



WELCOME TO EYFS AT HOLY FAMILY





Welcome to EYFS

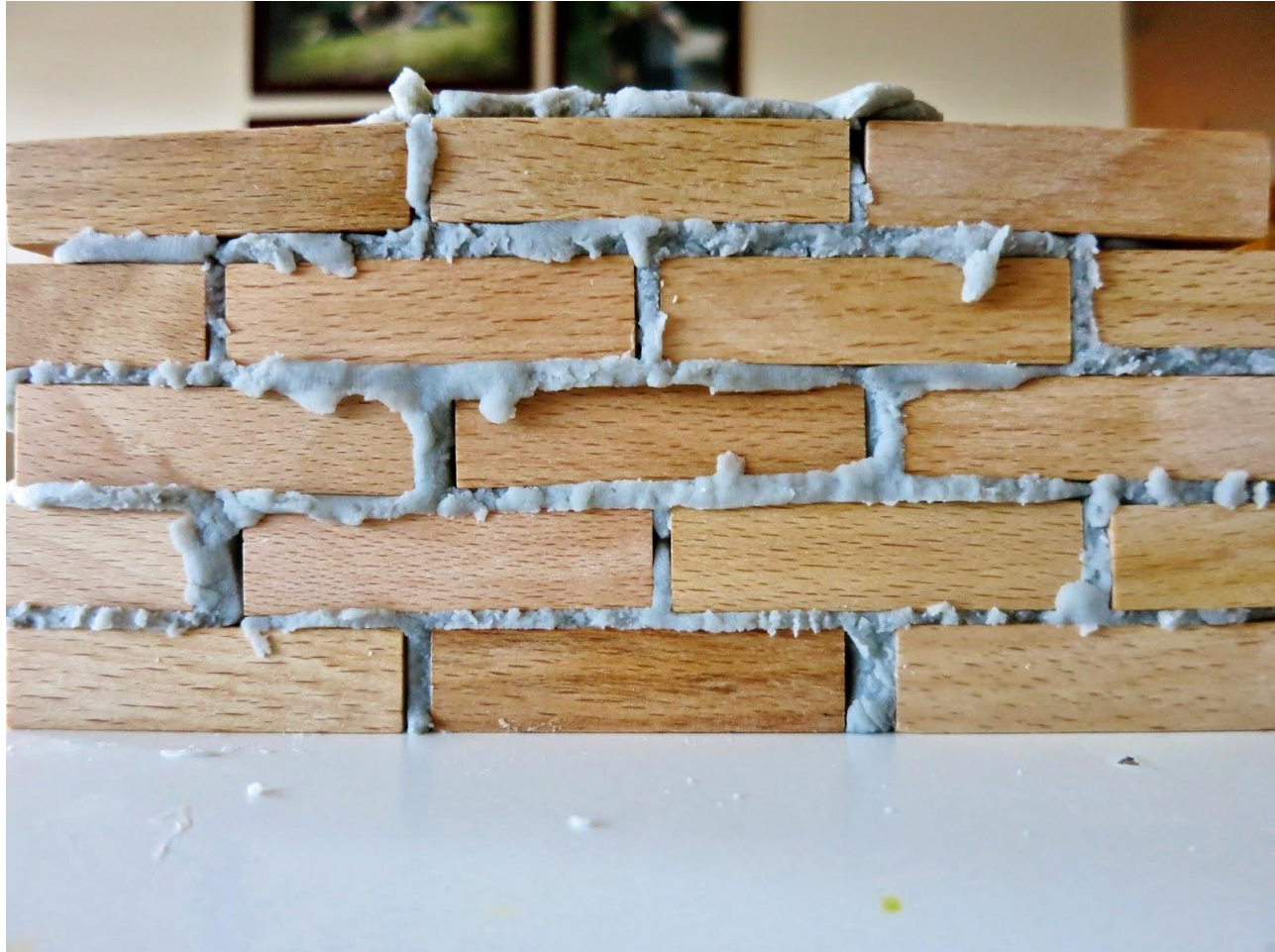


“The greatest sign of success for a teacher... is to be able to say, ‘The children are now working as if I did not exist.’”

- Maria Montessori



Early Years Foundation Stage





Staff in EYFS

Nursery



Mrs Royle, Mrs Evans

Reception



Mrs Mitchell, Miss Kenworthy

EYFS



Miss Grimes



Sports Coach and EYFS support – Mr Turpin



Our Ethos



Play Based Curriculum

Play means...

exploring, talking, thinking,
trying, imagining, daydreaming,
inventing, risk taking, giving,
sharing, making choices,
working, relaxing, challenging,
turn taking, pausing, running,
skipping, jumping, shouting,
whispering, singing, making
friends, being yourself, being
someone else, role playing,
acting, caring, negotiating,
reading, writing, counting,
measuring, trying things out,
feeling, leading, following,
problem solving, storytelling,
building, laughing, smiling...
learning.



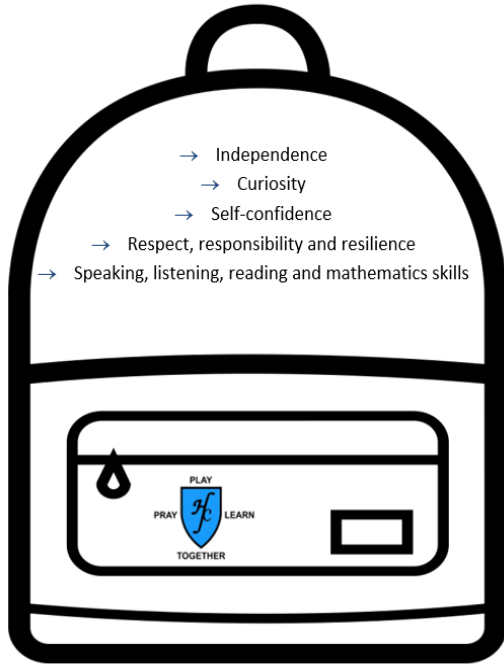
Our Ethos

- Independence
- Curiosity
- Self-confidence
- Respect, responsibility and resilience
- Speaking, listening, reading and mathematics skills





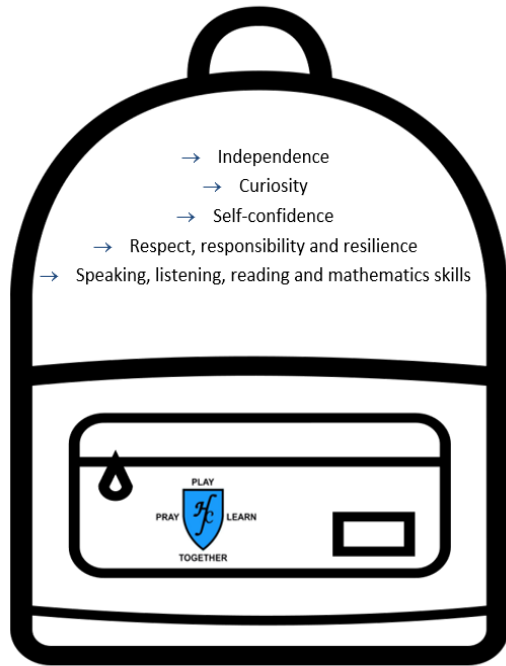
Our Ethos



Independence



Our Ethos

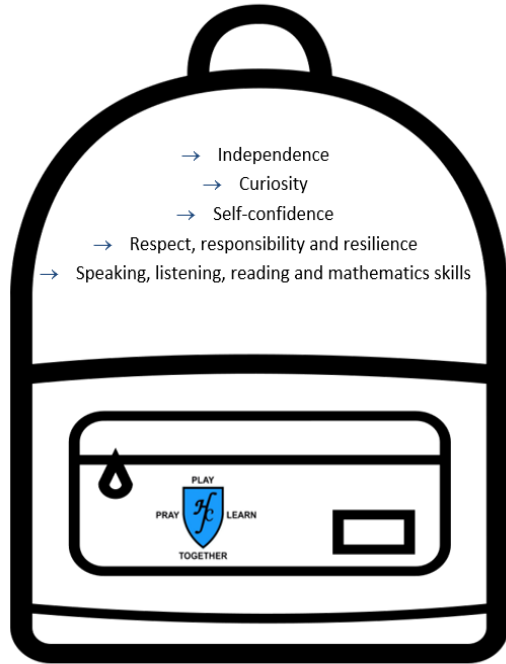


Curiosity





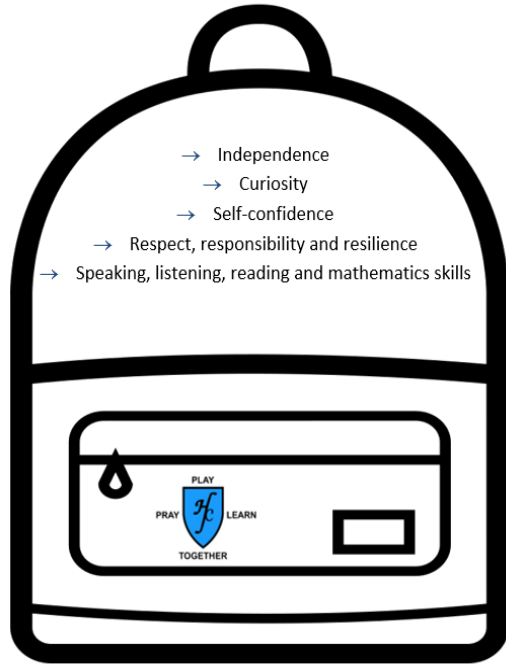
Our Ethos



Self Confidence



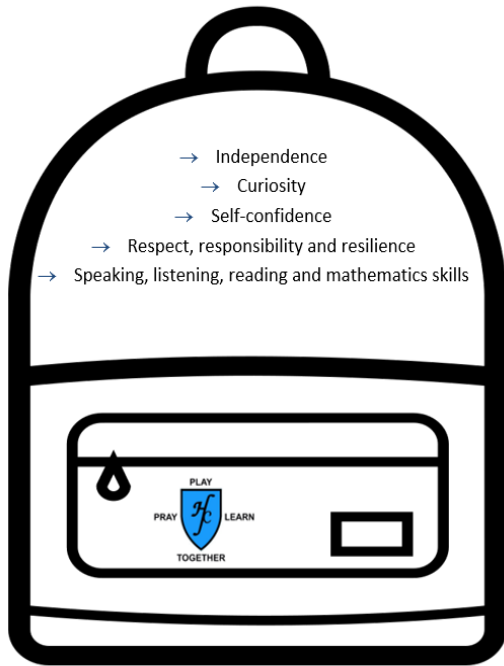
Our Ethos



Our Values



Our Ethos

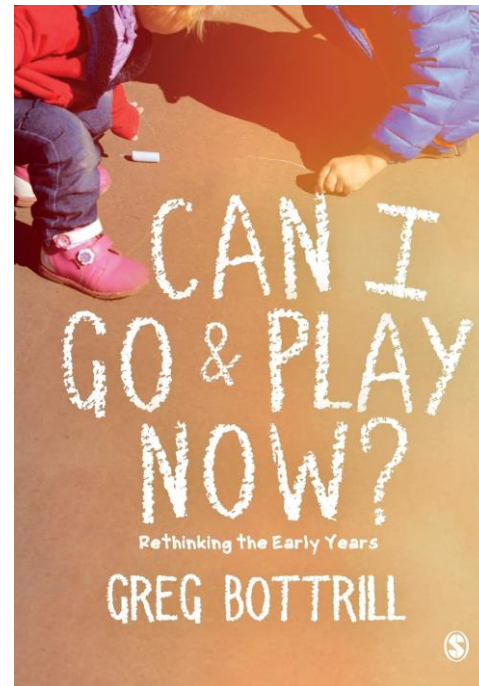


Speaking, listening,
reading and mathematics
skills



Our Ethos

Greg Botrill's 3 Ms





Our Ethos

3M number 1 – Making conversation





Our Ethos

3M number 1 – Making Making





Our Ethos

3M number 1 – Mathematics





Our Ethos

3M number 1 – Muscle and Movement





Our Ethos

3M number 1 – Mindfulness





Our Ethos

3M number 1 – Magic!!!!





Revised EYFS 2021

Area of Learning and Development	Aspect
Personal, Social and Emotional Development	<ul style="list-style-type: none">• Self regulation• Managing self• Building relationships
Communication and Language	<ul style="list-style-type: none">• Listening, Attention and Understanding• Speaking
Physical Development	<ul style="list-style-type: none">• Gross motor skills• Fine motor skills
Literacy	<ul style="list-style-type: none">• Comprehension• Word Reading• Writing
Mathematics	<ul style="list-style-type: none">• Number• Numerical Patterns
Understanding of the World	<ul style="list-style-type: none">• Past and Present• People, Culture and Communities• The Natural World
Expressive Arts and Design	<ul style="list-style-type: none">• Creating with Materials• Being Expressive and Imaginative



What is teaching in Early Years?

‘Teaching is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.’



Our Routine

Nursery

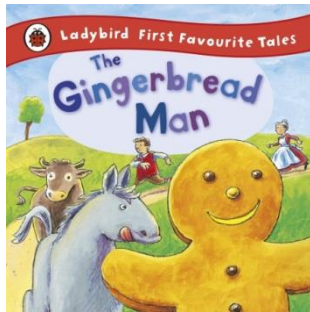
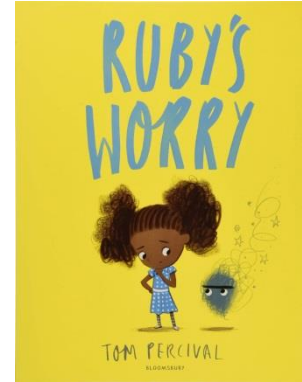
8.45 – Children register and play
9.10 – Wake and Shake
9.15 - Letters and Sounds
9.30 – Continuous Provision
11.10 – Tidy Up Time
11.15 – Carpet Time
11.30 – Lunchtime/Hometime
12.00 – Outside play
12.15 – Afternoon Session
12.45 – Carpet Time
2.30 – Tidy Up Time
2.40 – Come and See RE/Story
3.00 – Book Bags/Home

Reception

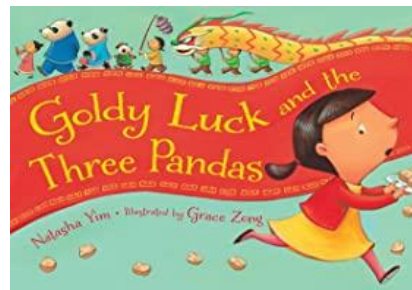
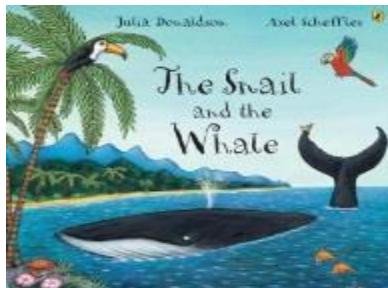
8.45 – Children register and play
9.10 – Wake and Shake
9.15 - Letters and Sounds
9.30 – Continuous Provision
11.10 – Tidy Up Time
11.15 – Literacy
11.30 – Lunchtime
12.00 – Outside play
12.30 – Mindfulness
12.35 - Maths
12.50 – Continuous Provision
2.30 – Tidy Up Time
2.40 – Come and See RE/Story
3.00 – Book Bags/Home



Literacy



Here are some of the wonderful books we look at throughout the year. We aim to have an inclusive and diverse curriculum that teaches children literacy skills but also important emotional literacy such as empathy.





Windows, Mirrors and Sliding Doors



The phrase “mirrors, windows and sliding glass doors” was first used in an article by Literacy scholar Rudine Sims Bishop who talked about inclusive representation in children's books.

A mirror is a reflection of another child's world, a window is a look into another world unlike their own and a sliding door is where they become a part of another world.

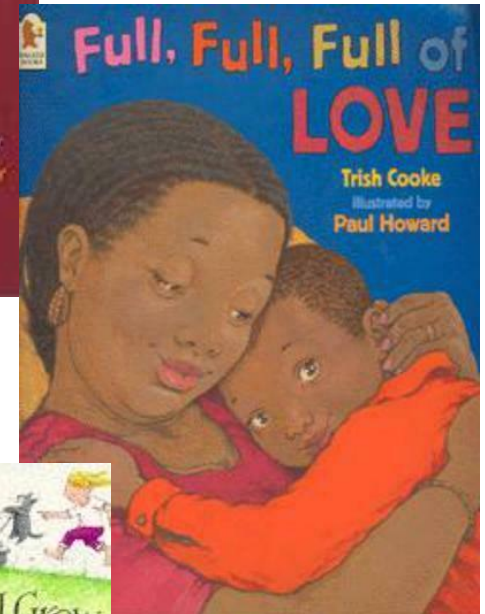
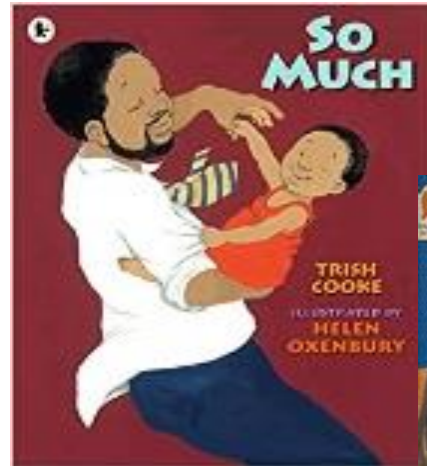
Books help children to understand the world and provide opportunities for them to develop empathy for others. We aim for our children to experience a wide range of inclusive books in the Early Years to set up a foundation for learning and their view of the wider world.



Class Author



Trish Cooke





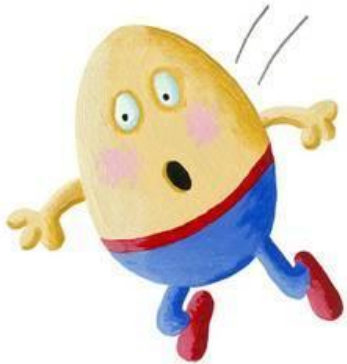
Umbrella Topics



	Autumn a	Autumn b	Spring a	Spring b	Summer a	Summer b
Umbrella	Who We Are, What We Feel	From The Ground To The Sky	All Around the World	Fantastic Families (Trish Cooke) Growing and Changing	Brilliant Beasts	God's Wonderful World
Key themes	Ourselves, feelings, emotions, our place in the world, worries	Autumn, cooking, sharing, friendships, remembering, respecting, superheroes, helping, peace	Friendships, the world around us, celebrating differences, celebrating cultures around the world, Chinese New Year, taking care of the environment	Love, care, family, relationships, unique families Growing, planting, growth and change, developing, life cycles	St Georges Day, dragons, dinosaurs, wolves, foxes, traditional tales	Global responsibility, citizenship, eco issues, sustainability



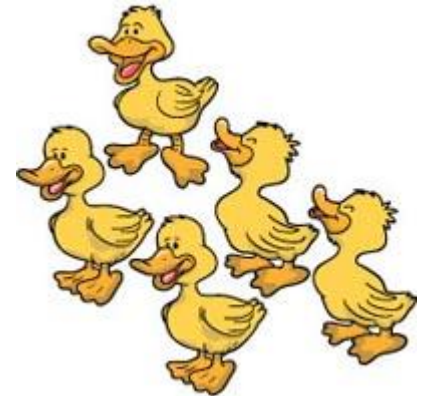
Rhymes and Songs



twinkle
TWINKLE
little star

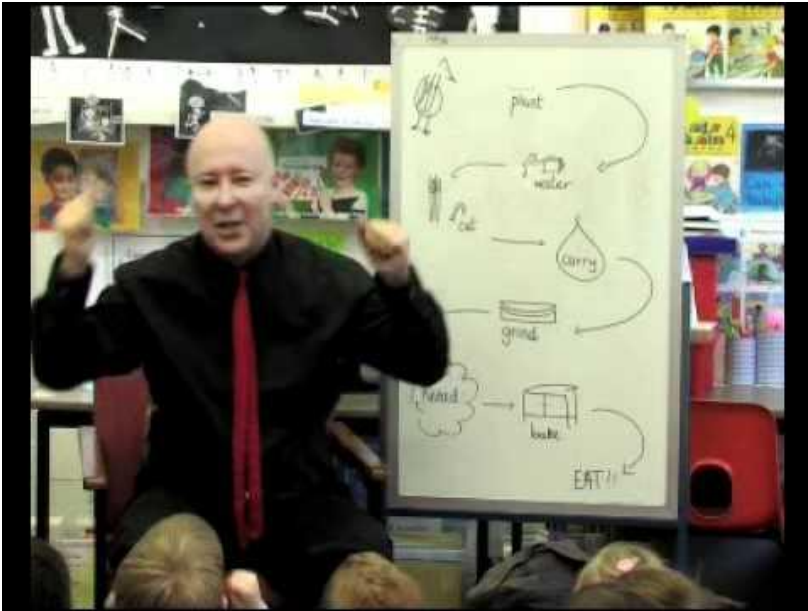


Memory forms an important part of children's cognitive thinking and this starts with Nursery Rhymes.





Talk for Writing



All these skills are purposeful for children before they even pick up a pencil or pen to write!

Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: *'imitation'* (where pupils learn and internalise texts, to identify transferrable ideas and structures), *'innovation'* (where pupils use these ideas and structures to co-construct new versions with their teachers), and *'invention'* (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.

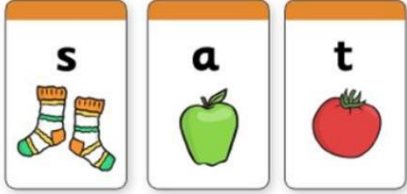


Reading

- Reading Workshop for Reception parents – usually delivered in December
- RaRaRa Books changed weekly on a Monday in class – Read Aloud, Read Along, Read Alone. These are given out to be read at least x3 a week. Repeating stories has a brilliant and important cognitive impact!
- Reading Diaries – please comment and sign 😊 These are checked half termly.
- Library Challenge – in the Reading Diary. How many books can you read this term?
- Guided Read and reading books for Reception – this begins in January after Reception have had the full delivery of Phase 2 phonics.



Letters and Sounds in Reception



- Phase 1 recap – first half term
- Phase 2 begins after Oct half term up till Christmas
- Phase 3 throughout Spring Term
- Repeat Phase 3 in Summer Term



Maths

- The 'language' of Maths – lots of pre-skills needed before teaching children to learn numbers visually and to write them
- We focus on a number a week – this slow pace allows for deep understanding of the 'oneness of one' the 'twoness of two' etc. In Nursery there is a lot of repetition of 'wrote counting' ie. 1, 2, 3, 4 etc and a lot of work on one-to-one correspondence which is where we practise touching objects and moving them to count correctly.
- Resources are always our friends in EYFS and further up the school. Use of resources does not mean reliance on resources – objects for counting are used with a variety of abilities all the way through the school. They are an important part of mathematical learning!
- Nursery – big focus in the provision – lots of maths work takes place through other mediums e.g construction
- Fluency, problem solving and reasoning – these are the pillar stones of 'mastery' of maths
- Concrete, Pictorial, Abstract – concrete objects are things we can touch, move, manipulate, pictorial are representations by pictures and images and abstract is the understanding that cannot be taught alone e.g recognising digits and addition and subtraction calculations



Number Blocks



We use Numberblocks in our Maths lessons in Reception. We use the planning for this from the National Centre for the Excellence of Teaching Mathematics.



RE Come and See

Themes for the year are as follows:

- Domestic Church (Myself),
- Baptism & Confirmation (Welcome)
- Advent & Christmas (Birthdays)
- Other religion focus weeks



PE and

Physical Development

- PE to begin this week but getting changed will commence January for Reception pupils only.
- Getting changed develops gross and fine motor skills
- Gross and fine motor skills help with preparation for writing skills
- Wake and Shake takes place in the class each morning



Our School Expectations

- **Respect** — We respect our teachers, we respect our friends, we respect our classroom, inside and out.
- **Responsibility** — We are responsible for our belongings and for taking care of the classroom resources.
- **Resilience** — We always try our best and face a challenge with a smile!



Celebrations





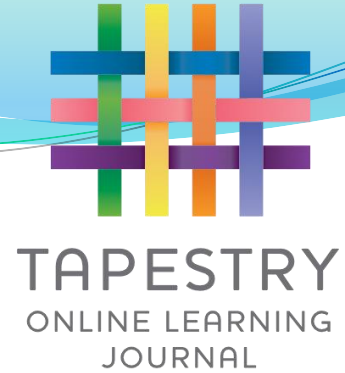
Parent

Communication

- Parent App Connect
- Twitter
- Class Newsletter – weekly via Parent App
- Tapestry



Tapestry



- Observation cycle – less frequent than previously, a lot of whole class and significant moments.



‘Remark on the
REMARKABLE!’



Tapestry



- Please share things from home – Step by Step has gone home
- Please ensure you have signed the contract
- Please do not contact staff with questions about day to day schooling or concerns via Tapestry as messages can be missed. It is better to contact the school via phone and we can ring you back if you have a concern or query.
- Feel free to comment on observations of your child – we love to hear what you think!



Home Learning

- Home learning activities are given out weekly on a Monday via Parent App
- Nursery Rhymes – Autumn Term
- Maths, Letters and Sounds – Spring Term onwards
- Practical activity – no written work



Learning and Support at home

- Can you encourage your child to get themselves dressed? Can you encourage your child to put their own hat and scarf and zip their own coats up?
- Can you give your child a job to do at home to support their independent skills? Can they help you set the table? Put on their own clothes?
- Independent children help us so much at school. It helps our children to be responsible for their own belongings and choices, it helps them to put on their own wet weather suits and wellies, it helps to develop a sense of ownership over their own learning.



Final bits and bobs!

- One bag – Book Bag
- No toys from home please
- No food to be brought in from home apart from lunchboxes
- Water in water bottles – no juice please 😊
- Wet Weather Suits/Wellies – everyone will need one of these at school
- Labelling Uniform



Allergies

- No food brought in from home unless it's a lunch box
- No nuts/coconut products in lunch boxes please
- Thank you for your co-operation



Lunches

- School dinners will be chosen by your child each morning
- Changing to a packed lunch – please give the kitchen 2 weeks notice of this to ensure ordering/food wastage can be monitored.



Safeguarding Team

Mrs Rooney

Safeguarding Lead



Miss Sharratt



Mrs Featherstone



Miss Kenworthy

Deputy Safeguarding Leads



Online Safety

- Once a month, we will be sending out an Online Safety Newsletter for our Parents and Carers. This will help us to highlight any changes to be aware of regarding online safety, age restrictions and apps to be aware of.
- We are always here to help if you have any queries about Social Media or children using the internet safely.
- Children have regular lessons in school regarding Online Safety.



Thank you reading! We hope
you and your child have a
wonderful year in EYFS!

Mrs Mitchell, Mrs Royle and all the staff