

A wooden-framed green chalkboard with the text "EYFS Information" written in white. The chalkboard is mounted on a wooden stand with two legs. A small white eraser is visible on the bottom edge of the chalkboard. The background is white.

EYFS Information

A wooden-framed green chalkboard stands on a white surface. The board has a dark green surface with some faint, light-colored markings. The text is written in white, sans-serif font. A small white eraser is visible on the bottom edge of the board.

The Foundation Stage starts in nursery
and continues through Reception.

We help the children learn through
playing, exploring and being active.

We follow the EYFS Framework which explains what your child should be learning.

We adapt learning to meet children's needs and interests.

The children's learning is split into

7 areas:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Maths
- Understanding the world
- Expressive Arts and Design

Continuous Provision

We set up different areas in the classroom to enable the children to explore these areas of learning...

Continuous Provision


We sometimes call this our 'independent learning' or our 'challenge areas'.

We teach and model to the children how to use these activities and areas. Then we complete observations to assess pupil's knowledge, understanding and skills of these areas of learning and tasks.

Here are some examples of continuous provision, 'independent learning' and 'challenge areas':

Owl Babies Construction Area Challenge

It gets cold in the woods during the winter.

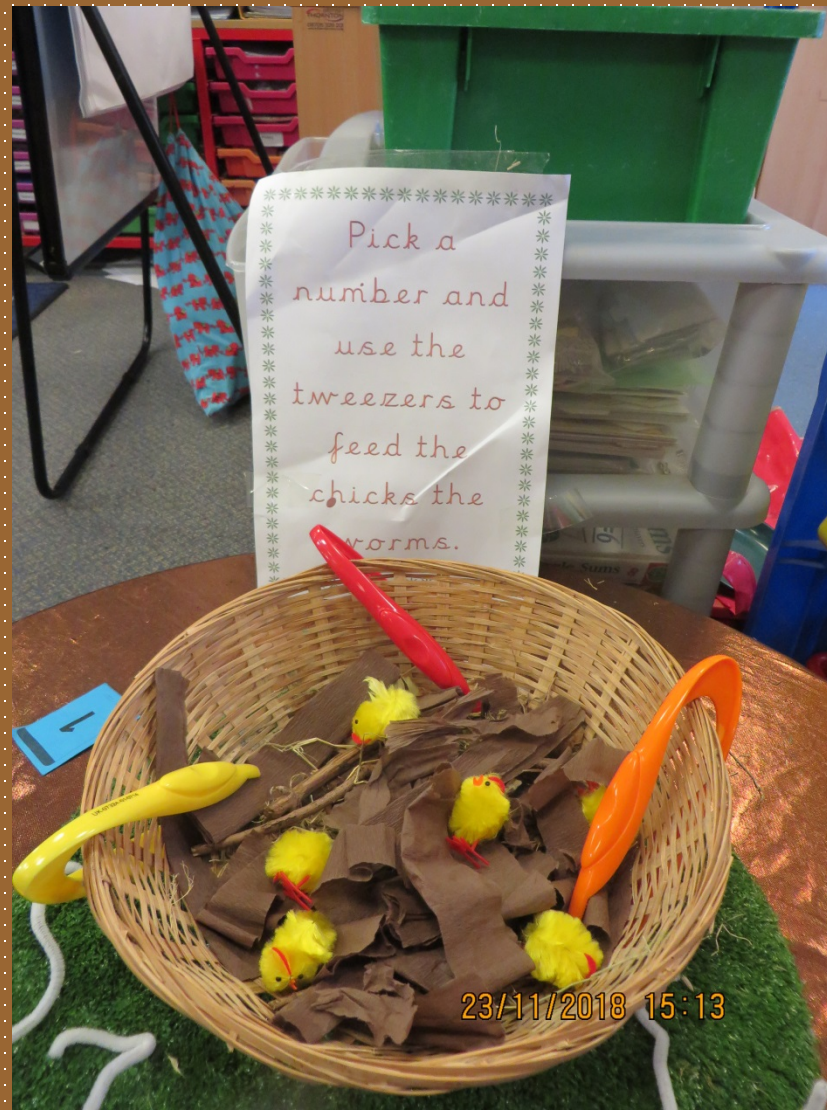


Can you design and build a bird house for the owl babies to live in?

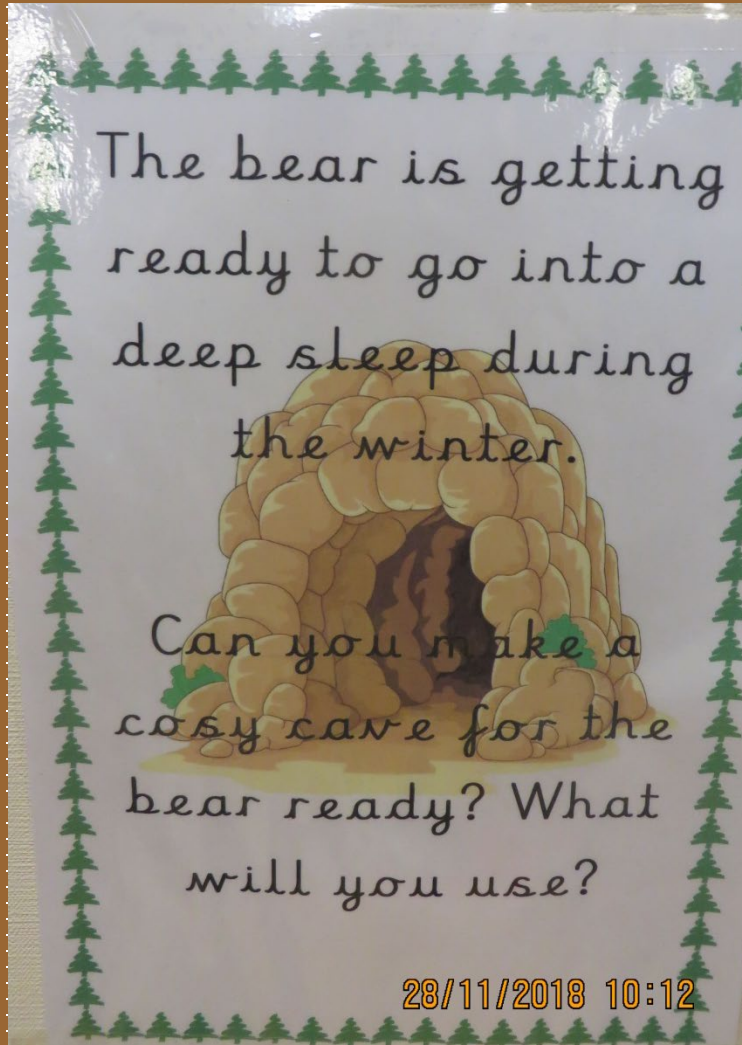
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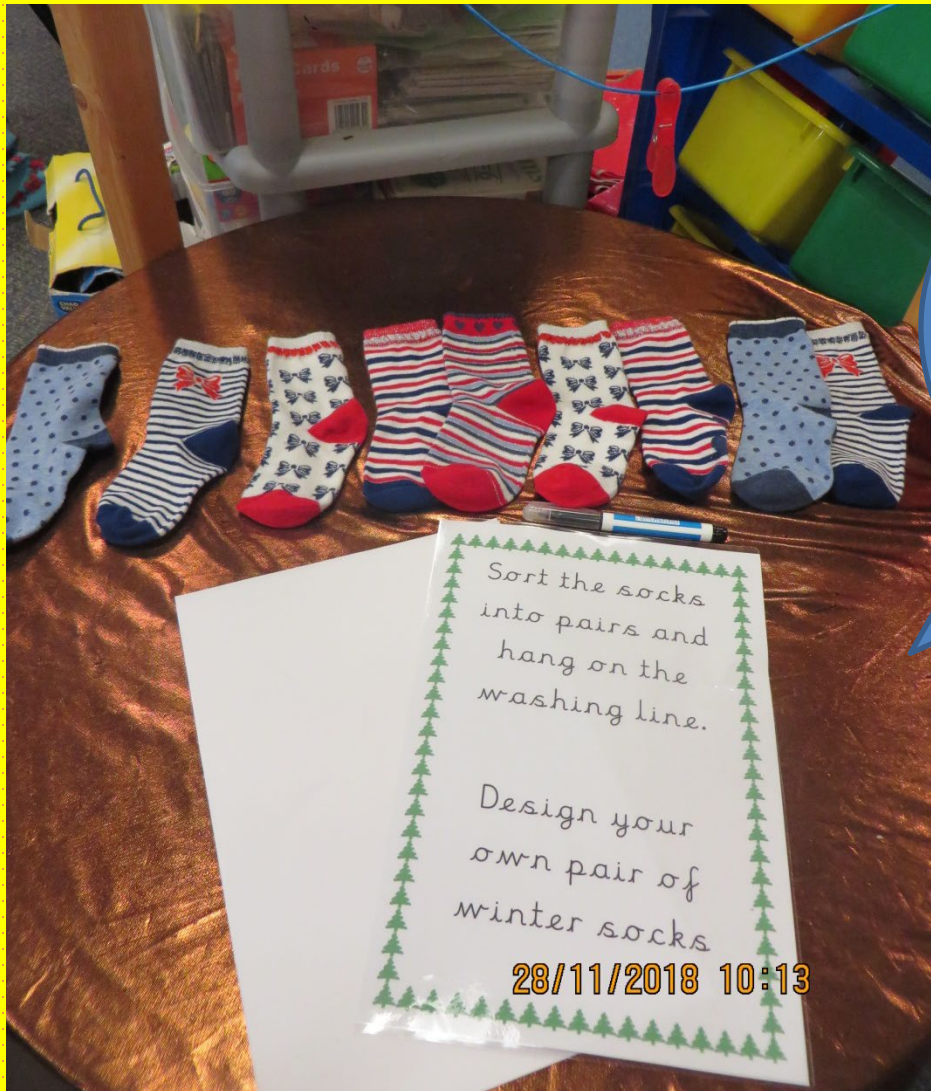
Owl Babies 'Finger Gym' Challenge



Bear Hunt Construction Challenge



Maths Challenge



How many
pairs are
there?

Literacy Challenge

Links with
Communication &
Language –
developing speaking
skills



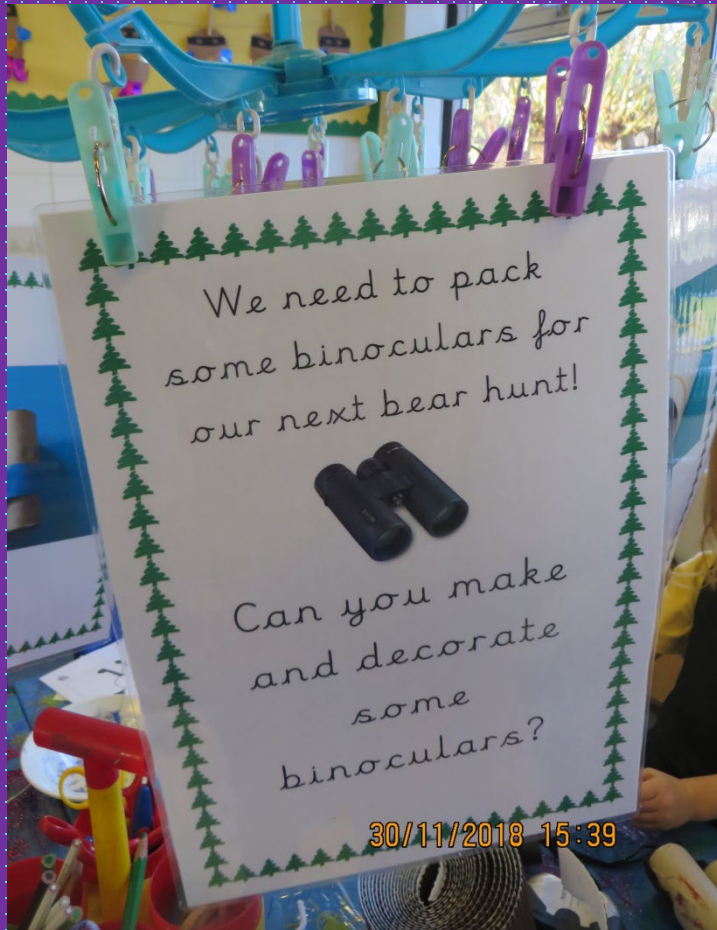
Reading & Writing Challenge



Pick your favourite name for our fish from the list. Record it on a slip of paper and post it in the letterbox

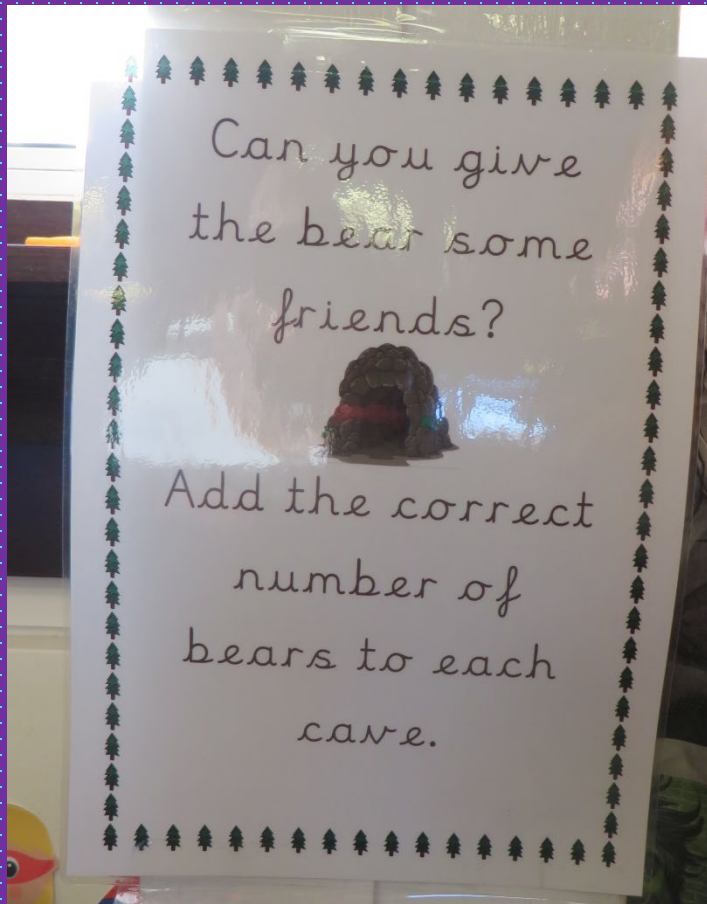
Links with Democracy

Creative Challenge



Links with developing fine motor skills

Maths Challenge



Number recognition and
careful counting

Children also complete structured, adult led activities - particularly in Phonics, Literacy and Maths.

This is also important as we teach, model, guide, support, scaffold and challenge your child in their learning.

What children learn in the adult led activities that week, are then reflected in the continuous provision.

A typical day in Reception would be as follows:

A.M

- Maths
- Phonics
- Literacy

P.M


- Other areas of learning
- Forest School / ICT / PE / Cookery
 - Continuous provision

Children are assessed all of the time in their learning but formal assessments are recorded by staff, short termly. This tells us how your child is progressing and what we need to teach them next.

If there are any gaps in a child's learning, we work with children individually or in small groups.

At the end of the year we assess each child and it is sent to the Local Authority. This has not been actioned in 2020 and 2021 due to the Covid Pandemic.

This is reported to you in end of year school reports.

A central white paper with a torn bottom edge is set against a dark green background. The paper features the text 'What you can do to support your child with their learning...' in a blue, sans-serif font. Surrounding the paper are various school supplies: a black pen, an orange paperclip, a yellow pencil, a magnifying glass, a silver stapler, a white calculator with a red display showing '123', and a red alarm clock with two bells.

**What you can do
to support your
child with their
learning...**

Use language of thinking and learning

“What if you try...?”

“How could you...?”

“Can you explain...?”

“What about if you...?”



Encourage your child to **have a go** –
learning from their mistakes is an important part of
learning!

Encourage your child describe problems they encounter
and to suggest ways to solve the problem

“What do you think you could do about...?”



Model being a critical thinker
showing that you don't always
know

"I wonder if..."

"I've changed my mind about....
because...."

Two white chalk sticks are positioned diagonally in the lower-left quadrant of the slide, overlapping the text.



We celebrate children's achievements at school by:

- Moving up our Captain Positive Chart
- Celebration Assembly on Friday
 - Star of the Day certificates
 - Lots of verbal praise for effort



Reception is a very important year
in your child's development.

We hope your child enjoys their
time with us!

We can't wait for them to be a
member of our class!

