

Welcome to Our
Early Years
Foundation Stage
Curriculum Meeting

Charnwood Primary
December 2014



Aims of Today's Meeting

- To help you to understand the curriculum which is covered in the Early Years Foundation Stage.
- To understand how we teach in order to cover the requirements of the curriculum.



Aims of Today's Meeting

- To identify the key ways in which you can help your child at home and in school.
- To understand how adults assess your child within the classroom environment and how parents can contribute to this process.

What is the Early Years Foundation Stage?

- The Early Years Foundation Stage (E.Y.F.S.) is the stage of education for children from birth to the end of the Reception year.
- It is based on the recognition that children learn best through play, active learning and thinking critically.



Young Children Need

- To be supported and encouraged when facing new experiences.
- Help to develop positive relationships and attitudes.
- To have their security and well being considered.
- To be responded to as individuals.
- To have time and space for active exploration in and out of doors.
- To be provided with meaningful contexts for learning.

In the Early Years Foundation Stage framework there are seven areas.

All areas are connected to one another and are equally important.

1. Personal, Social and Emotional Development
2. Communication & Language
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts & Design



Over to You!

- What do you think Personal, Social and Emotional Development means?



Personal, Social and Emotional Development

The children will be learning to:

- become self-confident;
- take an interest in things;
- know what their own needs are;
- dress and undress independently;
- become independent;
- tell the difference between right and wrong.

Over to You!

- What do you think Communication and Language entails?



Communication & Language

- Listening and attention
- Understanding and speaking
- Talk confidently and clearly
- Enjoy listening to stories, songs and poems



Literacy

The children will be learning to:

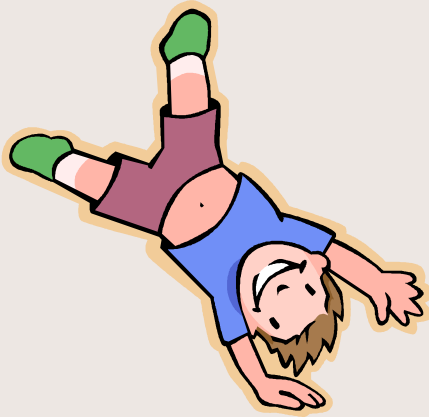


- hear and say sounds, and link them to the alphabet
 - read and write familiar words
 - learn to use a pencil effectively

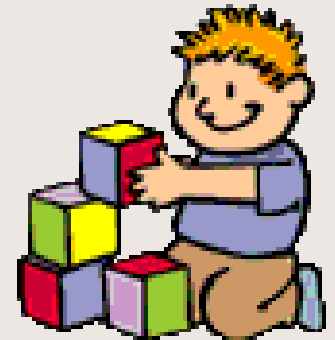


Physical Development

The children will be learning to:



- Moving and handling
 - Health and self care
 - control their body;
 - handle equipment.
- Developing fine and gross motor skills



Mathematics

The children will be learning to:

- develop an understanding of maths through stories, songs, games and imaginative play
- become comfortable with numbers and with ideas such as 'heavier than' or 'bigger'
- be aware of shapes and space.
- Recognising, forming and using numbers to 20.
- Recognising and using coins



Understanding the World

- find out about the world around them, asking questions about it
- build with different materials, know about everyday technology and learn what it is used for
- find out about past events in their lives and their families' lives
- find out about different cultures and beliefs.



Expressive Art & Design

The children will explore:



- colours and patterns;
- making & designing things;
- role play;
- making music.



Monitoring Progress

Each of the 7 areas of learning has their own set of Early Learning Goals which determine what most children are expected to achieve by the end of the Reception year.

To work towards these goals we monitor and assess children through Development Matters.

Development Matters



30-50 months

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

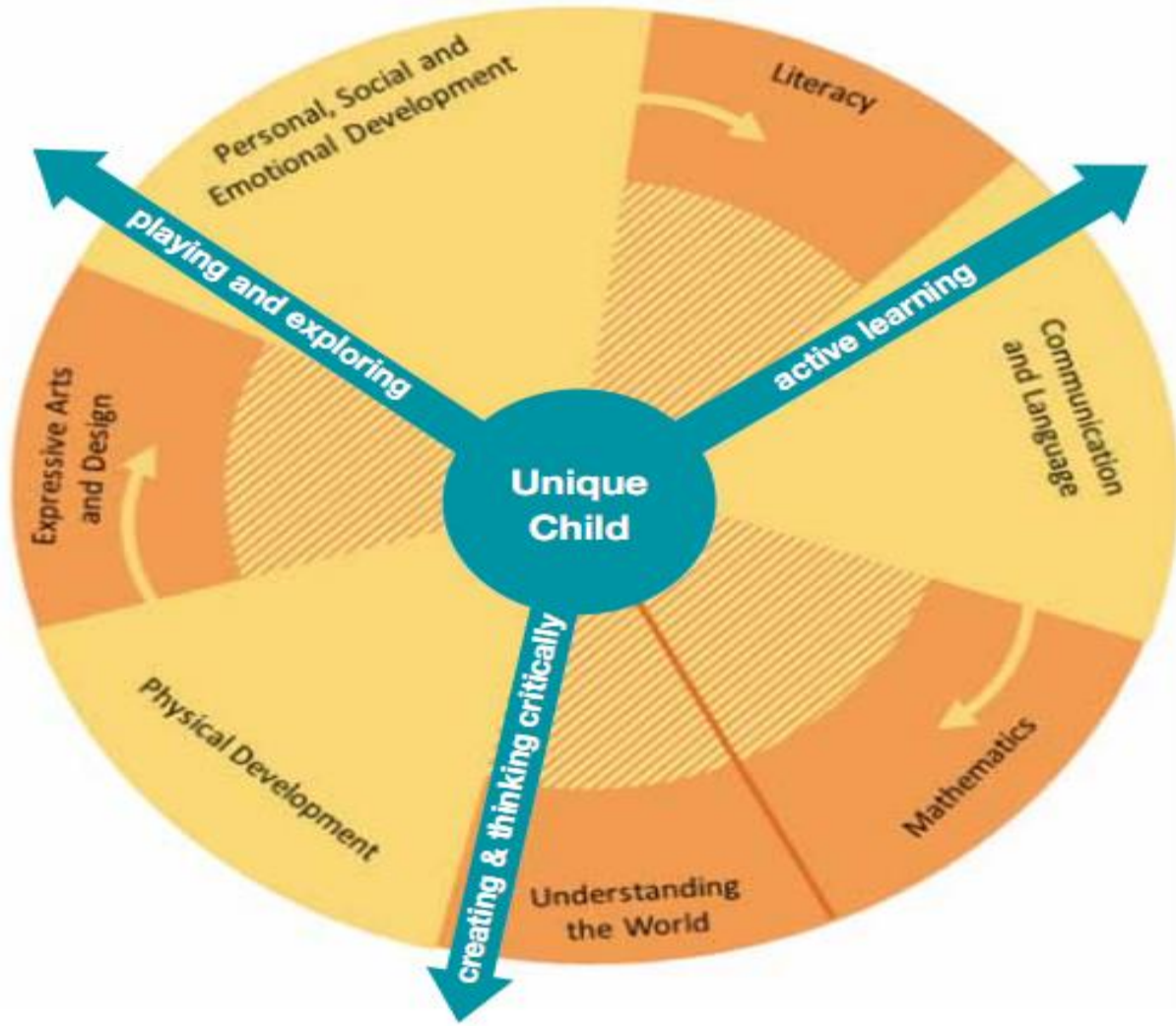


40-60+ months

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Early Learning Goal

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.



Early Learning Goals

- 17 goals in total
- They are not hierarchical; each point is assessed separately.
- Children work towards these goals throughout the year and assessed in the Summer Term against each ELG and awarded 'emerging, expected or exceeded.'

How do we assess your children?

- Observations:
- Takes place as part of daily routine.
- Formal/Focussed; These are observations which are planned for i.e. a specific DM statement
- Informal/Incidental; These are observations which happen spontaneously, i.e. when children are selecting from child initiated activities.
- Forms a basis for planning on a weekly basis.
- Assessment is always ongoing.
- Making decisions about when a child needs to consolidate achievements or when (s)he needs to move on to next steps.

Planning

What next?

Experiences and opportunities, learning environment, resources, routines, practitioners' role.

The Child

Start here

Observation

Look, listen and note.

Describing

Assessment

Analysing observations and **deciding** what they tell us about children.

Why observe?

- We learn about children
- We can focus on achievements rather than failures.
- We can become aware of how children function across all areas of the curriculum.
- We can identify next steps in learning.
- We can begin to see learning from the point of view of the child.
- Observations are essential to complete any assessment!

WOW Moments - please fill these in as they will help us to assess your child's progress

We value parents contribution that would help to us to meet your child's needs.



26/03/10
~~WOW~~ 'wow' today was making a jelly Rabbit for when his friend Ben comes for tea after school: He broke the jelly & counted cubes, he helped me measure hot water & mixed to see dissolving & colour change!

Name :

Class :

Please fill in the boxes below with information about your child and return to your class teacher by

I have noticed my child is interested in:

My child's favourite toy is:

Their favourite story/nursery rhyme/DVD are:

We have recently been to:

What ICT equipment does your child use at home?

"Adults who help children to play are adults who help children to learn."



The important role of Parents

You're never too young!

Polar Bear Polar Bear



<http://www.youtube.com/watch?v=qU97IXT8MIs>

“The performance advantage among children whose parents read to them in early school years is evident regardless of the family's background.”

Any questions?

