



Life in Early Years



Early Years

The term 'Early Years' covers all age groups from birth to 5 years (the end of Reception)



Early Years Foundation Stage Curriculum

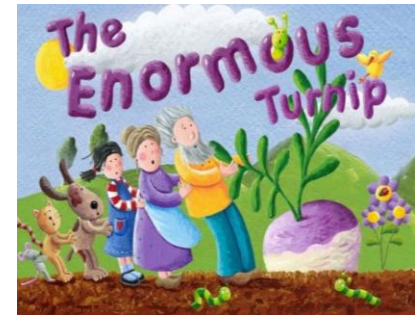
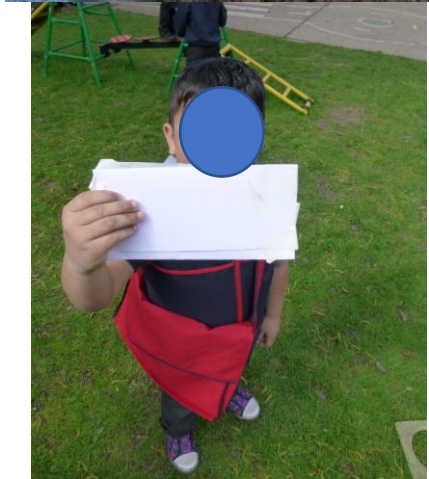


Prime Areas		
Communication and Language (CL)	Personal, Social and Emotional Development (PSED)	Physical Development (PD)
<ul style="list-style-type: none">- Listening, Attention and Understanding- Speaking	<ul style="list-style-type: none">- Self Regulation- Managing Self- Making Relationships	<ul style="list-style-type: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



Children's Interests and Topics

Child initiated learning...



Fun and exciting that encourages exploration of learning...



Outdoor Learning





Inputs and Groups

- **Reception**
 - Sessions for Phonics, Mathematics and Literacy
 - Reading sessions 3 x a week.
- **Nursery**
 - Colour Groups – Different focus of the curriculum
 - Daily Circle Time – Sing songs, celebrations, listen to Story of the Week and daily stories.



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 to 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

Our Learning Journals



Our Learning Journals are made up of children's work and adult observations. Observations can be either long narrative observations, short observations or speech bubbles with direct quotes from the children. Within these observations, we will highlight how your child has worked towards particular parts of the Early Years Curriculum.

Child Initiated Learning or /Adult Led

This highlights whether your child has initiated the activity independently or if an adult has guided their learning

Observation

This will explain the process your child went through when they were taking part in their learning.

Areas of Learning

The circled areas are which parts of the Early Years curriculum your child has demonstrated in that particular piece of learning. See key below

Characteristics of Effective Teaching and Learning

This shares which characteristic of effective learning has taken place. These are skills your child needs to help them learn, often called 'Learning Behaviours'

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CIL AL						
OBSERVATION:						
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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						

Green Highlighting

This is an area where the adult of the observation has moved the child's learning on.



Behaviour System

- You Own Your Own Behaviour – YOYOB
- Reception use visual symbols and Nursery use 3 symbols as part of their transition work.
- Children can move up and down the symbols, helping them to earn stickers, golden tickets, certificates and letters home.
- It is a restorative approach.



Information Sessions, Cafes and Stay and Learn

These sessions are run throughout the year and parents/carers can find out more about what and how their child is learning at school.





Online Safety





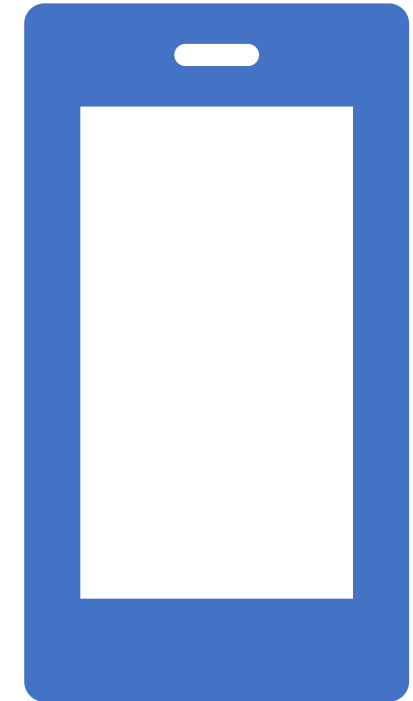
Sharing Online

Risks At Home

- Identity theft
- Permanence of digital content
- Losing control of images
- Exposure to child predators
- Creates their children's digital footprints before they are old enough to consent to it

At School

- Ask for parental permission for children's photographs to appear in journals etc.
- Ask parents/ carers not to share photographs on social media.
- Avoid sending out digital copies of children's photographs.





Parental Controls

- Controls need to be set up on both the **broadband connection** AND **each individual device**
- These **do not come as standard** so it's worth checking
- They are important because they allow you to:
 - **Block** and **filter** upsetting or inappropriate content or sites
 - **Plan** what **time** and **how long** your child can go online for

School can support and advise parents/carers with parental settings. Every newsletter, there is information about different areas of Online Safety. Newsletter 2 focused on Parental Controls. This can be found on our school website.

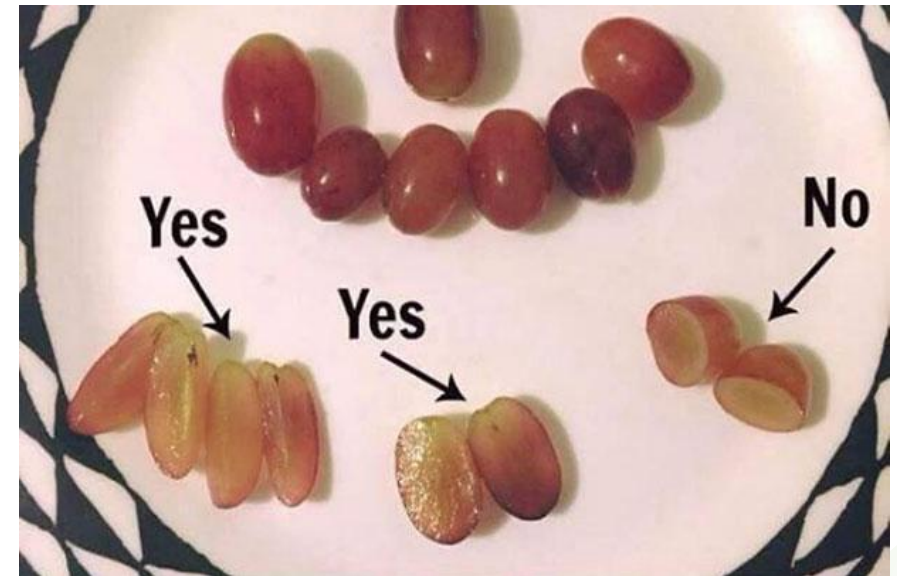
Mrs Summerfield is our school's Online Safety lead and can offer support to anyone who may have concerns.






Safer Eating

- New regulations have come into place this September, advising Early Years setting on how to help ensure food is safe for children and reduces the risk of choking.
- Please can we ask if children bring in a packed lunch, that any small food items such as grapes, cherry tomatoes etc are cut into quarters. Ideally, this should be done length ways.
- We remain to be a nut free school.





A collage of various children's book covers. The books include: '10 Minutes till Bedtime' by Michael Roosa; 'No Matter What' by Todd Christy; 'Dear Zoo' by Rod Campbell; 'The Elephant and the Bad Baby' by John Schoenherr; 'Bakes' by Eric Hill; 'Before You Sleep...' by Eric Dahl; 'That's not my puppy...' by Fiona Watt; and 'Eric Hill' (partially visible). The covers feature diverse illustrations of animals, children, and everyday objects, all in a colorful and engaging style typical of children's literature.

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- My Phase 2 sound mat**
-  www.twinkl.co.uk/resources/ks1





Reading with your child

Reading with your child helps support all other areas of learning. It also has 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!!!**

We already have a small collection of items that we are struggling to return to the correct child as they have not been named.