

# Welcome to Ollie's Early Years Foundation Stage (EYFS) Evening

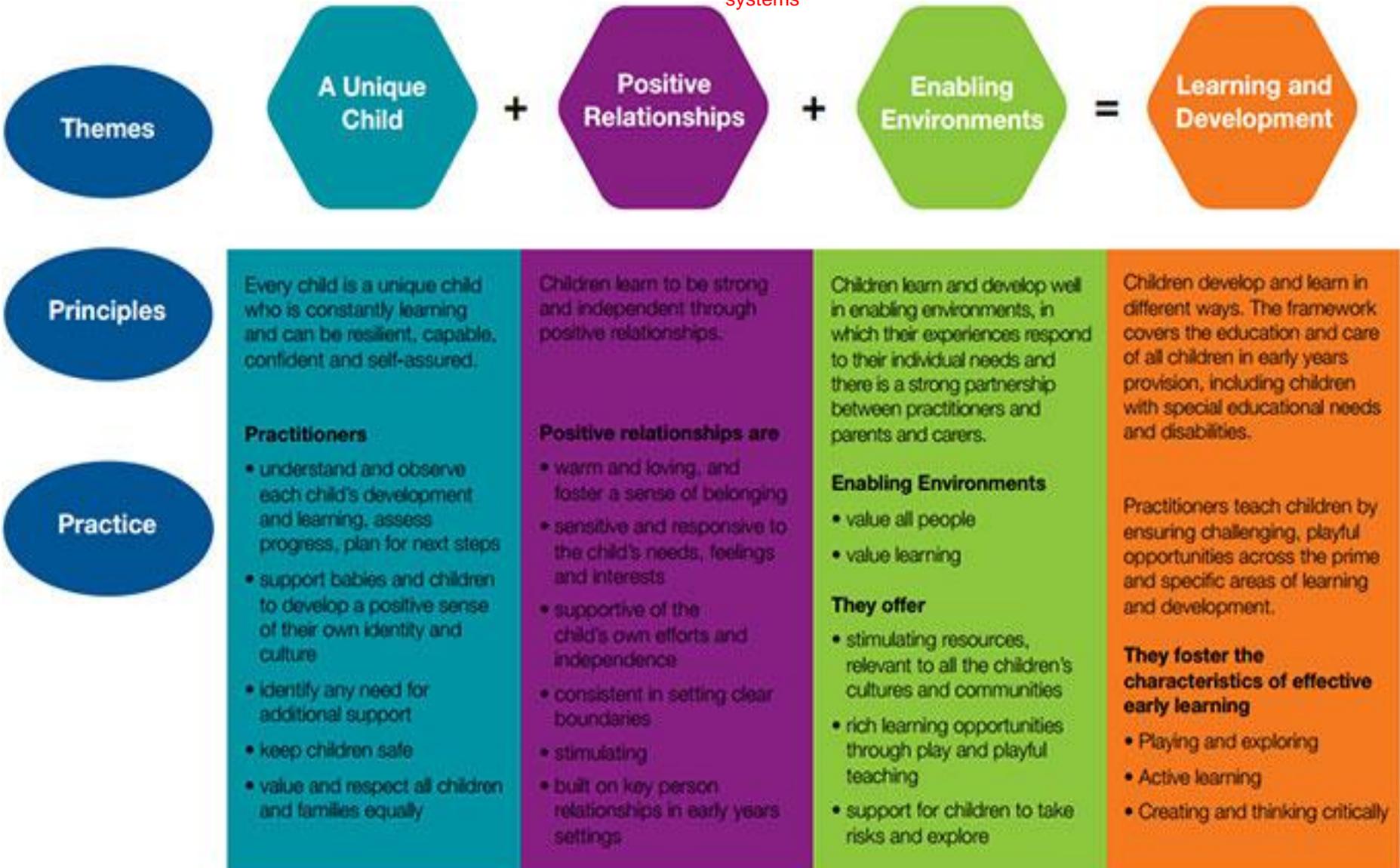
Thank-you all for coming



# The Early Years Foundation Stage (EYFS)

Mrs Cornall discussed : This is the Early Years Foundation Stage (EYFS) and that if all of the themes were in place then learning and development would take place.

*These include, parents and other settings as partners, child's choices and interests, family circumstances, stimulating environments, strong key person systems*



Mrs Cornall discussed :There are three prime areas that will be where your child starts working when they begin at Ollie's'. Only when your child is secure and skilled within these three areas do they move on to be working in the specific areas – it is not a race!!! These three provide the foundations. The examples below show how what you may see as 'play' helps your child in the long run! Mrs Cocks asked all the Mummies and Daddies to try to write with a pen inbetween their toes of the opposite foot that they wrote with and explained that this is how a child feels when they begin to mark make!

Area of Learning and Development	Aspect
<b>Prime Areas</b>	
<b>Personal, Social and Emotional Development</b>	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
<b>Physical Development</b>	Moving and handling
	Health and self-care
<b>Communication and Language</b>	Listening and attention
	Understanding
	Speaking
<b>Specific areas</b>	
<b>Literacy</b>	Reading
	Writing
<b>Mathematics</b>	Numbers
	Shape, space and measure
<b>Understanding the World</b>	People and communities
	The world
	Technology
<b>Expressive Arts and Design</b>	Exploring and using media and materials
	Being imaginative

## 1. The Prime Areas of Learning

(where we as practitioners will begin working with your child and observing and tracking them from age 2)

Give the basic skills and knowledge to be able to move onto the....

## The Specific Areas of Development

(once your child is confident within the prime areas we promote the specific areas of learning to fine tune the skills and knowledge within these – generally age 3 upwards)

We offer your child weird and wonderful opportunities.....Did you know that.....

- Playdough develops the hand muscles to help your child be able to hold a pen
- Ripping paper up gives them the early skills for cutting
- Dancing with ribbons and making big movements with our arms begins to get our arms and hands ready for the movements for writing.
- Sprinkling glitter on our pictures and using pincers helps our little fingers get ready for holding mark making materials.
- Making marks with our fingers in the water or scribbling is us beginning to write
- Pouring water from pot to pot is us beginning to measure and estimate.
- Playing with dolls or in the home corner gives us skills that we may need to be good Mummies and Daddies.

Characteristics of Effective Learning	
<p><b>Playing and exploring – engagement</b></p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p>	
<p><b>Active learning – motivation</b></p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>	
<p><b>Creating and thinking critically – thinking</b></p> <p>Having their own ideas Making links Choosing ways to do things</p>	

**Examples being....**  
The excitement of finding a bug, copying what they have seen eg. Taking the register or making a bonfire, having a go on the park when they are unsure, having a go at a tricky jigsaw or something new  
**Do they engage well within their play and activities?**

**Examples being....**  
Persisting with an activity, showing pride in what they have done, overcoming a challenge, not giving up easily, being involved within a group.  
**Can they motivate themselves and others?**

**Examples being....**  
Having a new idea, or trying something a different way, linking something they are doing to something that has happened in their life before, having the idea to make something if they don't have one already ie. A nurses bag if they need one for a game.  
**Do they think about things or question things?**

# Learning happens through play and exploration....

The characteristics of effective learning – These are how your child learns, what motivates them to be engaged and think.

-These can be enhanced through positive relationships and information sharing.

Have you seen our Characteristics of effective learning board? – please add to it!

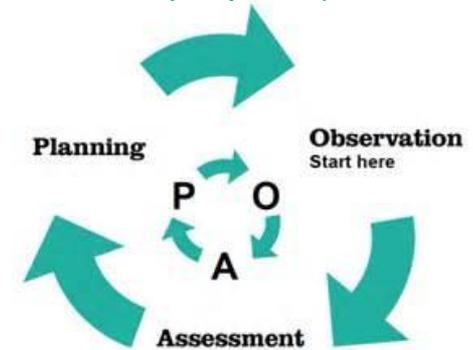
Mrs Cornall discussed :There are characteristics of effective teaching an learning which show 'how' your child learns. See some of the examples She asked for you to think about where you would place your child. In the main room – there is a cheebies board where you can add post it notes as a parent to show the characteristics they show at home.

*Mrs Cocks discussed : the process that Ollie's follows to be assure that we know you and you family and ensure that we can plan for your child's current interests and ensure that they feel safe and secure within Ollie's and have the confidence to develop. She also explained how we make sure that we are tracking the progress your child makes, how we help them if they are not progressing and how we collate this information to plan from and report to you.*

## How does Ollie's plan, observe and assess your child as an individual right from the start?

We offer:

1. Settling in sessions and stay and plays
2. All about me form
3. Lots of parental interaction with key-person
4. Getting to know the child
5. Home-link games, newsletters and emails help you to be able to chat to your child about what they have done or will be doing at Nursery
6. Bringing items in and sending in pictures for your child to share with us
7. Initial planning comes from the All about me to make sure its something they are interested in.
8. Discussing with parents what they have been up to, how they have managed
9. Planning next steps after noticing challenges
10. Baseline assessment (within 6 weeks)
11. Planning from parental feedback, development tracking documents and child's interests.
12. Recording of observations on our online system (2simple) using Ipods to be able to plan for next steps to further challenge each child.
13. Internal cohort tracking every half term
14. Development report home to parents October and June, Parents evening in February, Learning journeys home for comments Christmas and Easter.



We collate a learning journey of evidence for your child which you can look at at any time!

Here are a few examples of the learning that happens through their exploration and free play....

## REMEMBER:



**You may say.....**‘Eurgh...such a mess why didn’t you make a nice picture?’  
**But remember.....**In the eyes of your child they have made a nice picture – they have explored their senses, learned about mixing colours and discovered that things can change when mixed together!

Celebrate this – think of their self esteem!

**When you look at this.....**Do you want to say ‘get down you might hurt yourself?’ or can you see the team work that has taken place, the balancing skills, the communication that has been made, the new language learned, not to mention the construction and building skills.



**Have you ever thought.....**Look at those Practitioners, are they ‘just playing’ with those children or.....are they interacting to promote further language , observing to identify the learning and how to challenge them, role-modelling or engaging in purposeful play to help the children along their learning journey?

**When your child is wet and muddy.....**Yes...they may have got carried away in the excitement of the puddles,  
Yes....they have got wet and muddy..... But.....they have learned that next time they should wear wellie’s and a coat – dressing appropriately for the weather!



Mrs Cocks discussed : These examples of the learning that takes place even when you may not be able to see it, children should be children and their learning should be fun and through play!  
She also discussed your responses to your child’s ‘messy pictures and junk creations’ and the impact it can have on their self esteem!

# Letters and Sounds

We plan to incorporate a sound of the week within our planning alongside letters and sounds games. These listening skills and games are all helping towards Early stages of reading:

## Stages of letters and sounds (phase 1):

**Environmental**, (sound walks, tapping sticks onto different surfaces)

**Instrumental**, (using instruments and identifying their sounds, accompanying a song)

**Body percussion**, (action songs, follow the leader, )

**Rhythm and rhyme**, ( reading stories with a repetitive refrain, letting them say the rhyming word, tapping to a beat)

**Alliteration**, (playing eye spy, identifying the initial sounds in words)

**Voice sounds**, (identifying their friends voices, represent a character in a story with the same voice sound)

**Blending**, (listening to the sounds they hear in words and putting them together 'C-a-t Cat')

[Video link: http://www.ruthmiskin.com/en/resources/parent-information-understanding-phonics/](http://www.ruthmiskin.com/en/resources/parent-information-understanding-phonics/)

Try to discourage the alphabet song as it teaches them the wrong sounds for reading.

Mrs Cornall discussed :How we deliver letters and sounds through the stages – it is so important for your child to be confident within each of these stages for them to be equipped for reading – letters and sounds is early reading!

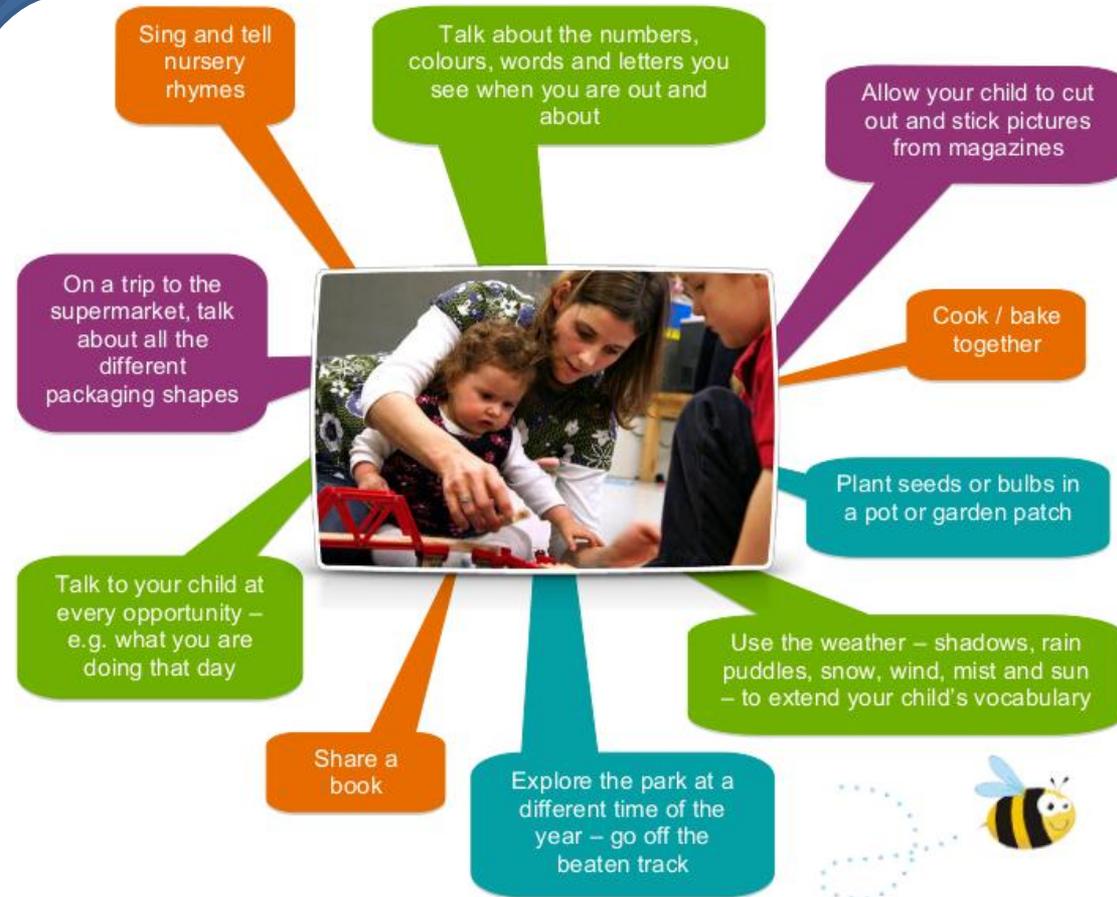
We watched the video clip to pronounce the sounds correctly and there was a separate hand out for forming letters.

Mrs Cornall discussed :How we have home-link games and a lending library in the entrance hall for parents to take games or books home to share with their children whenever they want, also how you can support us by sharing information, being positive about nursery, being positive about being British but also about other cultures and most importantly – LET THEM BE LITTLE!! They never get this time back! ALSO – see link at bottom!

# How Can you help at home?

- Talk positively about Nursery
- Read the newsletter/ key person emails/ diary entries so that you know what your child has been doing so that you can mirror this at home
- Share information with your key-person
- Keep any learning, fun, let them help and join in, let them bring items in to share from their weekends or home-life!

• Let them play and be little!!



Key:



Handy Document for helping your child at home:

[http://www.foundationyears.org.uk/files/2015/09/4Children\\_ParentsGuide\\_Sept\\_2015v4WEB1.pdf](http://www.foundationyears.org.uk/files/2015/09/4Children_ParentsGuide_Sept_2015v4WEB1.pdf)

- Our main aim is for each child and family to feel welcome, safe and secure.
- If this is the case then children will be happy and build up resilience.
- Here, we learn through play!
- We promote social interaction, being a friend, promoting self confidence, self belief and self esteem.
- We strive for parents to be part of our team within teaching and learning – the more this occurs the better for your child.
- We encourage children to have a go and to keep on trying if things go wrong, to work through their difficulties and be confident to ask for help if they need it but be proud when they master something.
- It isn't a competition as to who can write their name or recognise their numbers to 20, We aim for children to leave us, 'ready for school' , ready to learn and engage with their school life with confidence showing a positive attitude: The EYFS goes right to the end of reception.....
- Children are a small percent of our population but all of our future!

# Useful links:

- The Early Years Foundation Stage Framework:  
<http://www.foundationyears.org.uk/eyfs-statutory-framework/>
- 'What to expect when', parents guide to the EYFS:  
[http://www.foundationyears.org.uk/files/2015/09/4Children\\_ParentsGuide\\_Sept\\_2015v4WEB1.pdf](http://www.foundationyears.org.uk/files/2015/09/4Children_ParentsGuide_Sept_2015v4WEB1.pdf)
- Letters and Sounds information:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190599/Letters\\_and\\_Sounds\\_-\\_DFES-00281-2007.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)

(we use phase 1, working from aspect 1 to 6/7. Children need to work through each of these elements and for them to be confident within them before they can begin to read in school)

## Early Years Foundation Stage (EYFS) Parents Evening 2015

Date : 12.11.15

1. Do you feel more aware of the EYFS and how your child learns?
2. Do you think tonight was useful, if so what did you find the most useful?
3. How could it have been improved?
4. Do you have any other comments or require further information about any other *aspect of your child's nursery life*?
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