

Life in Early Years





Early Years





Early Years (EYFS)

- Early Years refers to anything from birth to 5 years.
- Reception is the end of Early Years
- When the children move into year 1, they are then in Key Stage 1.

Early Years Foundation Stage Curriculum



Prime Areas		
Communication and Language (CL)	Personal, Social and Emotional Development (PSED)	Physical Development (PD)
<ul style="list-style-type: none">- Listening, Attention and Understanding- Speaking	<ul style="list-style-type: none">- Self Regulation- Managing Self- Making Relationships	<ul style="list-style-type: none">- Gross Motor- Fine Motor

Early Years Foundation Stage Curriculum



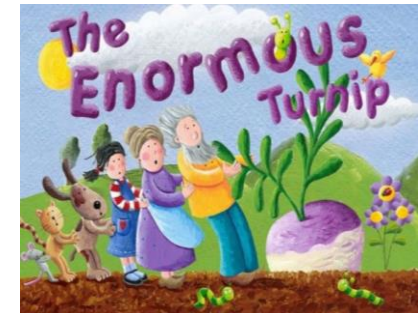
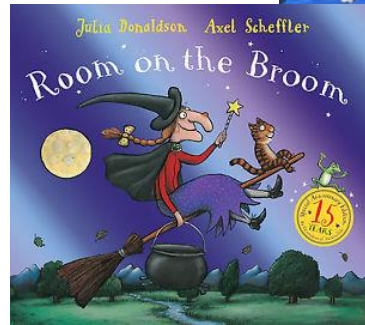
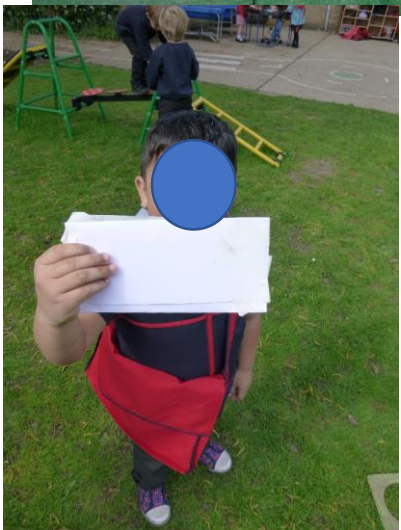
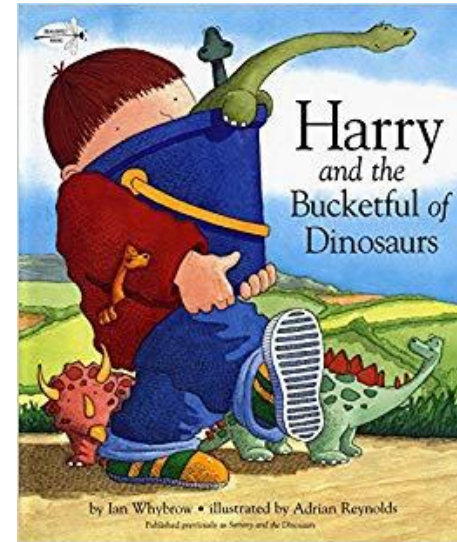
Specific Areas

Literacy	Mathematics	Understanding of the World	Expressive Arts and Design
<ul style="list-style-type: none">- Word Recognition- Comprehension- Writing	<ul style="list-style-type: none">- Number- Numerical Patterns	<ul style="list-style-type: none">- Past and Present- People, Cultures and Communities- The Natural World	<ul style="list-style-type: none">- Creating with Materials- Being Imaginative and Expressive

Early Years Foundation Stage Curriculum

- Early Years have their own curriculum.
- This was updated recently in 2021.
- There are 17 areas of the curriculum. These 17 areas are covered both inside and outside the classroom.
- The Prime Areas (Communication and Language, Personal, Social and Emotional Development and Physical Development) underpin all other areas of learning. These are priority areas for the children to secure before they can move onto the specific areas.

Implementing the Early Years Curriculum



Children's Interests and Topics

Implementing the curriculum

- We do not have set topics and themes in Reception and Nursery. We try to base the children's learning around their interests and topics that we feel the children will be excited about and support them in engaging in their learning.
- The classrooms and settings are then set up based on these topics and themes.
- The classrooms and outdoor spaces have areas such as writing tables, maths areas, malleable areas, reading areas, small world and role play areas etc.

Child initiated learning...



Child initiated learning

- This is where the children spend some of their time free-flowing between the activities that are set up around the room and the garden.
- The adults then support the children at their chosen activities.
- The activities set up are carefully planned for, so that all children can engage with them and use them as learning tools.

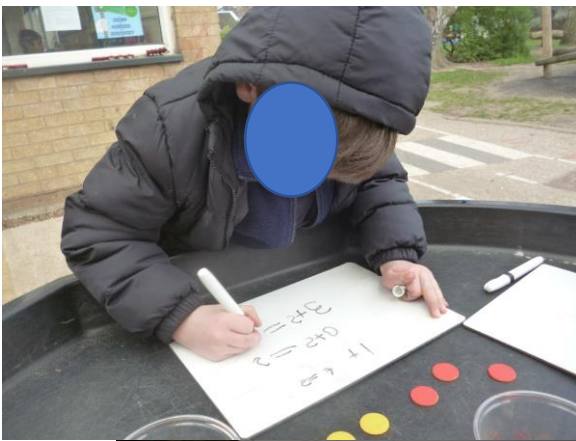
Fun and exciting that encourages exploration of learning...



Engagement

- We try to plan activities that are hands on and multi-sensory to help engage the children in their learning.
- The more engrossed in their learning the children are, the longer they will stay at the activity and will therefore have longer to expand their knowledge and build on skills.
- These experiences are also memorable and help the children to secure their understanding.

Outdoor Learning



Outdoor learning

- As a school, Eastfield is passionate about the positive impact outdoor learning can have on children's progress, learning and wellbeing.
- Both Nursery and Reception have their own outdoor learning gardens, along with access to the wooded area (Spinney), pond area, play ground and field areas shared by the rest of the school.
- We use the outdoor areas no matter what the weather, so the children having the right clothing is essential. Coats should be in school almost all of the time. Children in Nursery and Reception are also encouraged to have a spare pair of wellies that they can keep at school.

Inputs and Groups



- Sessions for Phonics, Mathematics and Literacy
- Colour Groups – Different focus of the curriculum
- Daily Circle Time – Sing songs, celebrations, listen to Story of the Week and daily stories.



Inputs and Groups

- Along with Child Initiate Learning (CIL), children in Nursery and Reception will also spend some of their time learning through input sessions and groups. This is often referred to as Adult Led (AL).
- Reception have daily phonics, maths and literacy sessions.
- Nursery have phonics, maths and literacy sessions that run during their colour group times.

Learning Walks, Planning Time and Challenges



Make a list of all the jobs we need to do to look after the chicks. Chloe, Harry, Prachi, Amelia, Lexi-Mae.

We went to the listening station. Jersey, Prachi, Chloe, Nimrah, Uzair, Sophia, Olivia-May, Harry

↳ Talk to an adult about what you heard.

↳ Lexi-Mae + Amelia

Tell you about what I heard at the listening station. Chloe.

Use the yoga pictures and write about what we did - Amelia, Chloe, Prachi, Zoey

Use the new listening station. Ⓞ To tell me about what you heard.

Nimrah + Jersey + Elsen + Chloe + Uzair + Berkay + Harry + Sophia + Zoey + Olivia-May + Prachi

Write about which animals lay eggs. Olivia-May + Chloe + Seb + Elsen + Zoey + Sophia + Lexi-Mae + Prachi

Need to do this challenge today.

Write a list of animals that do and don't lay eggs. Chloe.

Write on the white board about some eggs. - Prachi

I will draw some chick pictures. Ⓞ To label your picture. Lexi-Mae + Sophia

Ⓞ Write a sentence about what you saw. Harry.

I drew a chicken and then the egg. I need to write the sentence today as I wrote words yesterday. Harry.

Make up a story in the small world farm. Ⓞ To tell me your story. Olivia-May

I need to tell Miss Cort my story today.

Eggs

Do some taking away at the numbers area. Sophia + Prachi + Lexi + Olivia-May + Chloe + Elsen

↳ Use the eggs to help us take away.

Small world area with farm. Ⓞ To tell a story about the farm animals. Zoey + Berkay + Sophia + Chloe + Prachi + Seb + Elsen + Amelia + Olivia-May + Lexi-Mae

Draw a chicken and then label it. Ⓞ To listen for all the sounds in your words. Jersey

I labelled it and then I wrote a sentence. Jersey.

I'm going to cut out the picture of the chicken. Ⓞ To write about what happened in the picture. Elsen

I did it and I took it home. Elsen.

Make a picture of a egg. Ⓞ To label it. Berkay.

Do some subtraction at the numbers table. Uzair.

I tried really hard and I used a white board and the eggs. Uzair

Write about Gemma the hen and the eggs. Amelia + Prachi + Chloe + Sophia + Zoey + Elsen + Berkay + Seb

My story was about putting the farm back together after it was really windy. Lexi-Mae

Learning walks

- Staff across both Nursery and Reception, spend time explaining to the children what they could do at each of the activities.
- We like to encourage the children to accept challenges and eventually be able to 'challenge themselves' with their learning.
- Staff will give children varying challenges that help to move the children's learning on. For example if a child has confidently used initial sounds in their writing, the adult might challenge that child to write the end sound of one of the words.

Learning Journals and Observations



NAME: Tom

DATE: 22.09.22

SC

CIL AL

OBSERVATION:

Tom was in the small world area using the farm animals and the story puppets. He was telling his friend the story we have recently been learning 'What the Ladybird Heard'. Tom said 'The Ladybird was very quiet but she saw some burglars.' I asked Tom what happened next and he said 'There were animals on the farm. There was a cat.'

We looked at the book together and found out what happened next. Tom and I then used puppets to retell this next part of the story.

CL

PSED

PD

L

M

UW

EAD

Playing and Exploring: Make choices/ Share experiences / Try independently / Being willing to 'have a go'

Active Learning: Maintain attention and focus/Keeping on trying/Use a range of strategies / Enjoying achieving what they set out to do

Thinking: Take part in imaginative play/ Have their own ideas/Making links

Learning Journals and Observations

- All children in Nursery and Reception have a paper book called a 'Learning Journal'. This is where staff keep a record of your child's learning.
- We keep examples of significant learning/work in these books.
- These may include photographs or pieces of work completed by your child.
- There will be an accompanying observation that the adult has written, explain what happened.
- Sometimes, a part of the observation may be highlighted in green. This often shows where a child's learning has been moved on.

Behaviour System



- You Own Your Own Behaviour – YOYOB – This encourages the children to make choices about their own behaviour and understand that making the right choice can have a positive impact.
- Reception use visual symbols and Nursery use 3 symbols as part of their transition work.
- All the children start on the middle cloud each day. Children can move up and down the symbols, helping them to earn stickers, golden tickets, certificates and letters home. Children often move up for being kind, trying hard, being helpful, listening carefully, joining in well during input times, accepting a challenge etc.
- It is a restorative approach. If a child makes a wrong choice for example hurting someone else, they will be moved down. However they are able to make amends for this and 'fix what has happened'. Children are then able to make their way back up the symbols, which reinforces the positive choices they make.





Email Us!!!

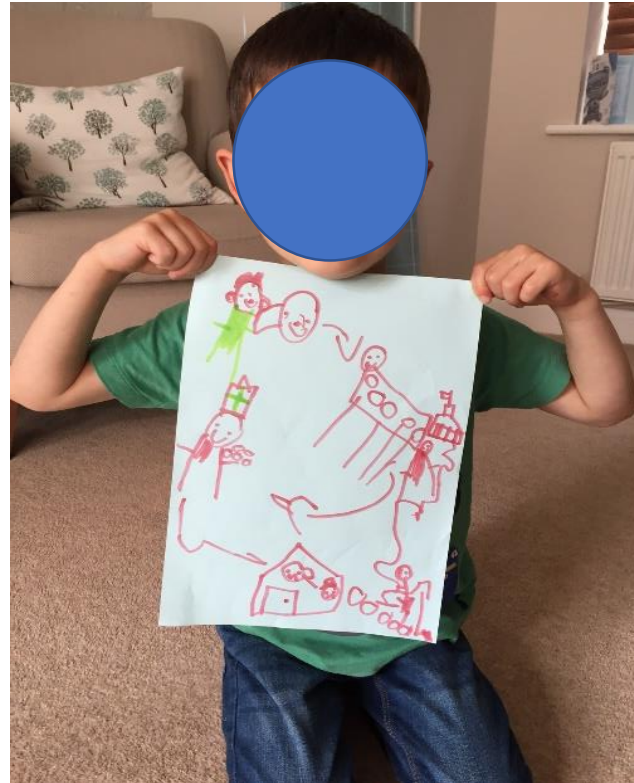
Rabbit at Eastfield Infants

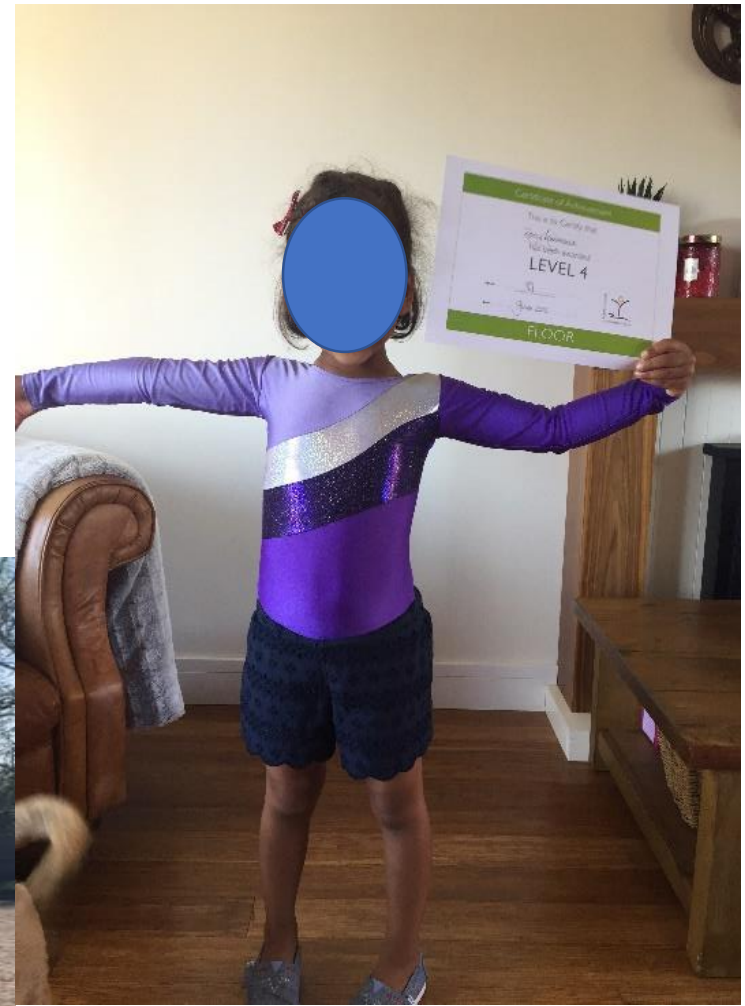
Attachments:

(2)[Download all attachments](#)

[IMG_0758.JPG \(629 KB\)](#); [ATT00001.txt \(66 B\)](#)

Sam did a story map of Jack and the Beanstalk and talked us through each part of the story and what happened





Email Addresses



rabbit@eastfield.cambs.sch.uk

squirrel@eastfield.cambs.sch.uk

fox@eastfield.cambs.sch.uk

Children do some incredible learning at home and we love to know about it and share these experiences at school. Please feel free to email with examples of any achievements your child does outside of school. This might be learning to ride their bike, getting dressed by themselves, writing their name etc.

Please be aware that we will not reply to emails sent. Any emails with questions or information such as your child being absent from school, still need to be sent to the school office.

Supporting at Home



In Nursery this week...

Reception's weekly learning...



Reading with your child



Reading with your child helps support all other areas of learning. It also many other benefits including:

- Listening skills
- Bonding
- Cognitive and language development
- Expanded vocabulary
- Attention span
- Creativity
- Life lessons
- Social and emotional development

Don't forget...



This first term is often the hardest for the children. It is a long term, straight after the summer holidays. Children are likely to be a little more emotional at times due to tiredness and be extra hungry. We have very busy days!

Please also don't forget...

- Spare clothes
- Water bottles
- Coats and wellies
- Book bags

Please name everything!!!