

A Parents Guide

The Early Years Foundation Stage Framework





Working Together

At Miss Daisy's Nursery School we strongly believe in our 'Parents as Partners' policy and want to work closely with you to ensure the best possible education for your child. This guide offers an introduction to the Early Years Foundation Stage Framework (EYFS) and how it is implemented at Miss Daisy's Nursery School.

It outlines the different areas of learning in the Foundation Stage Framework that sets standards for the learning, development, and care for children from birth to five years old.

All areas of learning, and therefore the Early Learning Goals, are often interlinked.

The EYFS Framework is underpinned by an understanding that language is central to our sense of identity and belonging to a community. At Miss Daisy's, Nursery we recognise and value linguistic diversity.

This pack also suggests some ideas for you to help your child at home.

Finally, we have compiled a list of recommended websites that can provide further information on the EYFS and suitable activities for your child.

If you have any questions
please do not hesitate to
speak to any member of the
Miss Daisy's Team.

Introduction – the Early Years Foundation Stage



PRINCIPLES OF THE EYFS

1

LEARNING AND DEVELOPMENT

Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

2

A UNIQUE CHILD

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

3

ENABLING ENVIRONMENTS

The environment plays a key role in supporting and extending children's development and learning.

4

POSITIVE RELATIONSHIPS

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Characteristics of Effective Learning

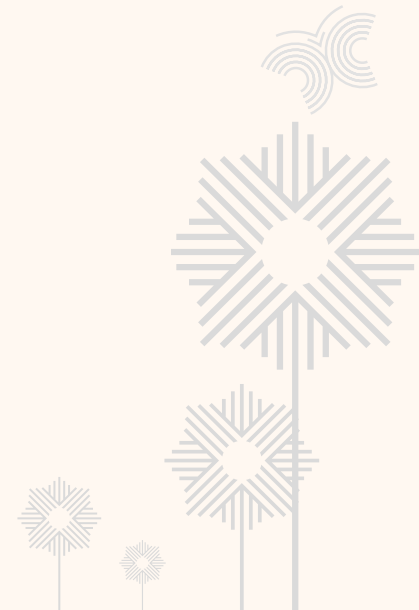
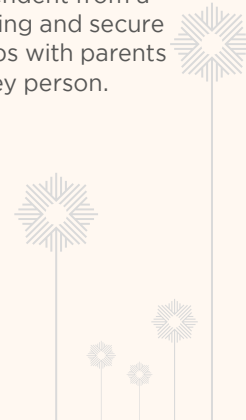
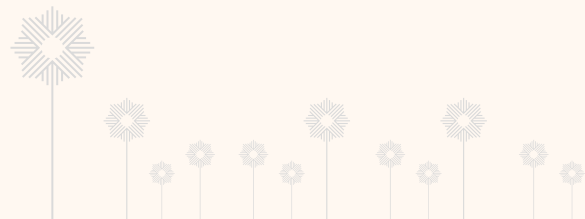


THESE UNDERPIN EVERYTHING WE DO AT MISS DAISY'S NURSERY:

1. Playing and
exploring

2. Active
Learning

3. Creative
and thinking
critically





The Seven Areas of Learning



PRIME AREAS

Personal, Social
& Emotional
Development

Communication
& Language

Physical
Development

SPECIFIC AREAS

Literacy

Mathematics

Understanding
the world

Expressive
Arts & Design



Prime Area 1

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT



ASPECTS OF PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Self-Regulation

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.

Managing Self

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.

Building Relationships

Work and play cooperatively and take turns with others;

Form positive attachments to adults and friendships with peers;

ACTIVITIES TO DO AT HOME

- Encourage your child to say please and thank you.
- Encourage your child to separate from parents/carers and form positive relationships with others.
- Encourage your child to take his/her own coat/shoes on and off.
- When playing with your child, support them in sharing toys.
- Allow them to choose some toys themselves and reflect on opinions about these toys; e.g. this is my favourite doll/car.
- Try to support your child in taking turns with others.
- Encourage your child to talk about their feelings.
- Encourage your child to initiate their own play independently or with other children.



Prime Area 2

COMMUNICATION AND LANGUAGE



ASPECTS OF COMMUNICATION AND LANGUAGE

Listening, Attention and Understanding

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.

Speaking

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.

ACTIVITIES TO DO AT HOME

- Encourage your child to speak confidently at home. Use open ended questions about the environment, family events, school life and other relevant topics in your child's life.
- Tell you their own stories.
- Ask your child about words that rhyme, e.g. house and mouse.
- Encourage your child to create their own stories and puppet shows.
- Provide children with daily simple instructions.
- Use exaggerated intonation and a sing song voice.
- Don't refer to yourself in the third person.
- When talking to your child give them plenty of processing time.
- Extend your child's vocabulary, explaining unfamiliar words and concepts – don't be afraid of using big words!

Prime Area 3

PHYSICAL DEVELOPMENT



ASPECTS OF PHYSICAL DEVELOPMENT

Gross Motor Skills

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.

Fine Motor Skills

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.

ACTIVITIES TO DO AT HOME

- Encourage your child to handle small and large equipment.
- Let your child help you when tidying up around the house.
- Allow your child to use scissors and develop their skills.
- Allow your child to run, hop, skip, jump and find different ways of travelling.
- Play games such as follow the leader and change actions to develop motor skills and coordination.
- Discuss changes to their bodies after exercise; heart beating faster, feeling hot, etc.
- Participate in cooking activities together, or make play dough.
- Discuss ways in keeping healthy and safe.
- Talk about healthy foods and the importance of exercise.
- Ensure that your child is able to go to the loo unaided.



Specific Area 1

LITERACY



ASPECTS OF LITERACY

Comprehension

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.

Word Reading

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.

Writing

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. We follow a variety of phonics schemes at Miss Daisy's such as Read, Write Inc. and Anima Phonics.

ACTIVITIES TO DO AT HOME

- Encourage your child to 'read' what is happening in the pictures. Prompt them to tell you a sentence about what is happening.
- Encourage your child to sequence stories and anticipate the endings.
- To increase vocabulary and identify sounds: play word games such as I spy.
- Sing alphabet songs and talk about the names of the letter and the sounds that they make.
- Make shapes of letters out of play dough; write them in sand, write their own name in the air etc.

Specific Area 2

MATHEMATICS



ASPECTS OF MATHEMATICS

Number
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.

Numerical Patterns
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.

ACTIVITIES TO DO AT HOME

- Practise counting groups of objects in pictures and stories; pose questions such as how many altogether? Which number is one more?
- Count out loud with your child saying the names of numbers clearly.
- Show numbers to your child (perhaps on number cards).
- Sing songs or rhymes with numbers in them; 10 In The Bed, 5 Little Ducks, 10 Fat Sausages etc.
- Read stories with numbers in them, e.g. The Very Hungry Caterpillar.
- Use mathematical language; add, take away, number names.
- Count using fingers.
- Point to and say numbers around the house.
- Encourage children to identify shapes around them; do a circle spotting hunt, square spotting etc.
- Apply mathematics to real life; shape, money, amounts of objects etc.
- Do weighing and measuring activities at home such as cooking.

Specific Area 3

UNDERSTANDING THE WORLD



ASPECTS OF UNDERSTANDING THE WORLD

Past and Present
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.

People, Culture and Communities
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 and non-fiction texts.

The Natural World
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.

ACTIVITIES TO DO AT HOME

- Talk to your child about special times; birthdays, religious celebrations and other key events in their lives and the lives of others they know.
- Encourage them to explore their surroundings; particularly in the outdoor area.
- Allow your child to observe animals and describe them.
- Allow them to use simple tools; such as small gardening tools, buckets and spades. Encourage your child to grow and nurture plants.
- Encourage them to feel different textured objects and describe; rough, smooth, soft etc.
- Talk about and discuss different cultures and religions around the world and in your local community.
- Look at similarities and differences when walking, on the bus or in the car.
- Encourage your child to explore.

Specific Area 4

EXPRESSIVE ARTS AND DESIGN



ASPECTS OF EXPRESSIVE ARTS AND DESIGN

Creating with Materials

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.

Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher;

Sing a range of well-known nursery rhymes and songs.

ACTIVITIES TO DO AT HOME

- Allow your child to listen to and sing songs and rhymes.
- Engage in role play with your child.
- Explore different media; paint, pencils, crayons.
- Using scissors and glue; encourage cutting and sticking activities.
- Dance to songs and make up actions to complement; e.g. Wheels on the Bus.
- Make musical instruments using pots filled with dry pasta or lentils.
- Keep old clothes, hats, shoes, gloves to create an exciting dressing up box.
- Use empty household items, such as egg boxes and cereal boxes for junk modelling activities.



Useful websites

There are many websites offering advice and information relating to the education of young children.

The following websites have some good activities to do at home, as well as providing some useful information about the Early Years Foundation Stage.

www.foundationyears.org.uk

www.eyalliance.org.uk

www.learningbook.co.uk/eyfs-for-parents

www.twinkl.co.uk



Contact

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