



Welcome to Wrens and Robins

Information Evening






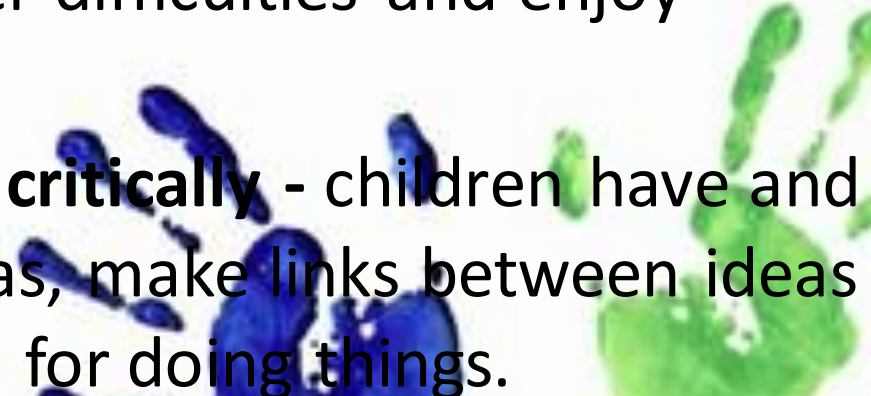
# Outline

- Who are we?
- EYFS Framework
- What we do in class
- Our topic this term – Marvellous Me!
- What do you need to bring to school?
- Home/School partnership.





# Characteristics of Effective Learning

- The EYFS has 3 characteristics of effective learning. These are:
  - **Play and exploring** - children investigate and experience things and 'have a go'
  - **Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
  - **Creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.
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# Early Years Foundation Stage Framework

- 3 Prime Areas

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

- 4 Specific Areas

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



# Routines

- Children self-register and complete activities.
- Phonics input
- Playful learning (rolling snack)
- Literacy input
- Lunch







- Brain break, register and Maths input
- Playful learning
- Tidy up and whole class session focus on area of learning
- End of the day story
- Home time



# Playful Learning

- Play based approach
- Child initiated and led by the children's interests
- Supported to develop skills through adult interactions.



# Phonics

- Listening games
- Identifying initial sounds
- Learning sounds, using actions to support memory
- Segmenting – pinch the sounds c-a-t
- Blending g-oa-t = goat
- Reading cvc words e.g bat
- Reading tricky words – words that cannot be sounded out







# Literacy

- Key texts – Little Red Hen
- Learning stories through oral rehearsal, story maps and role play
- Using actions to support
- Innovate story to create their own



# Maths

C-P-A approach

(concrete -> pictorial -> abstract)



Focus on 'real life', physical maths

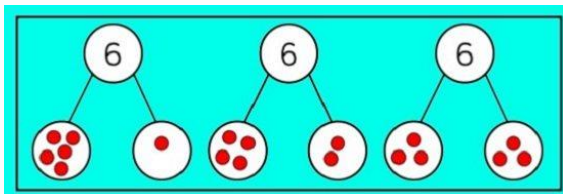
Talking about maths to develop reasoning  
how do you know? What do you notice? Why  
does that happen?



# Counting Principles



- **Stable Order:** Understanding the verbal sequence of counting; being able to say the number names in order
- **One-to-One Correspondence:** Understanding that when saying the names of the numbers, each object receives one count and one only one count
- **Cardinality:** Understanding that the last number spoken in a counting sequence names the quantity for that set
- **Abstraction:** Understanding that it doesn't not matter what you count, how we count stays the same. This can also include non-physical things such as sounds.
- **Order Irrelevance:** Knowledge that the order that items are counted in is irrelevant and objects can be rearranged and retain their value.



# Marvellous Me



The Bellbird Primary School  
'Soaring to Success'  
Year FS Autumn Term 1

## Communication and Language

To listen in one to one and small group situations (when the conversation interests them).

- Listening to stories
- Contributing to class discussions
- Maintaining concentration on a chosen activity
- Speaks in simple sentences
- Listening games (e.g. Simon Says)

## Personal, Social and Emotional Development

To play alongside others as well as on my own.

To see themselves as a valuable individual.

- Understanding of class rules
- Able to sit still during carpet time
- Circle time (Feelings)
- Share their thoughts with others
- Show care and consideration towards others

## Characteristics of Effective Learning

Showing curiosity about objects, events and people.

Taking a risk, engaging in new experiences and learning by trial and error.

- Exploring the classroom environment and resources
- Looking round the school and meeting the staff
- Asking questions about the classroom, school and staff
- Trying out new activities



## Mathematics

Recognise some numerals of personal significance.

Recognises numerals 1 to 5.

- Knowing the number of their house
- Talking about their age
- Reciting number rhymes
- Writing numerals

1 2 3 4 5

## Physical Development

Explore a range of gross motor opportunities particularly developing upper arm strength through climbing, mopping and sweeping.

Fine motor to use preferred hand.

- Using scissors to cut paper
- Making models with playdough
- PE: dance - moving in different ways
- Games involving beads, tweezers and threading

## Understanding the world

To be able to talk about themselves and those who are important to them  
Describe what they can see, hear and feel whilst outside.

Discuss family photographs

- Explore allotment and pond area
- Nature walk around the School grounds



Your child will be given a reading book later on in the term. Until then, please try to share a book with your child each day. You could encourage them to talk about the book and turn the pages.

## To Listen, Watch and Respond to images and media

Creating materials

- Listening to Music, role-play, dance and movement
- Painting a self portrait
- Drawing a picture of their family
- Painting materials

## Literacy

Hears and says the initial sound in words.

Gives meaning to marks they make as they draw, write and paint.

- Focus text: Little Red Hen
- Talking about their pictures
- Writing their name
- Listen and recall events from stories they have enjoyed
- Phonics Phase 1 and 2.

Sounds:

s, a, t, p, i, m, d, g, o, c, k, e, n, b, h

Words:

- Starting to read and write simple words such as:  
Sat, pin, sit, tap, map, dad, pig, top, cat, kid, sock, men, cup, rug, rocket



# Marvellous Me

- What makes us special?
- How do we look? What do we like? Is that the same or different from our friends and family.
- Finding out where we come from? Where does our snack come from?
- What happens when we mix colours?





# What can you do to help?

- Read together **every day** and **ask questions** about the story.
- Promote independent routines - tidying, dressing, self-care and eating.
- Tell stories
- Talk mathematically - Find real life examples of number, shape, measure
- Investigate the world - Ask why and how?
- Practise taught sounds
- Count - oral, objects, non-physical
- Share experiences - cooking, cleaning and shopping
- Praise the process rather than the outcome.
- Let us know what your child can do at home using Tapestry
- Volunteer in school. E.g. hearing readers or changing library books.
- Encourage your child to talk to you about their day and speak to us about any concerns

The word 'Tapestry' is centered at the top in a large, black, sans-serif font. Below it, there are four handprints of different colors: a red one on the top left, a yellow one on the top right, a blue one on the bottom left, and a green one on the bottom right. The handprints are stylized and have a soft, watercolor-like texture.

# Tapestry

- Upload snapshots of home life and learning, allowing us to learn more about your child
- School observations link to your child's next steps
- A tool for discussion and celebration of learning with pupils
- Communication between home and school, including weekly 'memo' updates

# What do we need to bring to school?

- PE kit (named)
- Named water bottle.
- Book bag for letters to be sent home.
- Up to date asthma inhaler and care plan if needed.
- Coat (We have outside learning every day.)
- Reading book and reading record once distributed. (This needs to come into school every day and the TAs will look at your child's individual record on a specific day.)
- **PLEASE NAME EVERYTHING**



# Dates coming up.

- - Harvest Festival – Tuesday 12th October at 10:00 am
- Tues 21<sup>st</sup> October – Fri 25<sup>th</sup> October – Half Term
- Tuesday 2<sup>nd</sup> November (evening 3:30 – 7:00 pm) Thursday 4<sup>th</sup> November (8:00 am – 11:00 am) Parent appointments.
- Phonics workshop (TBC)
- Half Term 25<sup>th</sup> October – 29<sup>th</sup> October 2021
- Inset Day Friday 19<sup>th</sup> November, Monday 22<sup>nd</sup> November.





Thank you for your time  
any questions?

