



# EYFS

Welcome to the Foundation  
Stage - Working together

# Aims

Overview of the EYFS

Sharing assessment

Working together

Answer any questions you may have

# Foundation Stage at Long Sutton

We recognise that every child is unique and that all children learn and develop in different ways.

We want to work in partnership with parents and carers - share assessment and progress and celebrate success together.

# Principles of the Early Years Foundation Stage

A Unique Child + Positive Relationships +  
Enabling Environments

= Learning and Development

# How Children Learn

## Playing and Exploring

Finding out and exploring

Playing with what they know

Being willing to have a go

## Active Learning

Being involved and concentrating

Enjoying achieving what they set out to do

Keeping trying

## Creating and Thinking Critically

Having their own ideas

Making links

Choosing ways to do things

# Foundation Stage Curriculum

Prime Areas of learning:

Physical Development

[www.youtube.com/watch?v=R8PIXqp3JpA](http://www.youtube.com/watch?v=R8PIXqp3JpA)

Personal, Social and Emotional  
Development

Communication and Language

# Specific Areas of the curriculum

Maths: Numbers and Space, Shape and Measures

Literacy: Writing and Reading

Understanding the World: People and Communities, The World and Technology

Expressive Arts and Design: Exploring and Using Media and Materials and Being Imaginative

# Maths: number

## How you can help

Count with your child forwards and backwards up to 20 and then 100

Share objects/food - beginning of division

Count objects, actions and sounds

Use money in role-play - real coins are better than play money

Practise reading and writing numbers and matching them to quantities



# Maths: shape, space and measure

## How you can help

Make repeating patterns together

Notice patterns and shapes (both 2d and 3d) in the environment

Measure time, length, height and weight together

Talk about where things are in space in relation to each other

# Literacy - reading and writing

Read with your child as often as possible - both reading books and story books/non-fiction books

Sing nursery rhymes/action rhymes

Look at print together in the environment

Let them see you reading and writing

Make lists together - jobs to do/shopping

Write post-it notes to them

Give them reasons to write

Practise reading and writing the sounds and tricky words they know

Help develop fine motor skills - cutting, drawing, colouring, small lego, threading, pouring, mixing etc

# Understanding the World

## How you can help

Let us know if your child is using any ICT at home: ipad/phone/tablets/computer games

Talk to your child about internet safety

Talk about the natural world - changing seasons, food growing, plants and animals and humans - whatever they are interested in!

# Assessment

Children are assessed through observations: we watch children as they work and play, talk to them about what they are doing and we interact with them through adult-directed and child initiated play.

We record these observations using photos, note taking, images of the children's work and more formal assessments (e.g. phonics and reading assessments).

# Learning Journals

How you can help:

Give us examples of learning that is happening at home -  
this can include:

photos with a comment about what they have learnt/can  
do

Examples of things they have done at home - writing,  
drawing etc

a note of something they have done for the first time

a filled in special slip - dated

# EYFS Profile - no longer statutory

There are 17 Early Learning Goals which the children are expected to achieve

**Emerging** (this means they have some of the ELGs but may have others to complete)

**Expected** (ELG)

**Exceeding** (children will be learning through the Key Stage 1 curriculum if they are exceeding)

# Useful Websites

<http://www.bbc.co.uk/cbeebies/grownups/age-and-needs/school#filter>

cbeebies for grownups

<http://www.foundationyears.org.uk>

Foundation Years - website with everything to do with Early Years