



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)
- Listening, Attention and Understanding - Speaking	- Self Regulation - Managing Self - Making Relationships	- Gross Motor - Fine Motor

Early Years Foundation Stage Curriculum



Specific Areas			
Literacy	Mathematics	Understanding of the World	Expressive Arts and Design
- Word Recognition - Comprehension - Writing	- Number - Numerical Patterns	- Past and Present - People, Cultures and Communities - The Natural World	- Creating with Materials - Being Imaginative and Expressive



Reception typical day

Settling in writing activity

Phonics

Child initiate learning
(Reading groups)

Maths

Lunch

Handwriting

Literacy

Child initiate learning (Reading groups)

Story time

Nursery typical session

Child initiate learning

WOW word
Story of the Week
Snack time

Child initiate learning

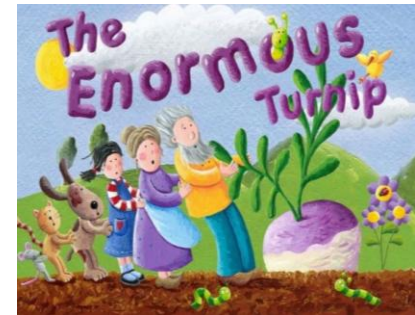
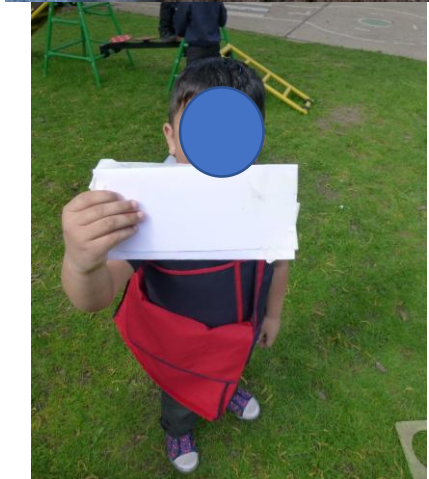
Adult-lead Activities

In/Out provision and Interventions

Maths

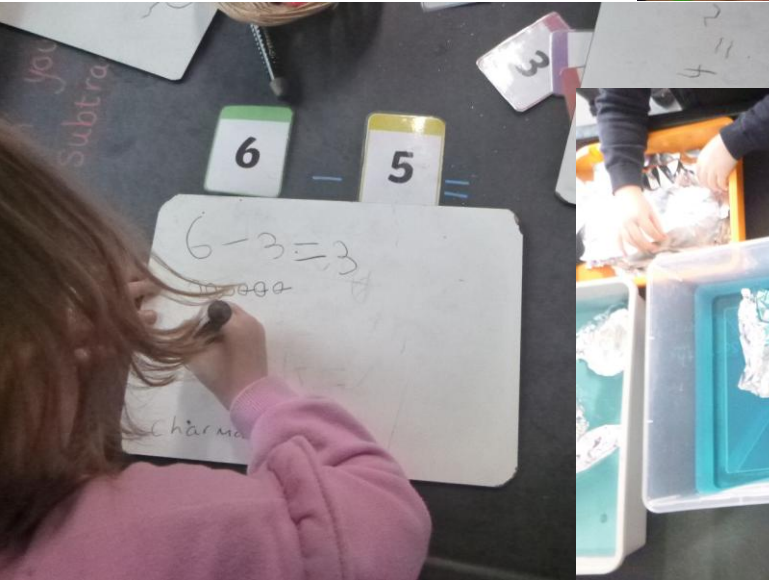
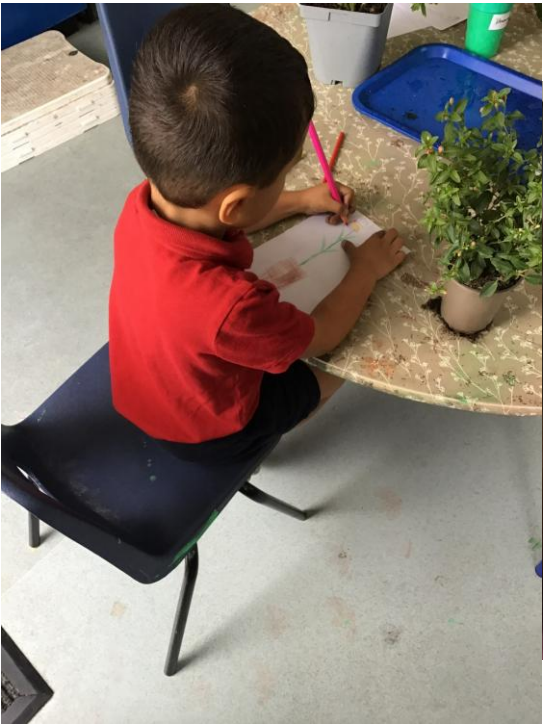
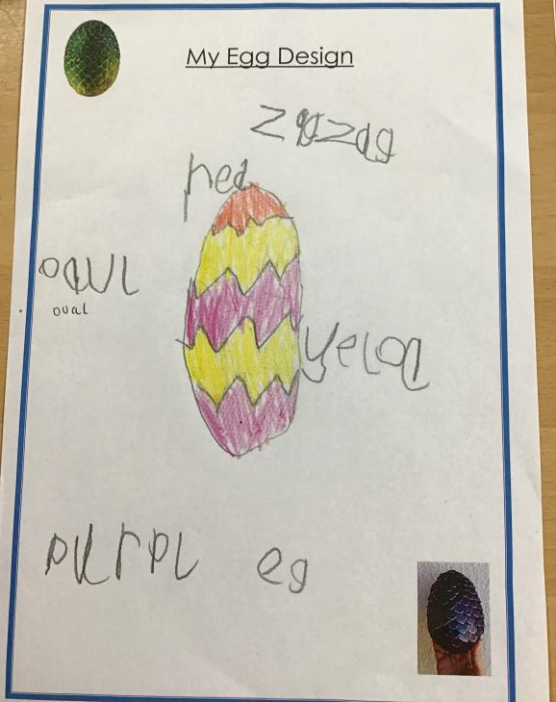
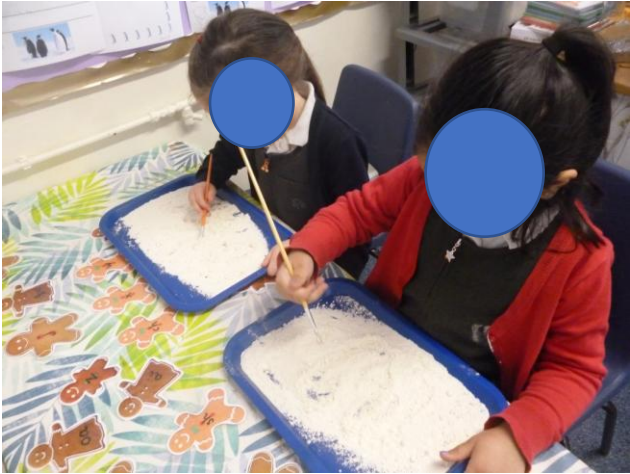
Phonics –Rhyme time





Children's Interests and Topics

Child initiated learning...



Fun and exciting that encourages exploration of learning...



Outdoor Learning



Learning Journals and Observations



NAME: Tom

DATE:

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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We looked at the book together and found out what happened next.		
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CL	PSED	PD
L	M	UW
EAD		
Playing and Exploring: Make choices/ Share experiences / Try independently /Being willing to 'have a go'		
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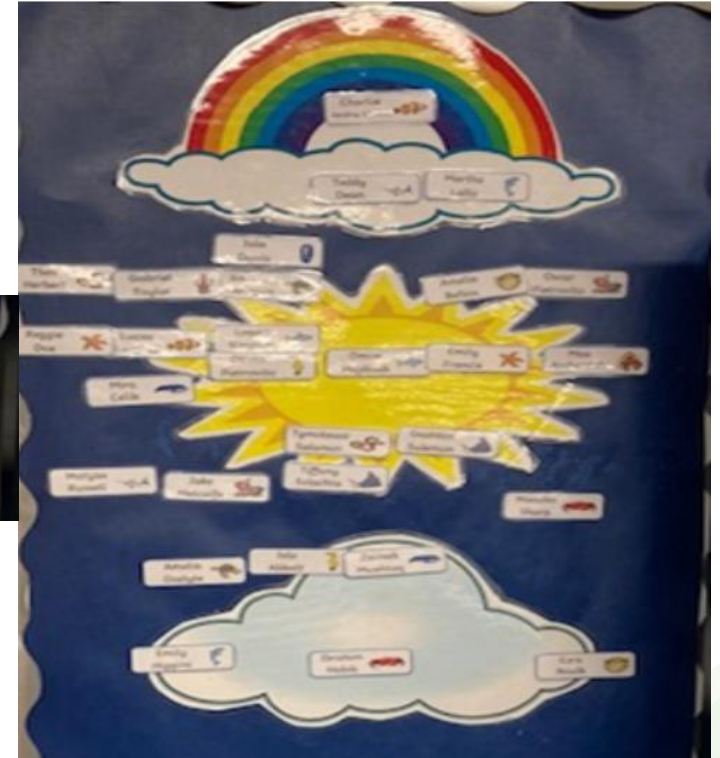
Green Highlighting

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 the symbols, helping them to earn stickers, golden tickets, certificates and letters home.
- We use a 'Reset Cloud' when children may need to have problem solving conversations with an adult or some time to help them to re-regulate.
- It is a restorative approach.



Information Sessions, Cafes and Stay and Learn

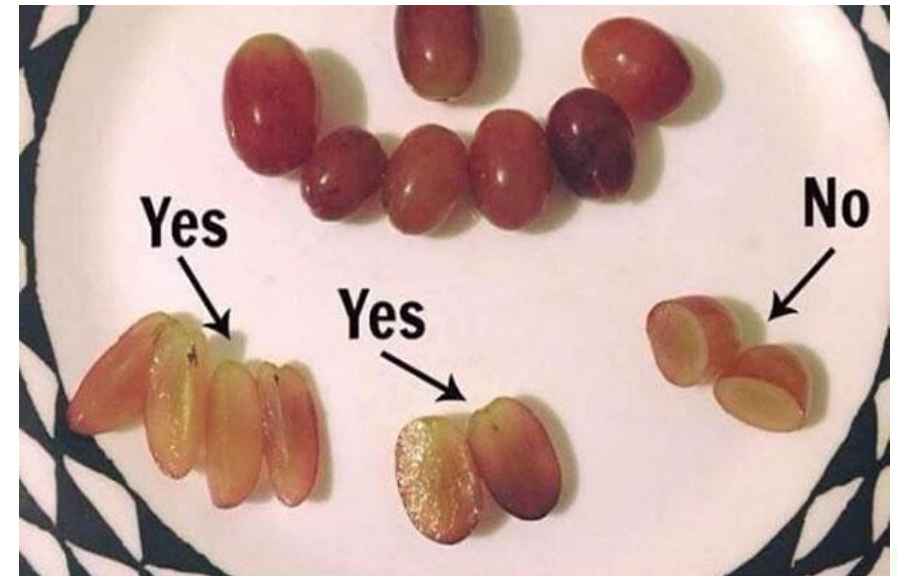
These sessions are run throughout the year and parents/carers can find out more about what and how their child is learning at school.





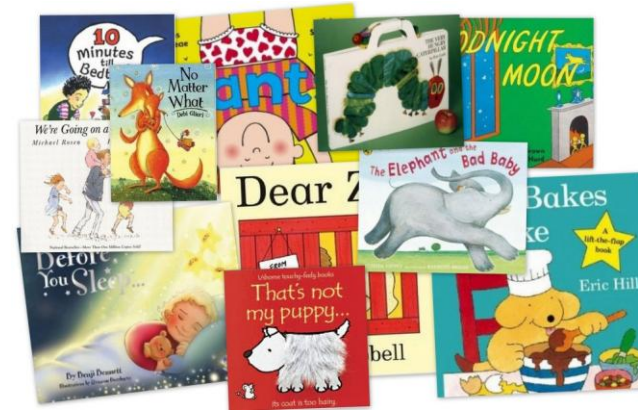
Safer Eating

- New regulations came into place last 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.





Supporting at Home



Both of our Nursery and Reception classes email out weekly information. Please keep an eye out for:

- This Week in Nursery
- Reception Weekly Learning Overview

WB: 14.09.26

This week's learning in Reception

Phonics

In our phonics lessons, we learn about different sounds and tricky words each week.

This week we have been learning about the sounds **s**, **a**, **t** and **p**.

Please click [here](#) for support in how to pronounce the sounds taught in Reception during the Autumn term.

Why not look for these sounds as you share books together or spot them around your home or when out shopping.

Wow Words

Each week in Reception we learn about different Wow Words to help build the children's vocabulary and language. These words link to what we have been learning that week.

Kind - This week, we have been focusing on our three-word rules. **Kind** is our first word. We have explored what kindness means and discussed the many ways we can show kindness to others, such as helping someone, listening carefully, or offering a friendly smile.

Calm - **Calm** is our second word. We have been thinking about how we can stay calm in the classroom and throughout the school day. For example, we have been practising our "Legendary Lining Up" skills during transition times.

Co-operative - This is our third word. We have been discussing how we can work together, support one another, and be part of a team.

Book Recommendations





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.