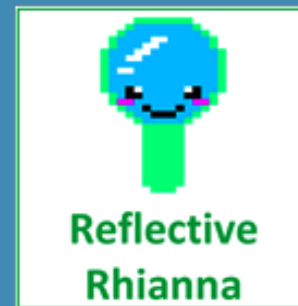




# EYFS

# Parents' Information Evening 04/10/23



# What is the Foundation Stage?

The Early Years Foundation Stage (EYFS) statutory framework is a government document that all schools and registered early years providers in England must follow.

The EYFS is from birth until the end of the reception year.

# The Areas of Learning.

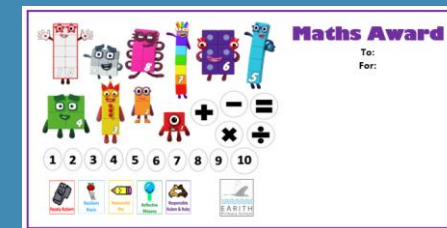
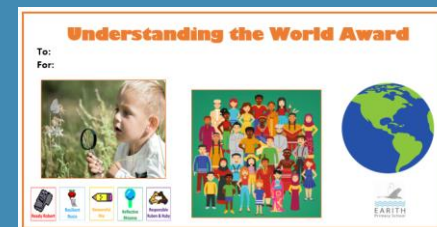
Within the EYFS framework there are seven areas of learning.

There are three prime areas:

- Communication and Language
- Personal and Social Development
- Physical Development

There are four specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



# Early Years Foundation Stage Profile

The Early Years Foundation Stage finishes at the end of your child's reception year. After that he/she moves onto the National Curriculum.

The Early Years Foundation Stage Profile is completed at the end of reception and will be shared with you. It will form part of your child's end of year report. This will inform you of your child's progress and whether he/she has met or is continuing to work towards the Early Learning Goals.

# Early Learning Goals

There are 17 Early Learning Goals your child is expected to meet by the end of reception.

The Early Goals are spread across the seven areas of learning.

## GOOD LEVEL OF DEVELOPMENT (GLD)

To achieve GLD your child needs to meet the Early Learning Goals for all of the Prime Areas as well as Literacy and Mathematics.

# Communication and Language

This area of learning relates to how your child:

Talks and listens to others.

Makes up stories and retells them.

Understands and answers how and why questions.

Follows instructions.

Speaks clearly, talks about things they have done and explains their ideas.



There are two Early Learning Goals (ELGs)

**LISTENING, ATTENTION AND UNDERSTANDING:** includes holding conversations, making comments and asking questions about what they have heard and showing good listening skills.

**SPEAKING:** includes offering explanations and expressing their ideas and feelings in full sentences.

# Communication and Language

## HOW TO SUPPORT AT HOME

Chat, talk, speak to and sing with your child.

Ask question about books they are reading.

Act out stories.

Encourage them to talk about and explain what they are doing.

Talk about things they have done and are going to do.



# Personal, Social and Emotional Development

This area of learning relates to how your child:  
Deals with new challenges, situations and experiences.  
Interacts with others.  
Deals with their emotions.  
Plays with other children.  
Makes relationships with others.



There are three Early Learning Goals (ELGs)

**SELF-REGULATION:** includes showing an understanding of their own feelings and those of other.

**MANAGING SELF:** includes managing their own basic hygiene needs and showing independence.

**BUILDING RELATIONSHIPS:** includes working and playing with others, taking turns and making friends.



# Personal, Social and Emotional Development

## HOW TO SUPPORT AT HOME

- Play games to encourage sharing and turn taking.
- Play games that involve following instructions.
- Talk about how things make you and your child feel.
- Encourage your child to be independent, having a go at things themselves.
- Encourage your child to have a go at new things, have a try...you might like it.
- Talk about the importance of a healthy lifestyle – food, sleep, exercise, hygiene.

 Frustrated	 Embarrassed	 Lonely	 Sad
 Mad	<b>This is how I feel today!</b>		 Nervous
 Happy	 Loved	 Scared	 Proud
			
			

**Personal, Social & Emotional Development Award**

To: \_\_\_\_\_

For: \_\_\_\_\_



# Physical Development

**This area of learning relates to how your child:**

Moves using large scale movements such as running, jumping and climbing.

Manipulates objects using small scale movements such as cutting, drawing and threading.

Uses pencils for writing, scissors for cutting and cutlery when eating.



**There are two Early Learning Goals (ELGs)**

**GROSS MOTOR SKILLS:** includes showing balance and coordination in large movements, such as running, jumping and climbing.

**FINE MOTOR SKILLS:** includes using a range of small tools, such as cutlery, paintbrushes and scissors, along with holding and controlling a pencil.

# Physical Development

## HOW TO SUPPORT AT HOME

Play ball games.

Go to the park, adventure playground, woodlands so your child can run, jump and climb.

Fine motor activities such as threading, playdough, small construction.

Craft activities that involve painting, gluing, cutting.

Make sure they use a tripod grip when drawing or writing.

Talk about their drawings, encourage them to include details.

Make sure they are using a knife, fork and spoon correctly at mealtimes.



# Literacy

This area of learning relates to how your child:

Identifies individual letters and digraphs.

Reads simple words and phrases.

Uses phonics to work out words.

Reads some tricky words.

Writes words, phrases and sentences that can be read by others.

Understands what they have read or has been read to them.

There are three Early Learning Goals (ELGs)

**COMPREHENSION**: includes retelling stories and using new vocabulary.

**WORD READING**: includes using their knowledge of phonics to read letters, words and simple sentence.

**WRITING**: includes writing letters, words and simple sentence.



# Literacy

## HOW TO SUPPORT AT HOME

Read every day with your child.

Read for a purpose – follow a recipe or instructions together.

Visit the library.

Let your child help to write shopping lists, birthday cards etc.

Watch the phonics videos on the school website.

Visit the parents section on Little Wandle website.

Practise letter formation and use the letter formation rhymes. Make it fun – with sticks in mud or sand, using different coloured felt tips, chalking on the ground.



# Mathematics

This area of learning relates to how your child:

Counts to 20 and beyond.

Orders and compares numbers.

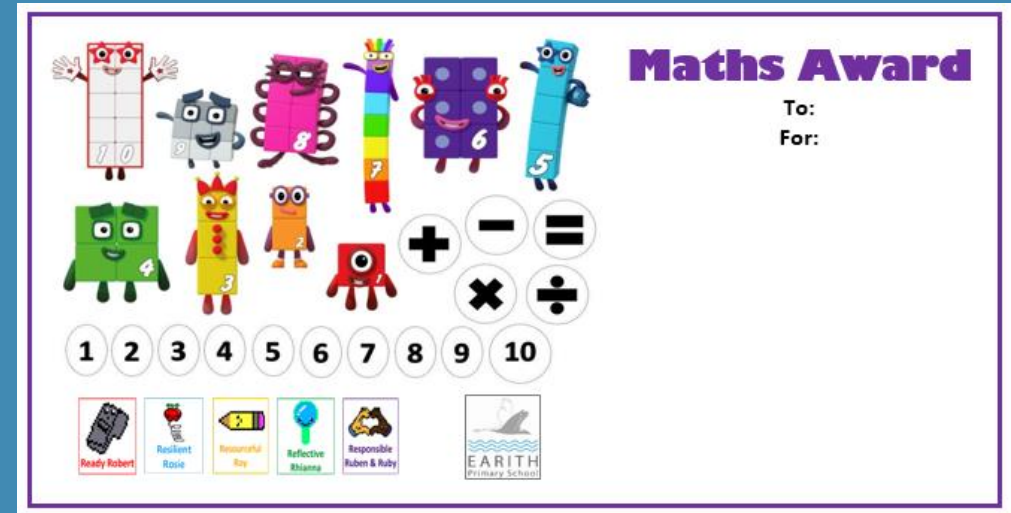
Recalls number facts to 5.

Subitises.

Understands how numbers are composed.

Compares quantities.

Show an awareness of odds, evens, doubles and halves.



**There are two Early Learning Goals (ELGs)**

**NUMBER:** includes understanding numbers to ten, subitising and recalling pairs of numbers that make five and some pairs that make numbers to ten.

**NUMERICAL PATTERNS:** includes counting to twenty and beyond and comparing quantities and number patterns, such as odd and even numbers.

# Mathematics

## HOW TO SUPPORT AT HOME

Watch Numberblocks together and talk about the maths.

Use numbots.

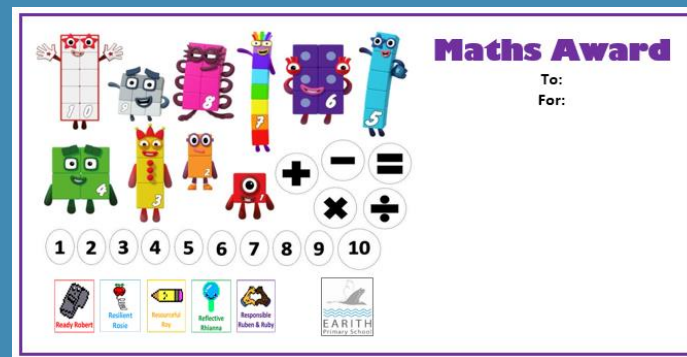
BBC Bitesize – Early Years Maths has lots of activities.

Practise saying numbers to 20 and beyond. Make it into a game. Teen numbers can be tricky – practise these.

Play games – board games, cards, dice games, skittles.

Sing number rhymes. Talk about what has happened in the rhyme. For example 5 little monkeys, ask how many have fallen off, how many are on the bed?

Helpful phrases ‘what do you notice, what can you see?’ and ‘\_\_ is made from \_\_ and \_\_. \_\_ and \_\_ make \_\_.’



# GLD

**If your child meets the expected standard in all of the ELGs discussed so far then they achieve a Good Level of Development.**



# Understanding the World

This area of learning relates to how your child:

Talks about events in their own lives.

Notices similarities and differences between the past and now.

Explores the world around them.

Notices patterns and change.

Makes observations about animals and plants.

Enjoys and participates in festivals, relating to their own and other cultures.

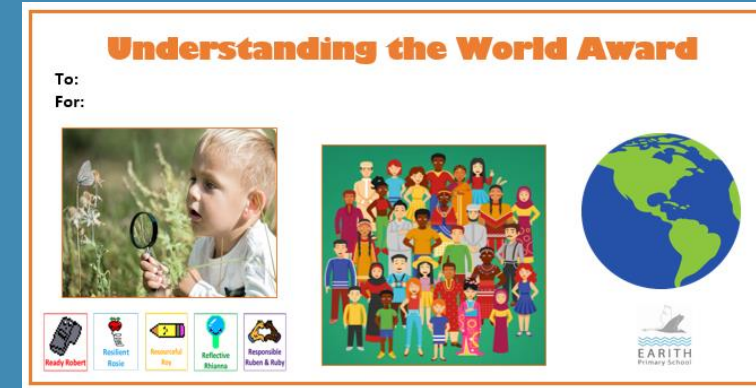
Talks out about life in other countries.

**There are three Early Learning Goals (ELGs)**

**PAST AND PRESENT:** includes knowing some similarities and differences between things in the past and the present day.

**PEOPLE, CULTURE AND COMMUNITIES:** includes knowing some similarities and differences between religious cultures and communities.

**THE NATURAL WORLD:** includes exploring the natural world, making observations and knowing some similarities and differences between different environments.



# Understanding the World

## HOW TO SUPPORT AT HOME

Talk to your child about your family, culture and traditions.

Talk about what you see, hear, smell, taste and touch.

Notice changes, for example when cooking.

Notice the weather, relating this to the seasons.

Go on a minibeast hunt.

Look for similarities, differences and changes on the walk to school, for example the blossom on the trees.



# Expressive Arts and Design

This area of learning relates to how your child:

Enjoys messy activities; exploring what happens.

Pretends and role plays things they have seen and experienced.

Participates on musical and dance activities.

Has their own ideas and uses drawing, painting and model making to show them.



There are two Early Learning Goals (ELGs)

**CREATING WITH MATERIALS:** includes using different materials, tools and techniques to represent their ideas.

**BEING IMAGINATIVE AND EXPRESSIVE:** includes creating stories and singing rhymes, songs and poems.

# Expressive Arts and Design

## HOW TO SUPPORT AT HOME

Keep old clothes – shoes, hats, gloves, scarves – to create a dressing up box.  
Join in with your child's role play. Be a child at their school, a passenger on their train or a customer in their café!

Make musical instruments – pots and pans, dried pasta or rice in a pot.

Draw and paint together.

Sing songs and dance.

Use construction kits or empty boxes to make models.



# What Next?

**The Early Years Foundation Stage Profile is completed at the end of reception and will be shared with you. It will form part of your child's end of year report. This will inform you of your child's progress and whether he/she has met or is continuing to work towards the Early Learning Goals.**

**Moving into Year 1 and the National Curriculum. The profile will inform your child's next teacher about your child's stage of development and learning needs and help them to plan the Year 1 curriculum to meet the needs of all children.**