



Cabot
Learning
Federation

Welcome to The Acorn



Hans Price
Academy



Wallscourt
Farm
Academy



Bath
Primary Academy



SUMMERHILL ACADEMY
MAKING OUR FUTURE SHINE



P16



Begbrook
Primary Academy



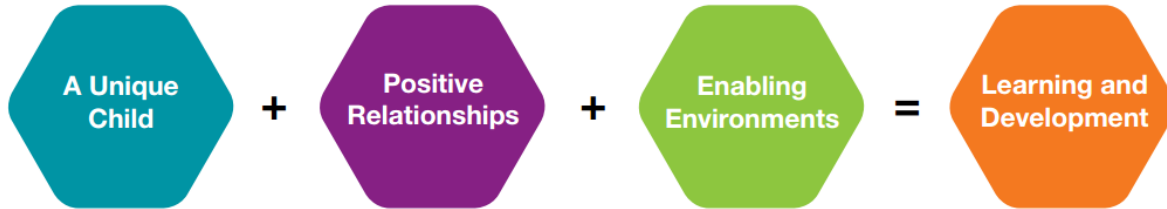
King's Oak
ACADEMY



Minerva
Primary Academy
Children's Centre



- Birth to 5
- EYFS statutory framework - sets standards for the learning, development and care of the children
- Development Matters in the EYFS – non statutory guidance to support implementing statutory requirements
- Four themes of the EYFS





The Characteristics of Effective Learning and the prime and specific Areas of Learning and Development are all interconnected.

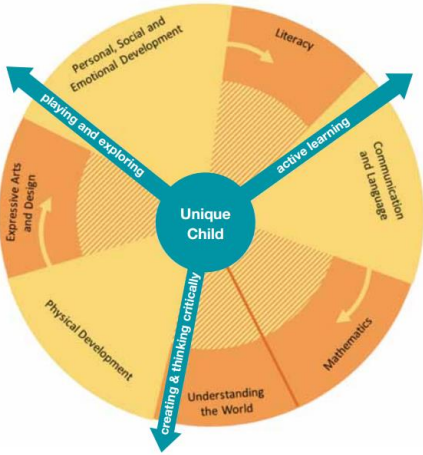
- The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.
- The **prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.
- The **specific** areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

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

Specific areas include essential skills and knowledge for children to participate successfully in society.

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





Characteristics of Effective Learning
<p>Playing and exploring – engagement</p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p>
<p>Active learning – motivation</p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p>Creating and thinking critically – thinking</p> <p>Having their own ideas Making links Choosing ways to do things</p>

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



Meet Our ELLI Characters





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Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

Communication and Language: Understanding

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 30-50 months	<ul style="list-style-type: none"> Understands use of objects (e.g. <i>"What do we use to cut things??"</i>) Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> Prompt children's thinking and discussion through involvement in their play. Talk to children about what they have been doing and help them to reflect upon and explain events, e.g. <i>"You told me this model was going to be a tractor. What's this lever for?"</i> Give children clear directions and help them to deal with those involving more than one action, e.g. <i>"Put the cars away, please, then come and wash your hands and get ready for lunch"</i>. When introducing a new activity, use mime and gesture to support language development. Showing children a photograph of an activity such as hand washing helps to reinforce understanding. Be aware that some children may watch another child in order to know what to do, rather than understanding it themselves. 	<ul style="list-style-type: none"> Set up shared experiences that children can reflect upon, e.g. visits, cooking, or stories that can be re-enacted. Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action. Find out from parents how children make themselves understood at home; confirm which their preferred language is. Provide practical experiences that encourage children to ask and respond to questions, e.g. explaining pulleys or wet and dry sand. Introduce, alongside books, story props, such as pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel.
 40-60+ months	<ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. <p>Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<ul style="list-style-type: none"> Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages together. Use stories from books to focus children's attention on predictions and explanations, e.g. <i>"Why did the boat tip over?"</i> Help children to <ul style="list-style-type: none"> identify patterns, e.g. what generally happens to 'good' and 'wicked' characters at the end of stories draw conclusions: <i>"The sky has gone dark. It must be going to rain"</i> explain effect: <i>"It sank because it was too heavy"</i> predict: <i>"It might not grow in there if it is too dark"</i> speculate: <i>"What if the bridge falls down?"</i> 	<ul style="list-style-type: none"> Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books. Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character.



- Through observations and dialogue with the children especially observations of independent, spontaneous, consistent learning in a range of contexts. This is recorded in their learning and Tapestry.
- Baseline – first 6 weeks of school.
- EYFS profile – attainment at the end of the Reception year in relation to the 17 Early Learning Goals descriptors and the characteristics of effective learning. Children will be judged to be either: emerging, expected or exceeding
- GLD – children are define as having reached a good level of development if they have achieved at least the expected level in the Early Learning Goals in the prime areas of learning as well as literacy and mathematics.





A Typical Day in Reception

- 8:30 - Children choose their lunch and start their learning
- 9:00 - Children to sit on the carpet for their second input of the day
- 9:15 – Children to free flow inside/outside
- 10:15 – Assembly with Year 1, snack and playtime outside with Year 1
- 10:45 – Children to sit on the carpet for their second input of the day
- 11:00 – Free flow inside/outside
- 12:00 – Lunchtime
- 1:00 - Children to sit on the carpet for their third input of the day
- 1:15 – Free flow inside/outside
- 2:30 – Tidy up the classroom, milk and story
- 3:00 – Home time





Cursive Letter Formation



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Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz



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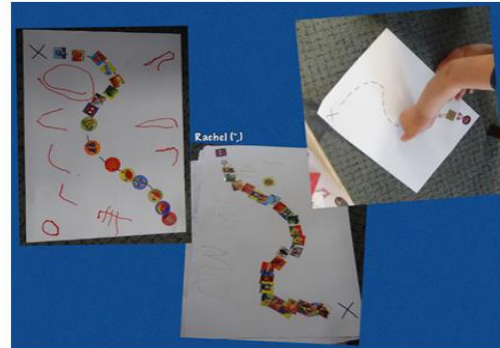
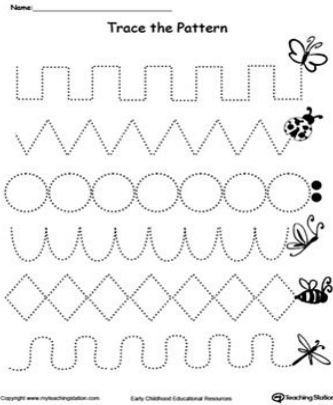


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PHYSICAL DEVELOPMENT

- Dressing, undressing, shoes and coats
- Cutting paper shapes with scissors – following a line
- Forming letters the right way
- Squeezing play dough/ newspaper screwed up into balls

HEALTH & SELF CARE

- Talking about healthy/less healthy foods
- Going to the toilet independently

PERSONAL/SOCIAL/EMOTIONAL

- Using words to express needs. Waiting for them to tell you even if you know what they want
- Play turn taking games

SPEAKING AND LISTENING

- Giving thinking time
- Talking about their day at school
- Repeating back a word said incorrectly (demonstrating it rather than correcting)



LITERACY

- Reading/sharing a book together x4 a week
- Visiting the local library together
- Talking about the characters, settings, title and illustrations in stories
- Writing their own name
- Encourage them to “sound out” words not spell them correctly all of the time
- Using website www.phonicsplay.co.uk and www.oxfordowl.co.uk

MATHEMATICS

- Counting – everything and anything!
- Recognising numbers 1-20 – flashcards or numbers you see when out walking
- Writing numbers 1-20 correctly (when ready to hold a pencil)
- Naming triangle, circle, square, rectangle and some 3D shape names e.g. cube, sphere, pyramid
- Talking about days of the week, months of the year and seasons



- What to expect when-
<http://www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parents-guide/>
- <http://www.phonicsplay.co.uk>
- <http://www.teachyourmonstertoread.com>
- <http://www.iboard.co.uk>
- <http://www.ictgames.com>

