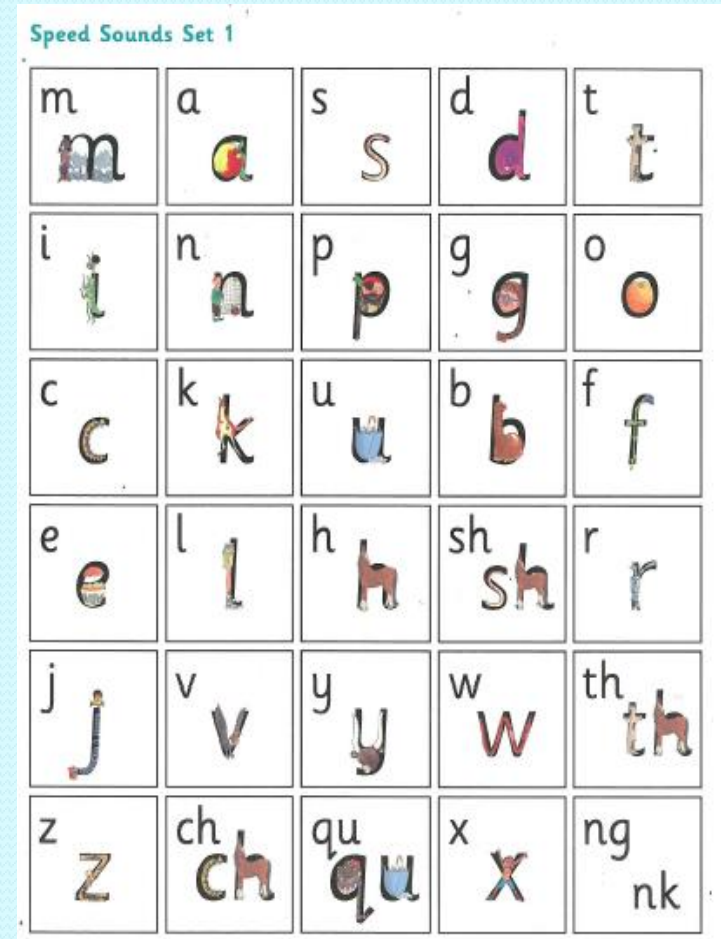
Starting the Program



- Set 1 sounds: 31 sounds are taught in a fun way with a focus on the correct formation of the letter.
- Each sound has a rhyme to help the child remember it.
- Picture for visual learners.
- Magnetic letters are sometimes used to build words if a child is having trouble writing the letter.

Parent video on how to say the sounds.




















<https://www.youtube.com/watch?v=TkXcabDUg7Q>



Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy to enjoy	
ā-e  make a cake	ī-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Set 3 complex sounds
include split digraphs
and alternative
spellings.

wh  which, which	ph  take a photo	kn  knock over, who's there?	ue  come to the rescue!
ie  terrible cat	au  Paul the astronaut	e-e  go Nili and Seli!	

Some of the terms your child might use!



- Fred the frog helps children learn to read. He can only talk in sounds (or fred talk!)
- Example - he can say 'c-a-t' but he can't say 'cat'
- **Green words** - these are words that can be sounded out.
- m-a-t, s-p-l-a-sh
- **Red words** - these are words that can't be sounded out.
- the, my, I, said
- Special friends: 2 or 3 letters that combine together to correspond to make one sound.

Reading Books

- **Library** - Reception will visit the library on a **Wednesday** - they will choose a book of their choice which must be returned on **Wednesday** so they are able to choose another one - please keep in the bag.
- **Individual reading books** - Each child has a reading wallet which will include a reading diary and 2 books. Please comment in the reading diary whenever you read or share a book with your child, we will only change their books if the diary has been signed at least once that week. The children will bring home 2 books (1 will be a teacher choice and 1 will be a free choice). At the beginning the children might not be able to read the words but it is important to use the pictures to talk about what might be happening, see if they can spot any sounds they know and begin to sound out the 2/3 letter words.
- **Guided reading** - the children will soon be grouped and take part in 1 guided reading session with teacher each week. This is a chance for us to share, discuss and read a book as a group and for us to listen to the children read individually. The day your child has their guided reading session will be the day they change their individual reading books.

Mathematics

Number

- Helps children to count up to ten and beyond.
- Supports children's understanding of numbers.
- 1:1 counting.
- Adding and subtracting numbers.

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.

Shape and measure

- Encourages the use of mathematical words such as greater, smaller, heavier, lighter, more, less etc
- Develops skills in comparing and sorting objects.
- Supports children's understanding of shape and size including 2D and 3D shapes.

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.

Active Maths!

- Maths in Reception is very hands on and active. It doesn't just happen during a formal 'Maths' lesson.
- The children use Maths in all areas of the environment (most of the time they don't even realise they are using their Maths skills!)

Some examples:

- Making fruit kebabs in a repeating pattern
- Searching for 'dinosaur teeth' and counting how many we find
- Collecting materials from outside and making 2D shapes.
- Filling up different sized pots with water/mud/stones/objects and talking about capacity.

Forest School

Every Wednesday we take our afternoon lesson outside (whatever the weather!) for some Forest School fun 😊. We are very lucky to have a beautiful wildlife area and lovely school grounds which we use in lots of different ways.

Some of the benefits of Forest School ...

Messy play!

*Imaginative
play*

Confidence

*Looking
after the
environment*

*Enthusiasm
about the
outdoors*

Risk taking

Resilience

Team work


Tapestry

Online Learning journal
which is used to record
your child's learning and
the fun that takes place
during their time in
Reception at Maple.

Creates an invaluable
link between home and
school!

Create your Tapestry login

Hello Mrs Hitchcock,

You have received this email because a Tapestry account has been created for you
at 

IMPORTANT!

If you did not request this account, please [click here to unsubscribe](#).

Instructions

We require that you activate your account by creating a password. Simply click on
the link below and complete the rest of the form.

[Create your password](#)

Reminders...

- PE is on a **Tuesday**.
- Library is on **Wednesday**.
- Any sickness, diarrhoea, must be followed by 48hrs absence - please call the office if you child is going to be off school poorly.
- Head lice are common! Please check regularly and treat as recommended. Long hair needs to be tied up.
- Name all items of clothing, footwear and coats. We do go out in all types of weather!
- Please do not bring toys in to school.
- Snack - chn can bring in their own snack but we encourage this to be either a piece of fruit/ vegetable.

Show and Tell

23.9.22	30.9.22	7.10.22	14.10.22	20.10.22
				
<u>Fragkiska</u> Carson <u>Zayan</u> Annabella <u>Carys</u> Nathan	<u>Lida</u> Lola Ethan <u>Wiktor</u> Caitlin Daniel	Taliyah Arya Maryam Oran <u>Yosola</u> Max Isaac	Louis <u>Sia</u> William Arthur Mason <u>Milana</u>	Sara <u>Yekta</u> Ted Ellie Jane Nate

Larry the Lion



Thank you



We look forward to a happy partnership in your child's first year at school and beyond.

Important dates

Parent Consultation Evening

Tuesday 18th October

Thursday 20st October