

EYFS Meet the Teacher

Monday 26th September 2022



Meet the team



Mrs Edwards
Mon, Tues, Thurs, Fri



Miss Mundy
Wed, Fri



Miss Proudlove
Mon, Tues, Wed, Thurs



The Early Years Foundation Stage (EYFS)

The EYFS is from birth to five and included both nursery and reception. Last year we have new guidance for the EYFS. It remains a practical play based key stage where relationships and language development remain a main focus.



Learning through play

- Children will learn through a mixture of direct teaching and engaging in continuous provision
- Continuous provision describes all of the different provision areas which are available for your children to use every day. Within each of these areas of provision there will be a core range of resources that children can use all of the time, throughout the whole year. In addition to core resources teachers will enhance each area to make it enticing and relevant to the children and their learning.
- Examples of continuous provision areas: Reading, Writing, Maths, Construction, Small World, Role Play, Sand, Water, Malleable (eg sensory, dough), Art and creative areas.



Outdoor learning

- Opportunities to learn outdoors on a daily basis

‘Young children thrive and their minds and bodies develop best when they have access to stimulating outdoor environments for learning through play and for real experiences’

- During continuous provision (indoor and outdoors) adults will interact with the children to enhance learning opportunities.

‘Play underpins the Early Years Foundation Stage. It also underpins learning and all aspects of children's development’

**Please send in wellies so the children can enjoy our outdoor area all year round*



Parent partnership

- Parents are a child's first educator and we value any information you can give us to help your child settle in and progress within school.
- It is important that we work together to help your child by supporting one another. (E.g. Regular reading and home learning tasks.)
- We enjoy sharing experiences with parents throughout the school year.
- * Please look out for stay and play, stay and read, teddy bears picnics, Easter egg hunts etc.
- We value observations you add to Tapestry and celebrate experiences outside of school within class e.g football trophy's, reading challenges etc.

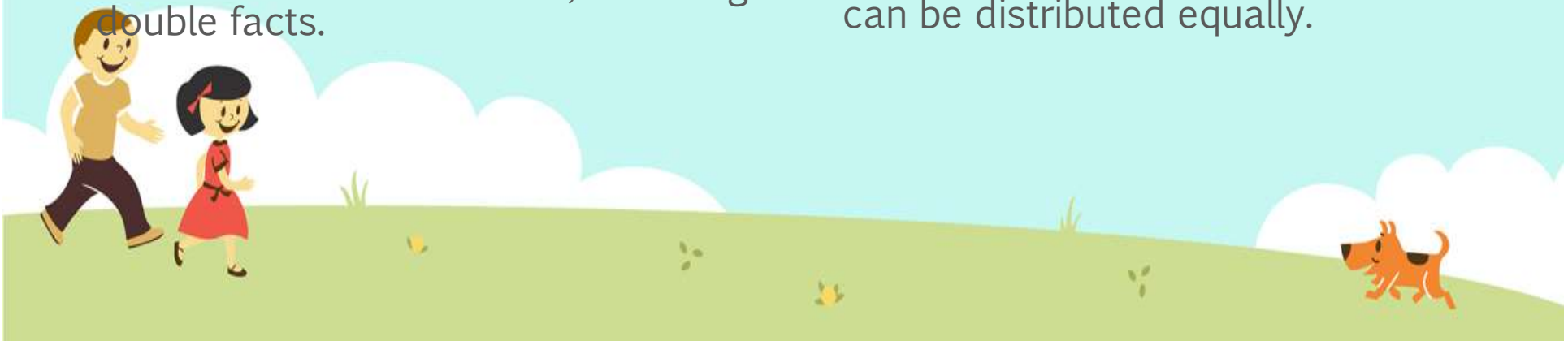


Mathematics

Number

Children will ...

- 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)
- Know number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.



Numerical Patterns

Children will ...

- 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.

What we do in School

- Mastering number sessions 4 times a week to develop fluency and depth of knowledge
- Maths enhancements planned weekly for children to access independently
- Encouraging the children to apply their mathematic skills and knowledge through their play based experiences
- Singing number rhymes and songs regularly
- Number games



What can you do at Home?

- Recognise and celebrate number is everywhere e.g door numbers, number plates on the car, in shops, on television.
- Sing and say number rhymes.
- Encourage children to go and collect you 1 marble, 2 socks and so on.
- Play number games (snakes and ladders, dominoes etc.)
- Use mathematical language such as; greater than, less than, add, takeaway, total, altogether.



Literacy

- Split into comprehension, word reading and writing
- Phonics lays the foundations for early reading and writing development



Phonics

- Phonics is a way of teaching reading and writing.
- Children are taught to use letter sounds to blend sounds to read and sound out words (segment) to spell.
- Phonics is a statutory part of the school curriculum.
- All children in Reception will have a daily phonics session.


























Phase two

In Phase Two, children begin to learn the sounds (phonemes) that letters make. There are 44 phonemes in the English language. In Phase Two, children are introduced to the most common grapheme that corresponds to those phonemes. A grapheme is the visual representation/letter of each phoneme/sound.

By the end of Phase Two, most children will be able to read some vowel-consonant (VC) and consonant-vowel consonant (CVC) words and be able to segment VC and CVC words, representing them in written form. They also learn some high frequency 'tricky words' like 'the' and 'go'.

Phase 2 Sound Mat

 s	 a	 t	 p	 i	 n	 m	 d
 g	 o	 c	 k	 ck	 e	 u	 r
 h	 b	 f	 ff	 l	 ll	 ss	



words

- Words that we can sound out
- We use sound buttons underneath to help
- Head nodding to support blending



Tricky words

- Words that we cant sound out
- Tricky words are taught within Phonics

Tricky words...

I no the to go into



Phonics and Reading



- We begin to teach word reading using books that are all phonically decodable in Reception.
- Books sent home will have the letter sounds the children already know so they can practice application (Big Cat Phonics books).
- Books will be changed twice a week (Tuesdays and Fridays)
- Individual reading and guided reading happens in Reception
- Shared Reading happens daily in Reception.
- Story sacks to enjoy-books for you to share with your child (after half term)



Reading-what you can do to help...

- Provide your child with a regular quality reading time and make it important for both of you.
- Listen to your child read their school reading book every night (a couple of pages will help!)
- Please sign your child's reading log when you listen to them read
- Read aloud to your child
- Visit the library or bookshop regularly to instil a love of reading
- Sing or say nursery rhymes regularly
- Allow your child to learn to read at their own speed. Especially with younger children, think how they learned to crawl, walk and talk at different speeds to peers, reading is the same
- Practice orally blending and segmenting for example can you s-i-t down



Writing

- Children start writing by making marks on a paper, some of which they can explain.
- Once they start to grasp the concept of letters, they will experiment with writing them, usually they will want to write their name first.
- Children who have started to segment and blend sounds, will use this to help them with writing.
- Emergent writing is the first form of writing. Research has shown that children will hear the first consonant in a word, then the last consonant, and finally the middle sound.



Writing- What we do in School

- Phonics sessions daily-we teach handwriting rhymes to match the letter sound (handwriting rhymes shared on weekly homework sheets)
- Emergent writing in independent work – role play, writing area, drawing, tracing, designing, painting
- Fine motor activities e.g playdough, threading, using tweezers and pegs, cutting shapes using scissors
- Big movements – marking making on a large scale with paintbrushes, chalk, sticks etc.
- Opportunities to try writing for different purposes e.g. little books, labelling, shopping lists, cards.



Writing- What you can do to help...

- Play that develops gross motor (arm) muscles – climbing, swinging, jumping, chalk drawing, bike riding.
- Fine motor (finger) muscles – playdough, Lego, threading, drawing and painting.
- Phonics homework-practice the handwriting rhymes to form the letters that match to the sounds. If children are forming letters incorrectly praise their attempts, and show them the correct way.
- Give children opportunities to explore with mark making and writing, e.g. writing shopping lists, making books, postcards, diaries, scrapbooks etc. Please feel free to bring them into show at school or upload to Tapestry!
- Find things they are interested in to inspire them to want to act out characters and stories and then write about them e.g. super heroes, princesses, fairytales.



Other key messages

- Tapestry is our online learning journey to show the development of the whole child.
- Class do-jo is a platform to share photographs, key messages and/or reminders via class story. There is also a facility to message me directly.
- PE- Every Thursday come to school in PE kits
- Swimming lessons begin in Summer term
- Reading books-changed every Tuesday and Friday
- Phonics homework sent home weekly
- After school clubs will be available for Reception children after Christmas
- Please send in Healthy snacks for morning snack time or money for toast and a water bottle daily.
- Travelling Ted and Show and Tell Box

“Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.”



Friday 30th September



Cakes and Tea/Coffee will be available to purchase.
All profits will go towards Macmillan Cancer Support.

Thank you for your
time.



Any questions?

