



Great Meols
Primary School

EYFS Curriculum Evening

Agenda

- Staff introductions
- Attendance and Timings
- Rules, routines and reminders
- Behaviour for Learning
- School values
- Growth Mindset
- Curriculum and Assessment
- Teaching and Learning Policy
- Homework and how to help

Staff Introductions

FS1



Mrs
Ainslie



Miss
Bennett



Mrs Hayes



Mrs
Goldston



Mrs
Jones

Staff Introductions

RE



Miss Eggleton



Miss Morris



Miss Head

RL



Mrs Lowe



Mrs Cronin

Attendance and Timings

Attendance Ladder



School Hours

Reception (Foundation 2) day:

The school gates/doors are opened at 8.35am and the children are then able to go straight to their classrooms where their teachers will have activities ready to start the day.

School starts at 8.45 am with Registration.

8.45-3.30pm

Foundation 1:

Morning Session - 8.30 am – 11.30 am

Afternoon Session - 12.25 pm - 3.25 pm

Rules, Routines and Reminders- FS1

- The children have adjusted very well to their new classes and routines. We are so proud of them all!
- In FS1 we don't need a PE kit, however, the children will need a bag of spare clothes that can be left on their pegs in case of any accidents.
- Each day, children will bring in a water bottle and a lunch bag (if staying for lunch). Water bottles will be refilled as needed. They will be sent home each day.
- Just water in the bottles please. If your child is on hot dinners, they will be provided with a drink. If your child has a packed lunch, they can use their water bottle or bring in an additional drink.
- They do not need to bring in any other bags.
- FS1 children have their dinner in the FS1 classroom.

Rules, Routines and Reminders- FS2

- Children adjusted very well to their new classes and routines. We are so proud of them all
- We have 2 assemblies a week – a school assembly and a Celebration Assembly which parents may be invited to. The children in FS2 will join the assemblies when they are ready.
- PE kits for FS2 are to be brought in and left in school for the half term. PE days may change, the start of this half term PE is on a Friday, it will be a Tuesday.

Rules, Routines and Reminders – FS2

- Water bottles to be taken home, washed and refilled daily.
- Bottles can be refilled using the class tap or the water fountains.
- Just water in the bottles please. If your child is on hot dinners, they will be provided with a drink in the hall. If your child has a packed lunch, they can use their water bottle or bring an additional drink. They can also ask for a drink in the hall.

Behaviour for Learning -FS1



- Recognition boards (praise over and above).
- Calls and notes home.

Behaviour for Learning -FS2



- Recognition boards (praise over and above).
- **Weekly certificates – Star of the Week and Growth Mindset.**
- Calls and notes home.
- **Parents of certificate recipients to be invited to assembly-when children are ready.**
- Ready Counters in team colours

School Values

Resilience

Creativity

Diversity

We continue to encourage the children to think about our school values and behave in ways which embody our school ethos.

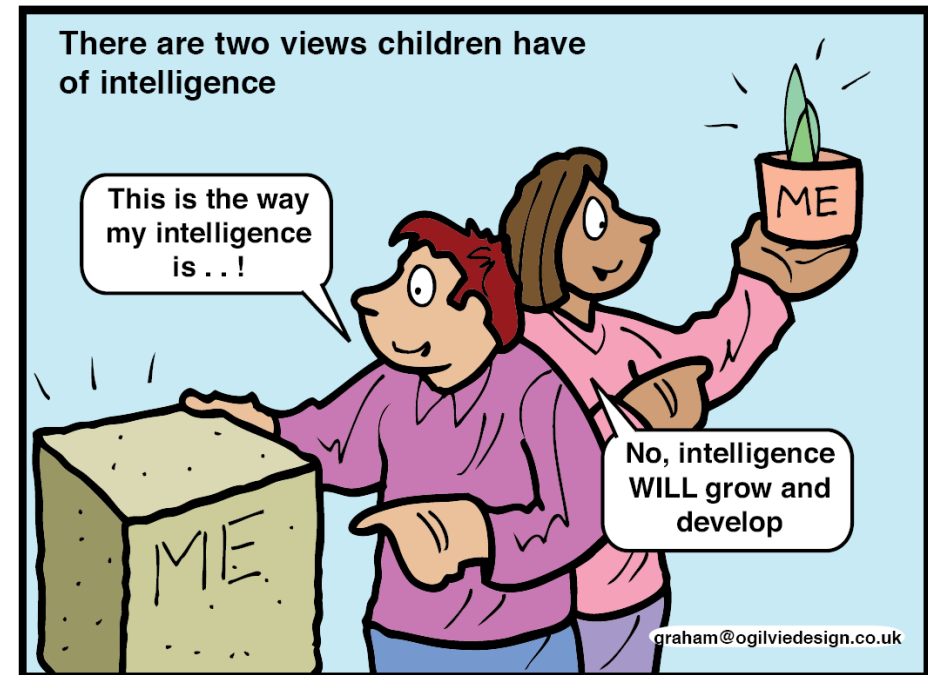
It has been lovely to see the children demonstrating these values in a variety of different ways inside the classrooms and around the school.

Compassion

Teamwork

Community

Growth Mindset



Part of our PSHE Curriculum focuses on the children thinking about how they challenge themselves, overcome mistakes and become more resilient. We are very proud of their attitude to learning and look forward to seeing them continue on this journey.

What is EYFS?

The Early Years Foundation Stage is the educational provision for children aged from birth to five years old.

All early years provisions must follow the EYFS framework, which includes seven Areas of Learning, which are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

Early years practitioners will be observing your child and planning activities and learning experiences to help them in these seven areas.

End of FS2 Early Years Assessment

- At the end of Reception, children's progress is measured against seventeen early learning goals (ELGs).
- EYFS guidance emphasises that the ELGs are not a test, but that teachers should use them as a tool to measure learning at the end of Reception.
- Children will either be:
 1. 'expected' (on target)
 2. or 'emerging' (still learning/developing this area).

FS1 Topics

Autumn
Marvellous Me



Spring 2
Budding Stars



Summer
Ready, Steady Grow



FS2 Topics



Autumn 2
Colours



Spring 1
Once Upon a Time



Spring 2
Come Outside



Summer 1
Fun at the Seaside



Summer 2
Amazing Animals

Daily Teaching

- Exploration and play in the provision areas
- Whole class work
- Taught group work
- Independent group work

Prime Areas

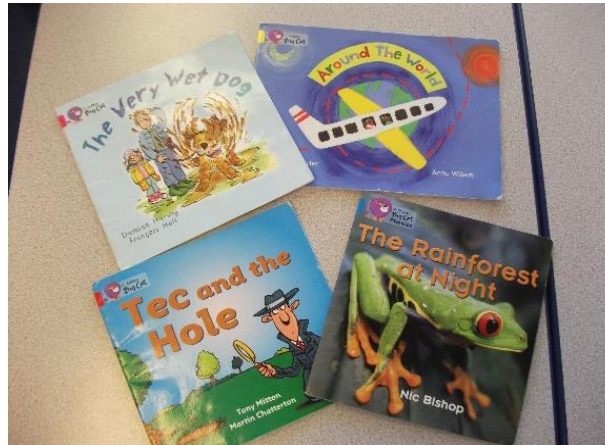
- Personal, Social and Emotional Development
 - Physical Development
- Communication and Language

Specific Areas

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

Reading

- Reading is a key priority in school.
- Please encourage your child to read as often as possible at home.
- We will start sending books home when your child is ready building up to two a week.
- The Library is open in school to foster a love of reading.



Building Blocks

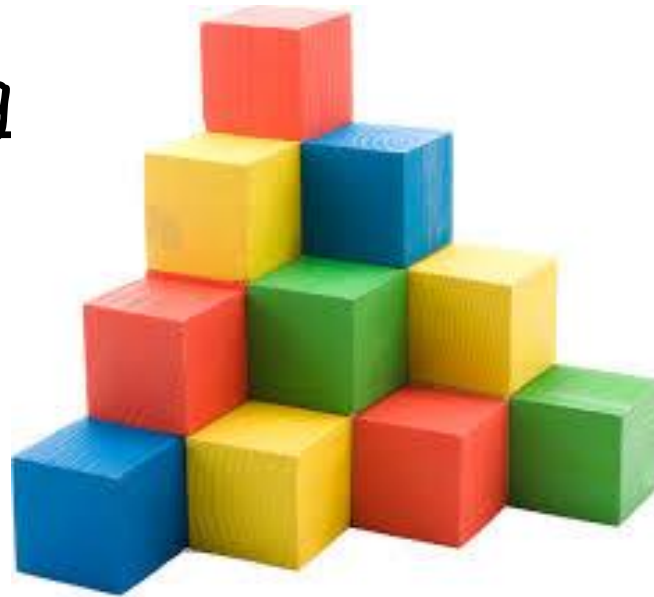
Learning to Read

Understanding

Word
recognition

Vocabulary

Phonics



Hearing and using sounds

Phonics



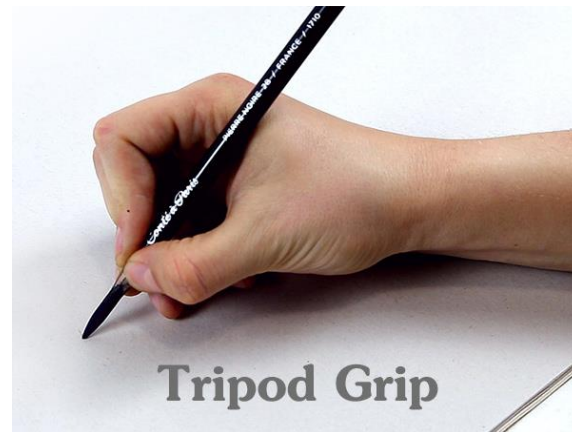
Literacy- Writing

Experimenting with mark making

Learning that writing has meaning.

Experimenting with different instruments
such as pens, pencils, crayons or even just fingers.

In FS2 we focus on strengthening your child's fine motor skills so their fingers are strong enough to hold a pencil. This is just as important as teaching letter formation.



Curriculum Documents

FOUNDATION STAGE 1 – LONG TERM PLAN

SUBJECT	AUTUMN TERM	SPRING TERM	SUMMER TERM
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>My Happy Mind – Meet the Brain – understanding how your brain works and how to look after it so we can manage our emotions.</p> <p>My Happy Mind – Celebrate – understanding your unique character strengths and celebrating them.</p> <p>Starting FS1</p> <p>Bonfire Safety</p>	<p>My Happy Mind – Appreciate – understanding why gratitude matters and develop it as a habit.</p> <p>My Happy Mind – Relate – understanding why positive relationships matter and how to build them.</p>	<p>My Happy Mind – Engage – understanding how to set meaningful goals that matter and how to keep resilient in times of challenge.</p> <p>Transitions - Starting School</p>
PHYSICAL DEVELOPMENT	Introducing and learning to use a range of small and large physical equipment.	Developing larger movements. Developing spatial awareness. Developing skills at using smaller tools and equipment including scissors and mark making resources.	Moving freely in different ways. Negotiating space when moving with increased pace. Increasing confidence at using smaller tools and equipment including scissors and mark making resources.
COMMUNICATION & LANGUAGE	Learning range of rhymes about ourselves, number songs, nursery rhymes, autumn rhymes and children's own interest rhymes. Sharing opportunities/experiences – inside /outside school- speaking and listening skills (show and tell). Playing circle games.	Range of speaking and listening opportunities including the use of circle games. Rhyming activities.	Range of speaking and listening opportunities including the use of circle games. Rhyming and alliteration activities.
LITERACY	Pathways to Write – The Gingerbread Man and I'm going to eat this ant. Early Phonics skills using Read, Write, Inc Nursery Sharing our favouite stories including those about ourselves, autumn, familiar stories and traditional stories. Mark making.	Pathways to Write – Let's all creep through crocodile creek and The pirates are coming. Early Phonics skills using Read, Write, Inc Nursery Sharing wider range of stories including those about winter and spring. Joining in with repeated parts of a story. Recognising own name and if ready, write own name. Giving meaning to own mark making.	Pathways to Write – Gigantosaurus and Supertato . Early Phonics skills using Read, Write, Inc Nursery Listening to stories with increasing attention and recall. Expressing own ideas about stories. Describing main story settings, events and characters. Continuing to learn to read and write our names. Writing/mark making for a purpose for example in the role play area.

Curriculum section of the school website

- Subject Long Term Plans
- Subject Progression Map
- Subject Policy

Class page of the school website

- Year Group Long Term Plans
- Termly Overview
- Sample Weekly Timetable
- Year group specific information

Curriculum Documents

FS2 – LONG TERM PLAN

SUBJECT	AUTUMN TERM	SPRING TERM	SUMMER TERM
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>All about me: me and my friends. Belonging to a class/school – class routines/rules. People who help us.</p> <p>Growth Mindset work</p> <p>Learning and playing together. Relationships. I'm special. Feelings.</p> <p>My Happy Mind Programme</p>	<p>Investigate types of feelings/how we relate to others.</p> <p>How we change as we grow.</p> <p>Growth Mindset work</p> <p>My Happy Mind Programme</p>	<p>Care of the environment & living things</p> <p>Becoming independent learners.</p> <p>Growth Mindset work</p> <p>My Happy Mind Programme</p>
PHYSICAL DEVELOPMENT	<p>-Our bodies – Things we can do: dance, gymnastics.</p> <p>-Stopping and starting.</p> <p>-Spatial awareness.</p> <p>-Changing for PE</p> <p>-Co-operation games, using coloured parachutes</p> <p>-Construction – building shelters. Skipping. Ball skills, throwing and catching.</p> <p>-Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>-Letter formation activities. Christmas models & colour bottles.</p> <p>PE: Dance and Gymnastics</p>	<p>Dance related activities: Moving in a range of different ways. Spinning, rocking, tilting, sliding, falling and bouncing. Using picture books to explain the importance of different aspects of a healthy lifestyle.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly. Using small equipment. Repeated patterns.</p> <p>PE: Dance and Games using bean bags and balls.</p>	<p>Outdoor games. Obstacle activities, moving over, under and through equipment. Dancing and moving to music.</p> <p>Outdoor games using</p> <p>Races and team games involving gross motor movements.</p> <p>Gymnastic skills. Climbing, balancing, jumping and rolling. Moving with confidence in a range of situations.</p> <p>Games and ball skills.</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities. Developing pencil grip and letter formation. Using one handed tools</p> <p>Construction – natural resources, models. Moving picture.</p> <p>Making musical instruments.</p> <p>PE: Gymnastics and Games using hoops, quoits, bats and balls.</p>

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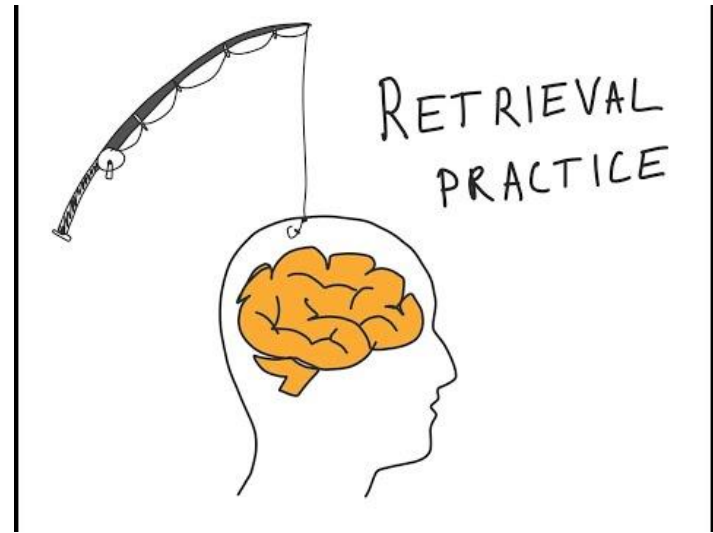
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Teaching and Learning Policy

Research backed and built upon the Rosenshine Principles of Instruction



Home Learning and How to Help

- Full homework policy is available on the school website.
- Reading routines
- Picture News
- Additional Learning Links
- Mini Meols Newsletter
- Twitter
- Google Classroom



Great Meols
Primary School

Thank you for joining us!