



Welcome EYFS Parents Meeting

*“Giffards Primary School is a good school
with Outstanding Early Years provision”.*
Ofsted March 2017



Classes



Mrs Vickers RJV
EYFS leader



Mrs Timothy RLIT

EYFS

- Young children learn best through play and in the Foundation Stage the pupils follow a practical based curriculum that supports them in achieving the 'Desirable Learning Outcomes'.
- There are always a number of practical learning experiences set up both inside the classrooms and outdoors which are planned to meet the children's needs in order for them to cover all areas of the curriculum.
- We follow the new EYFS framework which became statutory in 2022.

Topics for the year in EYFS

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topics	All About Me Events in their own lives, family, people who help us	We Love to Read Favourite stories, Gruffalo Trip	Let's Explore Where do we live? Travel, Where have we been in the world	Come Outside Plants, recycling, seasons, the moon	All Creatures great and Small Gemma's farm visit, where do animals live? What happened to dinosaurs?	Fun at the Seaside Holidays in the past? Swim suits in the past? Where shall we go on holiday? Looking at Southend on a map? Making comparisons

Children are taught how to be independent learners;

5R's - Readiness, Resilient, Responsible, Reflective and Resourceful

Children are taught how to keep their body and mind well;

5 Ways to Well Being - Give, Keep Learning, Be Active, Take Notice and Connect

Children are taught about our valuing everyone in our school community;

Core Values - Caring, Perseverance, Respect, Thoughtfulness, Responsibility and Cooperation.

The curriculum is based on the National expectations so if your child has SEN they will be given an individualized plan and we will talk to you about this once a plan has been put in place.

Some children may be placed on a pupil profile which means they will be given targets which again we will talk to you about when the time comes. This is nothing to worry about but will help them get extra help and support to help them make progress.

Children will be able to earn leaf points as the year goes on and get prizes, eg leaf, flower, certificate, postcard, letter and pencil, letter and badge.

They can also earn independent zones for working by themselves.

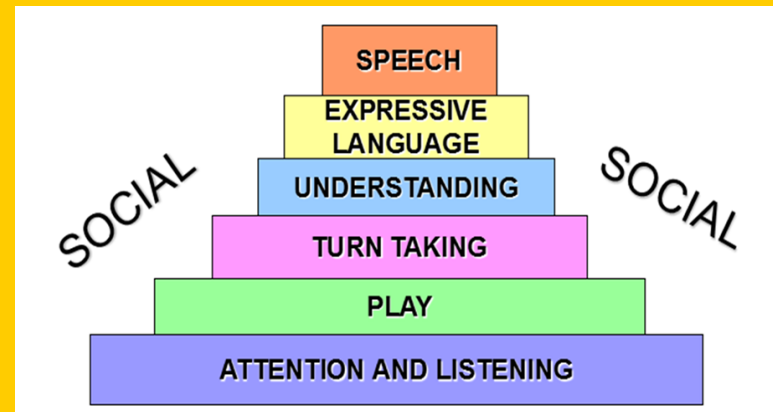
Learning and Development

3 Prime Areas

- **Personal, Social and emotional development:**
 - Self regulation, managing self & building relationships.
- **Communication and Language:**
 - Listening, attention and understanding and speaking.
- **Physical Development:**
 - Gross motor and fine motor.

Communication and Language

Listening and attention Speaking



- **Our Curriculum Aims:** The development of our children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, staff will build children's language effectively. Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems and then providing them with extensive opportunities to use and embed new words in a range of contexts will give children the opportunity to thrive. Through conversations, storytelling and role play where children share their ideas with support and modelling from their teacher and sensitive questioning that invites them to elaborate, our children will become comfortable using a rich range of vocabulary and language structures.
- Communication and Language is developed throughout the year through high quality interactions, daily Chatter time, sharing circles, curriculum discussions, stories, singing, poetry time, role play, teaching and interventions.

LISTENING AND ATTENTIVE ELGS

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

SPEAKING ELGS

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

PSHE (Personal, Social and Emotional Development)

- Self - confidence and self-awareness
- Managing feelings and behaviour
- Making relationships



Our Curriculum Aims: Children's personal, social and emotional development is crucial for our children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable our children to learn how to understand their own feelings and those of others. Our children will be supported to understand and manage emotions, develop a positive sense of self, set themselves goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interaction with other children, they will learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which our children can achieve at school and in later life.

SELF REGULATION ELGS

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions, involving, several ideas or actions.

MANAGING SELF ELGS

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Explain the reason for rules know right from wrong and try and behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

BUILDING RELATIONSHIPS ELGS

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to other's needs

Physical Development

- Gross motor
- Fine Motor

Our Curriculum Aims: Physical activity is vital for our children in all round development, enabling them to pursue happy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and development of child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotionally well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools with feedback and the support from adults, allow children to develop proficiency, control and confidence.



Please could you ensure that your child does not wear jewellery especially earrings and that long hair is tied back in order to comply with health and safety guidelines. (PE day is usually a Friday but this will be confirmed after half term.) **DO NOT NEED A TRACKSUIT BUT SPARE CLOTHES IN PE BAG WOULD BE A HELP**

- **GROSS MOTOR ELGS**

- Negotiate space and obstacles safely, with consideration for themselves and others.
- - Demonstrate strength, balance and coordination when playing.
- - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

- **FINE MOTOR ELGS**

- Hold a pencil effectively in preparation for fluent writing
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- Using the tripod grip in almost all cases.
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- Use a range of small tools, including scissors, paint brushes and cutlery.
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- Begin to show accuracy and care when drawing.
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- Children improve their gross and fine motor skills daily by engaging in different activities (threading, cutting, weaving, playdough), mark making, construction.

Learning and Development

4 Specific Areas

- **Literacy:**
 - Comprehension, word reading and writing
- **Maths:**
 - Number and number patterns
- **Understanding of the world:**
 - Past and present, people, culture and communities, natural world.
- **Expressive Art and Design:**
 - Creating with materials and being imaginative and expressive.

Literacy

• Reading

The children will have a planned approach to learning letters and sounds, we use Monster Phonics.

They will have a daily phonic 30 min session

which consists of learning a new sound and practicing those already learnt. This will provide the children with the skills they need to read and write. Children bring home a book to share with an adult and will start to bring home a book from our structured reading scheme for them to read. We will have GGR sessions 3x week and books will be changed once a week.

We use talk for writing and children learn and retell popular stories.

It is important that your child reads every day.

Writing

The children will be encouraged to write independently throughout their day which will be linked to a variety of activities, such as writing a letter to one of your royal subjects whilst dressed as a King! Children rewrite stories they have learnt and change and adapt them independently.

We do use teach handwriting to practise the cursive style.



Our Curriculum Aims: It is crucial for our children to develop a life long love of reading. Reading consists of 2 dimensions-language comprehension and word reading. Language comprehension(necessary for reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books they read with them, (stories and non fiction) and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words in (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

COMPREHENSION ELG

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

WORD READING ELGS

Say a sound for each letter in the alphabet and at least 10 digraphs

Read words consistent with their phonic knowledge by sounding - blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

WRITING ELGS

Writing recognisable letters, mostly which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Mathematical development

- Number
- Number Patterns

The first term we will be concentrating on counting and number recognition.

The children will have a daily mathematics session and have the opportunity to access aspects of mathematics throughout the day.

Maths teaching follows a concrete - pictorial - abstract approach, ensuring the children develop strong foundations and deep understanding of mathematics.



It is important that your child learns to recognise and write numbers correctly.

NUMBER ELGS

Have a deep understanding of number to 10 including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

Automatically recall (without reference to rhymes, counting, or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

NUMBER PATTERNS ELGS

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in touch different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally.

Understanding the world



- Past and present
- People, culture and communities
- Natural world
- **Our Curriculum Aim:** Understanding of the world involves our children to make sense of their physical world and their community. The frequency and range of our children's personal experiences increases their knowledge and sense of the world around them - from visiting our local parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension



Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now.
- Understand the past through settings, characters and events encountered in books read in class and story telling

Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps

Know some similarities and differences between different religious and culture communities in this country, drawing on their own experiences and what has been read in class

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction

Expressive Arts and Design

- Creating with materials
- Being imaginative and expressive



We
get
messy
but
learn
at the
same
time



Our Curriculum Aims: The development of children's artistic and cultural awareness support's their imagination and creativity. It is important that our children have regular opportunities to engage within the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what our children see, hear, and participate in is crucial for their developing understanding, self expression , vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear respond to and observe.

Creating with materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories

Being Imaginative

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others and when appropriate try to move in time with music

How we learn

- Each of these areas will be implemented through planned, purposeful play and through a mix of adult led and child-initiated activity.
- Your child will be assessed in these areas, based on their individual development and needs. We are looking into a new assessment tool so you will be updated on this in September.

Important information

- **Coats** - The children go outside every day. As we approach winter could we remind you that children will need a coat in order to play outside.
- **Homework / Activity Pack** - Your child may come home requesting certain information relevant to our topic and we would appreciate your cooperation with this. Reading is your child's main activity each day. We ask you to sign the reading record booklet when you have read with your child including the book title (even if they are reading their own books!). They will be given homework in the second half of the Autumn Term.
- **PE Kits** - **We will be dressing for PE in September so a PE bag will be required.** Please could you ensure that your child does not wear jewellery especially earrings and that long hair is tied back in order to comply with health and safety guidelines. **PLEASE ENSURE ALL ITEMS ARE CLEARLY NAMED SO LOST ITEMS CAN BE RETURNED.**
- **Passwords/collection of pupils** - A password system is used - please ensure you have completed the paperwork and given it to the office. Children are collected from their classroom. Please ring the office if you are held up and may be late.
- **Arrival at school** - Please ensure your child arrives **on time** for school, with all they need, book bag, coat, water bottle (**filled with water only and no ice**). Late arrival leads to missed learning time.

- **Breakfast Club-Giffards** – There is a breakfast club at school and children in reception will be able to stay when they are in full time. It starts at 7 30am
- **Cost: £3.00**
- **Free School Meals for KS1-** your child will have an automatic qualification to receive a fully funded school meal, whilst dinners will be provided free of charge for all KS1 children, it is vital for us that we have the relevant information that may entitle your children to a Free School Meal – if you are in receipt of benefits you may qualify. This generates additional income for the school.
- **Attendance** – In line with Government directives, holidays are not permitted during term time. Good attendance is essential for good learning and progress. **Targets are set at above 95%.** Taking your child out of school during term time is detrimental to your child's educational progress. A pupil who takes 10 days absence a year will actually be spending more time at home than at school in that year and will only attain 94.7% attendance. 10 days absence means a child misses 50 hours of education.
- **Snack** - Foundation Stage children will be having a snack in the morning which may be linked to their learning such as food from the Hungry Caterpillar Book, for which there is a half termly charge of £6.50. They have the option of choosing between milk (this is free for children under the age of 5 years old) or water with their morning snack. Fruit is freely available during snack time. Brioche buns, crackers, currant bread, biscuits, fruit, yoghurt
- **Water Bottles** Every child needs a water bottle in class every day. These should go home at night to be washed and re-filled and then brought back in the following morning. They can be re-filled during the school day as necessary from the tap with fresh plain water.
- **Key Person** – will start in Autumn 2 – a letter will be sent home
- **On-Line Payment System** - Every parent has access to the on-line payment system- logs in detail will be sent once children are registered in September. We are a cashless school; it is quick, easy and secure. The office does not accept cash payments, if you are not able to pay on-line, you can make a card payment in the office or over the phone.

Preparing for school

Top tips that make a difference

- ✓ **Develop good speaking and Listening skills** - The most important thing you can do to help your child is to support them to be effective communicators. Model good speaking and listening skills and encourage the same from them! Children need to talk in full sentences and develop a wide vocabulary. Discuss words/learn new words
- ✓ **Develop a love of reading** - Read to your child as often as you can and talk about what you have read to develop a love of books and reading.
- ✓ **Encourage fine motor skills and writing** - Let your child see you writing for a purpose. Encourage them to write alongside you too. Ask them to tell you what it says so their marks carry meaning. When drawing encourage them to talk about their work. Let children colour, paint, cut out, make patterns.
- ✓ **Develop gross motor skills** - Encourage large scale movements to develop their upper body which will then support a confident pencil grip later. Develop these muscles lifting and carry, pushing and pulling and climbing. Encourage children to be active learners!
- ✓ **Develop number skills** - Point out numbers of personal significance, such as house numbers, numbers on birthday cards etc. to develop numeral recognition. Count objects at home, when shopping, learn number rhymes. Count up to 10 and recognise those numbers.
- ✓ **Encourage curiosity** - Talk about what you see in the environment. Talk about what pictures in books are showing. Look for examples of shapes in the environment and model their names. Encourage to children to ask questions.
- ✓ **Learn to share and cooperate** - Talk about getting along and playing with others, about sharing and sometimes having to wait!
- ✓ **Encourage independence** - when dressing and undressing. Let them try for themselves first! Children need to be able to go to the toilet independently and flush after use!
- ✓ **Use a knife and fork** and have good table manners.
- ✓ **Be responsible** -To tidy up and be responsible for possessions. Be able to tidy up and put toys away when asked. To behave.
- ✓ **Sit quietly and concentrate**- listen for a period of time and follow a series of instructions.

First day of term - Sept 6th

- School starts at 8.40 am
- A member of staff will unlock the gate at 8.40 am
- Parents are welcome in to class, this will be phased out within a few days and there will be a one way system in and out.
- Home at 12.00 pm in wk 1/ 1.00 pm in week 2
- Collect from outside classroom
- No lunch in week 1
- School will finish at 3 10pm when in full time

- We can't wait to welcome you into our Giffards Family!

