

EYFS Class 2025  
Parent and Carers Welcome Meeting  
Thursday 26<sup>th</sup> June 2025

# Our aims for this meeting

1. To introduce the SLT and the EYFS team
2. To share our school vision and values
3. To explain what the EYFS is
4. To inform you of assessment in the EYFS
5. To give you a brief overview of what your child will learn
6. To share an example day in the EYFS class
7. To inform you of what your child will need and what they will be given
8. To let you know how you can help
9. To provide you with the opportunity to ask any questions





# 1.SLT (Senior Leadership Team)



Mr Longworth  
Head Teacher  
Designated  
Safeguarding  
Lead



Mrs Fox  
Deputy Head  
Teacher  
and KS1 Lead  
Deputy DSL



Miss Gallagher  
EYFS Lead  
DSL



Mrs Pillitteri  
SENCo and  
Inclusion Lead  
DSL



Mrs Seth  
KS2 Lead and  
Assessment Lead  
DSL



# 1. EYFS Team (Early Years Foundation Stage)



Miss Gallagher  
Class Teacher



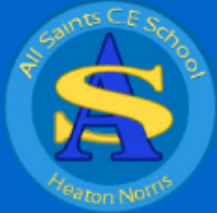
Mrs Bowling  
Qualified Nursery  
Nurse / HLTA  
Paediatric First Aider



Miss Colgan  
Teaching Assistant  
Paediatric First  
Aider



## 2. Our school vision and values



Love learning together.  
Love each other and our community.  
Love ourselves.

Our vision is to be a school where we help each other to learn, grow and to love through our Christian values, which are central to all aspects of school life.

Our 6 school values are:

- Respect
- Friendship
- Happiness
- Trust
- Resilience
- Forgiveness

These are centred around the core value of love, where we will be devoted to show unconditional love to all and look after everyone's wellbeing.



# 3. What is the EYFS?

The Early Years Foundation Stage (EYFS) covers the education of children aged 0-5.

The statutory framework for the EYFS sets the standards for the learning, development and care of children from birth to 5 years in England.

All practitioners working in this stage of education must follow the statutory framework for the EYFS.

The learning ethos behind the EYFS framework encourages learning through a mix of play-based and adult-led learning.

We support children's learning and development through discussions, modelling, scaffolding, direct and indirect teaching.

The statutory framework for EYFS places a stronger focus on 3 prime areas of learning

**Communication and Language**

**Physical Development**

**Personal, Social, and Emotional Development**

these are critical for the development of young children, and are fundamental to more structured learning as they get older.

Play, and more importantly, learning through play, is an essential part of the Early Years Foundation Stage.





## 4. Assessment in the EYFS

Statutory summative assessments that take place in the EYFS:

### [Two year Check](#)

The statutory requirement for a progress check at two relates to those children who are attending early years settings. This will have been completed by their key worker. Each child should have a two year health and development review completed by the health visitor.

### [The Reception Baseline Assessment](#)

A short assessment completed within the first 6 weeks of a child starting Reception Year. A score will be given for each child, which will be used to measure the relative progress of a cohort of children through primary school.

### [Early Years Foundation Stage Profile](#)

At the end of Reception Year, each child's level of development must be assessed against the 17 early learning goals (ELGs) set out in the EYFS.

## 4. Assessment in the EYFS

- Assessments take place on a daily basis in the EYFS through the form of observations, rather than formal testing
- We create a 'learning journey' for every child, the learning journey holds observations about the child throughout their time in the EYFS with us
- We observe children as they play to understand their current attainment and their interests, and plan for their next steps accordingly. These observations form the majority of EYFS assessments and are shared with parents and carers
- We use our bespoke curriculum plan to assess if a child is “on track” at the end of each term. If a child is “on track” then we believe they are making the progress needed to achieve the early learning goals at the end of Reception. If we feel a child needs more support to reach these goals, then we state they are “not on track”. This helps us focus on the children that need more support.



# 5. What your child will learn

## Prime Areas of Learning

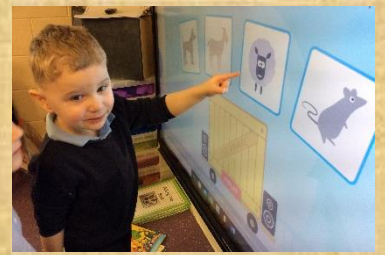
Communication and language  
Physical development  
Personal, social and emotional  
development



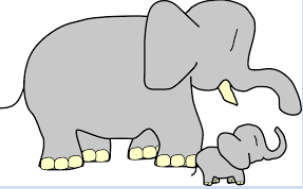



*These are the core aspects of early child development which strongly influence learning in the Specific areas of learning and development.  
**The Prime Areas are the key focus of our Nursery.***

## Specific Areas of Learning

Literacy  
Mathematics  
Understanding the world  
Expressive arts and design

*The specific areas of learning and development provide children with knowledge and skills to flourish in society. Many aspects of these areas arise naturally for young children as they make sense of their experiences.*



All Saints CE Primary School EYFS Curriculum Goals		Nursery	Reception
Autumn 1 “Once upon a time...”		I can retell a story using a story map.	I can describe the main settings, events and characters in a story.
Autumn 2 “Let’s celebrate...”		I can dance to a range of music and sing familiar songs.	I can make a decoration and talk about how I made it.
Spring 1 “Around the world in half a term...”		I can talk about the times of the day and know when different daily events happen.	I can sequence events and the days of the week, and talk about and measure time in simple ways.
Spring 2 “Creatures big and small...”		I can talk about what I know and use new vocabulary.	I can have a conversation about what I have learnt, using new vocabulary and answering questions.
Summer 1 “Our world, our home”		I can talk about how to stay safe when out in the community and know who can help me when needed.	I can talk about changes over time and tell you how we can care for ourselves and others.
Summer 2 “Wherever next...”		I can use a camera to take a photograph and then help create a fact file.	I can use the internet to find information and then create a fact file.



# Nursery and Reception



- Enhance Language Skills
- Boost Confidence & Engagement
- Develop Core Language Skills
- Foster Inclusivity
- Creative Expression

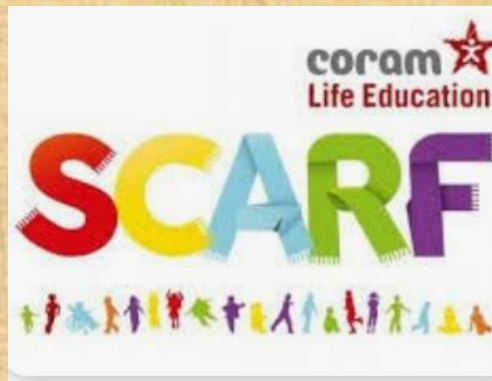


Tales Toolkit storytelling lays strong foundations for the skills and characteristics of effective learning. It's proven to develop language, literacy, social skills, creativity, confidence, empathy, boys writing, problem solving, maths and lots more.



Think Equal has designed a programme to teach social and emotional learning to early years pupils, using picture books and accompanying activities.

# Reception



SCARF: Safety, Caring, Achievement, Resilience, Friendship  
As a whole-school approach to develop children's health & wellbeing through PSHE



Using games and songs and other learning methods to help children explore numbers and discover how fascinating they can be.



Ready Steady Write is an evidence-based primary writing scheme, built around high-quality, language-rich literature, it provides a structured and sequenced approach that develops confident, independent writers.



Wiggle is a worm who likes to bring things to share with the children, like a thought-provoking object, a story, an action song and a craft, all connected around a Christian theme.



# Phonics- Read, Write Inc



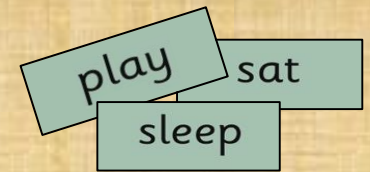
We use 44 sounds to make all the words that are in the English language.

However we only have 26 letters.

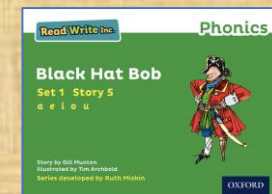
The 26 letters work singly, in pairs and sometimes in three's to represent one sound. We have to group letters together to write some sounds e.g. 'igh', 'air'.

We teach the sounds in sets.

Children practice reading and spelling words containing these sounds.



Then we give children decodable books containing sounds and words they can read.



# WellComm

A Speech and language toolkit that can be used with children from 6 months to 6 years of age.

We have been trained to carry out the short assessment activities which may identify areas of concern in language, communication and interaction.

Findings are shared with you so that we can support your child in the best way.

If there is little, or no progress in the areas following support from home and school we can gain further support from the speech therapy service.

**Early support is key and by working together we can give your child the best start.**





## 6. An example school day

A typical Nursery session	
<b>Morning Nursery</b>  <b>8.30-11.30</b>	Whole class welcome and Breakfast Singing and Fit in Five Choosing- inside and out Nursery circle time Story and home time
<b>Lunch Time</b>	11.30-12.00 Eating in the hall 12.00-12.30 Outdoor play in the EYFS area
<b>Afternoon Nursery</b>  <b>12.00-3.00</b>	Nursery welcome and outdoor play Nursery circle time Choosing- inside and out Singing and Fit in Five Whole class end of day get together and Snack Story and home time

## 6. An example school day

A typical day in Reception	
<b>Morning</b>	Whole class welcome and Breakfast Singing and Fit in Five Choosing- inside and out Reception Thinking and Finding Out time (Specific Areas of learning) Reception Phonics
<b>Lunch</b>	11.30-12.00 Eating in the hall 12.00-12.30 Outdoor play in the EYFS area
<b>Afternoon</b>	Reception Circle Time (Prime Areas of Learning) Reception Maths Choosing- inside and out Singing and Fit in Five Whole class end of day get together and Snack Story and home time



# 7. What your child will be given

## Magic Breakfast

Magic breakfast is an opportunity for all children to have something to eat when they arrive at school in the morning. This is usually a 'top up' to their usual breakfast and items may include:

- Half a slice of toast
- Half of a large crumpet
- Half a bagel

Magic Breakfast ensures that no child in school is too hungry to learn and thrive!



## **Book Bag**

Your child needs to bring this with them everyday. Letters, their work, reading books, Talking Time books and other items will be inside so please check and remove the items daily.

## **Water Bottle**

This is cleaned and filled up daily. It stays in school.





# 7. What your child will need

## School Uniform

Navy Blue or black trousers, dresses, shorts, tunics or skirts

Blue checked dresses or skirts

A light blue polo neck shirt

A navy blue cardigan or jumper (preferably with the school's logo)

Suitable black shoes, with Velcro straps.

**Only laces/buckles if your child can do this independently**



# NAME

# EVERYTHING



No jewellery may be worn in school. This includes chains and bracelets. If your child has pierced ears then studs may be worn but should not be worn for PE days.

**Wellies and a waterproof outfit/all in one**  
These will be kept in school. Please ensure you check they still fit and replace them when needed.

**PE Kit in a drawstring bag**  
Black/Navy shorts, white t-shirt, Velcro trainers and a pair of pumps.

**A coat**  
With a zip and a hood.

**Weather appropriate items**  
Sunhat, sun cream, woolly hat, scarf, gloves.



**NAME**  
**EVERYTHING**



# Lunch Time

Your child will eat their lunch in the school hall.

They will need a packed lunch or a school dinner. (Please order this at home)  
Encourage them to be independent so that they are able to open their items and use their own cutlery.

Ensure packed lunches are healthy and nutritious.

This does not include

- jam and chocolate spread sandwiches
- sweets and several treats

# Lunch box examples...

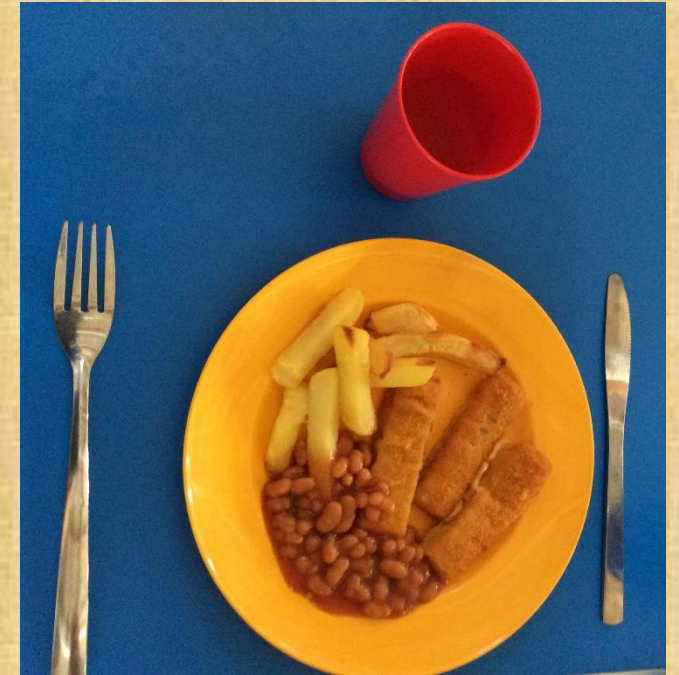


- Sandwich or wrap
- Pasta or salad
- Crackers
- Meat, cheese
- Fruit (please chop in half)
- Veg sticks
- Yoghurt- low in sugar
- Jelly Pots- low in sugar
- Mousse- low in sugar
- Small cake, a couple of biscuits
- Water
- Squash





# School Dinner examples...



- Pre-order at home
- Look at the menu online

**dolce**  
schools catering





# PREVENTION IS BETTER THAN CURE

CHOKING IS A LEADING CAUSE OF DEATH FOR KIDS UNDER 3.

## QUARTER IT

XXXXXXXXXXXXXXXXXXXX  
ALONG WITH OTHER  
POPULAR SOFT FOODS LIKE  
CHERRY TOMATOES,  
BERRIES AND SAUSAGES.

@abergavennykids

CUT LENGTHWISE  
NOT IN HALF

NO

YES

Cut fruit like melon and apples into slices instead of small chunks.



# Choking Risk Foods





## 8. How you can help

### What not to bring

#### Toys from home

They may get lost or broken.

#### Sweets and Fizzy Drinks

We are working towards achieving the Tooth Safe Award.

This includes in lunchboxes and for birthdays.

#### Snacks/Drinks

Snack and water is provided. Children are entitled to free milk- please sign up!





Tooth decay is an entirely preventable disease.

More than 1 in 5 children experiences dental decay before the age of 5.

Tooth decay in children under five years in the North West of England is higher than the England average

We are supporting your children to have good oral health by ensuring we are a 'Tooth Safe Zone'.

The new EYFS statutory framework from September 2021 will require settings '*to promote the good oral health of children*'. Completion of this award scheme will support meeting this requirement and provide strong evidence of how this is being achieved.

We have toothbrushes, toothpaste and reward charts available- just ask if needed. 😊



## Class Dojo

Share photos and videos (consent to include your child is required)

Send and receive private messages with parents/carers

Share class and school news

Share Talking Time tasks and photos

Home/School learning opportunities



## Talking Time

Challenge, activity or news task every two weeks.

Complete the task with your child and add any comments to the pages.

We would really appreciate any photographs or videos to support these tasks, you can add these to your child's Class Dojo profile, we can then print and stick in any photos.

We share the talking time activities in small groups, these sessions are really important as they emphasise and support the development of good talking and listening skills.

## Reading

**Nursery and Reception:** Library books

**Reception Phonics:** When ready, your child will bring home sound cards and words to practise as well as reading books when they become more fluent. Please read as much as possible at home. Even 5 minutes a night is better than nothing. It significantly helps their learning and development.

**Information Pack- please return this completed**

# Toilet Training

If there are medical needs or other factors affecting this then speak to a member of the EYFS team and your Health Visitor.

Work with your child to prepare them for September. This includes pulling down and up their uniform and underwear, wiping themselves clean, flushing the toilet and washing their hands with soap.

We do not provide nappies, baby wipes or nappy bags- you must bring these.

If your child still has accidents ensure they have clean underwear and clothing so they can change.









# English as an additional language

We celebrate every child in our class and know that some of our children are learning English as an additional language.

Please support us by completing the 'Home Languages' sheet so that we can support your child the best we can.

If you need any further support please speak to us, we are able to access translators and have a very helpful ethnic diversity and inclusion team.

Communicate with Me!		
	I am in class: _____	
	The language I hear most: _____	
	The language I speak: _____	
	The language I understand: _____	
Here are some of the key words that I will hear each day in class.		
Show me and say it in English...	In my home language you can say...	How to say it phonetically...
 Hello		
 Goodbye		
 Toilet		
 Wash hands		
 Drink		

Ethnic Diversity Service Valuing Difference: Promoting Equality	
<u>Gathering information about a child with EAL in Early Years</u>	
Name	
Has the child attended another setting previously?	
What language(s) do the parents speak with the child and at home?	
What languages does the child hear when with family and friends	

Thank you for coming!

9. Do you have any questions?