



Toilet



## Early years foundation stage

F1 (nursery)

F2 (reception)



Miss Thomson



Miss Wood



Miss Kirk



Miss Sefton



Miss Nelson



Mrs Hardy



Miss Jonge



Mrs Gillott



Mrs Wood



Mrs Gregory

Mrs Atkinson



Please switch off  
mobile phones



## Workshop aims

- To have a better understanding of the EYFS (early years foundation stage)
- Key messages (routines, behaviour, promoting independence)
- The importance of outdoor learning and loose parts play
- Planning in the moment
- The importance of early literacy
- The importance of early maths




## Questions



Finally please fill out a feedback form



## Promoting independence





- \*Hanging up their own coat
- \*Putting their bags away
- \*Finding their name and picking their lunch
- \*Choosing where and how to sit
- \*Helping themselves to water and snack whenever they want
- \*Washing their hands
- \*Going to the toilet
- \*Feeding
- \*Getting themselves dressed and undressed
- \*Putting on their coat and zipping it up









Mr Potato Head never  talks   
when the teacher is 


Mr Potato Head has magnet  eyes 


Mr Potato Head always keeps  
his hands  and feet  to himself

Mr Potato Head walks  inside  and  
runs  outside 

Mr Potato Head listens  to his teachers   
and all his friends 

Mr Potato Head does as he is  
    
asked the first time

Mr Potato Head shows that he  
  
is ready to learn

Mr Potato Head  
  
puts things back where they live



What is a consequence to a negative behaviour?

The adult being disappointed

Telling parents at the end of the day

Ensuring that they say sorry and know exactly why

Writing letters

Fixing it

Cleaning it

Social story

Thinking time

## Homework in Foundation stage

### **F1(nursery)**

\* Self service library (RETURN we are running out already)

\* Practise dressing, undressing, zips, buttons, shoes, wellies and wet suits. Practise eating, drinking, washing hands and going to the toilet independently.

### **F2 (reception)**

\*Class library

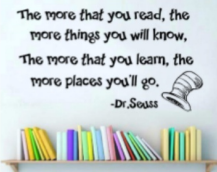
\*Library record

\* Home learning book

\* Practise dressing, undressing, zips, buttons, shoes, wellies and wet suits. Practise eating, drinking, washing hands and going to the toilet independently.



## Foundation stage home learning



We believe that reading is vital for all children. We read stories, poems and rhymes every day. We would love it if your child could continue this learning at home.

**Every Monday**, your child will choose 2 books to take home. Some weeks you will get a poem, song, story or rhyme to read with your child. Some weeks you will get a copy of the words 'we love' to practise using at home. Sometimes you might get a Makaton sign, or the letter sounds we're learning. You can even add poems, songs, rhymes or stories into this book.

You will need to return this book, your reading record and both library books every **Friday morning**. We need them back on Fridays to prepare them for Monday.

## Reading Records

### Reception

In Reception children will be able to choose 2 library books from the classroom every Monday morning during story and play. These books are an opportunity for you to read to your child, look at the pictures and talk about the story. **Can you please make sure your child brings their book bag every Monday so their books can go inside!**



### Earn Rewards!

Each term you have the chance to earn a bronze, silver, gold and platinum award! Bronze is a certificate; silver is a certificate and silver pen/pencil; gold is a certificate and gold badge; and platinum is brand new book to keep :)



Earn one point for each day your reading is recorded.

Complete the 'my favourite story' activity at the weekend to earn 2 bonus points!

Each week you will have the chance to win another bonus point by completing reading challenges!

**Have fun reading!**

NAME _____		CLASS _____	
<b>Autumn</b>			

## Foundation stage Curriculum

Area of Learning and Development	Aspect
<b>Prime Areas</b>	
<b>Personal, Social and Emotional Development</b>	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
<b>Physical Development</b>	Moving and handling
	Health and self-care
<b>Communication and Language</b>	Listening and attention
	Understanding
	Speaking
<b>Specific areas</b>	
<b>Literacy</b>	Reading
	Writing
<b>Mathematics</b>	Numbers
	Shape, space and measure
<b>Understanding the World</b>	People and communities
	The world
	Technology
<b>Expressive Arts and Design</b>	Exploring and using media and materials
	Being imaginative

### Characteristics of Effective Learning

#### Playing and exploring – engagement

Finding out and exploring  
Playing with what they know  
Being willing to 'have a go'

#### Active learning – motivation

Being involved and concentrating  
Keeping trying  
Enjoying achieving what they set out to do

#### Creating and thinking critically – thinking

Having their own ideas  
Making links  
Choosing ways to do things



## Why learn outdoors?

- Space- the sky is the roof and encourages children to work on a larger scale
- Choice and freedom- to make noise, move freely, transport things, and make a mess.
- Confidence- adults aren't close by all the time
- Choice (seating, movement, hide outs, dens)
- Research has proven that being outdoors has a positive impact on well-being
- Research says that children are more engaged when learning outdoors
- Being outdoors reduces behaviour problems

## Loose parts can be anything



We love your donations

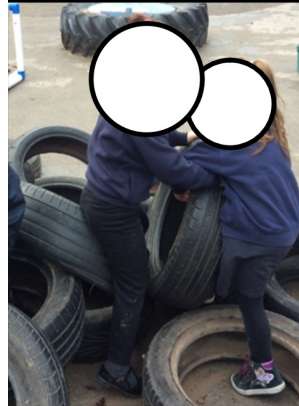
## Why Loose Parts?

There are many reasons why play spaces should include a multitude of loose parts, including:

- Loose parts encourage creativity and imagination



- Loose parts develop more skill and competence than most modern plastic toys



■ Loose parts encourage open ended learning



"This is my house"  
"This is my shop"  
"Knock on the door"  
"Come in"



This morning it was a reading de  
This afternoon it was a bunk bed  
Yesterday it was a shelter for the  
Last week it was a prison for bad

■ Loose parts can be used anyway children choose





## Outdoor rules

- Have fun!
- Stay safe

Children cannot bounce off the walls if we take away the walls.

- Erin Kenny



## Teachers play = teachers teach





## Den making

Sheets, blankets, cushions, tarpaulin, pegs, sticks, logs

Working together

Problem solving



Negotiating



Balancing

Communication

## Endless opportunities for maths and Literacy

Writing signs- Entrance, exit, Reception's den, password to enter

Trails, clues and directions- clues to get to the den (write), directions to get to it (say/ record/ write), maps

Number- how many children? How many adults, how more?, How many left? password in numbers/written numbers

setting up camp- how many bowls? how much food? water?

Measure- how tall/ short, who can reach? how will we reach? measure the den and parts inside it

## Outdoor Literacy



- Chalk
- paint and water
- mud paint
- books
- Telling stories and acting them out



## Outdoor maths

*Balancing +  
Climbing*

Higher  
Lower

Taller  
Shorter



Left right  
Forwards  
Backwards  
In-front  
Behind  
Next to

Is this going to hold my weight?  
How many logs do I need?

## Natural objects



Count

Make patterns

Share

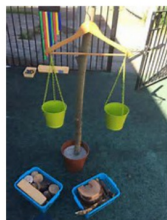
Add

Take away

Match number to quantity

Number formation

Weighing and measuring



## Sand and water

Full

Half full

Empty



Heavy  
light



How many castles?

How many shells?

How much more?

Add some more

Take some out



## Mud pie kitchen

Adding ingredients



Measuring



Cutting a cake in half



Setting the table

Ordering



Counting

Baking 6 buns



## Please excuse me...

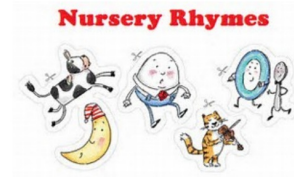
"I fed myself today."

"I have made mud pies for 10 people."





# Appropriate clothing



Nursery Rhymes

words

mark making

# ASDA

environmental print

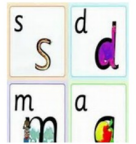
patterns

# Early Literacy

playdough



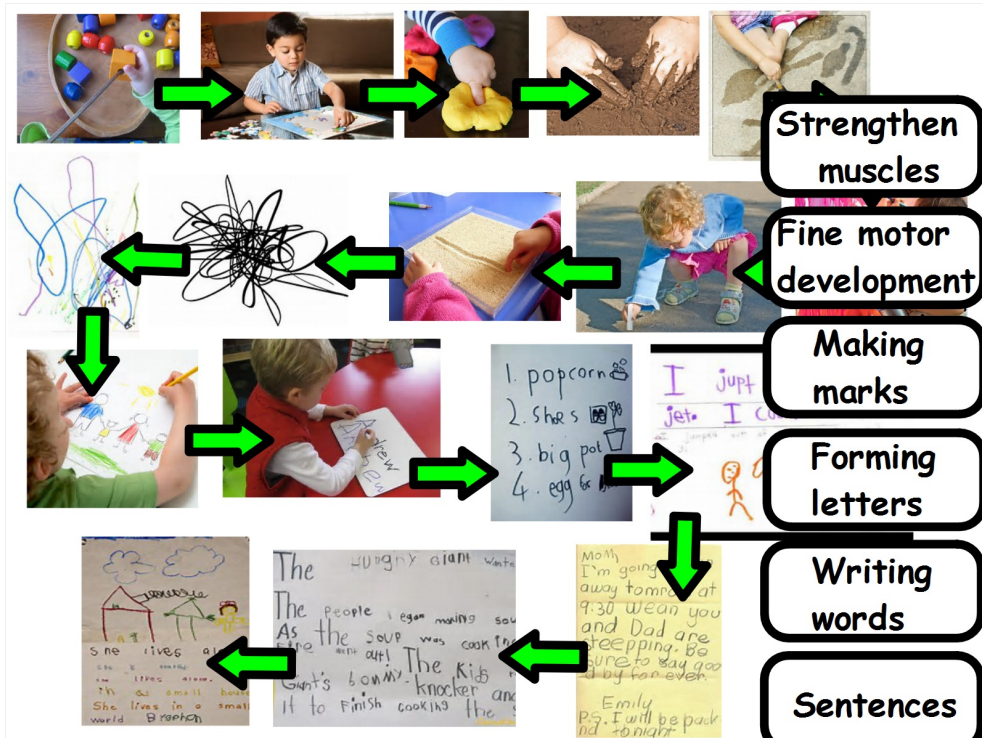
language



books

threading

letters



# Reading starts in the environment

What does that say?

What letters can you see?

Colour

Shape

Size

Pictures

**Read Write Inc.**



**g**  
 Bounce: 9-9-9-9-9  
 Handwrite: Round her face, down her hair and give her a curl

pan

me \*

fot 

keb 

gan 

10: sip  
 Shared sounds: l k c p o i u a m s  
 Green words: mud milk cup pop sip  
 Red word: of

sip a cup of milk  
 sip a cup of pop  
 sip a cup of mud

**Let's sing**  
 Red Ditty Book 7  
 Story by Gill Mounter  
 Illustrated by Tim Aisbould  
 Series developed by Ruth Miskin  
 OXFORD

**On the bus**  
 Set 1 Story 1  
 Story by Gill Mounter  
 Illustrated by Tim Aisbould  
 Series developed by Ruth Miskin  
 OXFORD

# Red words



We can't Fred a red, we just have to know them.

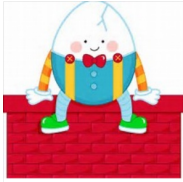
Sounds for green words- Fred talk

m-a-t ch-i-n d-r-i-p 

Letter names for red words- no Fred talk

t-h-e n-o m-y





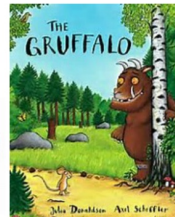
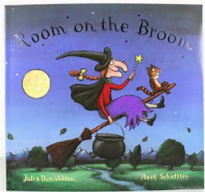
## Nursery Rhymes

- Learn new words
- Learn word beginnings and endings
- Rhyming words
- Supports early reading



## Storytelling

- How stories work
- Vocabulary
- Sentence structure
- Imagination



Words we love





# Love mark making



Mud



Water



Condensation



Chalk



Bath crayons



Sand



Ice

# Writing for a purpose

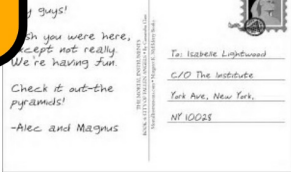


Make it fun!



Give the reason to write will get

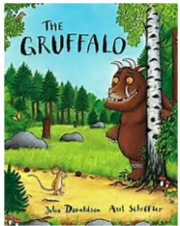
are made practise the time e them



- Groceries
- Pick up kids
- Get flu shot



## How you can help

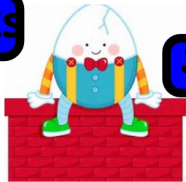


Miss Sefton

Ask me

Write for a purpose

Enjoy books



Sing



Come and watch



Spot print



Love mark making

Model writing

- Groceries
- Pick up kids
- Get flu shot

## Maths for the early years a mastery approach

Deep understanding



Positive mind set- a can do attitude to maths

Early intervention- we're not leaving anyone behind

Master a topic

Make links



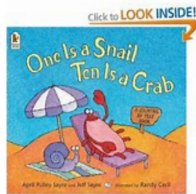
## How children learn maths

Zoltan Paul Dienes

- Maths through play
- Importance of place value
- Teach using manipulatives, games, stories and dance
- Knowledge through experience



The Bad-Tempered Ladybird  
Eric Carle



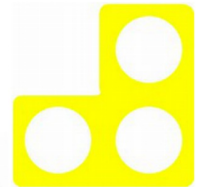
## Number patterns

What might children spot on a 0 to 20 line?

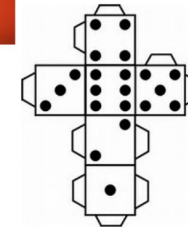
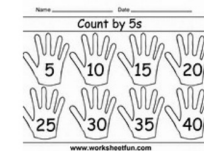
Dice patterns



Numicon patterns



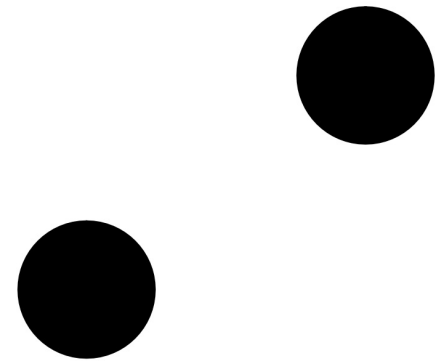
Hand patterns

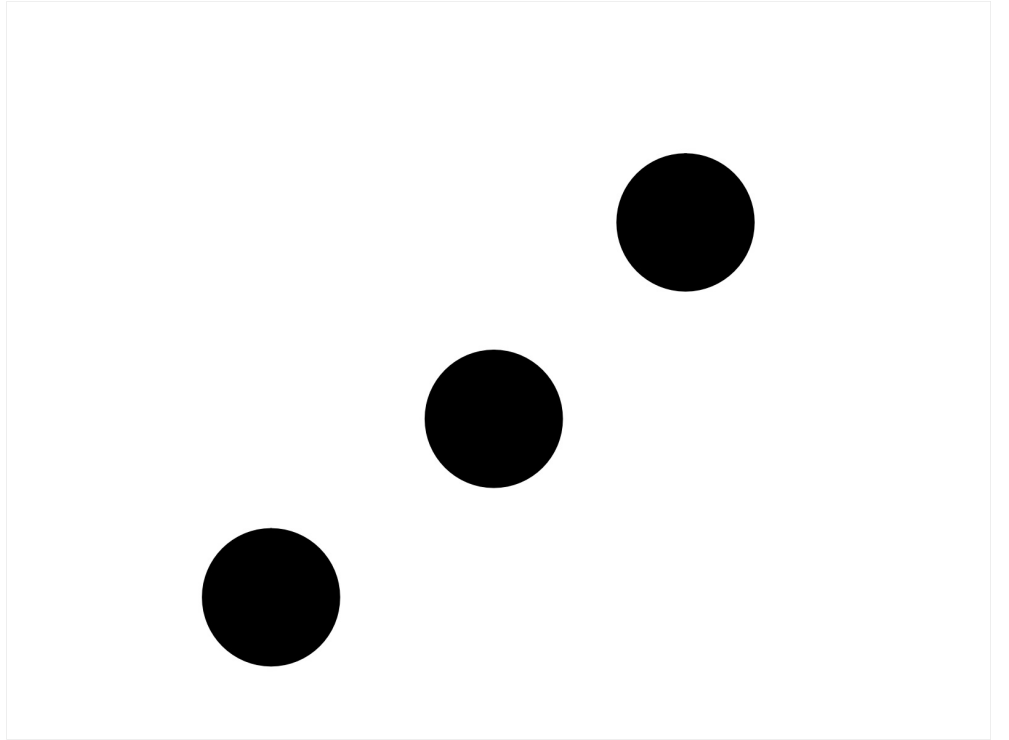
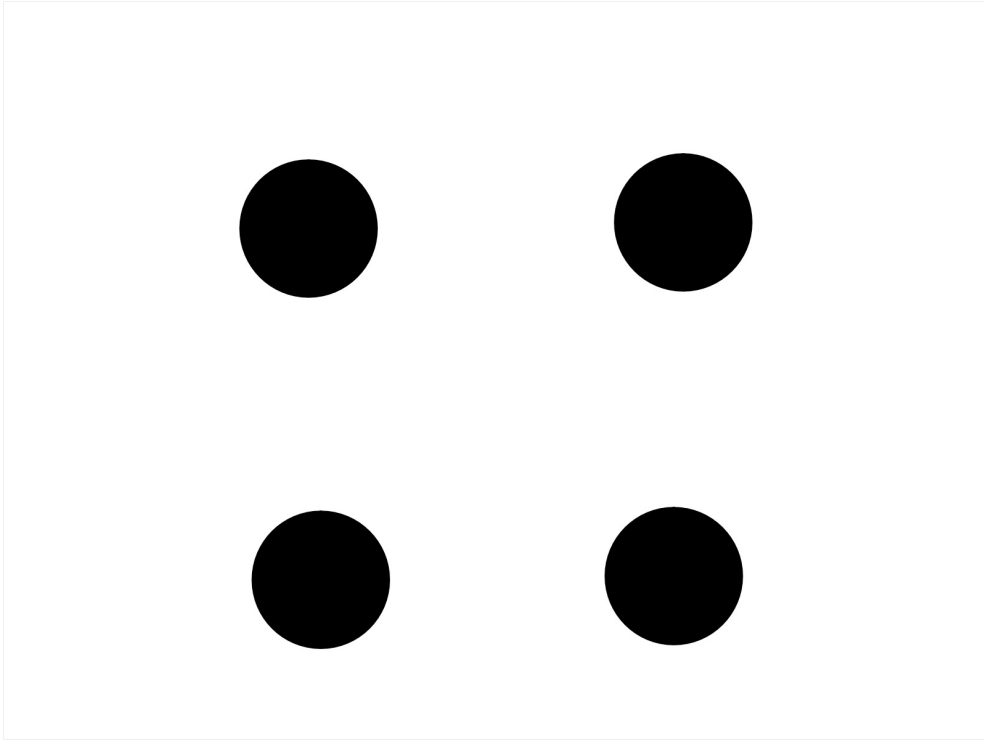


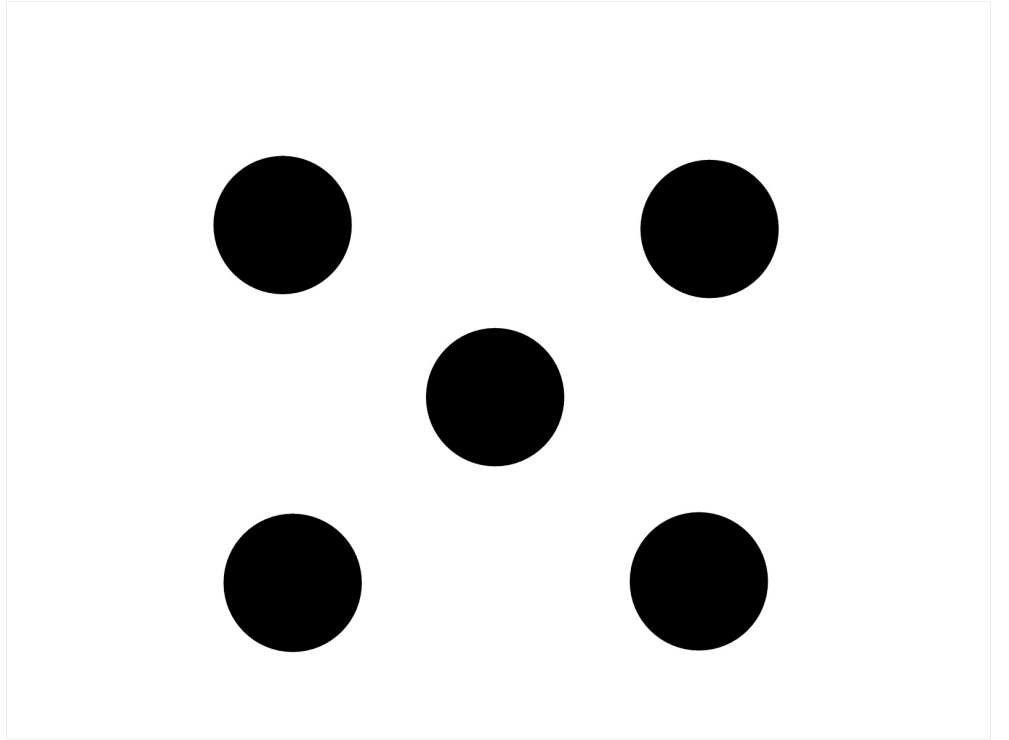
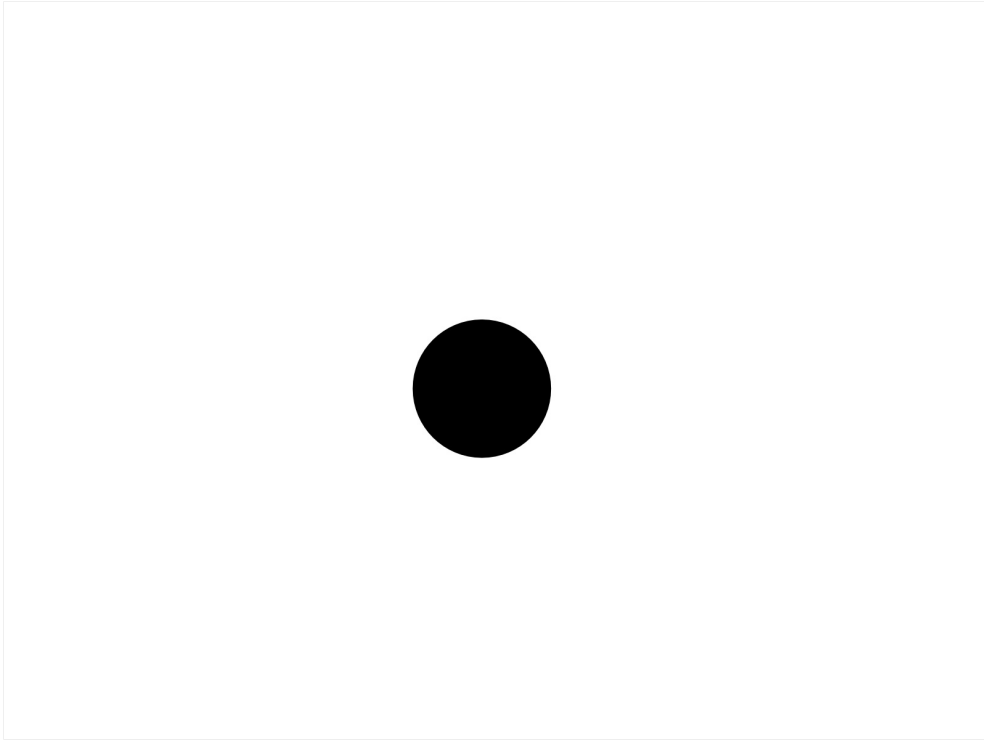
If children don't understand patterns at an early age, research has proven that children will struggle with mathematical concepts higher up school. (Multiplication, division and fractions.)



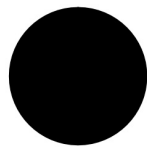
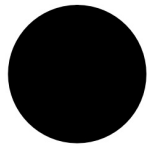
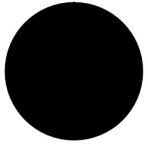
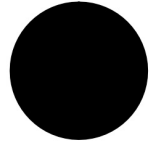
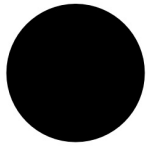
We are going to  
have a little  
test



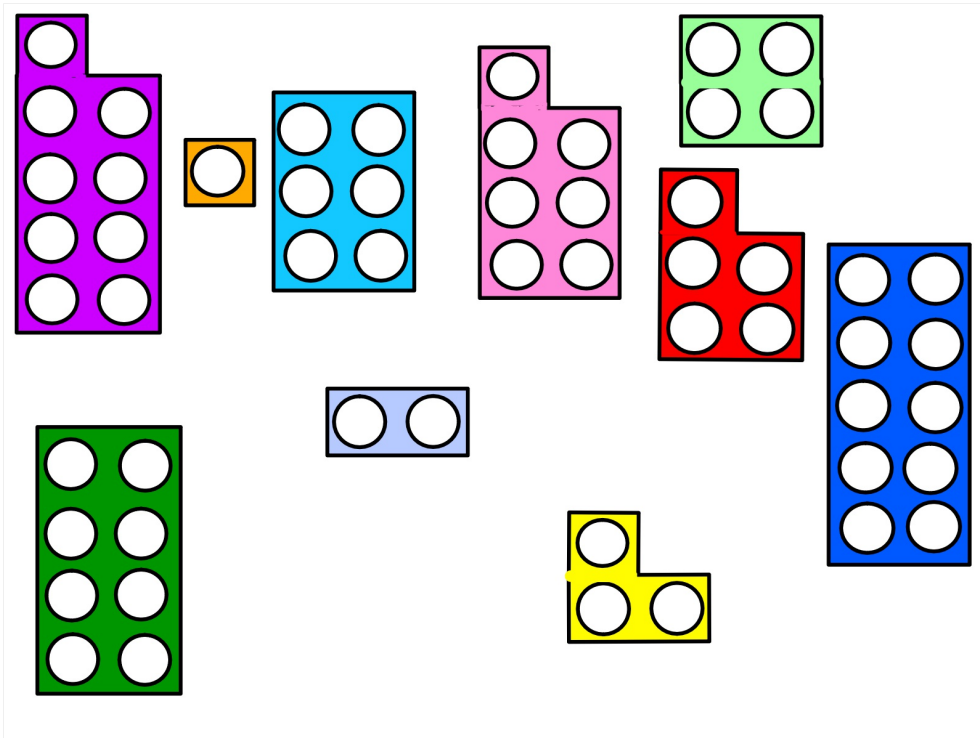








Numicon



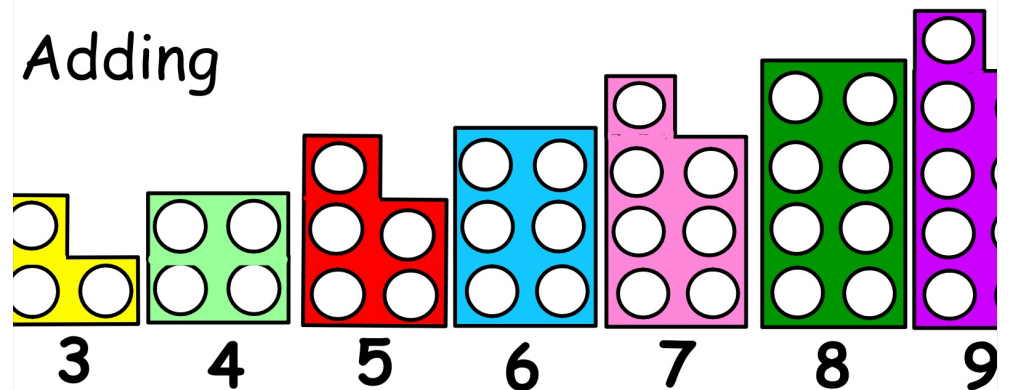
1 more hole each time

Odd numbers

Even numbers

Number bonds

Adding



How many ways can you make number...

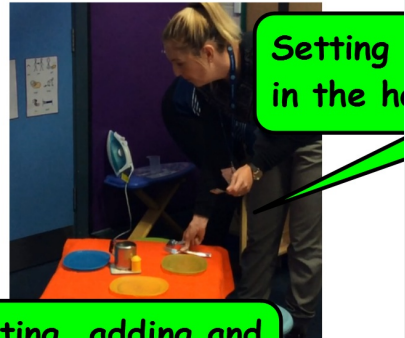


Maths through role play

pizza  
pizza



Setting  
in the h



Counting, adding and  
money in the shop.

als  
s yard.





# How you can help



ers



Fun ways of writing



table



Sing



Play games

Ask me



Come and watch



sort, count, help. Good when counting in 2s

<https://www.bing.com/videos/search?q=PLANNING+IN+THE+MOMENT&&view=detail&mid-D90A1E0EDFB993D3C78ED90A1E0EDFB993D3C78E&rvmid=605E3283A4068AAA9418605E3283A4068AAA9418&FORM=VbQVAP>

