

# Partners in Learning Early Years Foundation Stage

2019 / 2020



# Early Years Foundation Stage - Areas of Learning

## **Prime Areas of Learning**

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

# Early Years Foundation Stage - Areas of Learning

## **Specific Areas of Learning**

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

# Characteristics of Effective Learning

## Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

## Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

## Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

# Assessment

We will monitor the children's ongoing progress as set against general age related development statements.

These begin at birth and are progressive until 60 months

At the end of the year all children are assessed against the

**Early Learning Goal**

in each of the 17 aspects of learning.

# The age bands are:

- Birth to 11 months
- 8 to 20 months
- 16 to 26 months
- 22 to 36 months
- 30 to 50 months
- 40 to 60+ months

# End of Year Report

This will include a section which says whether your child has:

achieved the Early Learning Goal (ELG),

is emerging towards the Early Learning Goal

or is exceeding the Early Learning Goal.



# Literacy

- Reading
- Writing

Phonics underpins both reading and writing.

# Reading

- Reading record books
- Key words
- Letter sounds

## Hearing reading

- Key words
- Using the picture and initial letter sounds
- Sounds
- Context

# Writing

- Pencil grip
- Pencil control
- Pre-writing shapes

## Independent writing

- Forming letters
- Using sounds
- Writing key words
- Writing captions and sentences

# Mathematics

- Number
- Shape, Space and Measure
- Using Maths as part of everyday activities

# Opportunities for Learning Maths

- Table top activities and outdoor learning
- Lots of talking and opportunities to think and explain or show what they think
- Discovery - opportunities to explore and investigate
- Problem solving - real life or within role play (Problem solving with a purpose)
- Using manipulatives, objects to count, measure, work with
- Asking and answering questions
- Lessons provide practical and engaging opportunities
- Adult input in groups of between 1 and 4 children

# Within a number rich environment

## Children are given opportunities to

- Count within a purposeful context
- Understand how to use numerals
- Compare amounts

# Reinforcing Maths Learning

- Tidy up time - (10 pens in this pot)
- Snack Time - (How many pieces of fruit)
- Role Play - (Set the table for 4, have you got enough? How many more?)
- Reasons to count and use numbers – shops, story lines, topic work
- Activities - (Puzzles, recipes, problem solving)
- Subitising - (Recognising small no.s without counting)

# Additional Opportunities to practice

- Outdoor: Opportunities to provide a wider range of experiences of number
- Games:- collecting games
  - track games
  - target games
- Number books:
  - 10 in the bed
  - Give me half - Stuart J Murphy



# Working together

- Stay and Learn sessions
- Learning at Home challenges
- Star Achievements
- Parents are invited and welcomed into school for  
Class Assemblies  
Plays  
Sports Day  
School events
- Grandparents are invited to a tea party

# Becoming involved in the life of the school

- Coming in to help in the classrooms  
We are always very grateful to receive help in the classrooms
- In Reception, we have Literacy Sacks which parents look after during the year.
- We need help with school trips
- We always welcome parents coming in to speak to the children or share expertise or skills



# General Information



