



Reception Curriculum Meeting

**Parents are the most important
people in a child's education.
Coombe Hill Infants School is a
PARENT FRIENDLY ZONE!**

Learn together, grow together

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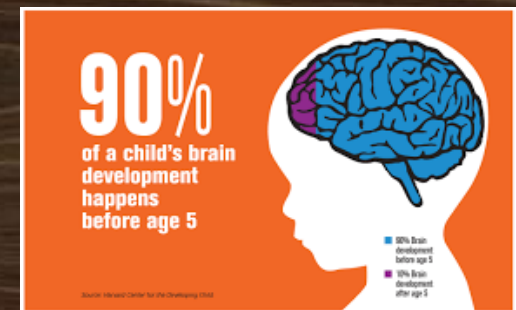
What is the Early Years Foundation Stage?

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 and active learning.

The EYFS explicitly states that “Practitioners must consider the individual needs, interests, and stage of development of each child in their care.” Child-led learning is widely regarded as one of the most effective ways of doing that, and in the moment planning is one of the most effective ways to introduce child-led learning.

Child-led learning is particularly effective because it means children are engaged and involved. This is linked to better brain development in developing children.



Observing children's involvement in what they are doing provides a way to evaluate the effectiveness of teaching and learning – with the focus very much on learning.



Leuven's Scales for Well-being (taken from A Process Orientated Self-evaluation Instrument for Care Settings)

Well-being Signals	Level	Level Description	Involvement Examples
<p>The child clearly shows signals of discomfort: Whines, sobs, cries, screams Looks dejected, sad or frightened, is in panic Is angry or furious Shows signs such as feet wiggles, throws objects, hurts others Sucks thumb, rubs eyes Doesn't respond to the environment, avoids contact, withdraws Hurts himself, bangs head, throws himself on the floor</p>	1	Extremely Low	<p>The child hardly shows any activity: No concentration, staring or daydreaming Absent or passive attitude No goal-orientated activity, aimless activity No signs of exploration and interest</p>
<p>The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time</p>	2	Low	<p>The child shows some degree of activity but which is often interrupted: Limited concentration, looks away during the activity, fiddles Is easily distracted, action only leads to limited results</p>
<p>The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or discomfort.</p>	3	Moderate	<p>The child is busy the whole time but without real concentration: Routine action - attention is superficial Not absorbed in an activity – short lived attention Limited motivation, dedication, does not feel challenged The activity does not address the child's motivation</p>
<p>The child shows obvious signs of satisfaction. However these signals are not constantly present with the same intensity as level 5</p>	4	High	<p>There are clear signs of involvement but not always present. The child is: Engaged in the activity without interruption Most of the time there is real concentration The child feels challenged and mostly motivated Capabilities and imagination are mostly addressed</p>
<p>The child displays the following: Looks happy and cheerful, smiles, beams, cries out of fun, Talks to themselves, plays with sounds and hums or sings Is relaxed, does not show signs of tension or stress Open and accessible to the environment, is spontaneous / expressive Lively, full of energy Expresses self-confidence and self-assurance</p>	5	Extremely High	<p>The child is completely and continuously engaged in the activity: Absolutely focussed, without interruption Highly motivated and perseveres Shows attention to details and precision Constantly addresses capabilities and imagination Obviously enjoys being engrossed in the activity</p>



The E.Y.F.S. has 4 guiding principles. These are:

- 1 A Unique Child
- 2 Positive Relationships
- 3 Enabling Environments
- 4 Children develop and learn in different ways and at different rates.

There are 7 areas of learning and development

All areas of learning and development are important and inter-connected

3 Prime areas

Communication and Language

Physical Development

Personal Social and Emotional Development

4 Specific areas

Literacy

Mathematics

Understanding the World

Expressive arts and design.

Communication and Language

The children will be learning to:



- talk confidently and clearly;
- enjoy listening to stories, songs and poems;
- Responds to instructions.





Physical Development

The children will be learning to:



- move confidently and control their body.
- handle equipment, to develop fine and gross motor skills.
- know the importance of a healthy diet and exercise.
- Manage their own basic hygiene.





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.

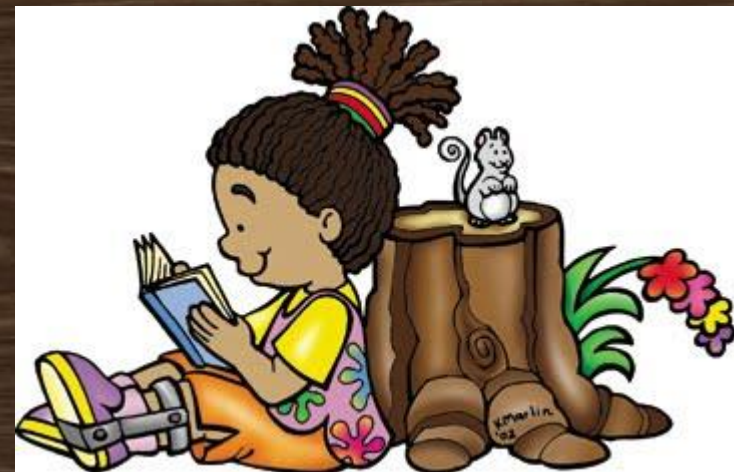




Literacy

The children will be learning to:

- hear and say sounds, and link them to the alphabet;
- begin to read some words and simple sentences





a b c d e f g

h i j k l m n

o p q r s t u

v w x y z

s a t p i n

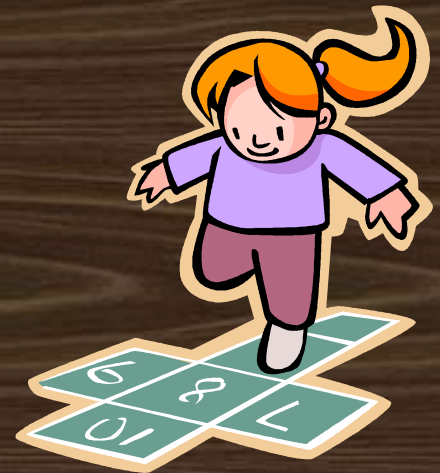
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Mathematics

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.





Understanding the World



The children will:

- explore and 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 arts and design



The children will explore:

- colours and shapes;
- making things;
- role play;
- making music.





Monitoring Progress

The E.Y.F.S. Profile is a summative assessment of each child's progress towards the early learning goals. The profile is updated regularly throughout the year. It shows your child's development and areas for further support.

What is Tapestry

An Online learning journal system

Staff record children's progress and activities using tablet devices and PCs.

Parents can view their child's journal on mobile devices and on their home computers, and can make observations of their own using a secure login system.

Why are we using Tapestry ?

It creates a two way communication between us (the EYFS team) and you (the parents and carers).

We can upload flexible media meaning you can see pictures and videos of what your children are really up to at school.

Greater opportunities to extend your child's learning at home.

Unlike a physical , hard copy book, its easy to share with groups of relatives, such as extended families, separated parents and relatives living overseas.

How does it Work ?

Photos, videos and observations are uploaded to Tapestry.
It is accessed via the android/IOS app or Tapestry website.

It enables you to comment on observations or add your own,
So you can show us what your child is doing outside the school day
Weekend trips, exciting learning opportunities, trip to the shops etc.

Email notifications can be sent to inform parents of new observations
And comments.

Partnership Books

- Worked well last year
- To enable teachers and parents to relay important information.
- Open door policy, any worries however little can be very important to your children, please share

Home Reading Books

- In transparent plastic bag
- Guided choice from the Oxford reading tree scheme.
- Will have read the same level book in class
- We will be looking at other schemes, your children will have a choice of books to read in class.
- Share these books at home with your child
- Make it fun!

Key Word Wallets

- Build up sight vocabulary
- Linked to school reading scheme
- Make copies of words and play games with them
- Not all children bring a word wallet home

Library Books

- In plastic bag
 - Free choice from our school library
 - To be returned on the specified day for each class in order for the children to change them.
-
- Ladybirds-Monday
 - Bees - Wednesday
 - Butterflies- Tuesday

P.E.

- Encouraging independence in getting ready
- All children need a P.E. kit please label all items !!!

Blue Bags

- Please look in this regularly, and empty them except for reading book which must be left daily
- You may miss something really important if you don't!

Choose your time

- Choose your time carefully when practising reading and phonics etc.
- Keep the atmosphere fun
- Days in school are very tiring

Thank you

- Thank you for all your support
- We work as a team and your co-operation and help is much appreciated by teachers and children



“Adults who help children to play are adults who help children to learn.”

