



EYFS Information Evening

THURSDAY 26TH SEPTEMBER 2024

Our School Prayer

Fill me with your happiness and joy,
Let your Spirit live within me,
In the secret of my heart, teach me wisdom,
And keep me true to your Word,
Forgive the wrong that I do,
And in your goodness, be with me always

Amen



EYFS organisation

- Our Nursery and Reception aged pupils are 'based' in the main school building, sharing provision (in and outdoors) in 2 'mixed' classes of Nursery and Reception children



School organisation

- Key Stage One: 3 'mixed year group' classes (15 Year 1 children, 15 Year 2 children in each class). 'Open plan' space which continues and builds on EYFS principles and practise and incorporates continuous provision.
- Lower Key Stage Two: 3 'mixed year group' classes (15 Year 3 children, 15 Year 4 children in each class).
- Upper Key Stage Two: mixed year group' classes (15 Year 5 children, 15 Year 6 children in each class).





The Early Years Team



Miss Barran



Mrs Coughlan



Miss Kadir



Miss Reeves



Mrs Patterson



Mrs Williams





Early Years Foundation Stage (EYFS)

- Prime Areas:

Personal, Social & Emotional

Development

Communication & Language

Physical Development

- Specific Areas:

Literacy

Mathematics

Understanding the World

Expressive Arts & Design



Early Years Foundation Stage (EYFS)



Characteristics of Effective Teaching & Learning:

Playing & Exploring
Active Learning
Creating & Thinking Critically



Learning through Play



Development can only take place when children are actively involved, when they are occupied with a high, non-stop degree of concentration, when they are interested, when they GIVE THEMSELVES completely, when they use all their (mental) abilities to invent and MAKE new things and when this gives them a high degree of satisfaction and pleasure.

Ferre Laevers

“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.” (DfE, Statutory Framework for the EYFS, 2024)



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Ferre Laevers

Play is recognised as so important to their well-being and development that the right to play is set down in the United Nations Convention on the Rights of the Child (1989), and play is a fundamental commitment within the Early Years Foundation Stage.” (DCSF, Learning, Playing & Interacting, 2009)



Our timetable



Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.40am-8.50am	Arrival at school, continuous provision	Arrival at school, continuous provision	Arrival at school, continuous provision	Arrival at school, continuous provision	Arrival at school, continuous provision
8.55am - 9.10am	Registration/ Collective Worship/Dough Disco	Registration / Collective Worship/Dough Disco	Registration / Collective Worship/ Dough Disco	Registration / Collective Worship/Dough Disco	Registration / Collective Worship/ Dough Disco
9.10am-9.30am	Nursery - Wiggle me into a Squiggler & Phase 1 Reception - Phonics	Nursery - Wiggle me into a Squiggler & Phase 1 Reception - Phonics	Nursery - Wiggle me into a Squiggler & Phase 1 Reception - Phonics	Nursery - Wiggle me into a Squiggler & Phase 1 Reception - Phonics	Nursery - Wiggle me into a Squiggler & Phase 1 Reception - Phonics
9.30am-10.15am	Continuous provision indoor and outdoor	Continuous provision indoor and outdoor	Continuous provision indoor and outdoor	Nursery - Continuous Provision Reception - PE/Continuous Provision	Continuous Provision indoor and outdoor
10.15am-10.30am	Snack Time	Snack Time	Snack Time	Snack Time	Snack Time
10.30am-11/11.10am	Continuous provision indoor and outdoor	Continuous provision indoor and outdoor	Continuous provision indoor and outdoor	Nursery - Continuous Provision Reception - PE/Continuous Provision	Continuous Provision indoor and outdoor
11.10am-11.30am	Nursery - Maths Reception - Maths	Nursery - Maths Reception - Maths	Nursery - Maths Reception - Maths	Nursery - Maths Reception - Maths	Nursery - Maths Reception - Maths
11.30am-12.30pm	Lunch 12.10pm Nursery - Input & Continuous Provision	Lunch 12.10pm Nursery - Input & Continuous Provision	Lunch 12.10pm Nursery - Input & Continuous Provision	Lunch 12.10pm Nursery - Input & Continuous Provision	Lunch 12.10pm Nursery - Input & Continuous Provision
12.30pm-1pm	Registration, Collective Worship, Nursery - Story/Literacy Rec -Literacy/Talk through Stories	Registration, Collective Worship, Nursery - Story/Literacy Rec -Literacy/Talk through Stories	Registration, Collective Worship, RE input Nursery - Story/Literacy Rec -Literacy/Talk through Stories	Registration, Collective Worship, Nursery - Story/Literacy Rec -Literacy/Talk through Stories	Registration, Collective Worship, Nursery - Circle Time Reception - RHE input
1.00pm	Continuous provision	Continuous provision indoor	Continuous provision	Continuous provision	Music



Your child's day

Morning

- Enter school, organise belongings and work in the areas of provision
- Registration, Collective Worship, 'carpet time', Dough Disco
- Nursery – Phase 1 Phonics & Wiggle me into a Squiggler
- Reception – RWI Phonics
- Children work in the areas of provision (inside & outside)
- Focussed groups throughout the mornings
- Reception – Squiggle While you Wiggle
- Snack time
- Nursery & Reception – daily Maths session
- Story time/singing/morning review/RE/Collective Worship



Your child's day

Afternoon

- Registration & Collective Worship
- Nursery – Circle Time/Literacy
- Reception – Talk through Stories
- Children work in the areas of provision (inside and outside)
- Focussed groups
- RE sessions
- RHE sessions (Reception)
- Music sessions
- Reception - Weekly PE session (Thursdays)
- Topical/themed inputs
- Story time/preparation for Home Time



Phonics and early reading

We follow the Read Write Inc. (RWI) phonics scheme

- Nursery – RWI Phonics begins in the Summer term, we do lots of pre-phonics work over the course of the year (Phase 1 Phonics)
- Reception – RWI daily Phonics sessions
- Initially in whole class sessions, moves to smaller groups after around 4-6 weeks



<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

[How the Read Write Inc. phonics works - a parent/carer's guide \(youtube.com\)](https://www.youtube.com/watch?v=...)

Phonics and early reading



[Why read to your child? - YouTube](#)

[10 things to think about when you read to your child \(youtube.com\)](#)



Phonics and early reading

- RWI's Nursery scheme is designed for Nurseries and Pre-Schools to teach phonics the term before children start in Reception (Summer Term).
- Prior to this, we focus on Phase 1 which concentrates on developing children's speaking and listening skills and lays the foundations for the later phonic work. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.



Phonics and early reading

- Children in Reception will begin with learning the Set 1 sounds – each session follows a similar routine which includes learning to see and say the new sound, oral blending, sound blending and letter formation.

- As part of the scheme, we encourage and model saying the sounds in the ‘purest’ form:

[Read Write Inc.: How to say the set one, set two and set three sounds \(youtube.com\)](#)

- As the children progress, they will begin to read ‘green’ and ‘red’ words – ‘Word Time’, ‘Ditties’ and story books.



Phonics and early reading

- 'Word Time' – as soon as children have learnt a few initial sounds, they begin to learn to blend the sounds together to read real words. Each word time session involves oral blending before we show the words written on green cards – 'green words.'
- Children practise 'Fred talking' until they become able to read them on sight.
- Fred plays an important part of our Phonics sessions, he is only able to speak in sounds, not whole words.
- Children can start blending sounds as soon as they know a small group of letters well. We start with blending oral sounds then progress to reading the letters and blending them together to say the word.
- 'Ditty' sessions follow on from this where children who are becoming confident with reading single words are introduced to reading sentences.





Phonics and early reading

- The next stage of RWI phonics is for children to read storybooks that are linked to their developing phonic knowledge.
- The storybooks consist of **green** words linked to the sounds they have been learning and **red** words – words that are not decodable.
- Activities such as comprehension, questions, partner work and writing activities follow.





Phonics and early reading

- Spelling with 'Fred Fingers' – we teach the children to use their fingers to aid them as they write words. The children say the sounds out loud and break the word down into individual sounds.
- If a word has three sounds, children hold up three fingers, four sounds, four fingers etc.
- Children pinch each finger as they say the sounds needed in the word. Then they write the letters that represent each sound.
- Letter formation is covered each day using the 'letter formation rhyme' linked to the sound cards.

Maths




- We have daily focussed maths sessions for both Nursery and Reception aged pupil. However we are weaving maths throughout our daily routine and conversations. The children have access to maths opportunities throughout the day and they can access the 'Maths Area' whilst working in continuous provision to further practise and embed the skills they are developing.



- For Nursery children, we use the White Rose Maths scheme which is based on stories, ensures a practical 'hands on' approach, developing key mathematical concepts and 'talk' throughout the year.

Step 1

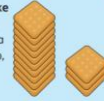
In this small step, children will **collect objects to compare amounts**. Begin with an empty box or basket and ask, "What could I put in my ...?" Model making a collection of teddies. Talk about the objects as you put them into the box.



Then, make another collection of different objects. Explain to children that it is still your collection, but now it's a collection of different things.

Step 2

In this small step, children will **make simple comparisons of amounts**. Model having a large collection of a snack, such as crackers. As a group, eat some of the crackers. Show children that there are fewer crackers now.



Also model increasing the amount in a collection. Make another collection of different objects, such as cars in a car park, but start with only a small amount. Then show more cars arriving so there are lots.

Step 3


In this small step, children will **look for collections of large and small amounts**. Explore different areas of provision and encourage children to notice what different collections they can see.



Draw children's attention to where there are obvious large and small collections. Encourage them to point out where else they can see a large collection or a small collection.

Step 4

In this small step, children will **compare and talk about large and small amounts**. Make a large collection of toys and a small collection of toys next to it on the carpet. Support children to discuss that there are a lot of toys in one pile and only a few in the other pile.



Move some toys from the large collection to the small so that this pile now has more. Ask children, "What has happened? Which collection has more?"



Maths

- For Reception children, we use both White Rose Maths and NCETM Mastering Number schemes enabling the children to develop and demonstrate good number sense, develop firm mathematical foundations, develop fluency and develop shape, measure and spatial thinking in a practical, 'hands on' approach.



Pat	Sam
_____ has more than _____.	

Show children images or picture cards that represent doubles and 'not doubles' to 10

Encourage children to say whether the representation shows a double or not. How do they know?

Sing a doubling rhyme together. Encourage children to represent the doubles on their fingers as they sing.

What doubles do they notice?

Display a range of different patterns for children to look at. Encourage them to identify the patterns. Explore pattern images from books such as *My First Book of Patterns* by Bobby and June George. Point out patterns such as when lines are repeated to make stripes or when dots are repeated to make spots.

Demonstrate simple action patterns for children to copy.

- jump, clap, jump, clap, jump, clap
- hands up, hands down, hands up, hands down, hands up, hands down

Say the pattern aloud and encourage children to join in.

Play the circle game and sing the song *In and Out the Dusty Bluebells*. Children hold hands and raise their arms upwards to make arches.

Encourage children to notice the patterns in the song as they are weaving in and out.

Provide children with large construction materials, such as crates, tyres and den-making materials.

Encourage children to set up their own version of the journey from *We're Going on a Bear Hunt* by Michael Rosen. Prompt them to repeat the pattern language as they travel along their journey.



Morning 'drop off'

Morning 'drop off'

- School gates open from 8:30am, please 'drop' your child off via the outdoor area (under canopy). We encourage the children to enter the building independently and 'hang up' their own belongings.
- When 'dropping off' please take note of the 'stands/signs' and **ensure that the entrance door remains clear for all children to enter the building safely.**
- **If you need to speak to a member of the team, please wait until all children have entered the building safely.**



Afternoon 'pick up'

Afternoon 'pick up'

- School gates open from 3pm, please queue and collect your child from the outdoor area.
- **When collecting your child, please take note of the 'stands/signs' and ensure that the exit door remains clear for all children to exit the building safely.**
- When collecting your child, the member of the team 'on the door' will ask who you have come to collect, please state your child's name clearly. Your child will be then called from class to exit school.
- Please let us know if there will be a different collection arrangement for your child – e.g. the adult collecting your child from school.
- We release all EYFS children from the same exit, so please bear with us as we safely release all children from school.



Communication with school

- Speaking to the EYFS team and when we need to speak to you
- Class Dojo – Class Stories and individual messaging function
- Phone calls, text message service, letters and newsletters
- Tapestry
- Please ensure all contact details are always up-to-date



Behaviour and Readiness to Learn Policy

- At St Thomas More we have three school rules

Ready

Respectful

Safe

Be ready – ready to learn, ready to listen, wear the correct uniform, ready to accept

Be respectful – show respect to all adults, show respect to other children, treat the school building and property with respect

Be safe – behave in an orderly and self-controlled way, follow adult instructions from all members of staff, tell a member of staff when they see or hear something they don't think is right



Learning Journey's

Each child has their own Learning Journey file which is a working document including;

- Observations and photographs
- Pieces of work

To create a fully rounded picture of your child's development we ask you to contribute to this document.

- 'Wow' moments – please share any 'Wow' moments with us by sending us a message on Class Dojo or by adding them on 'Tapestry'



Helping at home

- Continue to practise putting on/taking off coat, dressing and undressing, personal care and hygiene, tidying up...
- Reading with and to your child and **talking** about the stories that you have read, discuss the setting, characters, what could happen next etc.
- Practise fine and gross motor skills – throwing and catching, carrying objects, construction, threading, cutting etc.
- Maths – lots of practical counting activities (not just by rote), look out for numbers in the environment, identify shapes, say the days of the week, look at a calendar, talk about the passing of time, weigh and measure things, baking, cooking, sharing objects, talking about and noticing patterns, handling money, using coins, go to the shops to buy items etc..



Useful information

- We are a 'Nut Free' environment – if you are sending a packed lunch for your child, please ensure that the items sent in are 'nut free'
- What to do if your child is unwell and what we do if your child is unwell
- **Please label all items of uniform, water bottles and personal belongings**
- PE Kits – for Reception children only. Our PE day is Thursday. Please send your child into school wearing their PE kits every Thursday. Please ensure that your child also wears appropriate footwear and has a coat to suit the weather as we will continue to work in and outdoors throughout the day.





Thank you for attending this evening

IF YOU REQUIRE ANY FURTHER INFORMATION, PLEASE SPEAK TO A MEMBER
OF THE TEAM OR CONTACT THE SCHOOL OFFICE