

The Early Years Foundation Curriculum (EYFS)

The Principles of
Foundation Stage
Teaching:

Foundation Stage 1



Quick Key Messages

- Children have made a fantastic start and settled incredibly quickly and are having a great time!
- Please ensure that ALL items of clothing are clearly named, including coats.
- Continue to practise independence (eating fruit, toileting, putting on coats, doing up zips/buttons and pouring drinks independently etc.)
- Continue to promote skills such as sharing and good manners.



The Curriculum

- Four main overarching principles in providing learning and care.
- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Developing Children**





Early Years - Principles

- Strong emphasis on parent/school partnership.
- Focus on child interactions and building good language and communication skills (speaking in full sentences with correct pronunciation).
- High level of expectation in all areas of learning, especially in Literacy (phonics, reading and writing) and Mathematics.
- Promotion of the love of reading – traditional stories, tales, poems & tongue-twisters.

Monkeys & Foundation 1 and 2

The Seven areas of
Development.





Seven areas of development

- **Prime Areas**

- ❖ Communication and Language (CL)
- ❖ Physical Development (PD)
- ❖ Personal, social and emotional development (PSED)

- **Specific Areas**

- ❖ Literacy (L)
- ❖ Mathematics (M)
- ❖ Understanding the world (UW)
- ❖ Expressive arts and design (EAD)



Area of learning and Development	Aspects
Prime Areas	
Personal, Social, Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking

Specific Areas	Aspects
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measures
Understanding the world	People and communities
	The world
	Technology
Expressive arts and design	Exploring and using media and materials
	Being imaginative

“Typical” Nursery Week

			9.30am onwards 1.00 onwards	15 mins	15 mins	
Monday	Welcome Time and activities	Registration and Topic/Lesson Introduction	FOCUSED ACTIVITY & INDEPENDENT LEARNING & FREE FLOW OUTSIDE	Phonics	Story Time / Circle-Time / Reflection Time	
Tuesday			FOCUSED ACTIVITY & INDEPENDENT LEARNING & FREE FLOW OUTSIDE	Physical Development (Fine and Gross Motor Skills)	Phonics	Story Time / Circle-Time / Reflection Time
Wednesday			FOCUSED ACTIVITY & INDEPENDENT LEARNING & FREE FLOW OUTSIDE		Phonics	Story Time / Circle-Time / Reflection Time
Thursday			WOODLANDS VISITS	FOCUSED ACTIVITY INDEPENDENT LEARNING & FREE FLOW OUTSIDE	Phonics	Story Time / Circle-Time / Reflection Time
Friday			FOCUSED ACTIVITY & INDEPENDENT LEARNING & FREE FLOW OUTSIDE		Phonics	Story Time / Circle-Time / Reflection Time

Finish 11.45am / 3.30



Communication and Language



Communication and Language

- Experience a language rich environment
- Develop their confidence and skills in expressing themselves.
- Build confidence in expressing themselves effectively – full sentence speech (this will aid reading and writing skills).
- Learn conversational skills; listening, turn-taking, questioning and commenting.
- Building listening skills and ability to follow instructions containing several parts.

Physical Development

A thick, horizontal purple bar with rounded ends, positioned below the title.



Physical Development

- Understand the importance of physical activities.
- To develop coordination, manipulation and control skills.
- Develop/improve key core skills (balance).
- Development of the understanding of the senses.
- Team building and turn taking skills.
- Encourage small scale risk-taking alongside safety awareness.
- Make healthy choices and to know how to take care of themselves.
- To have good pencil grip and good fine motor control.
- To develop correct letter formation.





Personal, social and
emotional development.

Personal, social, emotional development



- Development of their social wellbeing.
- To encourage children to form good relationships.
- Start to build a sense of independence.
- Develop a positive disposition towards learning.
- Develop a positive self-image.
- Reflect on their decisions.
- Develop strategies to express and manage their emotions and develop strategies to cope with new and unfamiliar situations.
- Promote equal opportunities.
- Expose the children to a variety of different learning styles, strategies and techniques.





Mathematics.



Mathematics

- Work with numbers (ordering, place value, recognition, counting and formation) up to 10 (Nursery) 20+ (Reception).
- Start to understand and explore the concepts of 2D/3D shape, space and measure.
- Look and create patterns and start sorting.
- Grasp simple 'real life' mathematical problems including addition and subtraction.
- Begin to build up a good extended mathematical vocabulary.
- Look at key mathematical concepts of doubling, halving and sharing.



Expectations Mathematics: Number

Examples:

- Recognise some numerals of personal significance and numbers 1-10 and beyond
- Count to 10 and beyond
- Count objects of differing amounts
- Find the total of two groups by counting all of them
- Can find one more or one less from a group of objects
- Begin to practically use the vocabulary involved in adding and subtracting
- Estimates how many objects they can see

Expectations Mathematics: Shape, Space and Measure

Examples:

- Begin to use mathematical names for 2D/3D shapes
- Use positional language (next to, behind, on top, under)
- Order 2 or 3 objects by height/length
- Start to create and recreate patterns and models
- Start to use everyday language of time (tomorrow, at the weekend, now, last week, next week)

Literacy.

The image features a white background with a purple design. A vertical purple bar is on the left side. A horizontal purple bar with rounded ends spans across the middle. In the top-left corner, there is a purple square with a rounded bottom-right corner. The word "Literacy." is written in a light blue, outlined serif font in the upper right area.



Literacy

- To show awareness of rhyme and alliteration.
- Begin to gain an awareness of story structures, poems and of non-fiction texts.
- To experiment with mark making and give meaning to their marks.
- Develop their phonological (phonics) awareness and use this for reading and writing.
- Begin to develop an understanding of the English language.
- Write words, captions and their name.
- Begin to read and write words and sentences.
- To form letters correctly.



Expectations Literacy: Writing

Examples:

- Gives meaning to the marks they make
- Continues a rhyming string
- Hears and says initial sound in words
- Can blend sounds together to make words
- Uses some clearly identifiable letters to communicate meaning
- Writes own name and simple labels
- Attempts short, simple sentences

Expectations Literacy: Reading

Examples:

- Begin to read simple words by segmenting and blending
- Use vocabulary and forms of speech that are increasingly influenced by books
- Holds books correctly and carefully and turns pages correctly
- Shows an interest in print
- Joins in with repeated refrains
- Describes main setting, principle character and events of a familiar story
- Recognises own name and familiar signs, logos and labels

Phonics – FS1



Strong emphasis on developing listening skills and developing sound differentiation:

- Environmental sounds (discrimination of sounds)
- Instrumental sounds (discrimination of sounds)
- Body percussion (sounds with our body)
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting



Understanding of the world.

The image features a decorative background with a solid purple vertical bar on the left side. A white rounded rectangular shape is positioned in the upper left, containing the text. A horizontal purple bar with rounded ends spans across the middle of the page, partially overlapping the white shape.



Understanding the World

- Learning about familiar and unfamiliar environments and their key features.
- Spot similarities, differences and make comparisons.
- Discovery of the world around us (plants, animals, culture, beliefs, countries and differing experiences).
- An increased awareness and use of technology to aid learning and e-safety.
- A better grasp of scientific concepts (melting, freezing, baking etc.)





Expressive arts and design.



Expressive arts and design

- Extending creative curiosity through exploration and play.
- Imaginative role-play opportunities to develop play and communication.
- Develop understanding and use of colour, texture and material in design.
- Development of the arts such as song, dance, drama and music.
- Learn to try new things, learn from mistakes and to be adventurous.

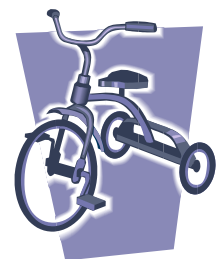




The role of play and the play partner.

To play alongside children, scaffolding and extending children's learning to support and enable children to make purposeful choices about their activities which consolidate learning.

- **Nurturer**- Positive support and encouragement, such as building up positive image about learning, encourage social interaction and encourage participation.
- **Reinforcer**- Ensuring that desired learning outcomes are reinforced and consolidated upon.
- **Information giver**- Telling children facts, modelling ideas/concepts and helping to extend children's own understanding.
- **Challenger**- Creating challenges and puzzles through activities and questioning.
- **Tutor**- Instructing a child how to do something/ modelling





Assessment (Learning Journey)

The online 'Learning Journey' allows teachers to track your child's learning throughout the Foundation Stage. It is also used to celebrate all the activities, events and special times the children have within our Foundation Stage and outside of school. We use various information to gain a picture of your child's learning development including:

- Observations
- Children's independent work
- Photographic evidence
- Work completed at home
- Home/school achievements
- Parental information/other setting information





Home-School Activities - Key Skills

Foundation Stage One - Nursery

- Read and 'discuss' books (poems, stories, non-fiction, traditional tales, poetry etc.) as frequently as possible at home (picture and word texts).
- Promote good communication skills (listening, taking turns, answering in full sentences and modelling).
- Use the weekly newsletters to consolidate any key concepts, terms or skills introduced or being taught.
- Support number recognition, counting and formation (etc.)
- Support phonics skills - differentiation of sounds, start the recognition of the alphabet (etc.)
- Encourage and support them with fine motor skills (cutting, sticking, painting etc.)



Parents as partners

- Foundation Family Newsletter (emailed -weekly FS1 & FS2 and half-termly for Monkeys)
- Foundation Friends and Family Celebration Days
- Breakfast Mornings
- Parent helpers (after half-term)
- ‘Lightbulb’ moments to celebrate home achievements
- Show and share time to celebrate achievements (sporting awards, certificates, clubs etc.)

**YOU'RE
INVITED**



Coffee Morning & Uniform Sale

*Sale of good-quality, nearly-new
uniform from just 50p*

**WORLD'S
BIGGEST
COFFEE
MORNING**

**WE ARE
MACMILLAN.
CANCER SUPPORT**



Friday

29th

September

Monkspath School

Hall from 9am

Come and
grab a coffee
and a piece
of cake!

A chance to come and
meet other parents and
some representatives
of our school PTA!

Come and get involved!

*Cake donations gratefully appreciated. Please leave in
the hall at 9am, remember to put your child's name
and class on the tin so they can be returned to you.*

