



**Welcome to  
Roe Green Infant  
School**

# What is the E.Y.F.S?

**Learning and Development**  
**Creativity and Critical Thinking**  
 The Early Years Foundation Stage  
 Every Child Matters

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.



**Transforming Understanding**

- When conceptual talk is frequent and understandable, but not often for a long period...
- For example, children might come to see that a well through understanding how to think out what happens in the way they begin to understand how about the effect of heat on water for fish. They begin to see other ways to that see on a subject matter (EY). They might make a link with other subjects (EY) in ways such as 'Water Warmer' (EY).
- Children sometimes need the support of their peers to think out through. They will be expected to see the children's thinking/understanding. Both children and adults can then talk about the learning that has taken place.

**Missing connections**

- Being creative involves the whole curriculum, not just the arts. It is not necessarily about making or creating but also about thinking and learning.
- Children will have easily made connections between things. These links are not necessarily made by the child. For example, they need to be able to learn from things and to be able to learn from their own and others' experiences.
- Children sometimes enjoy their children's learning. There is a close connection between experiences at home, the setting and the wider community.
- It is difficult for children to make these connections in learning when they are in a situation of learning. Check that all connections are made.

**Sustained shared thinking**

- It is a joint activity that involves an adult and a child or children. It is a shared activity that involves an adult and a child or children. It is a shared activity that involves an adult and a child or children.
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**Learning and Development**  
**Active Learning**  
 The Early Years Foundation Stage  
 Every Child Matters

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.



**Decision making**

- Adults should encourage children to make decisions and control their own learning. Adults should encourage children to make decisions and control their own learning.
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**Mental and physical involvement**

- To be involved in a physical activity, children need to be in a state of mind that is ready to learn.
- Active learning occurs when children are able to learn and are interested in the things that they are learning.
- When children are actively involved in learning, they get a greater understanding of the things that they are learning.
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**Personalised learning**

- Personalised learning involves planning for individual children. It is a learning that is tailored to the needs of the individual child.
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- The Early Years Foundation Stage focuses on the distinct needs of children from birth to five or until the end of their reception year.
- The Early Years Foundation Stage has its own curriculum which emphasises learning based on play and hands-on experiences.
- It is a broad, balanced and purposeful curriculum, delivered through planned play activities to help ensure all children have the opportunity to reach their full potential and experience the best possible start to their education.
- Whether your child is at a child minder, private nursery, full day or half day, they will be following the EYFS.

# Reception Times

- Reception - school starts at 8.55 am and finishes at 3.15 pm. (Children may be dropped off to classrooms from 8.50 am)
- Doors are closed at 9.00 am. If you are late please go to the main office to sign in your child.
- Late children in the afternoon (after 3.25pm) will be taken to the welfare room where they will be looked after by a member of staff.

# House Keeping

- First Aid
- Bump head letters - phone calls home
- Suitable clothing/ footwear/ jewellery
- All clothing including coats, hats, scarves, gloves should be clearly labelled
- Toilets

# Behaviour expectations at RGI

- RGI Golden rules
- Traffic lights
- Praise
- Sticker chart/Dojo points
- Pupil of the week
- Positive attitude leaf
- Head teacher award - Entry in the Green Book

# What will my child be learning?

- There are 7 areas of learning in the EYFS curriculum.
- The 3 prime areas include:
  - Personal, Social and Emotional Development
  - Communication & Language
  - Physical development
- The 4 specific areas include:
  - Literacy
  - Mathematics
  - Understanding the World
  - Expressive Arts & Design

**All seven areas of the curriculum are connected and are equally important.**

# Personal, Social & Emotional Development

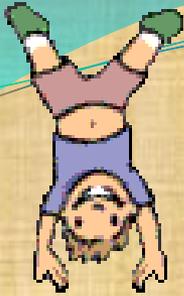
- This is further divided into 3 strands - self-regulation, Managing self and building relationships.
- In the EYFS we provide experiences and support to enable children to develop confidence, good attitudes, friendships, self-help skills and a sense of community.
- Children are encouraged to interact appropriately and develop a respect for others. They develop social skills and learn how to manage their feelings as well as to understand appropriate behaviour.





# Communication & Language

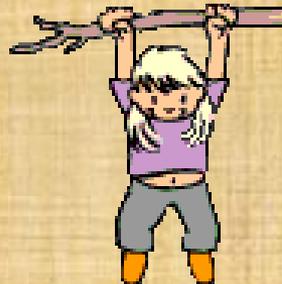
- This is further divided into 3 strands - Listening, attention & Understanding and speaking.
- The development of spoken language is of central importance as it underpins all seven areas of learning and development.
- We provide a language rich environment for your child to develop their skills in speaking and listening and engage in quality conversations.
- Children are read to frequently and actively engaged in a range of texts, both fiction and non-fiction. This provides many opportunities for the children to become comfortable using a rich range of vocabulary.



# Physical Development



- This is further divided into 2 strands - gross motor skills and fine motor skills
- Children are encouraged to be active and to improve their skills of co-ordination, control, manipulation and movement.
- They take part in a weekly PE lesson and have opportunities to develop in this area during everyday activities both inside and out.
- We also provide lots of activities for children to develop their fine motor skills, such as cutting, writing,
- Children are supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.



# Literacy

- This is further divided into 3 strands - Comprehension, Word Reading and Writing.
- Children have the opportunity to look at and enjoy a range of books and are encouraged to develop a life-long love of reading. Children are taught phonics and common exception words daily which supports them in developing reading skills. Once they are ready, they will begin to take a guided reading book home.
- Staff value all children's attempts at early writing.
- Children are encouraged to draw and paint and give meaning to their marks.
- They are encouraged to attempt to write for a variety of purposes and use their phonic knowledge to sound out and write simple words.



# Mathematics

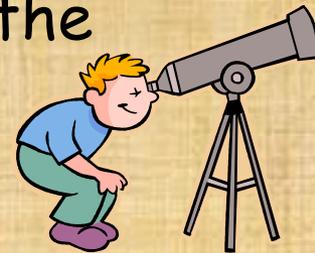


- This is further divided into 2 strands - Number and Numerical Patterns.
- Children will develop a secure base of mathematical knowledge and vocabulary together with positive attitudes to and interest in mathematics.
- Children are given frequent and varied opportunities to experience mathematical activities in a practical ways and shown different ways to record their learning.
- They will develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.
- They are taught about shapes and patterns, and encouraged to use mathematical language to describe them and to develop spatial reasoning skills.



# Understanding the World

- This is further divided into 3 strands - past and present, people, culture and communities, the natural world
- This area of learning is the basis for understanding facts and concepts in history, geography, religious awareness, technology, and scientific exploration.
- Children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world and their community.
- They are provided with opportunities to explore, observe and find out about people, places, technology and the environment, whilst enriching and widening their vocabulary.



# Expressive Arts & Design



- This is further divided into 2 strands - past and present people, culture and communities and the natural world
- Children are encouraged to explore a wide range of media and materials so as to support their imagination and creativity.
- They are provided with opportunities for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.
- Children regularly explore a rich and varied cross section of the arts, enabling them to develop use their imaginations, develop fine motor skills and realise how to express their ideas and emotions.

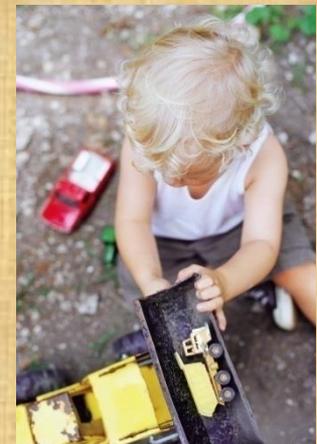
# The importance of play

It is through play that children develop essential life skills. In play children can:

- be creative
- be in control
- be on their own
- collaborate with others
- explore how to keep safe from dangers in the world



- express themselves
- imagine
- make their own decisions and their own rules
- make sense of their experiences
- make sense of the people, places and things they encounter
- manipulate materials
- move freely using a range of motor skills
- recreate events
- test out new knowledge
- use and explore language freely
- work to the limits of their skills
- and much more.



# Outdoor Play



- Children will have access to outdoor activities four days in a week
- Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development.
- Being outdoors offers opportunities for doing things in different ways and on different scales.
- It gives children first hand contact with weather, seasons and the natural world.
- The outdoor environment offers children freedom to explore, use their senses, and be physically active and exuberant.



# Parent contribution to Outdoor Curriculum

- Twigs, leaves, conkers, pine cones, sycamore seeds, acorns
- Daddy's old shirt
- Junk modelling materials - Empty cereal boxes, kitchen roll tubes, clean yoghurt pots, clean milk cartons
- News paper, squeezezy bottles (hair dye bottles)

# Other opportunities for learning in school

- Kids Kitchen sessions
- Weekly visits to our school library
- Creative Curriculum Day with Miss Delalande and Miss Lehane
- Topic work projects

# How will my child be assessed?

- A reception Baseline Assessment will be carried out in the first half of the term.
- A mixture of teacher assessment and continuous observations.
- Every child will have a online 'Learning Journey', which is on Tapestry. This is where we record evidence of their significant learning and observations.
- Focus adult activities are recorded in their writing books, maths books and handwriting books.
- The EYFS stresses the importance of communication with parents - we want to take on board what you know about your child.



# English as an additional language

- Provide opportunities to reach a good standard of English during the EYFS
- Assess children in communication, language and literacy skills in English
- Promote use of home language in school and home:
  - ✓ tell stories in your home languages
  - ✓ send in/upload onto Tapestry photos/ comments about special celebrations within your community

# How can Parents help?

- Keep talking to the staff - let us know if you have any worries before they become real concerns.
- Let a member of staff know of any significant achievements, as this information can be added to your child's learning journey, e.g.
  - Sharing family events or outings
  - Children retelling stories or singing songs
  - You will have opportunities to see these at parents' evening or at another convenient time.

# Home School Communication

- SchoolPing - regular updates on relevant information
- Talk to your child about what they have been doing during their day
- Email your child's class teacher
- Any special events or achievements that you wish to share with us can be uploaded onto Tapestry.

# Nothing!

When children come home at the end of the day,  
The question they're asked as they scurry to play is,  
"What did you do at school today?"  
The answer they give makes you sigh with dismay,  
"Nothing, I did nothing today!"  
Perhaps nothing means that I played with blocks,  
Or counted to ten or sorted some rocks.  
Maybe I painted a picture of red and blue,  
Or heard a story of a mouse that flew.  
Maybe I watched the fish eat today,  
Or went outside on the swings to play.  
Maybe today was the very first time,  
That my scissors followed a very straight line.  
Maybe I sang a song from beginning to end,  
Or played with a special brand new friend.  
When you are in school and your heart has wings,  
'Nothing' can mean so many, many things!



# Important dates for September

- Week 1 beginning 6<sup>th</sup> September

Full time RGI Nursery children and Non Nursery Children - half days until 12.15pm

- Week 2 beginning 13<sup>th</sup> September

Full time RGI Nursery in all day

Non Nursery and RGI Nursery in for Half days until 12.15pm

- Week 3 beginning 20<sup>th</sup> September

All children start full days

# www.foundationyears.org.uk

The screenshot shows a web browser window displaying the homepage of **FOUNDATION YEARS**, which focuses on "Great early years & childcare". The browser's address bar shows the URL <http://www.foundationyears.org.uk/>. The website header includes a navigation menu with links for Home, About, News, Resources, Knowledge Hubs, Events, and Parents. Below the menu are sorting options for "Most commented" and "Most liked", and social media icons for Facebook and Twitter. The main content area features three featured articles:

- HEALTH & INTEGRATION IN PRACTICE: THE HEALTHY CHILD PROGRAMME** (with a photo of a child eating).
- EYFS: STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION STAGE** (with a photo of a baby and a smiling woman).
- EYFS: LEARN ABOUT CHANGES FOR OUT OF SCHOOL CHILDCARE PROVIDERS** (with a photo of a woman and a child).

The browser's taskbar at the bottom shows the Windows logo, several application icons, and the system tray with the time 13:25 and date 13/10/2014.