



WELCOME TO

*Shephalbury Park
Primary School*



Early Years Foundation Stage

Tuesday 6th October 3.20pm



AIMS OF THE MEETING



To give you an overview of
Early Years Foundation Stage (EYFS)
and what your child will be learning



To provide ideas we can effectively work together
and how you can best support your child at home



To help you understand what to
expect from us





Happy Confident Independent
Learners

WHAT WILL MY CHILD BE LEARNING?



Prime Areas of Learning	Specific Areas of Learning
Personal, Social and Emotional	Literacy
Communication and Language	Mathematics
Physical Development	Understanding the World
	Expressive Arts and Design



HOW DOES MY CHILD LEARN?

CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING



Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things



DAILY ROUTINES



2.40-3.00	Story, Singing & Home time				
1.00-2.30	Exploring time				
12.50-1.00	Wash hands, Drink, counting/singing				
11.50-12.50	Lunchtime				
11.40-11.45	Ready to go home & Singing for 15 hrs children				
11.30-11.40	Lunch time				
11.15-11.30	Guided Reading (Story Time)				
11.00-11.15	Phonics				
9.30-10.50	Exploring time				
9:00 – 9.30	Small group session (skill based)	snack	Welly Walk		
8.55-9.00	Register, Calendar, Weather				
8.35 - 8.50	PE Busy Fingers				
	Monday	Tuesday	Wednesday	Thursday	Friday



HOW WILL MY CHILD LEARN?



PHONICS



Phase One phonics is all about listening and speaking, before children start learning letters and sounds.

It helps children tune into sounds around them, notice differences in sounds, and develop the listening skills they'll need later for reading and writing.

It's split into seven areas of fun activities, such as:

- Listening to sounds in the environment (birds, cars, rain).
- Playing with musical instruments.
- Hearing and repeating rhythm and rhyme in songs and stories.
- Listening carefully to the sounds in words, like the first sound in *dog* or *sun*.
- Beginning to blend sounds together (e.g., hearing *c-a-t* and knowing it makes *cat*).

The focus is on games, songs, rhymes, and talking together – **no worksheets or formal reading yet.**

By the end of Phase One, children are really good listeners and are ready to move on to learning actual letters (Phase Two).



PE – EVERY TUESDAY MORNING



REAL EXPERIENCES – FOLLOWING THE INTERESTS OF THE CHILDREN



WELLY WALKS – EVERY FRIDAY



FIRE FRIDAY



HOW CAN I SUPPORT MY CHILD AT HOME?



Communicate and talk with your child



Enjoy physical activities together



Have fun exploring maths



Read, tell and make up stories together



Support your child to do things by themselves



Encourage your child to talk and play with others

WE SUPPORT LEARNING AT HOME IN A VARIETY OF WAYS



Look out for:

- Learning Review meetings
- Parent/carers workshops
- Information and tips in newsletters, on social media and the school website
- Home/school learning packs
- Open door policy
- Reading books - read 3x a week record in reading record
- Library trolley – take a book home at the end of the day
- Stay and Play sessions
- ClassDojo – home learning achievements



OBSERVATION AND ASSESSMENTS



Observation is simply *watching and listening carefully* to see how children play, learn, and grow

It tells us:

What your child enjoys

What your child can do

What your child is learning next

It helps us to:

- Planning activities
- Creating the right environment
- Knowing when to step in and support/extendOffer the right level of challenge (not too easy, not too hard).
- Encourage independence and confidence.
- Support important life skills like problem-solving, sharing, and communication.
- Celebrate achievements and share progress with you.

Wh

Wow moments are shared with
parents via ClassDojo



OBSERVATION AND ASSESSMENTS



PRE - not yet working within age related expectations

WTS - working towards the expected standard with support

EXS - working at age related expectations

GDS - working at greater depth



SUPPORTING INDIVIDUAL NEEDS



Our SENCO is
Mrs Klust





At the end of the
day, the most
overwhelming
key to a child's
success is the
positive
involvement of
parents.

Jane D. Hull

[QuotePixel.com](https://www.quotePixel.com)

