

An illustration featuring two children, a girl on the left and a boy on the right, holding a large, open book. The girl has dark hair with a yellow bow and is wearing a teal shirt. The boy has dark hair and is wearing a yellow shirt with white stripes on the sleeve. The book is white with orange covers. The background is a light orange color with various school-themed illustrations: two pencils (one red, one yellow) and two leaves (one yellow, one teal) are positioned above the book. There are also dashed lines and other abstract shapes in the background. The text "All about EYFS at Hujjat Primary School" is written in orange on the book's pages. Below the text is a logo consisting of a green tree-like shape and the text "HUJJAT PRIMARY SCHOOL" in black.

All about EYFS at Hujjat Primary School



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What we will cover this evening:

The 7 Areas of Learning

What are the 7 areas of learning in EYFS?

The EYFS curriculum

What is covered in our EYFS curriculum?

ELG

What is an ELG and why is it important?

RBA

What is the RBA and what are its benefits?

A day in EYFS

What a day looks like in EYFS and Tapestry

Writing in EYFS

What writing should look like in Autumn, Spring and Summer.

Reading in EYFS

What reading should sound like in Autumn, Spring and Summer.

Mathematics in EYFS

What to expect for Mathematics.

Messy play

What are the benefits of messy play?

Questions?



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The EYFS areas of learning and development

The 3 prime areas of learning:

1

Personal, Social and Emotional Development (PSED)

2

Communication and Language

3

Physical Development

1

Literacy

2

Mathematics

3

Understanding of the World (UW)








4

Expressive Art and Design (EAD)



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Early Learning Goals (ELGs)

Prime Areas	Specific Areas
Personal, social and emotional development Self-Regulation Managing Self Building Relationships 	Literacy Comprehension Word Reading Writing 
Communication and language Listening, Attention and Understanding Speaking	Mathematics Number Numerical Patterns 
Physical development Gross Motor Skills Fine Motor Skills 	Understanding the world Past and Present People Culture and Communities The Natural World 
 HUJJAT PRIMARY SCHOOL	Expressive arts and design Creating with Materials Being Imaginative and Expressive 

Reception Baseline Assessment (RBA)

- The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills.
 - It takes place within the first six weeks of your child starting Reception.
 - The RBA will provide an opportunity for your child to have valuable one-to-one time with us at an early stage, so that we can get to know your child better. It will provide a helpful snapshot of where your child is when they enter reception, so they can be supported in the most appropriate way.
- You do not need to do anything to prepare your child for the assessment.

Further details can be found on the GOV UK website:
[2024 Information for parents reception baseline assessment.
pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1154442/2024_Information_for_parents_reception_baseline_assessment.pdf)



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A day in EYFS!

In reception, we start the day with Busy Fingers.

These are activities specifically planned and selected to develop the children's fine motor and language skills.

These skills form the basis of and are essential for handwriting and the correct pencil grip.



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A day in EYFS!

We continue the day with the register, morning prayer and morning routine, then go straight into the Phonics lesson.

At Hujjat we use the Little Wandle Letters and Sounds Revised to teach Systematic Synthetic phonics.

The children learn new sounds, oral and written blending skills. Over time the children begin to write words, phrases and sentences in their phonics lessons.

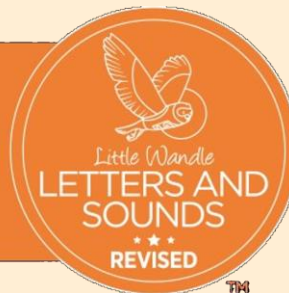
More information can be found on the Little Wandle website:

[For parents | Letters and Sounds \(littlewandlelettersandsounds.org.uk\)](https://littlewandlelettersandsounds.org.uk)



We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



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A day in EYFS!

After phonics the children move into skills time.

Here they get to choose an activity to do for the duration of 1 hour or more.

The children have 2 skills time sessions a day (AM and PM) and are free to stay inside or go outside.

Observations are taken of the children during this time and shared on Tapestry.



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A day in EYFS!

Following skills time, the children have Drawing Club. This is an adapted form of literacy which focuses specifically on communication and language, vocabulary, creativity and fine motor skills.

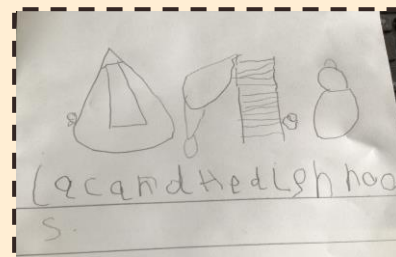
It immerses children in the world of story and develops a treasure trove of vocabulary, opening the playground of language for them.

It develops children's creativity and imagination and shows them that they are extraordinary! Drawing Club gives children age-appropriate practice that is highly engaging and grounds children in the joy of book snuggling.

This form of Literacy will continue until the first Spring term. After which the children will take part in more structured Literacy sessions where they learn about a range of writing genres and develop more Literacy specific skills.



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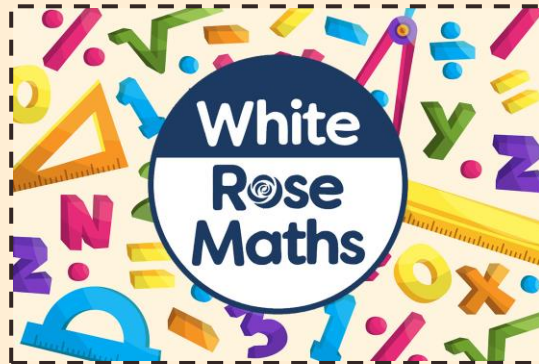


A day in EYFS!

After lunch, the children settle back into learning after their afternoon routine.

The first lesson after lunch is Mathematics. At Hujjat, we use the White Rose scheme of learning for maths. Here the children learn all the required mathematical skills to ensure they meet their ELG.

The children go into their second skills time after this.



Marcy Barclay
Early Years Educator



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A day in EYFS!

After skills time, the children have their foundation session.

Here the children learn about a range of topics related to their Understanding of the World, Personal Social and Emotional Development and Expressive Art and Design.

The topic varies across the year and is usually linked to the theme of the term.



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Reading in EYFS



- Starting in week 4, children in Reception apply their phonics knowledge by reading a matched decodable book in a small group of 6 in a reading practice session.
- These sessions are 15/20 minutes long and happen 3 times a week.
- The sessions follow the model set out in Little Wandle Letters and Sounds Revised.
- The children then take the same levelled book home to practise the skills learnt, at home.
- Please do read with your child every day to develop their decoding and comprehension skills.



Reading in EYFS

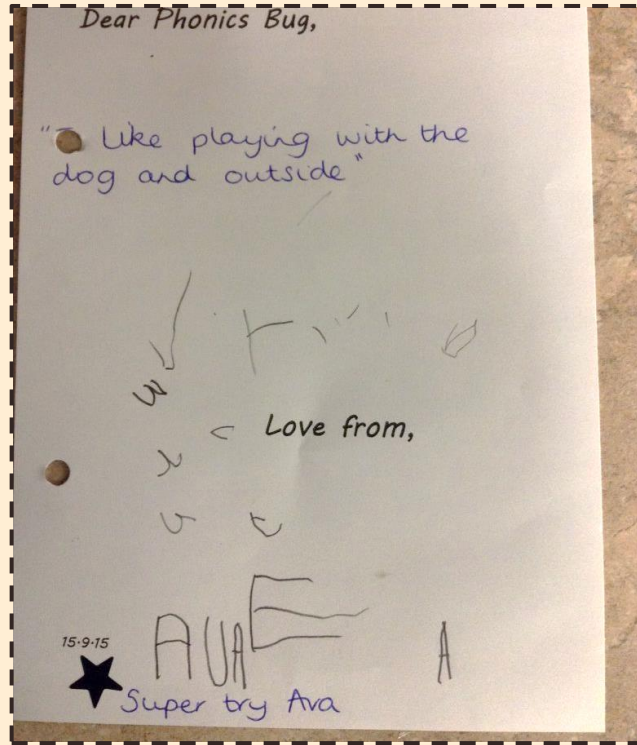
All children will need a school book bag to take books, letters and learning home.

The books are given in a plastic zip wallet.
Please ensure any books lent to your child are returned in the same condition that they were given.

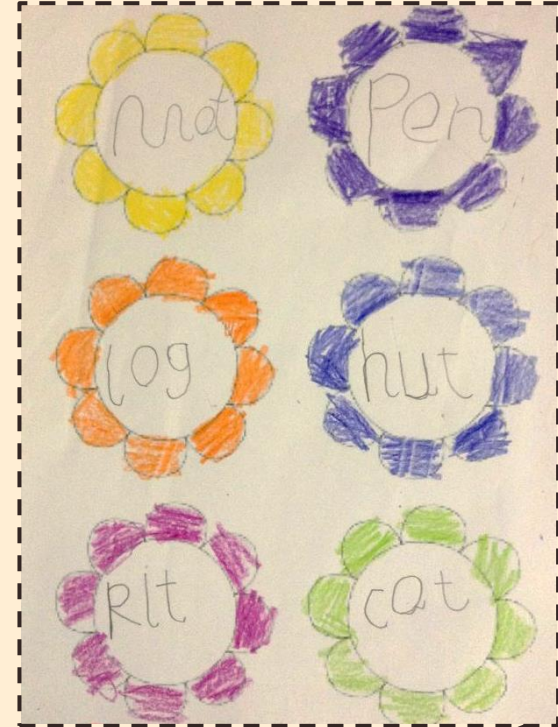


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What does writing look like in EYFS?



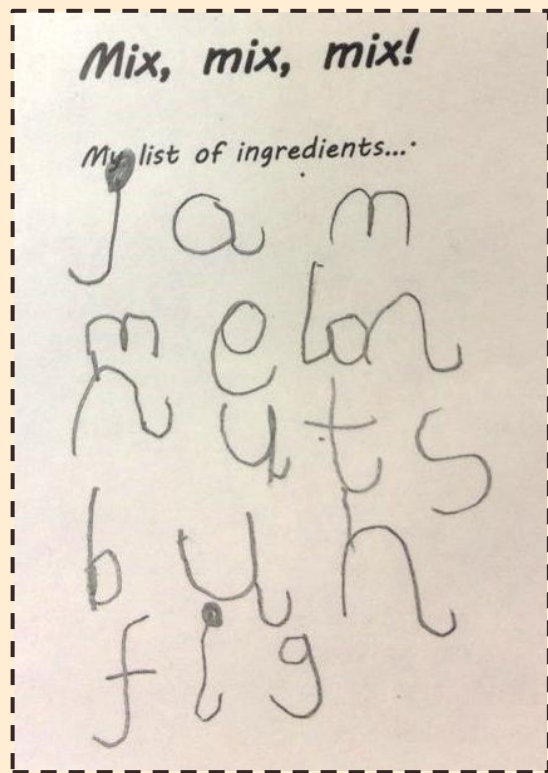
Autumn



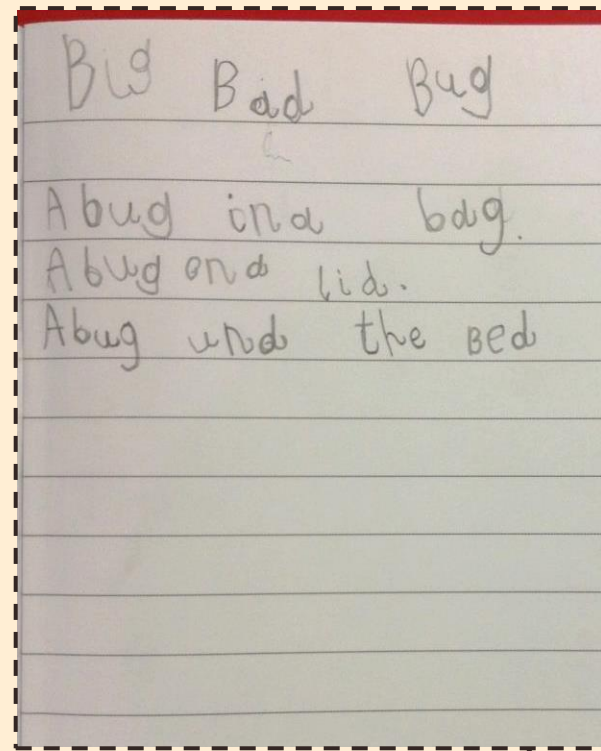
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What does writing look like in EYFS?



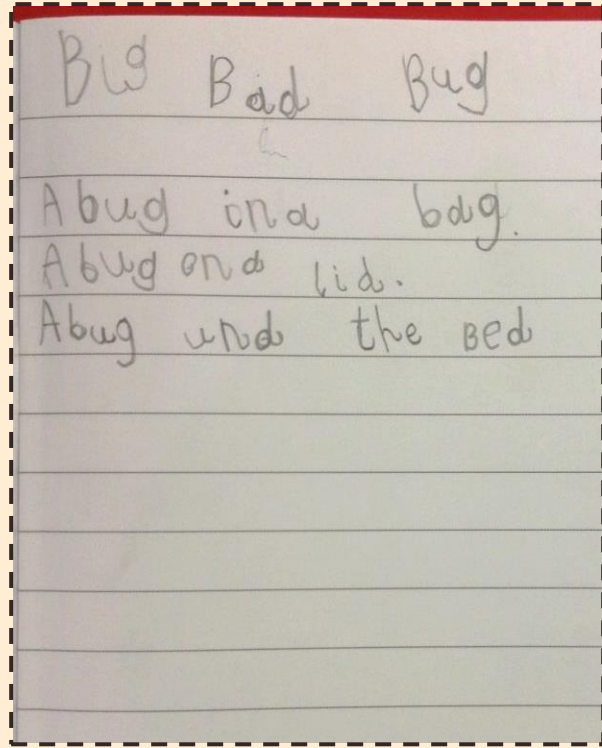
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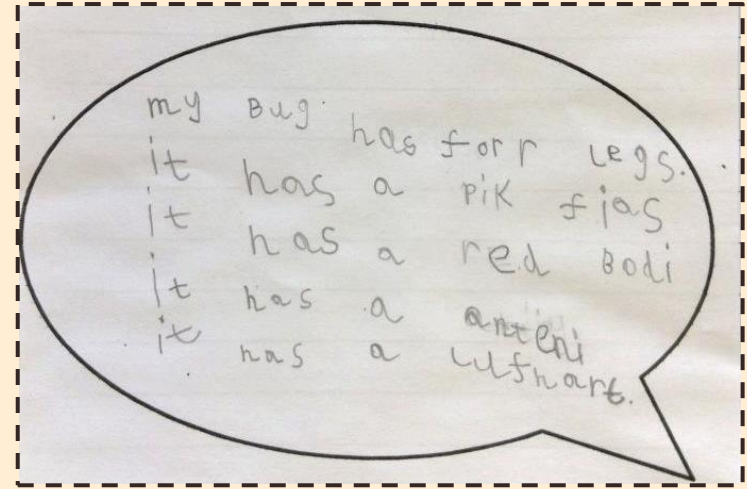
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What does writing look like in EYFS?



Summer



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Messy play!

As adults we instinctively see mess as our primary thought & reaction, “oh my goodness, that’ll take a long time to clean up!”

However, research shows that messy play is one of the best ways to learn.

By being given the freedom to play with things that make a ‘mess’, children are given no expectations on what they should produce. In other words, they can focus on process over product.

There are no restricting end goals so the possibilities are endless.

If they cannot go wrong, they will develop the courage and confidence to be curious, make their own discoveries, problem solve, have a go and keep trying.

All of which are characteristics of effective learning that we want all children to have in order to be a successful life-long learner.



- Katherine Houghton of
Early Years Staff Room.

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Benefits of messy play

Fine Motor Skills

Messy play helps young children develop their early motor skills. When children squeeze rainbow slime, soft dough, scoop up sand or make marks in crazy foam, they are learning to refine their fine motor skills by using the muscles in their fingers, wrists, arms, toes and shoulders to make small movements.

Gross Motor Skills

When children jump in water, throw sand or produce large scale mark making with bigger objects such as brooms, they are also enhancing their gross motor skills. Children use the larger muscles in their arms, legs, feet and body to make bigger movements which support balance, coordination and strength.

Hand Eye Coordination

Experimenting with messy play through touch also enhances the children's hand-eye coordination. Certain messy play activities prompt and improve children's concentration, such as cutting shapes out of play dough or using play dough tools helps children develop their hand-eye coordination.

Body Control & Balance

Messy play is an extremely hands-on sensory activity, which enhances children's body control and balance through the large and small movements that they make when they play. Simple actions, such as holding a paint brush over an easel or pouring water from one container to another, helps children focus their fine and gross motor skills, which improves their control and balance with practice.

Spatial Awareness

Messy play also makes children more body aware, which gives them the opportunity to learn about boundaries. When participating in group messy play activities, such as playing imaginative play kitchens with outdoor mud kitchens, children begin to begin to respect other's space and develop social skills.

Messy play!

The children will have access to outdoor learning in all weathers.

Please ensure that your child wears a waterproof coat on wet days. Please help your child to learn how to put on their coat on independently.

The children will also need a pair of wellington boots which can be kept at school on the wellington stand, as well as a spare set of socks to wear during wet weather.



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Thank you for
joining us this
evening!

If you have
any questions,
please do ask.



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