



Hesketh-with-Beconsall All Saints Church of England Primary School

*'What you are is God's gift to you,
what you become is your gift to God.'*

School Improvement Newsletter - Issue 9

Dear Parents & Carers,

Thank you for your continued support.

In Issue 9 we have a 'Spotlight on the EYFS' and hope that you find this information useful which ever year group your child may be in. The importance of a firm foundation can never be underestimated, and we thank you for your continuing support in your child's learning journey.



Kind regards,

RS Ainsworth

Associate Headteacher

'Every morning tell him, "Thank you for your kindness," and every evening rejoice in all his faithfulness.' Psalm 92:2

Parents' Evenings

Thank you for attending Parents' Evenings this week, we have had lots of positive feedback on the new format including many comments regarding the 'relaxed atmosphere'. Your support and engagement with your child's learning is very important to us which is why we provided YGE (Year Group Expectations) in order that you have a clear understanding of the learning journey your child is on this academic year.

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Spotlight on the EYFS

This is further information, building on Issue 2 of our School Improvement Newsletter. The Early Years Foundation Stage (EYFS) is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun, and secure; and support their development, care and learning needs.

The EYFS Framework exists to support all professionals working in the EYFS to help your child, and was developed with early years experts and parents and it sets out:

- The legal welfare requirements that everyone registered to look after children must follow to keep your child safe and promote their welfare.
- The 7 areas of learning and development which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge.
- Assessments that will tell you about your child's progress through the EYFS.
- Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the "Early Learning Goals (ELGs)".

There is also guidance for the professionals supporting your child on planning the learning activities, and observing and assessing what and how your child is learning and developing. Much thought has been given to making sure that your child is as safe as possible. Within the EYFS there is a set of welfare standards that everyone must follow. These include the numbers of staff required in a nursery and things like administering medicines and carrying out risk assessments.

The EYFS Framework explains how and what your child will be learning to support their healthy development. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first.

These are:

- Communication and language
- Physical development
- Personal, social, and emotional development



These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in 4 specific areas.

These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



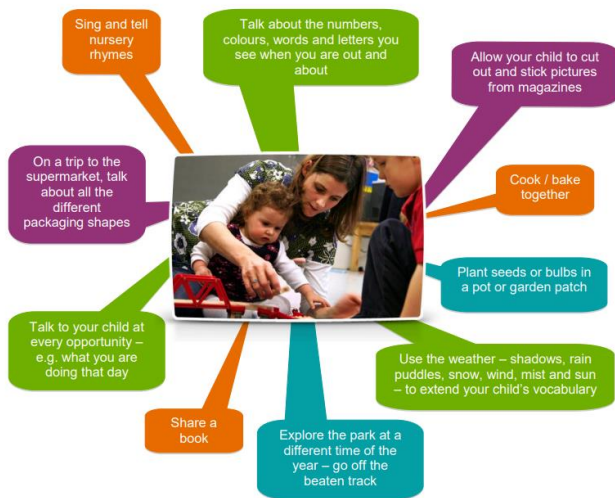
These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs.

The curriculum is suitable for very young children, and it's designed to be flexible so that staff can follow your child's unique needs and interests. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. The diagram gives examples of the areas of learning and development and shows the links between the way in which your child learns and what they learn.

Please bear in mind that all children develop at different rates, so these examples are for guidance only.



As a parent, how can I help with my child's learning?



All the fun activities that you do with your child at home are important in supporting their learning and development and have a long-lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child, it will make a real difference to your child's confidence as a young learner.

When your child is 5

At the end of the EYFS – in the summer term of the reception year in school – teachers complete an assessment which is known as the EYFS Profile. This assessment is carried out by the reception teacher and is based on what they, and other staff caring for your child, have observed over a period of time.

Another important part of the EYFS Profile is your knowledge about your child's learning and development, so do let your child's class teacher know about what your child does with you: such as how confident your child is in writing their name, reading, and talking about a favourite book, speaking to people your child is not so familiar with or their understanding of numbers.

All of the information collected is used to judge how your child is doing in the 7 areas of learning and development. Finding out at this stage how your child is doing will mean that the teacher your child has in their next school year – year 1 – will know what your child really enjoys doing and does well, as well as helping them decide if your child needs a bit of extra support, what that support should be and if they are already getting it.

This is important moving forward as we address the issues raised in Ofsted.



Early Years Foundation Stage (EYFS) Early Learning Goals (ELGs)

What children are assessed against at the end of the Reception Year in school.

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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. <p>Speaking</p> <ul style="list-style-type: none"> 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. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> 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. <p>Managing Self</p> <ul style="list-style-type: none"> 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. <p>Building Relationships</p> <ul style="list-style-type: none"> 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. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> 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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> 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. <p>The Natural World</p> <ul style="list-style-type: none"> 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. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> 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. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> 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. <p>Numerical Patterns</p> <ul style="list-style-type: none"> 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. <p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> 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. <p>Word Reading</p> <ul style="list-style-type: none"> 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. <p>Writing</p> <ul style="list-style-type: none"> 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.

As a Church School we continue to root all of the EYFS curriculum in Christ; living out the Church of England's Vision for Education: Deeply Christian, Serving the Common Good and ensuring that we are 'Valuing All God's Children'.

The Early Years Team at school (Staff in the Reception Class & Little Saints Nursery) continue to work with the Lancashire Early Years Team to improve the learning experiences on offer in our EYFS. The indoor learning environments have benefitted from makeovers to support learning within continuous provision, and this will be greatly enhanced by the completion of the EYFS Outdoor Area. This extensive refurbishment from Playsound will make a huge difference!

From this...

**Under Construction –
the new EYFS Outdoor Area**



To...



The children in Nursery have already used the area to develop their story telling through gross motor activities to retell and act out the journey to Grandma's cottage as part of their 'Once Upon a Time' Cornerstones Curriculum Learning Project.



Thank you for your continued support.

Coming in Issue 10... Spotlight on Calculations in Maths