

Year R Parent Breakfast

16th September 2024



Hope | Believe | Achieve

Welcome to the Early Years Breakfast

Miss Cygan

Assistant Headteacher – EYFS and KS1 lead

Mrs Sands

Family Support Team

Mrs Farrall

Family Support Team (EAL)





Our school vision:

Be welcoming

We welcome you into our nurturing school family where everyone is treated as an individual through our loving and respectful environment.

Lead by example

We follow Jesus' example by encouraging everyone to be brave, to have a voice, to believe in themselves, to serve each other and our community.

Be supportive

We walk alongside you, to empower you to thrive, fulfill your potential and make a positive difference in the world.

Give opportunities

We will give you the skills and knowledge to support you by making memories and broadening your horizons; learning today for life tomorrow.

Meet the team

Adults who help us in
Dragonfly and Ladybird:



Mrs Spickett

Mrs Hills

Mrs Vanstone



Ms Carroll

Mrs Slade

Miss Bull

Miss Pochyla

The Early Years curriculum at HTSJ

- Whole class teacher input
- Directed activity with the teacher or TA
- Small group focused activity
- 1:1 learning
- Directed independent learning
- Spontaneous learning
- Free play
- Continuous provision

Characteristics of Effective Early Learning



Communication and Language Development (CL)

Being with others can be a challenge for some children as there are now new distractions. This area of learning aims to help your child build on their listening and attention skills so that they can focus on what is important at relevant times.

It also helps them to develop their understanding skills so that they are able to follow instructions given to them. Connecting ideas, responding appropriately, and communicating their needs are all supported in 'Speaking', the final aspect of this area of learning.

Literacy (L)

This is more than just being able to read and write. Sharing stories with your child helps them hear a wide range of vocabulary as well as getting them to develop a love for reading themselves. Listening to conversations around them helps them to make sense of words and this in turn allows them to become confident writers. From creating lists for the shopping to retelling of stories they've heard, the skills they learn in this area will help them feel confident to tackle any word or sentence!

Understanding the World (UW)

Family members talking about their past experiences helps children to understand that there was time before them. Children are encouraged to explore the awe and wonder of the natural world and to use technology when it is useful. Being able to experience things in their local community and culture as well as other communities and cultures enables them to appreciate the similarities and differences in the world. This area provides the foundation for children to become well-rounded global citizens.

EYFS Areas of Learning

Whilst your child is in Early Years they will be assessed against the Early Years Curriculum, called the Early Years Foundation Stage (EYFS). This is divided into **7 areas of learning and development** which help learning opportunities for your child. The document 'Development Matters' breaks down each area into age bands that can be used to follow your child's progress, but these are stages of development, and the age band your child is working within might not be the same as their actual age.

Personal, Social and Emotional Development (PSED)

To ensure that your child is able to learn, they must first feel safe. This area aims to help your child to develop the skills so that they are able to feel safe amongst their peers and with the adults supporting them.

It will help them form relationships with others as well as becoming more confident when facing new challenges. When things don't go according to plan, they will also be supported so that they control their feelings as well as understand how to behave in different situations.

Physical Development (PD)

The first part of this area is designed to help your child have control over their gross and fine motor skills - the big (gross) movements they need to balance, climb, throw and catch, run or dance and the detailed (fine) control they need to manipulate tools such as scissors or to hold a pencil and make marks or form letters.

The second part of this area is to help your child make healthy choices, from knowing what foods will help keep them healthy to knowing what exercise they need to be doing to keep fit.

Mathematics (M)

Making sense of the mathematical world isn't just about being able to say the numbers in order. Understanding the amount each numeral represents, the different ways it can be created and spotting patterns in number will help your child to become confident in their approach to Number.

Being able to measure and compare things like weight, length and time are all important skills also covered in this area. These skills will help your child make sense of the world around them as well as and make connections between things they observe.

Expressive Arts and Design (EAD)

So much can be achieved through a song and a dance. Using their imaginations in pretend play, or making up songs and stories, and responding to music through sound and movement, this area provides a chance for children's interests to shine.

Being able to explore different materials and tools to produce different pieces of art work is another way for them to become even more imaginative.



What is Play-Based Learning?

A play-based approach provides children with long blocks of uninterrupted time to explore their classroom environment and outdoor space, making choices whilst being supported by teachers and support staff who encourage and scaffold learning.

The Role of the Adults

The adults in the setting have a very important role. They aim to know all about the children they work with and what interests and excites them.

This, in addition to their knowledge of child development, helps them to enhance a child's learning by modelling, commenting, and questioning whilst interacting with the children.

During a play interaction, an early years practitioner will be considering how they can further communication skills, maths skills, social skills, physical skills, enquiry skills, creative skills and much more!!

Why Do We Play?!

If your child is 5 or under, then there is a high chance that they spend the majority of their time learning through play.

Here's why...

The Setup of the Classroom

The resources on offer will be carefully considered to best meet the needs of the children in the group. Some settings may provide play stations that are set up each morning in different areas of the room, whereas others may organise resources so that children can choose what they are getting out that day. The adults in the setting will constantly assess the quality of the materials and the engagement levels of the children, making changes accordingly.

What are the Benefits?

For learning to take place, a child needs to be engaged. A child in the early years is much more likely to be engaged if they are making choices about their learning. A play-based approach appeals to a child's natural curiosity and desire to engage in experiences based on their interests and strengths.

What are observations?

Observing how a child plays is a key part of a play-based approach. The adults in the setting will gauge when to observe and when to skillfully interject. They will only interrupt a child's play if it will add value to the child's learning.





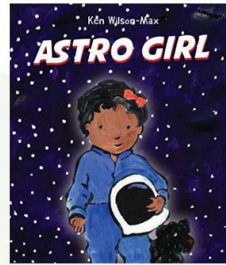
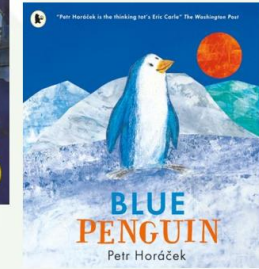
Phonics Little Wandle



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s		Show your teeth and let the s hiss out sssss sssss	Under the snake's chin, slide down and round its tail.
a a		Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
t t		Open your lips, put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the tiger across the tiger.
p p		Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.

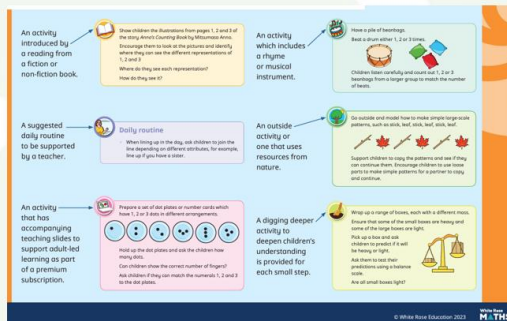


Literacy Power of Reading



Teaching programmes used in Early Years

Maths White Rose and Numicon



Kapow – Expressive Arts



Painting, collage, sculpture, mixed media, cutting, folding, joining, cooking and nutrition, junk modelling, seasonal crafts and activities



Numbots

NUMBOTS

Addition & Subtraction. Solved.



September 2024

We use Learning Journals and Tapestry to capture progress and achievement



Tapestry enables schools to monitor the coverage of National Curriculum subjects and the depth of children's learning within them. Teachers can easily record and view learning outcomes that have been taught and measure the depth of understanding individuals and groups of children have reached. They can do this via Observations or using the quick-and-easy Formative Assessment Tool.

Partners in learning - Tapestry

Parent
partnership

Personal learning journey – iOS, Android & Fire

Links to each child's EYFS profile

You can share things with us that happen
out of school



June 2025

Early Learning Goals

Communication and Language	Personal, Social and Emotional Development	Physical Development
Listening, Attention and Understanding	Self-Regulation	Gross Motor Skills
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	- Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Speaking	Managing Self	Fine Motor Skills
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.
Understanding the World	Building Relationships	Literacy
Past and Present	- Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others’ needs.	Comprehension
- Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.	Expressive Arts and Design	- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
People, Culture and Communities	Creating with Materials	Word Reading
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories.	- Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
The Natural World	Being Imaginative and Expressive	Writing
- Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	- Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	- Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.
	Mathematics	
	Number	
	- Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	
	Numerical Patterns	
	- Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	

Please let us know how you and your child have found the transition to Holy Trinity and St John's by writing a brief comment on the paper provided.

We appreciate all feedback as it helps us to plan the transition for next years families.