



**Parents**  
**Early Years Foundation Stage Meeting**  
**2025**



# EYFS

- This is the Early Years Foundation Stage curriculum.
- The curriculum covers a child's development from birth to five.
- It is an assessment of development concluding with the Early Learning Goals.
- A principled approach based on four principles.



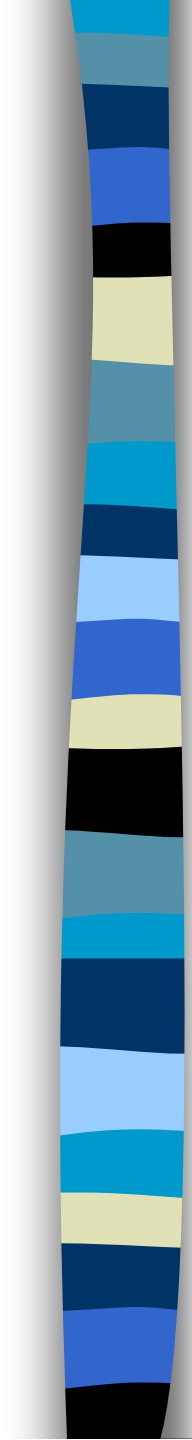
# The four principles of the EYFS

- A Unique Child.
- Positive Relationships.
- Enabling Environments.
- Learning and Development.



# Seven Features of Effective Practice

- The best for every child
- High quality care
- The curriculum – what we want children to learn
- Pedagogy – helping children to learn
- Assessment – checking what children have learned
- Self-regulation and executive function
- Partnership with parents



# Characteristics of Effective Learning

## **Playing and exploring – engagement**

Children investigate and experience things and ‘have a go’.

## **Active learning – motivation**

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

## **Creating and thinking critically – thinking**

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



# Lilleshall School's Language of Learning

- Challenge
- Independence
- Determination
- Being Positive
- Effort
- Taking Risks



# The Foundation Stage Curriculum

There are three Prime Areas of Learning and four Specific Areas of Learning

## Prime Areas of Learning

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



# Specific Areas of Learning

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

# How do children learn?

Children learn through:

- Exploring
- Solving problems
- Imitating
- Observing
- Investigating
- Independent discovery
- Rehearsing
- Sharing ideas
- Discussing
- Listening
- Collaborating

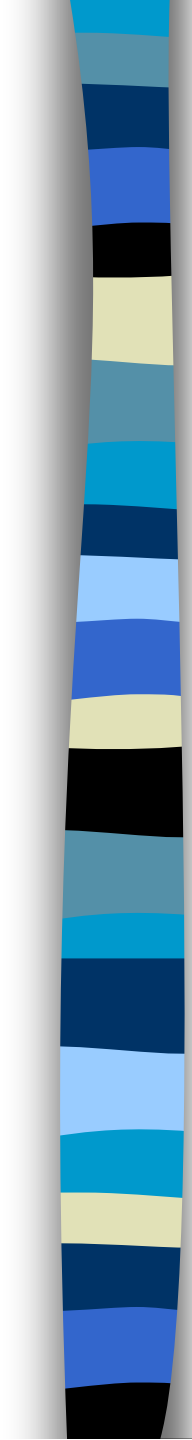


# Why is play so important?

Through play with effective adult support children can:

- Explore develop and represent learning experiences that help them make sense of the world
- Practise and build up ideas, concepts and skills



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- Learn how to control impulses and understand the need for rules
  - Be alone, be alongside others or cooperate as they talk or rehearse their feelings
  - Take risks and make mistakes
  - Think creatively and imaginatively
  - Communicate with others as they investigate and solve problems
  - Express fears or relive anxious experiences in controlled and safe situations



# Active learning experiences planned for:

- Adult led - where the adult interacts with the play to influence and guide its outcome
- Adult directed - where the child engages in activities set up by the adult
- Child led - where the child chooses an activity from a given range and makes his own decisions about the kind and outcome of play



# The Planning Process

- Planning begins with the child.
- Observations of children's learning styles and interests are key.
- Detailed planning is on a short term basis –weekly.
- Teaching day is fluid based on cross curricular links and teaching in context.

All aspects of teaching in Foundation Stage must take into account emphasis placed on children accessing the **outside environment**





# A Typical Day in Year R

- Whole class introduction to the day
- Challenges
- Independent Reading
- Phonics – whole class
- Lunch
- Maths – whole class
- Challenges
- Poetry and story time
- Home



# Assessment

- Informal – observations, annotation of children’s work, photographs
- Formal – **Foundation stage profile (FSP), Baseline assessment**
- The **FSP** - At the end of the year a child’s development will be assessed against the **Early Learning Goals**. Parents will be informed as to whether their child is working towards or has achieved these goals in each area. There is no longer an exceeding judgement.
- **Baseline assessment** – this is a national test which is completed within the first six weeks of school 1-1 with the teacher. This is for tracking progress when in Year 6 and not used by school.



# Behaviour

- **Code of conduct** – reminder, warning, timeout. Time out is a part of learning so it should not be a cause of concern if it is not regular.
- **Georgina** – toy giraffe – given out to a child weekly and then they have Georgina on their knee during reading time.
- **Making My Learning Fly-** children will select what areas they are using each day and this will be sent home weekly.
- **House points** – children will be given house points to celebrate great work or behaviour in the classroom.

# Partnership with parents



It is important to us that all parents feel welcome, valued and fully informed. We aim to do this through:

- Newsletters
- Informal and formal meetings to discuss progress and other pressing issues
- Open afternoons where parents may be invited to share in some of their child's learning/work
- Weekly information on parentmail
- Parental support at home
- All the above will happen once Covid 19 regulations allow.