



Welcome to Great Bookham School

EYFS Information Evening, September 2023

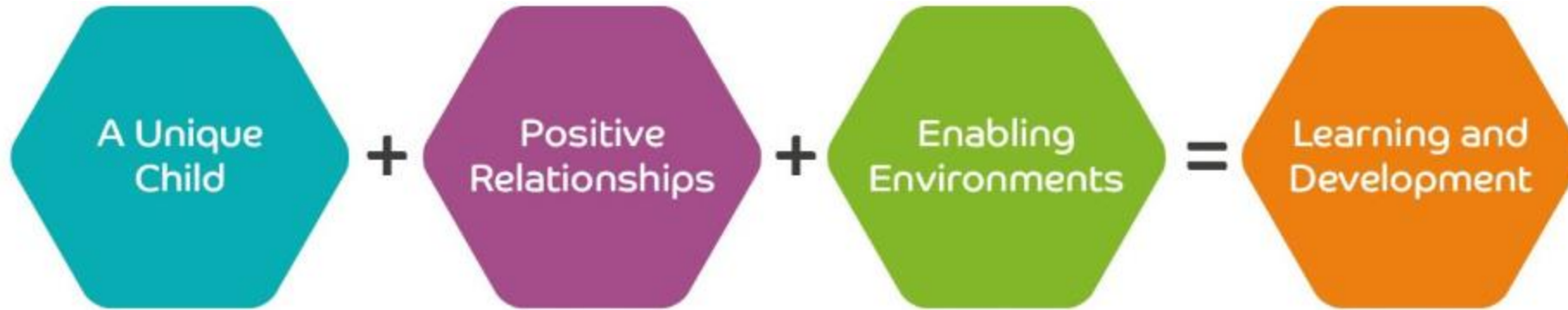


The Early Years Foundation Stage

- ▶ The Early Years Foundation Stage Framework outlines the standards for learning development and care for every child in England from the age of 0-5 when they attend an early education setting.
- ▶ This is what all providers must do, by law, whether they are a childminder, private nursery, pre-school, or a reception class in school, but how your child's setting decides to deliver education and care within the framework is up to them.
- ▶ At Great Bookham School we have chosen to use a guidance document called Development Matters. This evening we will explain more about the principles which "Development Matters" promotes and what this means for you and your child.

Principles of the EYFS

Early Years Curriculum is based on four principles



Every child is a **unique child**, who is constantly learning and who can be resilient, capable, confident and self-assured.

EYFS Statutory Framework

Children learn to be strong and independent through **positive relationships**.

EYFS Statutory Framework

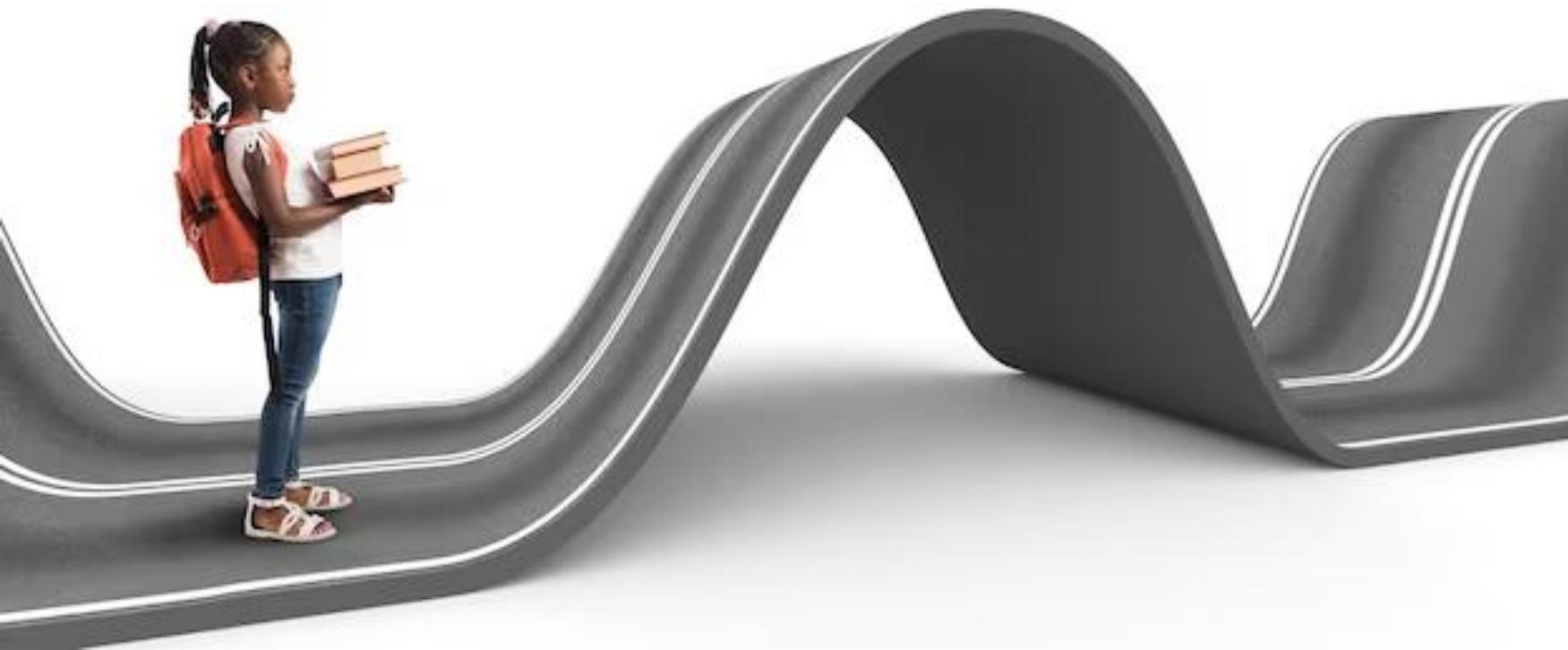
Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.

EYFS Statutory Framework

(Recognise the) importance of **learning and development**. Children develop and learn at different rates.

EYFS Statutory Framework

The Curriculum



Sharing
Turn taking
Group games
Managing feelings

Personal, Social and Emotional Development

Communication and Language

Listening to instructions
Conversation (speak & pause)
Talking aloud in groups

Subitising
Knowing the number 10
Patterns
Shapes

Mathematics

Understanding the World

Literacy

Reading simple words
Writing sentences with full stop & capital letters
Knows most digraphs and trigraphs

Local community
People who help us
Old and new comparisons
Investigative skills

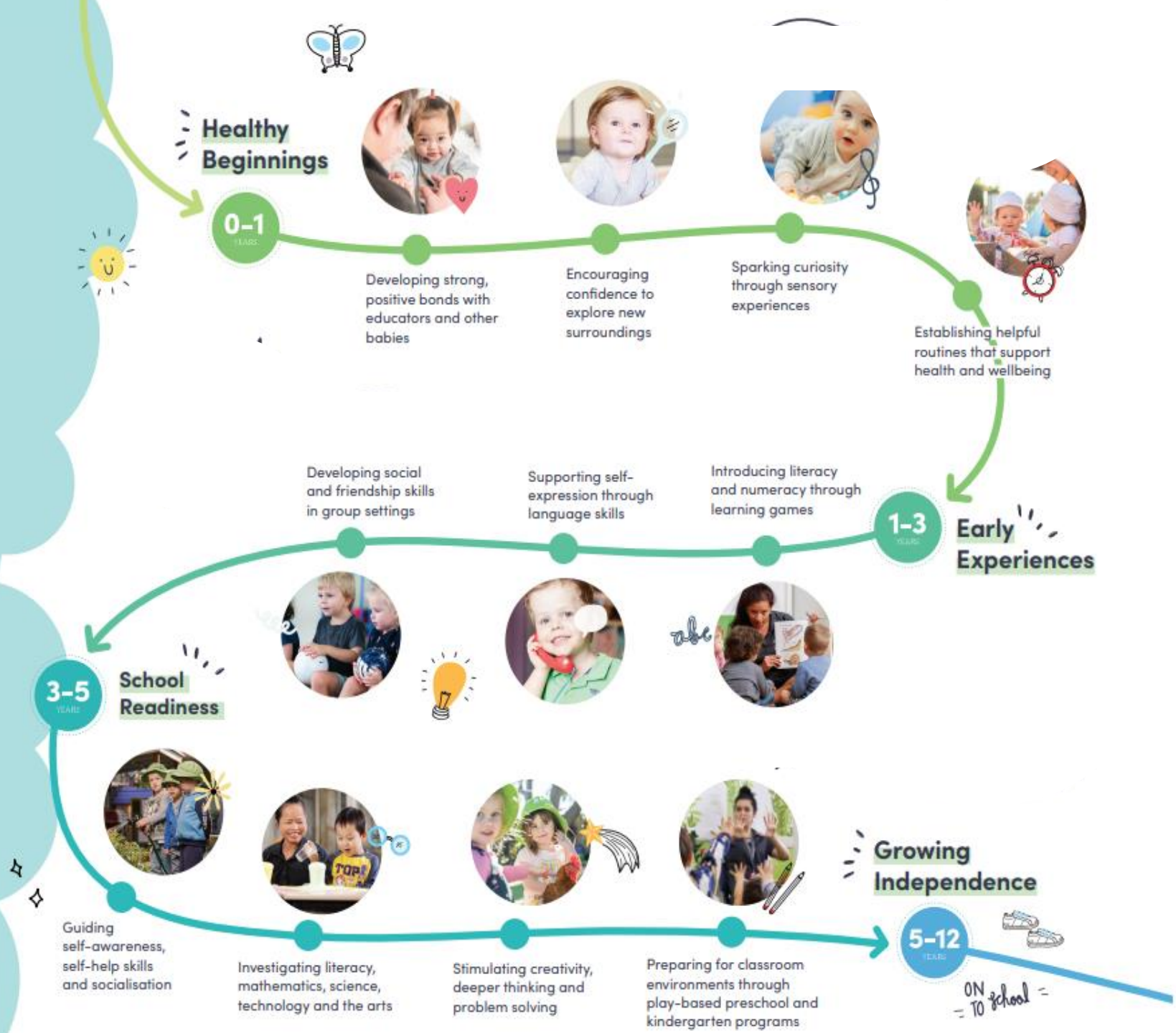
Physical Development

Expressive Arts and Design

Junk modelling
Perform songs
Re-create stories in play
Artistic effects

Fine and gross motor skills
Ball skills
Stairs
Holding pencils
scissors

Life-Long Learning



Growth Mindset

I can learn anything that I set my mind to.

When I'm frustrated, I don't give up.

When I fail, I learn.

My effort and attitude determine everything.

Practice makes perfect.

I want to challenge myself.

I learn from feedback and follow advice.

I can't do this... yet.

Assessment in EYFS

- ▶ Development Matters Milestones
- ▶ Online Observations
- ▶ Learning Journals

..... to name a few

Assessment in Great Bookham Reception

- ▶ Development Matters Milestone Tracking (Termly Teacher Assessment)
- ▶ Tapestry (Ongoing Evidence)
- ▶ Learning Journals (Ongoing Evidence)
- ▶ Early Learning Goals (End of Reception Teacher Assessment)
- ▶ CEM Assessment (September and June)
- ▶ Government Baseline Assessment (September)
- ▶ Phonics Assessment (Ongoing at end of each Phase taught)

Playing and Exploring

Children investigate and experience things and 'have a go'.

I can make choices and explore different resources and materials.

I can recognise that my actions have an effect on the world, so I like to repeat them.

I can plan and think ahead about how I will explore or play with objects.

I can make independent choices.

I can guide my own thinking and actions by talking to myself as I play.

I can bring my own interests and fascinations into early years settings.

I can respond to new experiences when they are brought to my attention.

Characteristics of Effective Teaching & Learning

Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

I can begin to predict sequences because I know routines.

I can participate in routines.

I can show goal-directed behaviour.

I can keep on trying when things are difficult.

I can begin to correct my mistakes.

Characteristics of Effective Teaching & Learning

Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

I can take part in simple pretend play.

I can sort materials.

I can review my progress as I try to achieve a goal and check how well I am doing.

I can solve real problems.

I can use pretend play to think beyond the 'here and now' and to understand another perspective.

I can feel confident about coming up with my own ideas.

I can make more links between my ideas.

I can concentrate on achieving something that is important to me.

I can give my attention to tasks and ignore distractions with increasing control.

Characteristics of Effective Teaching & Learning

Facing a Challenge

You may feel anxious, nervous, scared, excited or uncomfortable.



Learning this way!

Creating & Thinking Critically



Successful Learning

You should feel achievement and pride.



Playing & Exploring

Active Learning



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Playing and Exploring

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Active Learning

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What our Day look like in Ladybirds Class

- ▶ Continuous provision areas (there every day) e.g. a sand box
- ▶ Enhanced provision areas (e.g. animals added to the sand)
- ▶ Indoor & Outdoor opportunities
- ▶ Group reading every day
- ▶ Small group activities with adults mixed ability (Maths & Writing)
- ▶ Whole class sessions
 - Phonics every day (ability)
 - Maths twice a week
 - English twice a week
 - Art once a week
 - Music once a week
 - PSHE once a week
 - PE once a week (Thursdays)

Phonics

STEPS



Join me and my friends as we experience together the wonder of learning to read and write!

Phonics Steps is a DfE Validated full systematic synthetic phonics (SSP) programme which equips children with the necessary skills, knowledge and positive learning behaviours to become expert readers and writers.

'Little steps to big results' underpins the teaching and learning ethos of the programme, with learners accompanied on their journey by a range of relatable characters who understand, and experience with the children, the joy of learning to read and write.



Phase 2

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

sat tap nip mad
dog cog red hop
bus fog lid rock
pill huff mass

I no go the
to into



Reading



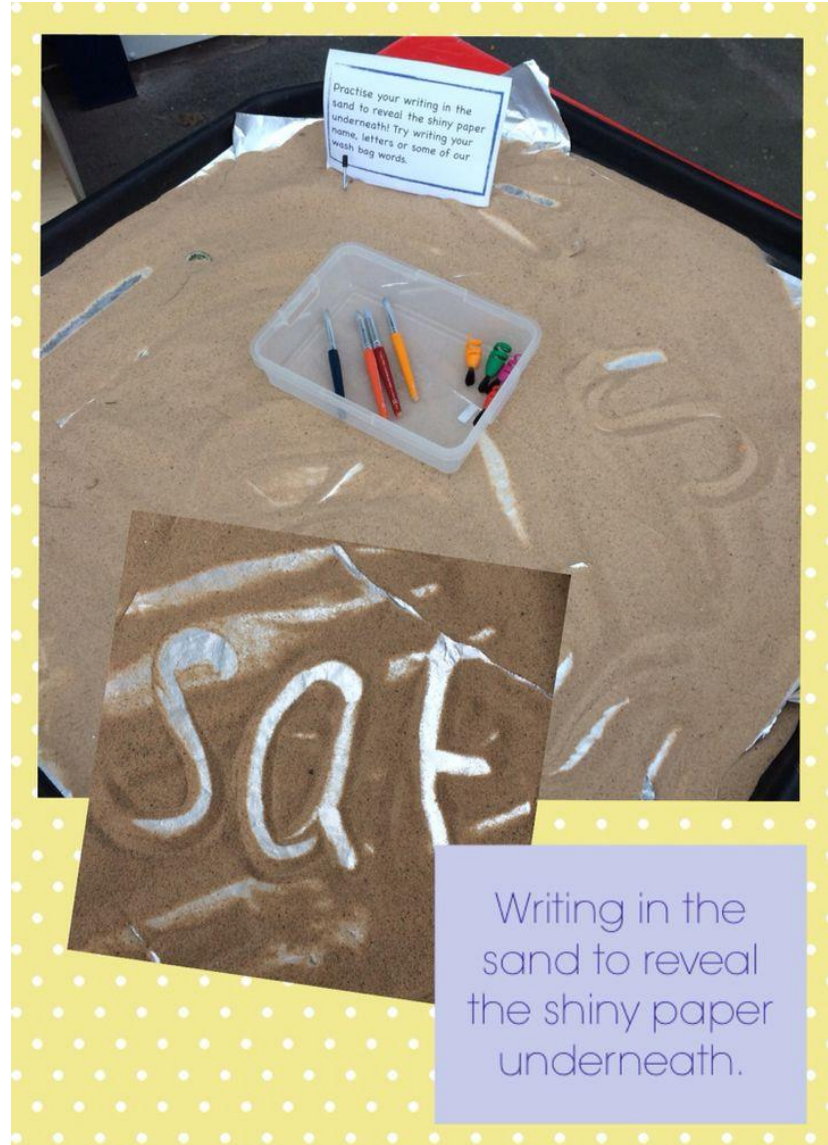
Maths

- ▶ Lots of short burst lessons of 10-15 minute here and there
- ▶ Small group activities
- ▶ Lots of practical
- ▶ Subitising
- ▶ Fingers
- ▶ Counting in twos and tens



Writing

- ▶ Fine motor skills
- ▶ Core muscles
- ▶ Pencil grip
- ▶ Patterns and swirls
- ▶ Letter formation
- ▶ Writing stamina
- ▶ Punctuation
- ▶ Extended sentences



We need you!

- ▶ Listen to them read (X3)
- ▶ Practice Phonics
- ▶ Talk and Sing with your child
- ▶ Independence
- ▶ Resilience
- ▶ Tapestry updates
- ▶ Parent Helpers
 - Trips
 - Listening to children read
 - Cooking with small groups
 - 'Wow' days

