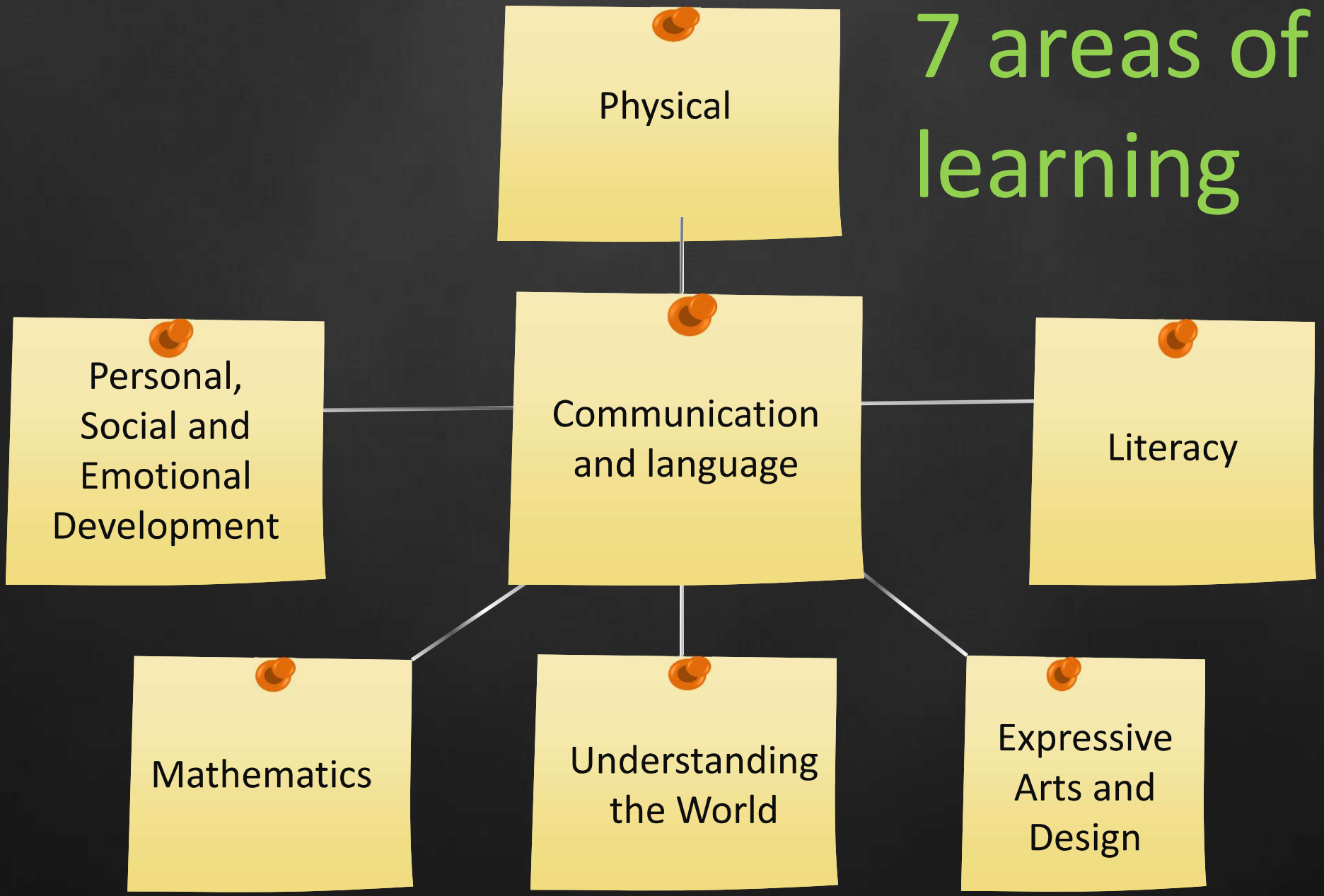
The Early Years Foundation Stage



Routines in EYFS – help you talk to your chid about their day.

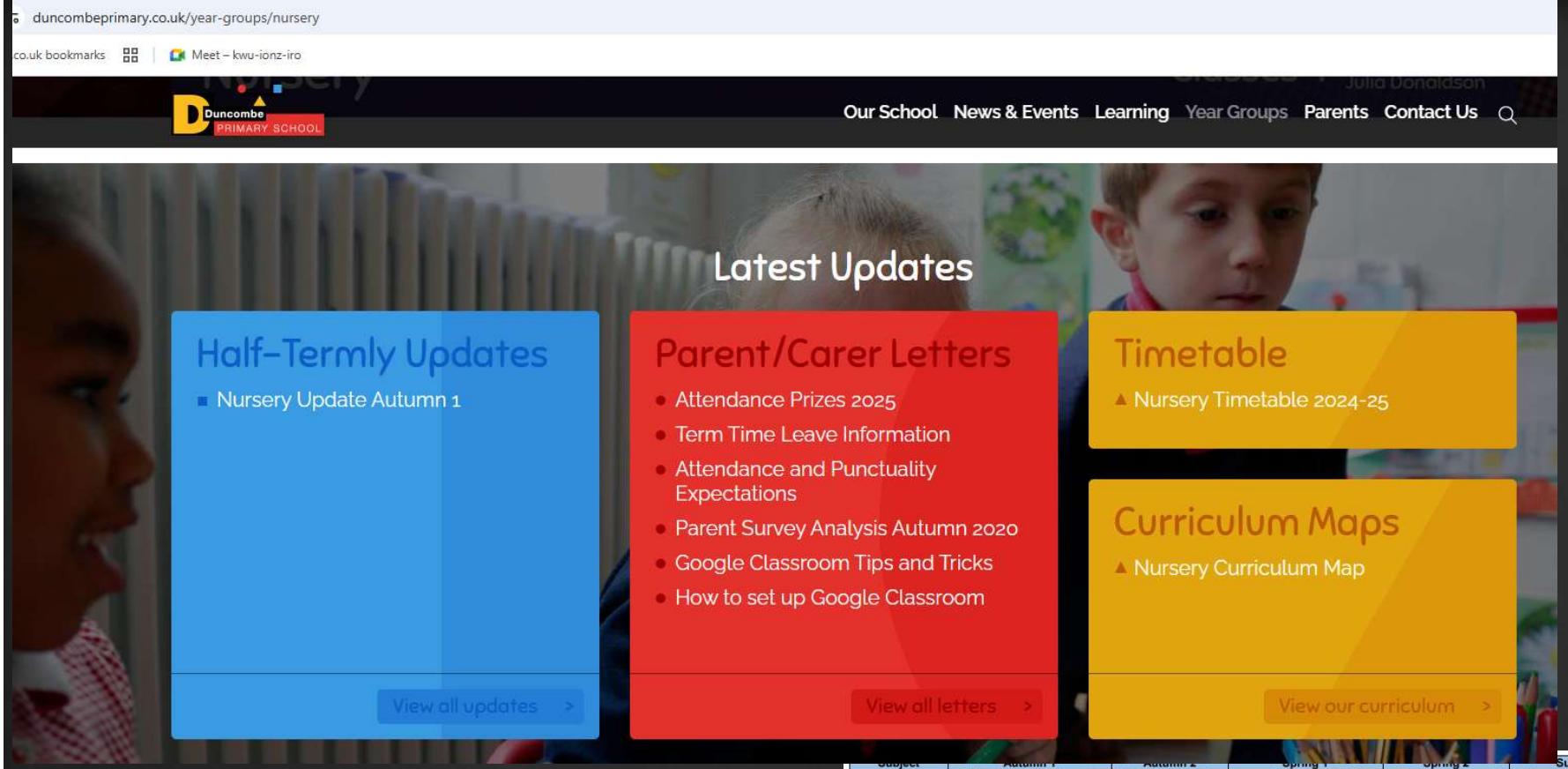
Who got on the star today? What did they do well?

What comes after carpet time in your day? What did you learn on the carpet today?

It is forest school tomorrow, let's get your coat/ wellies ready.

Today is Monday – you had music, can you teach me a song you know? Did you get to play an instrument?

Security
Regulation
Independence
positive behaviour
Smooth transitions

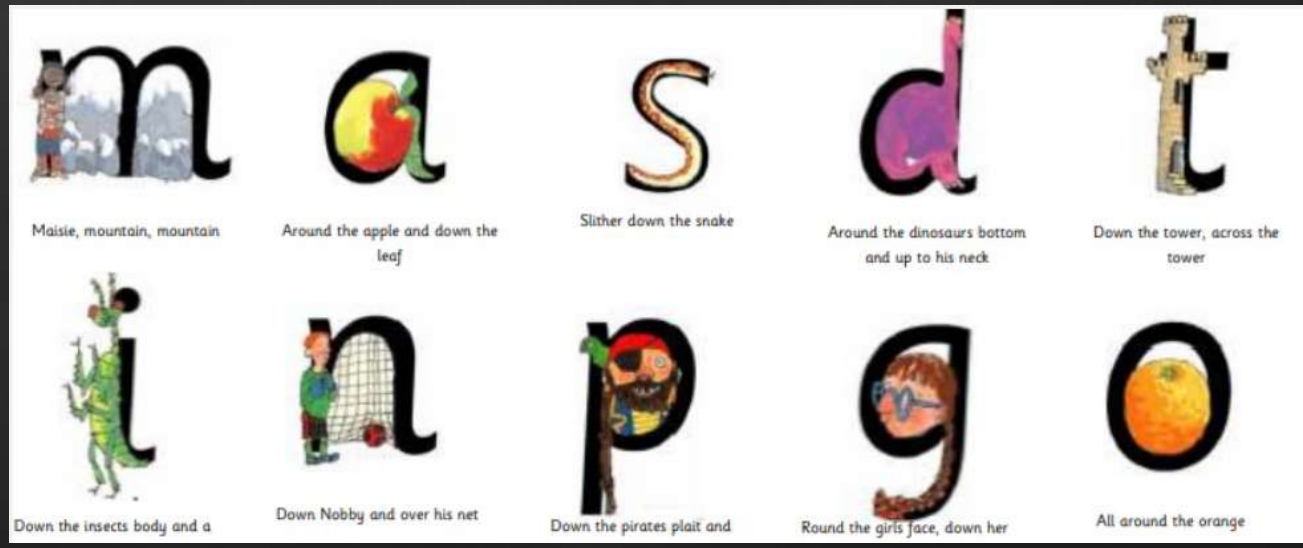


Nursery	8:50-9:05	9:05 - 9:25	9:25- 11:05 - Free Flow 11:25 - 11:45 - Carpet Session	11:45-12:45	12:45-1305	13:05-13:25	13:25 -15:30
Monday	Free Flow	Carpet Session (Maths/English) PE 9:20-9:50	Free Flow (art, outside, fine motor, maths, mark making) Phonics Group	L	Free Flow	Carpet Session (Maths/English)	Free Flow (art, outside, fine motor, maths, mark making) Phonics Group
Tuesday	Free Flow	Music 10.30-11.00 Carpet Session (Maths/English)	Free Flow (art, outside, fine motor, maths, mark making) Maths Focus Group	U	Free Flow	Carpet Session (Maths/English)	Free Flow (art, outside, fine motor, maths, mark making) Phonics Group
Wednesday	Free Flow	Carpet Session (Maths/English)	Free Flow (art, outside, fine motor, maths, mark making) Observations/Learning Journeys	N	Free Flow	Carpet Session (Maths/English)	Free Flow (art, outside, fine motor, maths, mark making) Phonics Group
Thursday	Free Flow	Carpet Session (Maths/English)	PE 10:40-11:10 Free Flow (art, outside, fine motor, maths, mark making) Communication/Language	C	Free Flow	Carpet Session (Maths/English)	Free Flow (art, outside, fine motor, maths, mark making) Phonics Group
Friday	Free Flow	Music for 10.30-11.00 Carpet Session (Maths/English)	Free Flow (art, outside, fine motor, maths, mark making) Understanding the World	H	Free Flow	Carpet Session (Maths/English)	Free Flow (art, outside, fine motor, maths, mark making) Phonics Group

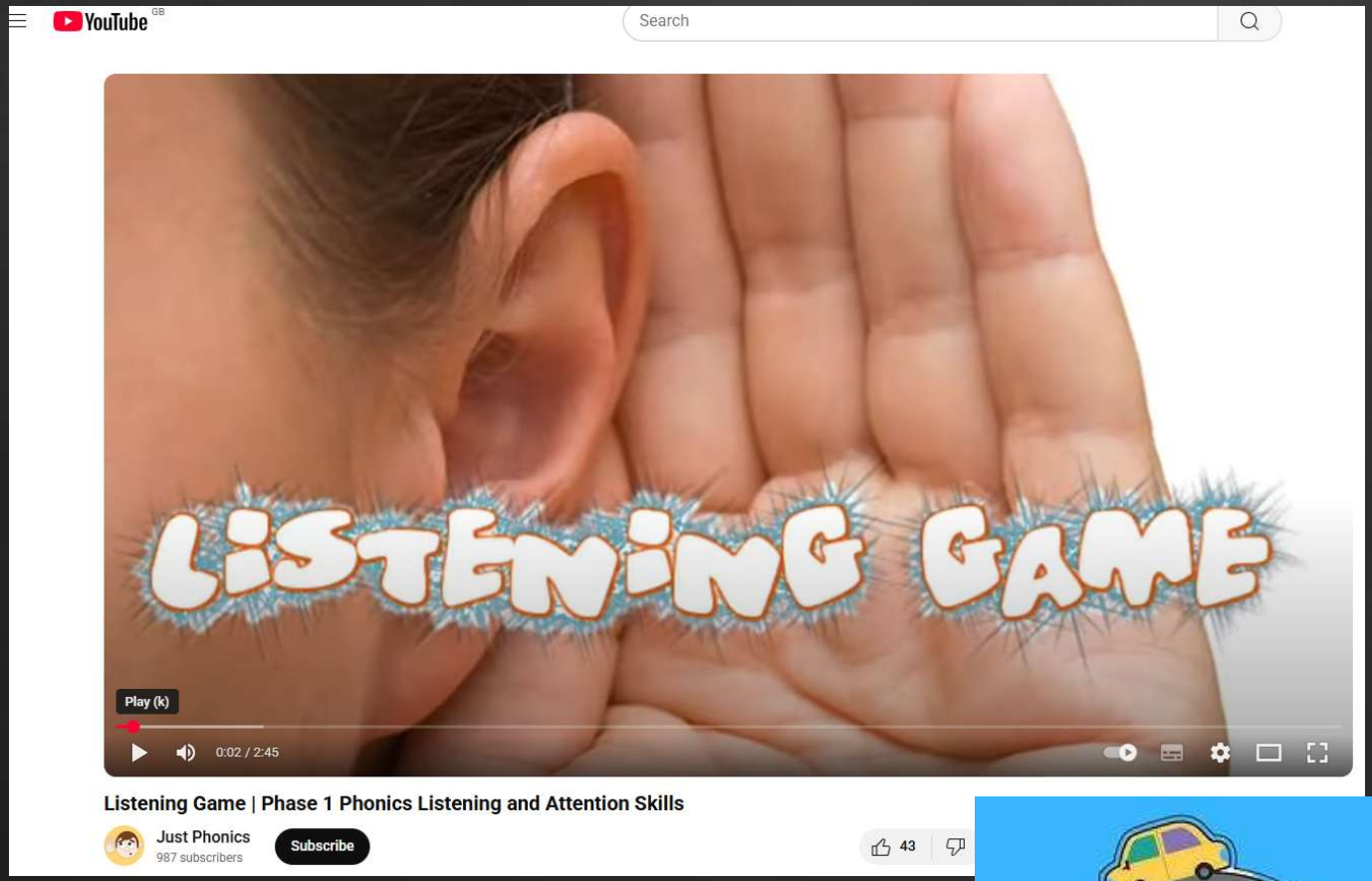
	Summer 1	Summer 2
OVER VIEW	Children are exposed to texts which have varied characters and themes, and reflect the diversity of the world in which we live. Through the Talk for Writing approach children develop the skills they need to prepare them for writing in Reception and beyond. Children develop their vocabulary and language structure through story times, shared reading, role play and using props and puppets. Each week children create a shared class story which they learn to retell from memory and is kept to become part of their learning journal. Staff model high quality language.	
CORE TEXTS	The Very Hungry Caterpillar *by Eric Carle* Oliver's Vegetables *by Vivian French* The Tiny Seed *by Eric Carle* Jack and the Beanstalk *by Mara Alperin*	Sharing a Shell *by Julia Donaldson* Commotion in the Ocean *by Giles Andreae* Shark in the Park *by Nick Sharratt* Barry the Fish with Fingers *by Sue Hendra* What the Ladybird Heard on Holiday *by Julia Donaldson*

Phonics

By learning letters and sounds in phonics children can begin to read simple words by sounding out and blending them together.

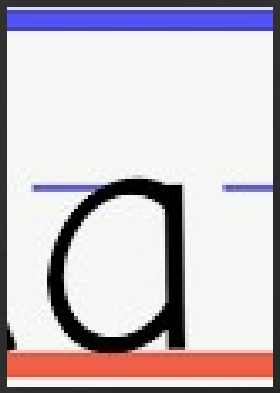


What can you hear?



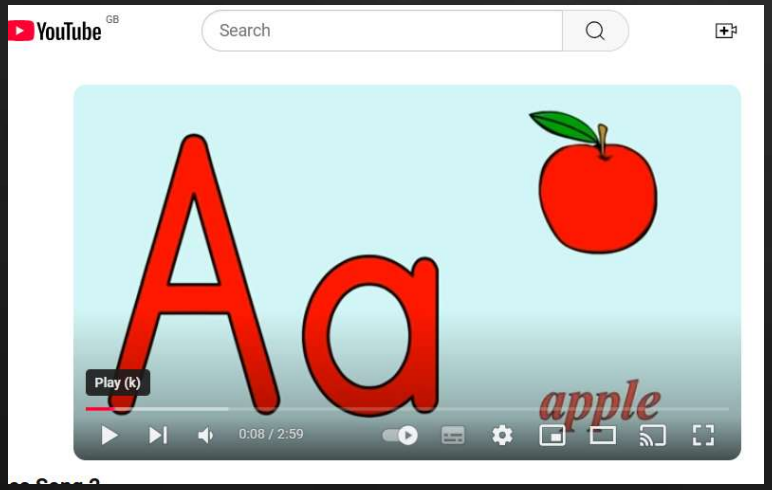
Our teaching when we were young!

Who was taught to write in capitals?



Who was taught the letter names and song first?

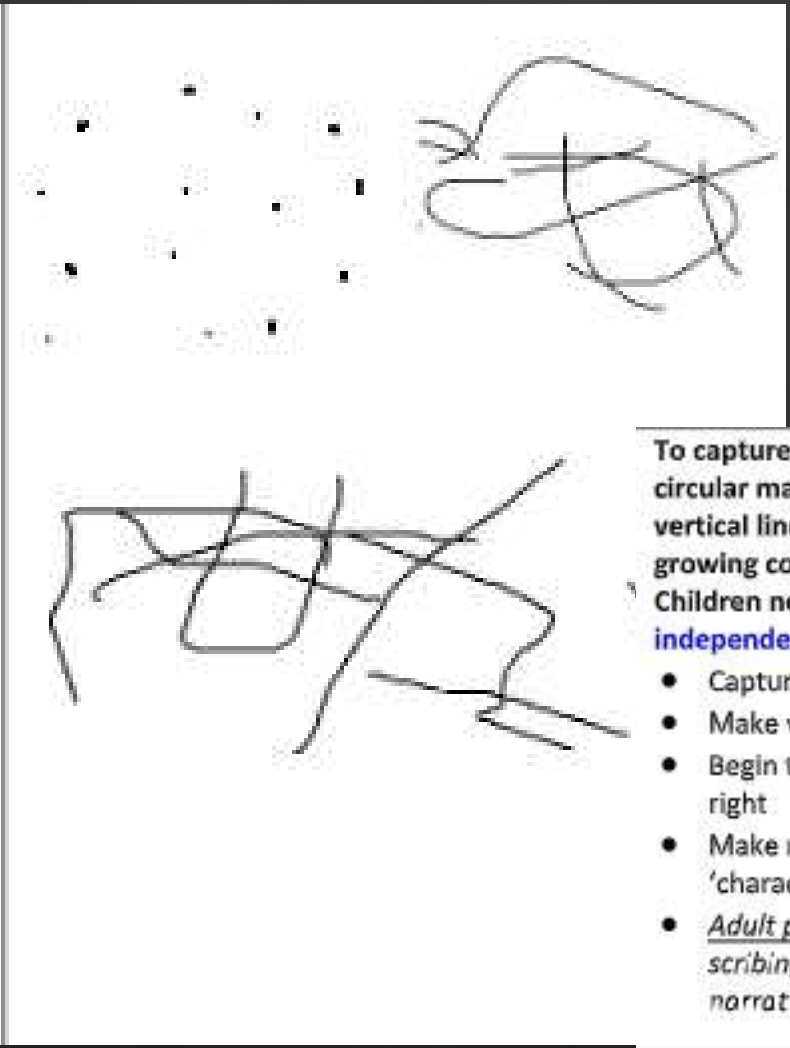
Who was taught ‘u’ is for unicorn? ‘I’ is for ice?



Early writing – praise praise praise

To independently choose implements and materials to write using several continuous marks Children need to independently:

- choose mark making tools
- choose paper to write on
- make several marks with continuous motion
- *Adult pen writing – scribing children's narrative*

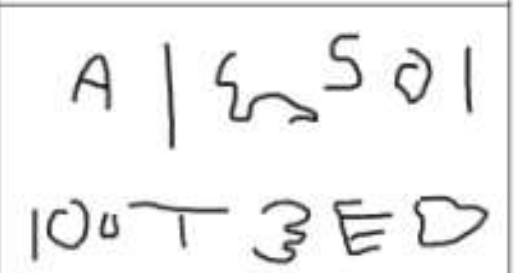


To capture space, make circular marks and vertical lines with growing control. Children need to independently:

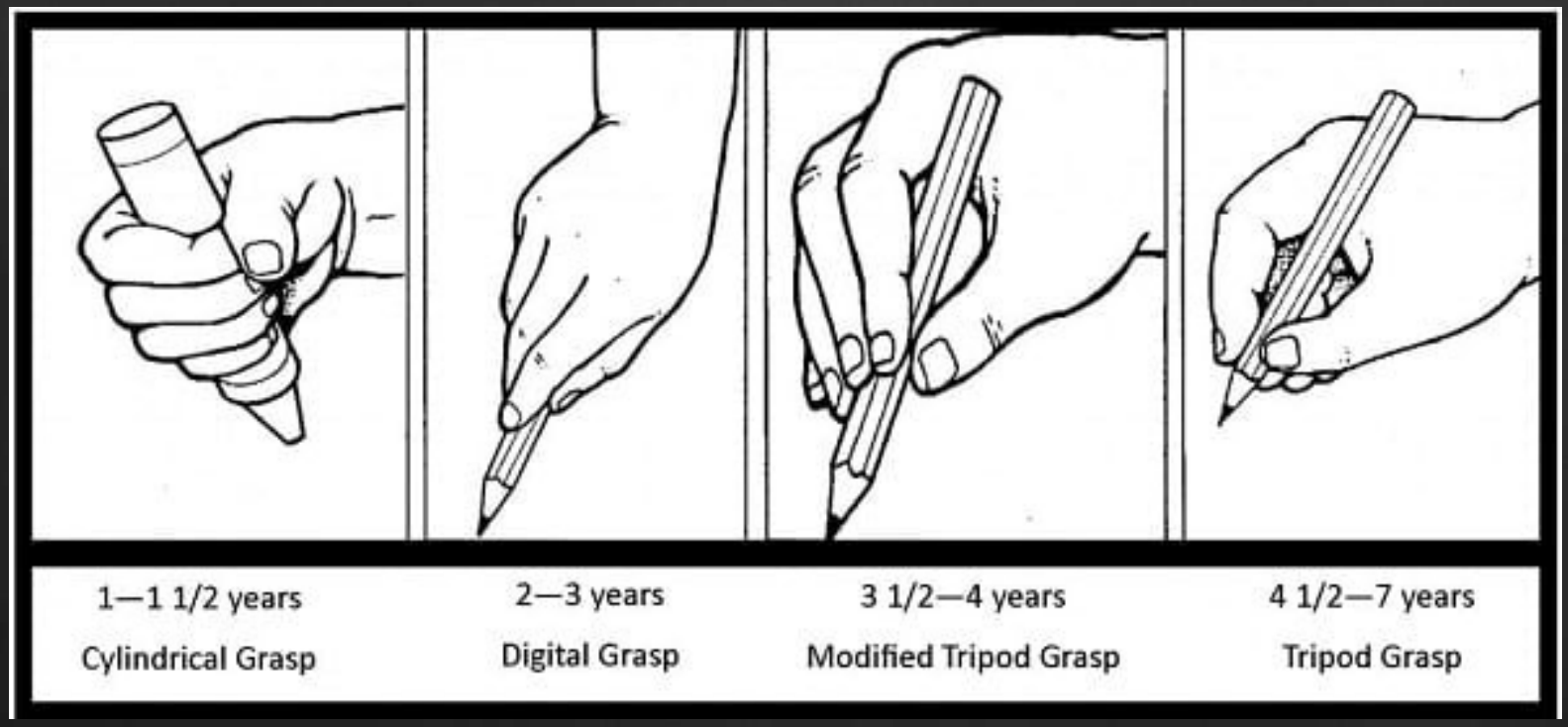
- Capture space
- Make vertical lines
- Begin to work left to right
- Make repetitive 'characters'
- *Adult pen writing – scribing children's narrative*

To add detail and begin to approximate letters Children need to independently:

- Create pictures with detail
- Begin to form 'letters'



Pen grip – how does your child hold a pencil right now?
Most children do not find their comfortable tripod grip till age 5-6, so do not worry.



Reception – at home practice

Set 1 d – Round the dinosaur's back, up his neck and down to his feet.

Scan me!

How to help at home

Talk about the pictures and what is happening in the books

Only use a phone/ tablet if using it together.
Learn what is suitable for your child.

Look at traffic signs, shop names, labels and adverts

Make reading and writing purposeful e.g. cards, messages, labeling thing at home.

Count everything!
How many jars?
How many steps to…

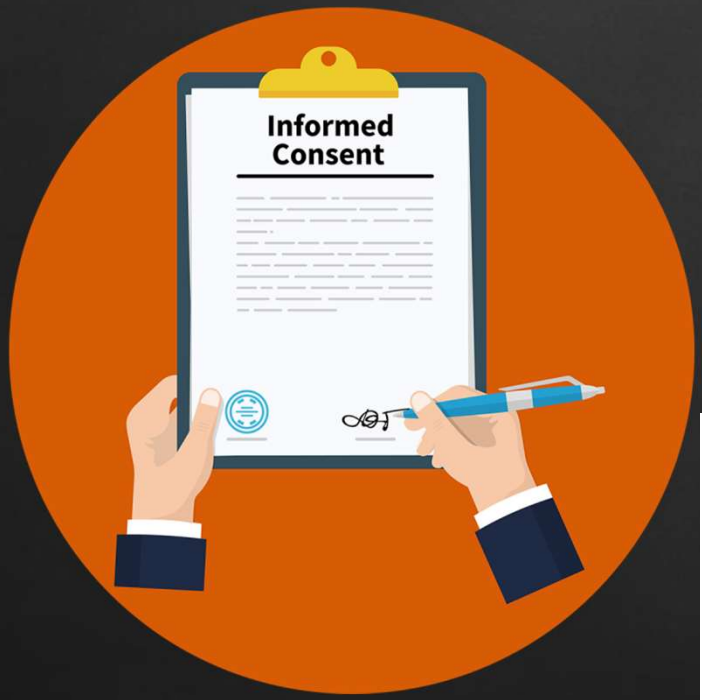
Ask questions particularly if there is no correct answer
“Why do you think they did that?”

What we need from you

1 BE **READY**

2 BE **RESPECTFUL**

3 BE **SAFE**

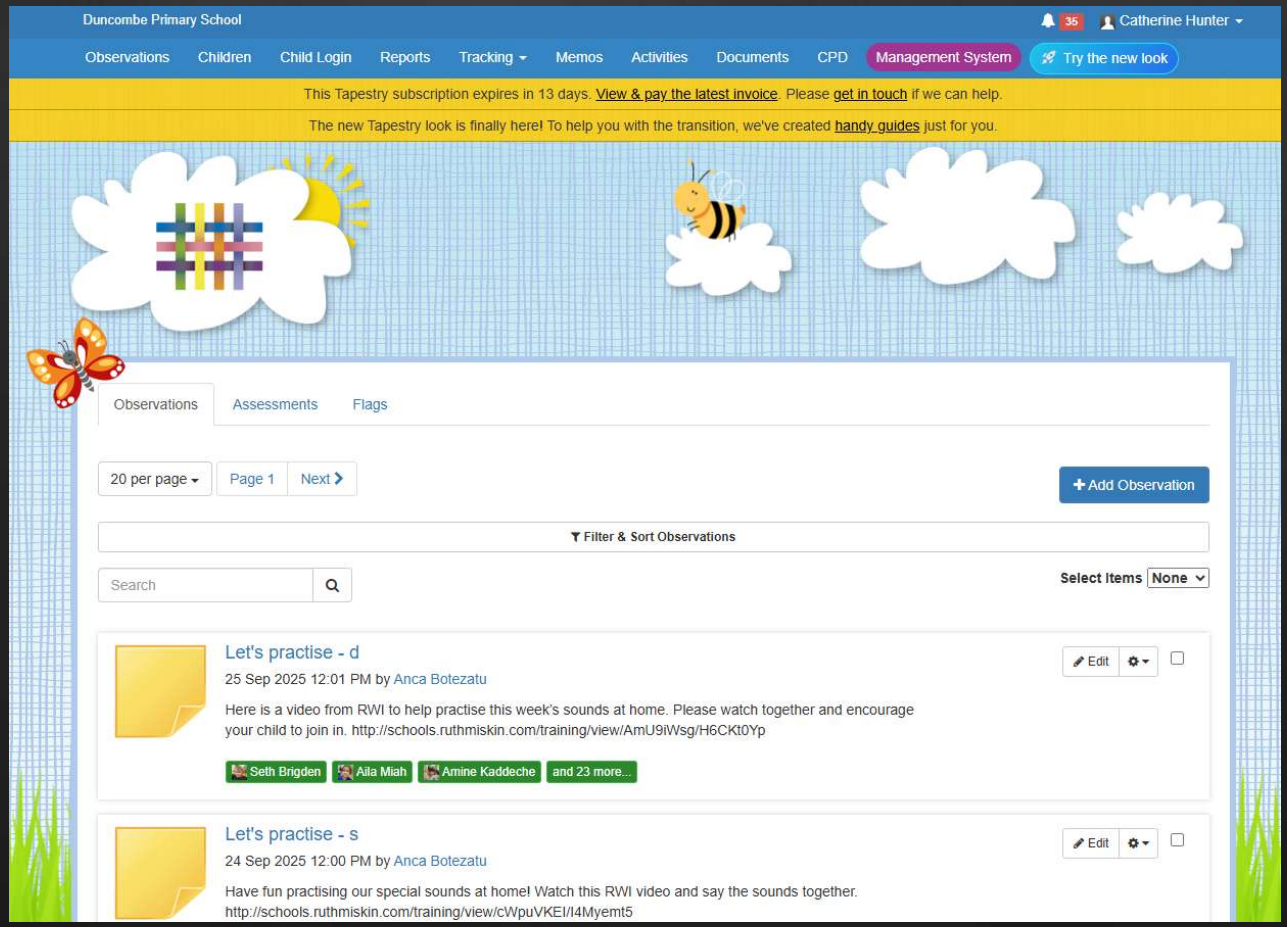


Tapestry

Your email

Password: Childsnameduncombe123

OR you will get a link emailed to you to set up your own.



Singing and narrating their play

It is proven that singing increases children's:

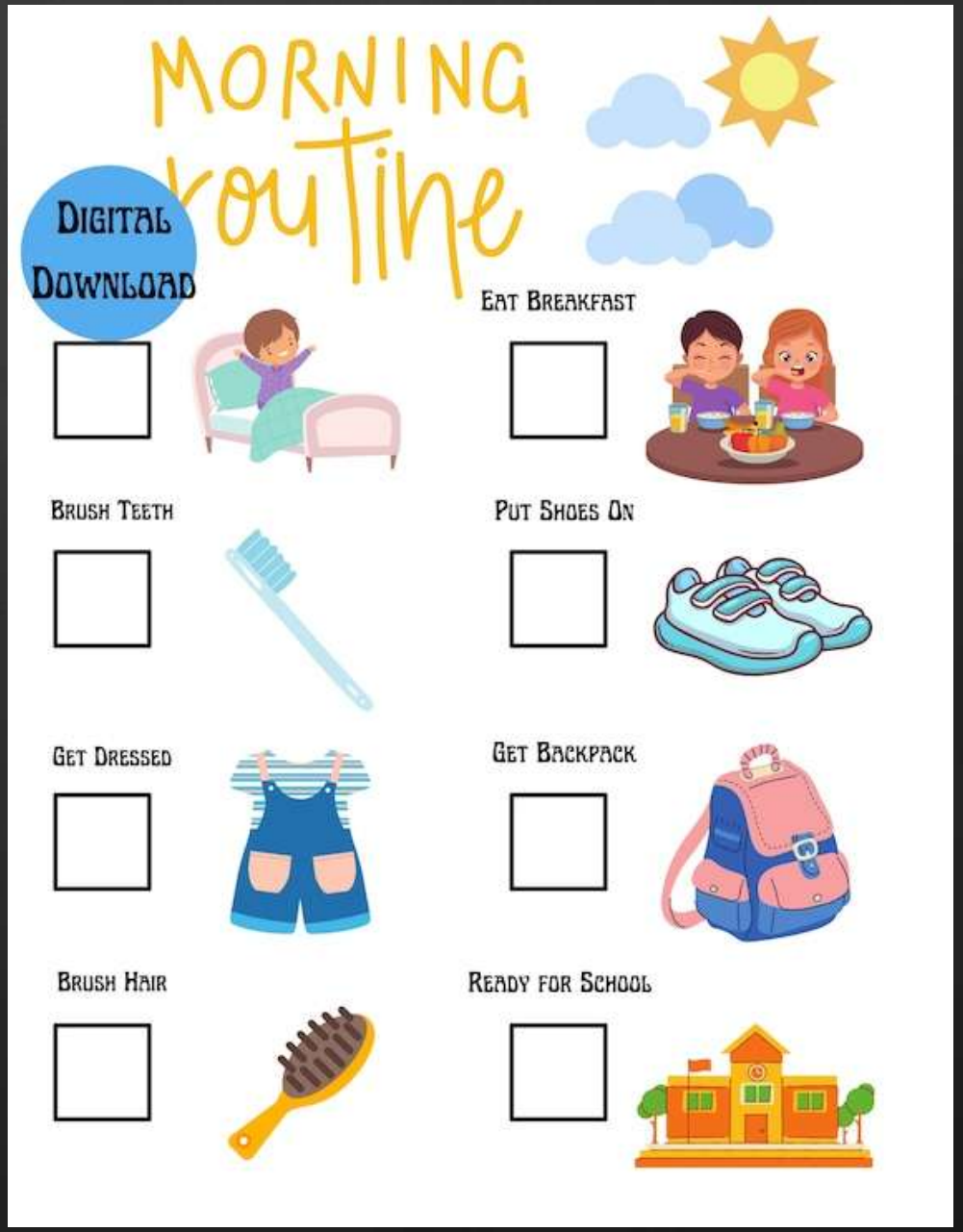
- Language skills – new vocabulary and vocal muscles.
- Cognitive development (numeracy and attention skills).
- Emotions – releases endorphins in us all.
- Social skills – doing something together, boosts self esteem.

Narrating Play – simple words to say what you see

The best learning happens outdoors

Routines at home

When we know what is happening we are more likely to be calm and happy.

We are more likely to learn to do something ourselves when we have seen it done the same way many times.

Give children ownership of their ‘getting ready’.