

WELCOME TO EYFS

Early Years Foundation Stage or Reception



Together we live and learn; we play and pray

Areas of learning in EYFS

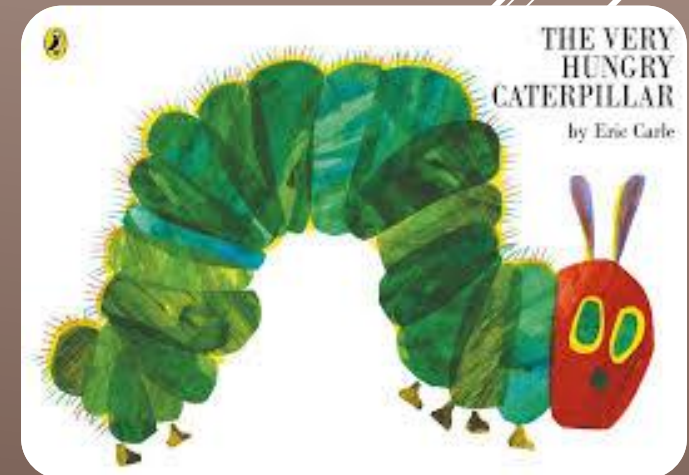
- 7 areas of learning
- 3 Prime, 4 Specific
- Preschools and Nursery's also use these areas
- Prime areas are vital before children can begin 'formal' learning
- Literacy encompasses Phonics, Reading and English inputs
- Expressive Arts and Design includes drama and storytelling
- Understanding the World includes subjects such as Science, History and Geography





Text based learning

- ▶ Carefully chosen class books give us a starting point for our learning
- ▶ We use these texts to support the 7 areas, for example retelling the story, completing related art and craft activities and using characters/ ideas in our Maths
- ▶ The Very Hungry Caterpillar allowed us to explore, amongst others:
 - healthy eating
 - lifecycles
 - days of the week



Religious Education and Catholic Life



- ▶ Children will be taught simple school prayers and the Sign of the Cross from their first day
- ▶ RE is taught as a stand alone input
- ▶ RE is also incorporated into continuous provision and referred to in cross curricular
- ▶ Children will begin to join the rest of the school for prayer and liturgy, usually after Christmas



Little Wandle

We're teaching every
child to read with
Little Wandle Letters
and Sounds Revised
A complete SSP validated by
the Department for Education

















- ▶ We deliver Phonics using Little Wandle, a fantastic scheme which was introduced in September 2024
- ▶ The children will learn single sounds during Phase 2 and then digraphs and trigraphs during Phase 3
- ▶ Phonics lessons happen daily from the first few weeks of school
- ▶ Children's learning is regularly checked and small groups for daily catch-up help to ensure children are on track



Grapheme and mnemonic s s  snake	Grapheme and mnemonic d d  duck	Grapheme and mnemonic u u  umbrella	Grapheme and mnemonic j j  jellyfish	Grapheme and mnemonic qu qu  queen
Grapheme and mnemonic a a  astronaut	Grapheme and mnemonic g g  goat	Grapheme and mnemonic r r  rainbow	Grapheme and mnemonic v v  volcano	Grapheme and mnemonic ch ch  cherries
Grapheme and mnemonic t t  tiger	Grapheme and mnemonic o o  octopus	Grapheme and mnemonic h h  helicopter	Grapheme and mnemonic w w  wave	Grapheme and mnemonic sh sh  shells
Grapheme and mnemonic p p  penguin	Grapheme and mnemonic c c  cat	Grapheme and mnemonic b b  bear	Grapheme and mnemonic x x  box	Grapheme and mnemonic th th  thumb
Grapheme and mnemonic i i  iguana	Grapheme and mnemonic k k  kite	Grapheme and mnemonic f f  flamingo	Grapheme and mnemonic y y  yoyo	Grapheme and mnemonic ng ng  ring
Grapheme and mnemonic n n  net	Grapheme and mnemonic ck ck  sock	Grapheme and mnemonic l l  lollipop	Grapheme and mnemonic z z  zebra	Grapheme and mnemonic nk nk  pink panda
Grapheme and mnemonic m m  mouse	Grapheme and mnemonic e e  elephant			

Phase 2 sounds – Autumn term



Grapheme	Catchphrase	Grapheme	Catchphrase	Grapheme	Catchphrase	Grapheme	Catchphrase
ai	 tail in the rain	oo	 hook a book	ur	 curl the fur	ear	 get near to hear
ee	 sheep in a jeep	oo	 zoom to the moon	ow	 wow owl	air	 chair in the air
igh	 a light in the night	ar	 march in the dark	oi	 boing boing	er	 a bigger digger
oa	 soap that goat	or	 born with a horn				

There will be a parents meeting in the Autumn term to go over Phonics and Reading in more detail!

Phase 3 sounds – Spring term



A 'typical' day

- ▶ Carpet inputs are short
- ▶ Plenty of time for 'Busy learning' which is time for the children to play and explore in the provision
- ▶ Adult led group activities linked to carpet inputs
- ▶ Phonics daily
- ▶ Snack and story
- ▶ Lunch in the hall
- ▶ Playtime on EYFS playground initially



Tapestry



- ▶ We use an online learning journal called Tapestry to record elements of your child's learning including practical activities and special occasions
- ▶ You will receive details of how to register through the email address you have provided to school
- ▶ There are opportunities to add your own home learning or to comment on and like observations
- ▶ More information will be provided at the parents meeting



School readiness

- ▶ Certain skills which will help children to have a smooth transition into school
- ▶ It is not a checklist
- ▶ Every child is unique, each child has their own preschool experience
- ▶ Some will be able to do most of the following already, others won't
- ▶ If your child can't, don't worry! We are here to help and work with you in partnership!



What are the key skills that may help children when starting school?

- ▶ Personal skills – Toileting – to use the toilet independently, wiping, flushing, washing hands
- ▶ Dressing – be able to put on and take off shoes, socks, coats and jumpers
- ▶ Independence and sharing - Such as taking turns and sharing with other children
- ▶ Eating and drinking - Such as using cutlery or opening food containers in a lunch box/ water bottles
- ▶ Speaking and listening - Such as listening to stories and asking adults for help
- ▶ Reading and writing - Such as holding a pencil and recognising their name/the shape of their name
- ▶ Number skills - Such as reciting numbers in order to ten, beginning to touch count



The best thing you can do... talk to your child!



- ▶ narrate what you are doing
- ▶ ask them questions
- ▶ read them stories
- ▶ sing nursery rhymes
- ▶ count trees when out on a walk, etc. etc.



Bed time routine

- ▶ 4 year old's generally need between 10 and 13 hours of sleep in a 24 hour period
- ▶ Sleep at this age is key for their brain development
- ▶ Children need a consistent and clear bedtime routine
- ▶ If they stay up too late or don't get enough sleep they will struggle to learn
- ▶ They will get very tired once at school full time



Making the transition easier

- ▶ Often it is harder for you than it is for them!
- ▶ During the first week of half days you will be able to accompany your child into class to help them settle
- ▶ Be reassuring, give them a hug and go, it is best not to linger
- ▶ Some children will become upset but most are fine within a minute or two – out of sight, out of mind
- ▶ EYFS staff will support your child, we won't leave them upset



Learning is a partnership between school and home

No-one knows your child better than you



Communication is key -
speak to staff, ask questions

