



Welcome To Farmilo

Early Years Parents Meeting

Information we will be giving you tonight

- ▶ Introduction to who we all are!
- ▶ Tips which will help your child settle into school quickly and happily
- ▶ All about the Foundation Stage and how and what young children learn
- ▶ Explain what we learn in letters and their sounds and number group
- ▶ Time to answer any other questions you might have and spend some time in the Reception classroom

The Curriculum

The Curriculum is organised into seven areas of learning: The prime areas are the top 3.

Communication and language

Physical Development

Personal, Social and Emotional Development

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Learning Journey

- ▶ Each child has their own learning journey called a Super Star Book.
- ▶ It contain photos, transcripts, post it notes and record observations of your child demonstrating what they can do.
- ▶ These observations inform future planning to meet the needs of each pupil.
- ▶ Observations are made from the child's independent learning.
- ▶ Learning journeys reflect what your child can do - we encourage you to add things too through the Wow! slips

How do we learn?

- ▶ Teaching and learning in FS is approached through well planned play experiences. Often the children don't even know they're working!
- ▶ Learning through practical hands on activities that are lots of fun and enjoyable but which have clear learning objectives.
- ▶ Children will talk of both the 'indoor' and 'outdoor' classroom.
- ▶ There will be times when all the class work together during group time.
- ▶ There is a balance between adult led and child initiated activities.

Outdoor Learning Area

Physical Development

- ▶ At Farmilo, we are very lucky to have a purpose built outdoor learning area! It includes a climbing frame, slide, balance beams, bikes, scooters, mud kitchen, bug hotel, area for ball games and play houses.
- ▶ Your child will have access to the outdoor area daily throughout the year
- ▶ Clothing for the outdoor area / wellies
- ▶ A lot of children are outdoor learners!

Communication and Language

Speaking

Listening

Understanding

- ▶ Encourage children to share their news
- ▶ Repeat what they say back to them using the correct language
- ▶ Read stories / encourage children to join in with repeating phrases
- ▶ Play games like I spy, Simon Says etc
- ▶ Sing songs everyday e.g. nursery rhymes

Phonics

Letters and their sounds

- Phase 1 (on-going F1)
 - To distinguish between sounds and become familiar with rhyme, rhythm and alliteration.
- Phase 2 (6 weeks F1 & F2)
 - To introduce 19 grapheme-phoneme correspondences.
- Phase 3 (12 weeks F2)
 - To teach one grapheme for each of the 44 phonemes in order to spell simple regular words.
- Phase 4 (4-6 weeks F2)
 - To read and spell words containing adjacent consonants.
- Phase 5 (in Yr1) Phase 6 (in Yr2)

Phase 1

Yellow / Blue Group

- ▶ Environmental sounds
- ▶ Instrumental sounds
- ▶ Body percussion
- ▶ Rhythm and rhyme
- ▶ Alliteration
- ▶ Voice sounds
- ▶ Oral blending and segmenting

Environmental Sounds

- ▶ Listening walks (indoors and outdoors)
- ▶ Drumming outdoors
- ▶ Sound lotto
- ▶ Singing phonics

Instrumental Sounds

- ▶ Match the sound
- ▶ Which instrument?
- ▶ Music to stories

Body Percussion

- ▶ Action songs
- ▶ Sounds made by different parts of body
- ▶ Pass the sound around the circle

Rhythm & Rhyme

- ▶ Silly soup game
- ▶ Nursery rhymes and songs
- ▶ Playing with words
- ▶ Repetitive stories

Alliteration

- ▶ Digging for treasure
- ▶ Same sound sentences

Voice Sounds

- ▶ Mouth movements (can look in a mirror)
- ▶ Silly voices

Oral Segmenting and Blending

- ▶ Adult begins to model oral blending
e.g. get your h-a-t
- ▶ I spy
- ▶ Sound talk across the river game
e.g. to cross the river find the d-o-g

Phase 2

Yellow /Blue/ Green Group

- ▶ Begins the understanding of grapheme (letters) - phoneme (sound) correspondence.
- ▶ Understand that words are constructed from **phonemes** and that phonemes are represented by **graphemes**.

Letter Progression (one set a week)

- Set 1: s a t p
- Set 2: i n m d
- Set 3: g o c k
- Set 4: ck e u r
- Set 5: h b f,ffl,ll s

Pronunciation - not 'uh' on the end - use soft voice!

See <http://www.bbc.co.uk/cbeebies/shows/alphablocks>

Phase 2 games / activities

▶ Sound Buttons

- ▶ **Box of Sounds** - children sit in a circle. Place objects in the centre of the circle. Pass a box containing grapheme cards around the circle singing. Child holding the box at the end of the song takes out the top card, identifies sound and places it next to the corresponding object. (Alternately call out a sound for the child to find)

▶ Cross the River

- ▶ Pebbles with letters on
- ▶ Cutlery drawer organiser - sort objects by letters.
- ▶ Nursery Rhymes
- ▶ Water brushes
- ▶ Writing on back/floor/wall with finger all lower case letters
- ▶ Dance writing to music e.g. letter shapes o = vv u

Number Group

- ▶ The teaching of Mathematics in the Early Years Foundation Stage (EYFS) is split into 2 areas:
 - ▶ Number, including calculating and problem solving
 - ▶ Shape, space and measures
- ▶ Children need to engage with numbers and to see how to use them in their everyday environment for labelling, quantifying and calculating: we want to help them to develop a better understanding of the world in which they live.
- When teaching number, there are 2 main parts:
 - Numbers (amounts) and numerals (the written form)
 - Counting sets (early calculating)

Count orally and begin to understand number

- ▶ Children need to be exposed to counting orally from an early age through number rhymes, counting steps up the stairs and counting aloud to your child.
- ▶ Children then copy this and begin to use numbers in their play, imitating what they have seen and heard other people do.

Noticing numbers and what it represents

- ▶ It is important to point out numbers within the environment: dates on the calendar, on the clock, prices, birthday cards and so on.
- ▶ Children then begin to recognise numbers which are familiar to them such as their house number and age.
- ▶ This also provides opportunities for children to start representing numbers by making marks, drawing pictures or holding up their fingers to show an amount.

Begin to count objects and compare quantities

- ▶ Once children begin to understand that numbers tell you 'how many' they soon begin to understand the importance of comparing quantities and begin to use the language of 'more' and 'less' to compare. This is very important if you want 'more cake', for example!

Early Calculation

- ▶ Once children have a secure understanding of numbers representing 'how many', that objects can be counted and they are able to count objects accurately, early addition and subtraction can be taught. E.g. finding out how many cakes are on a tray when 2 have a cherry and 1 is plain OR how many sheep are in the field if 1 runs away.

Maths at home

- ▶ Bath-time (filling and emptying containers, counting)
- ▶ Counting rhymes (10 green bottles, 5 little ducks etc)
- ▶ Talk about numbers in the environment (eg, front door numbers, number plates, road signs etc)
- ▶ Help with the cooking (measuring, weighing, order the recipe)
- ▶ Setting table places (how many plates/cups? etc)
- ▶ Paying in shops (including change)
- ▶ Estimating amounts (how many apples/sweets?)

Maths at home

Games:

- ✓ board games like 'Snakes and ladders'
- ✓ card games like snap
- ✓ Bingo
- ✓ dominoes
- ✓ timing children when doing jobs (egg timers)

Websites:

<http://www.topmarks.co.uk/learning-to-count/teddy-numbers>

<http://www.crickweb.co.uk/Early-Years.html>

<http://www.bbc.co.uk/cbeebies/games/numtums-games>

<http://mrcrammond.com/games/gordon/PoppingBalloonsv3sound.swf>

<http://www.ictgames.com/resources.html>

You can help byHome Learning

Children sometimes bring home activities to share with you at home. These will support communication and language, personal, social and emotional development and early numeracy and literacy skills that the children will be developing in school.

You can help at home by;

Singing nursery rhymes and number songs together

Ask your child which letter sound and action they have learnt

Encourage writing at home e.g. play teachers

(see writing sheet) praise any mark making

Recognise numbers

Reading your own story books to your child

Help your child to recognise their name (capital letter at the beginning followed by lower case letters)

Communication and Partnership

- ▶ Daily before and after school
- ▶ Ring /email school.
- ▶ Half termly parents events / invitations
- ▶ Parents evenings twice a year.
- ▶ Written report at the end of year.

Please let us know of any changes at home which may affect your child at school.

Parental Involvement



- ▶ Throughout the year there are various opportunities for you to come into school.
- ▶ Parents information meetings / events
- ▶ Be a 'Mystery Reader' (read to all children in Yellow & Blue group)
- ▶ Snuggle and Share (look at your child's superstar book together in a place they love to be)
- ▶ Come in to work alongside your child. The children **LOVE** having you in school!

How to help your child settle at school

- ▶ Ask your child what they have done today.
- ▶ Toilet skills e.g. wiping/ flush toilet / wash hands
- ▶ Label all uniform and shoes.
- ▶ Play turn taking and sharing games.
- ▶ Encourage tidy up skills.
- ▶ Encourage listening skills.
- ▶ Dressing and undressing skills- putting on own coat, zipping own coat, velcro pumps or shoes rather than laces

ICT at Farmilo

You can keep up to date with the latest news and photographs on our website:

<http://www.farmiloprimary.co.uk>

Children - class pages - Foundation stage

Also view the full EYFS curriculum on our website

F1 30-50 months

Thank you for coming!

Questions?