

St Hugh of Lincoln RC Primary School

nurture, guide



educate & develop

**Welcome to the Early Years Foundation
Stage (EYFS)**

The EYFS Practitioners in our school are:

Mrs Doherty - Foundation Stage Leader/Reception

Mrs Birtles - Reception

Mrs Neville - Reception

Mrs Elsey - Nursery

Miss Carr - Nursery

The Foundation Stage is made up of the Nursery and Reception classes and is the first and most important stage in your child's school life.

'I tried to teach my child from books,
He gave me only puzzled looks,
I tried to teach my child with words,
They passed by him often unheard,
Despairingly, I turned aside,
How shall I teach this child I cried,
Into my hand he put the key,
Come he said, and play with me!!'

Unknown

PLAY is the most natural way which children explore the world about them. It is the principle and most effective method of learning. As practitioners, we present the children in the Foundation Stage with opportunities to develop their communication and

language, personal, social and emotional skills and physical development. They will also make progress in literacy, mathematics, understanding the world and expressive arts and design THROUGH THEIR PLAY. (So, when they are asked about their day in school and they say, 'I've just played,' they are telling the truth!)



'When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow'

Julian Grenier

'You say you love your children and are concerned that
they learn today
So are we, which is why we're providing different kinds
of play'

We know that your children will have had a wide range
of different experiences and will already have many
skills and interests when they join our Nursery or
Reception classes.

'Effective pedagogy is a mix of different approaches.
Children learn through play, by adults modelling, by
observing each other, and through guided learning and
direct teaching'

Working with the revised EYFS: Principles into
Practice

Characteristics of Effective Teaching and Learning

PLAYING 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

Statutory Framework for EYFS

In both Nursery and Reception you can expect to see the following:

- Children playing independently in an area of their choice
- Children playing independently in an area of their choice with adult support/interaction
- Children sitting in a small group, perhaps at a table led by an adult
- The whole class group being led by an adult who is perhaps teaching phonics, literacy, mathematics or any part of the curriculum at appropriate times during the day

You will see that both classrooms are carefully planned to support each area of learning and development:

Prime Areas

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

Specific Areas

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

Communication and Language

- **Listening, Attention and Understanding**
- **Speaking**

This area of learning includes speaking and listening in different situations and for different purposes. The children will develop their skills of expressing themselves effectively which will then enhance their learning in other areas.

Children learn to listen attentively and respond appropriately to other speakers, to stories, songs, nursery rhymes and poems.

Here is what we would expect most of our children to do by the end of Foundation Stage:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

- **Self-Regulation**
- **Managing Self**
- **Building Relationships**

This area of learning underpins all others.

PSE develops children's personal, social, emotional, moral and spiritual skills and establishes good attitudes to their learning.

Here is what we would expect most of our children to do by the end of Foundation Stage:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs

Physical Development

- **Gross Motor Skills**
- **Fine Motor Skills**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood.

Here is what we would expect most of our children to do by the end of Foundation Stage:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

Literacy

- **Comprehension**
- **Word Reading**
- **Writing**

The children will develop their interest in words and illustrations by sharing books with their friends and with adults.

They begin to associate sounds with patterns in rhymes, with syllables and with words and letters.

They recognise letters of the alphabet by shape, sound and letter name. In their writing they use pictures, symbols, familiar words and letters to communicate meaning, showing awareness of some of the different purposes of writing. They are learning to use upper and lower case letters appropriately.

Here is what we would expect most of our children to do by the end of Foundation Stage:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate - where appropriate - key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.



Mathematics

- **Number**
- **Numerical Patterns**

This area of learning:

- Helps to develop your child's ability to count and to use numbers
- Will help your child to gain an understanding of what numbers actually represent
- Encourages your child to use mathematical words such as greater, smaller, more, less, heavier, lighter, behind, in front of and next to
- Will help your child to develop skills in comparing and sorting objects into groups
- Develops your child's ability to recognise and recreate simple patterns
- Will help your child to understand measurement, shape and size
- Will help to develop your child's understanding of 2D and 3D shapes

It is important to remember that in the Foundation Stage setting, mathematical understanding is developed through stories, songs, and rhymes, games and imaginative play.

Here is what we would expect most of our children to do by the end of Foundation Stage:

- Have a deep understanding of number to 10, including the composition of each number
 - Subitise (recognise quantities without counting) up to 5
 - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
 - Verbally count beyond 20, recognising the pattern of the counting system
 - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
 - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



Understanding of the World

- Past and Present
- People, Culture and Communities
- The Natural World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Here is what we would expect most of our children to do by the end of Foundation Stage:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

- **Creating with Materials**
- **Being Imaginative and Expressive**

The development of children's artistic and cultural awareness supports their imagination and creativity.

It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Here is what we would expect most of our children to do by the end of Foundation Stage:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

A few reminders for both Nursery and Reception

Times:

Nursery a.m. - 8:55 - 12:00

p.m. - 12:15 - 3:15

Reception 8:55 - 3:15

The doors to Nursery and Reception open at 8:45am and the children can come in anytime up to their start time. They do not need to line up.

All the children need an outdoor coat or jacket at ALL TIMES throughout the year.

Outdoor play is a vital part of the Foundation Curriculum - Whatever the weather!

Good quality outdoor experiences can help and support children as they think, feel and act.



The Before School Club runs from 8am until school begins and the After School Club runs from 3:15 - 5:15pm. Due to ratio restrictions we cannot accommodate Nursery age children.

All children are provided with a small healthy snack each day. Nursery children will also have a choice of milk or water, the latter being available all day on request in both rooms. Children in Reception need a named water bottle and can bring their own snack (fruit/vegetable) if they wish.

Foundation Fund - a voluntary donation of £1 per week enables us to purchase additional resources such as baking and play-dough ingredients, celebration food for various festivals throughout the year, resources for outdoor play, such as seeds, compost, magnifying glasses and small games

equipment. Also on a regular basis; sand, art and craft enhancements and snack food.

School Uniform (Reception Only)

Uniform Maroon V Neck School Pullover / Cardigan
White, Grey or Light Blue Shirt / Blouse
Grey Trousers or Skirt / Pinafore dress
School Ties - Maroon with white stripe
Black sensible shoes - No trainers

Summer: Red or Pink and White check dress
Short sleeved shirt, white, grey or blue, grey shorts

Alternatively children can wear polo shirts (WITH SCHOOL BADGE) in the summer months.

PE Kit: Black shorts and white T- shirt with black pumps

PLEASE DON'T FORGET TO MARK ALL CHILDREN'S CLOTHES CLEARLY WITH THEIR NAME

This makes everyone's lives so much easier!

We hope you find this information useful.

Don't forget we are here for your children!

If you have any concerns, questions or anxieties - please ask any of our staff!

Thank you

Holiday List 2023/4

Autumn Term

Open

Thursday 7th September (EYFS only)

Close

Friday 20th October

Half Term

Monday 30th October

Thursday 21st December

Spring Term

Monday 8th January

Friday 9th February

Half Term

Monday 19th February

Thursday 28th March

Summer Term

Monday 8^h April
(Bank Holiday 6th May 2024)

Friday 24th May

Half Term

Monday 10th June

Friday 19th July