



Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**

Olive School Blackburn

EYFS Parent Workshop

Our Vision



Olive School

Nurturing Today's Young People,
Inspiring Tomorrow's Leaders



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What is the Early Years Foundation Stage?

- > Statutory Framework
- > School Life
- > Final Stages in Reception
- >Phonics



The areas of learning and development within the EYFS

The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.



Communication and Language



Personal, Social and Emotional Development



Physical Development

The three prime areas are strengthened and applied through the **four specific areas**.



Literacy



Mathematics



Understanding the World



Expressive Arts and Design



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EYFS Framework

> [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

Published: 31 March 2021

Effective: 1 September 2021



Characteristics of Effective Teaching and Learning

> Playing and exploring

> Active Learning

> Creating and thinking critically



Personal Social Emotional Development- How can you help at home?

ELG: Self-Regulation

- 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.

ELG: Building Relationships

- 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.

ELG: Managing Self

- 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.

- ❖ Support your child to respond to and discuss their feelings about different activities and events.
- ❖ Play games which encourage sharing and turn taking which will help your child to build their social skills.
- ❖ Encourage discussions about achievements and goals.
- ❖ Encourage children to tolerate delay.
- ❖ Children to make healthy food choices and know the reason why



Physical Development- What they need to know. How can you help?



ELG: Gross Motor Skills

- 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.

ELG: Fine Motor Skills

- 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

- ❖ Encourage independence when putting on coat, fastening, hanging
- ❖ Give your child time to run, jump, climb and play outdoors.
- ❖ Share stories about being healthy, choosing the right food, drinking water and getting plenty of sleep.
- ❖ Encourage your child to participate in activities such as building, drawing, threading beads, playing with water, malleable materials and construction.
- ❖ Encourage and support your child to independently use the toilet, wash hands
- ❖ When holding a pencil, children to be encouraged to hold with the tripod grip and have a focus on forming letters correctly.



Communication & Language- What they need to know. How can you help?

ELG: Listening, Attention and Understanding

- > - 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.

ELG: Speaking

- 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.

- ❖ Encourage your child to listen and respond appropriately by using words, gestures or objects
- ❖ Listen and follow instructions.
- ❖ Encourage your child to pose questions that use why, how, where, what, when and who.
- ❖ Take time to listen to your child talking about things they've done and answering their questions.



Literacy-

What they need to know. How can you help?

ELG: Comprehension

- 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.

ELG: Writing

- 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.

ELG: Word Reading

- 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.

- ❖ Share stories and books at home discussing the characters and sequence of events.
- ❖ Sing simple familiar rhymes.
- ❖ Have fun with chinks, crayons, and whiteboards.
- ❖ Play imaginative games and dress up as different characters.
- ❖ Look out in the environment for familiar letters and words.
- ❖ Make up stories with your child and act out the different roles and plots.
- ❖ Spot sounds in the environment
- ❖ READ DAILY!



Maths

What they need to know. How can you help?

ELG: Number

- 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.

ELG: Numerical Patterns

- 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.

- ❖ Talk about the shapes you can see in the environment.
- ❖ Comparing things which are heavy and light or long and short.
- ❖ Look out for numbers in and out of the home.
- ❖ Singing counting songs and rhymes.
- ❖ Counting, adding and subtracting anything and everything - socks, cars, shopping, cutlery, fingers and toes!
- ❖ Baking/Cooking!!
- ❖ Spot patterns in the environment



Understanding Of the World- What they need to know. How can you help?

ELG: Past and Present

- 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.

ELG: The Natural World

- 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.

ELG: People, Culture and Communities

- 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.

- ❖ Talk with your child about the places they go and things they see in the world around them.
- ❖ Answering and encouraging questions - What if...? Why do you think...? How did you...?
- ❖ Letting children join in with everyday activities - washing up, cooking, shopping, helping in the garden...
- ❖ Lots of opportunities to explore inside and outside in a variety of environments.



Exploring Media & Materials-

What they need to know. How can you help?

ELG: Creating with Materials

Children at the expected level of development will:

- 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.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- 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.

- ❖ Talk with your child about their imaginative play and join in if possible!
- ❖ Have junk modelling sessions and see what you can create.
- ❖ Paint a picture and not necessarily on a piece of paper.
- ❖ Sing songs/Nasheeds




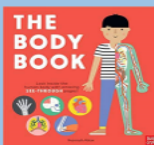
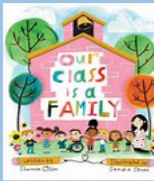







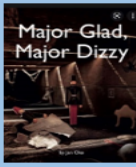


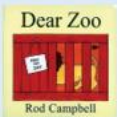



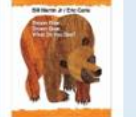
Ways you can help

- > Talk to your children about their play.
- > Take your child to the library and engage them in looking at pictures in books.
- > Ensure your child practices their pencil grip and can have a go at writing their name.
- > In practical situations ask your child to count certain objects.
- > Take your child to explore different experiences so that they can develop their vocabulary.



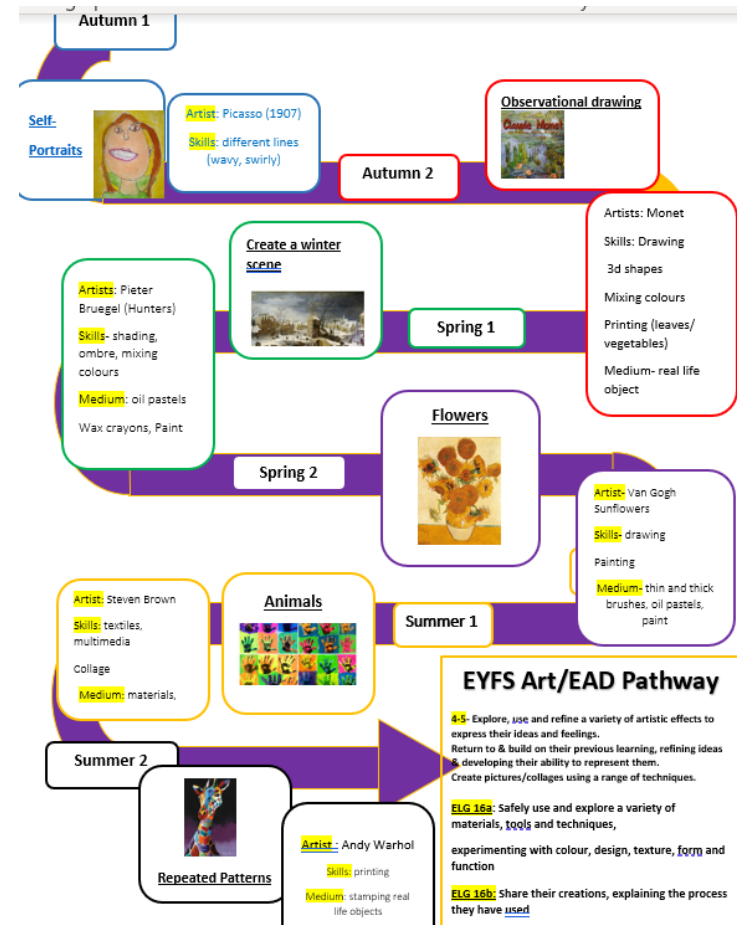
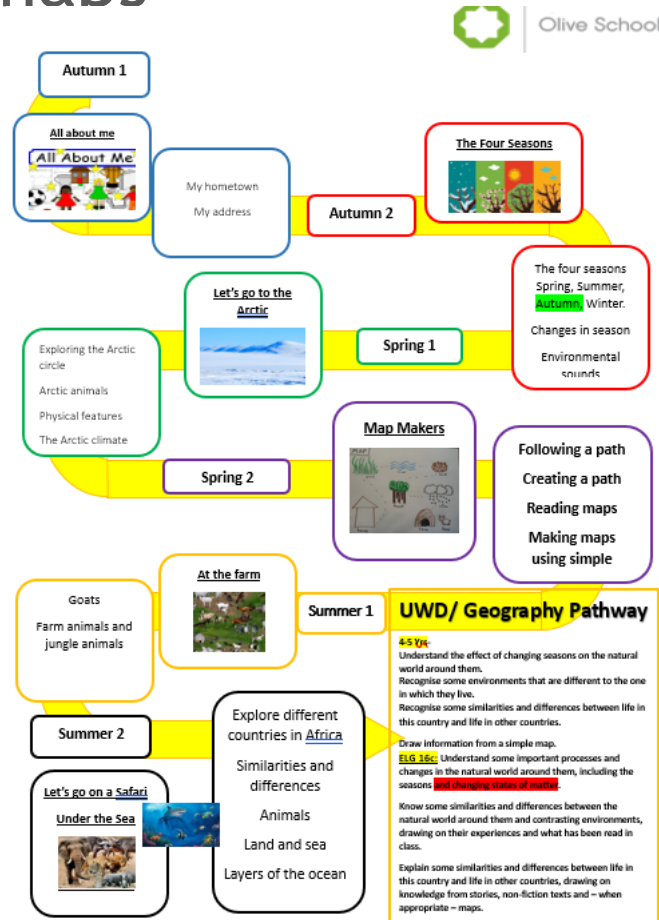
How do we do this?

> LTP

	Literacy	Phonics	Maths	PD	CLL	PSED	UWD	EAD
AUTUMN 1	<p>All about me My family My school</p> <p>Texts:</p>   	<p>Phonics Phase1: Environmental sounds</p> <p>Phase 2 initial phonemes</p>	<p>Story of number 1-10 Early addition/subtraction. Formation Touch counting</p> <p>2D shapes</p> <p>Texts:</p>  	<p>Apparatus safety Body Awareness Sports and Games: Gross Motor</p>	<p>*CS- Developing expressive language: <i>Who what what doing</i></p>    <p>WELLCOMM Section 6: Prepositions- behind and in front Pronouns- he and she Understand negative <u>form</u> Categorising- functions of body and items</p>	<p>My faith Our bodies Starting school Rules</p> <p>Texts:</p>  	<p>Past and present: All about me My Hometown</p> <p>Texts:</p>  	<p>Self Portraits in the style of Picasso Music focus: <u>Beat Tempo</u>, singing Helicopter stories</p>
	<p>Story Of the Week</p>							





How do we do this?













> Roadmaps






How do we do this?



Week	Literacy MA	Maths AI	Topic – Traditional Tales SW	Phonics	SOW/Idiom	Key Vocab
1-17.4.23 (3 day)	Eid and Ramadan	1 more than 1 less	Science cooking, Eid bakes L.O: To draw a series of brightly coloured lines in the style of Sore Brown. GR HA: Sid Cam MA: Pandas LA: Jack has a pet	SW - air and ear AI - or MA- Ch		6+ Topic: Food, cooking, change, oven, hot, different, hard, soft, real, reversible, irreversible, baking, food names, whisking, beating, mixing, kneading, slicing, cutting Literacy Eid, Ramadan, Muslims, Gokbrete, Festival
2-24.4.23	Jack and the Beanstalk	Arrangements of a number up to 10	Cooking a bean burger L.O: To make marks using palette knife. Snow white and the seven dwarves - read the traditional tales history focus L.O: To discuss how the song relates to the story. FBV: Tolerance	SW - Recap and <u>assess</u> AI -  MA- 		Literacy Traditional Tales Once upon a time Beanstalk Long ago Giant Harp Topic: Washing Palette knife Trees of lines

						Traditional Conventional Modern tolerance
3-15.23 (4 days)	The Three Billy Goats Gruff	Sharing between 2	L.O: To create a  To identify common mini beasts <u>Animals</u> geography To explore texture in music. FBV: Mutual respect	SW Phase 4:  AI -  MA: 		Literacy Traditional Tales Once upon a time Billy Goats Troll Bridge Topic: Mutual respect Mini beast Texture Vibrant colours
4-8.5.23 (4 days)	Goat Facts	Odd and even	To create a troll. The three little <u>pigs</u> traditional tale history focus To experiment singing with different textures when performing.	SW Phase 4:  AI - air, ear MA- 		Literacy Traditional Tales Once upon a time Non-Fiction Information Goats Facts Topic: Pist Traditional features
5-15.3.23	The Gingerbread Man	Assessment	Cook a gingerbread man or houses of sticks from three little pigs. L.O: To continue to create a  To care for the needs of living things	SW Phase 4:  AI - Recap and <u>assess</u> MA- 		Literacy Traditional Tales Once upon a time Gingerbread Old Baked Topic: Textures materials Joints

			<u>Animals</u> geography Using category names and explaining the differences between things in the same category/finding the odd one out: 9.B GR: HA: Elvis and the trap MA: The <u>quartz</u> plan LA: Zap			Categories Baking reversible/irreversible Kneading Mixing decorating
6-22.5.23	The Three Little Pigs	Recap Area of need	Elves and the <u>shoe-maker</u> : Junk modelling make a shoe. Elves and the shoemaker traditional tales - history focus To sing a chorus of a song. I look I see (Yusuf Islam) GR: HA: Unfair MA: In the dark LA: Quick quiz	SW Phase 4:  MA: 		Literacy Traditional Tales Once upon a time Brick Hay Stick Chimney Topic: <u>Shoe-maker</u> Chorus Repeated refrains Singing Joints
1 week Half term holidays						



How this translates into the classroom

	Monday	Tuesday	Wednesday	Thursday	Friday
Early Bird	Fine Motor	Name writing	Construction	DEAR	Numbers and sounds
Registration	Date & Weather	Date & Weather	Date & Weather	Date & Weather	Date & Weather
8:15-8:45	WELLCOMM SOW	WELCOMM SOW	WELCOMM SOW	WELCOMM SOW	8:15-8:45: KS1 Assembly
8:45-9:15	Phonics	Phonics	Phonics	Phonics	Phonics
9:15-10:15	English	English	English	English	English
10:15-10:30	SOW	SOW	SOW	SOW	SOW
10:30-10:45	Break				
10:45-11:45	Maths	Maths	Maths	Maths	Maths
11:45-12:30	Lunch				
12:30-12:45	SOW Teeth brushing	SOW Teeth brushing	SOW Teeth brushing	SOW Teeth brushing	SOW Teeth brushing
12:45-1:15	Phonics	Phonics	Phonics	Phonics	Phonics
1:15-2:15	EAD	UWD	Welly Wednesday Forest School	PSED	PE
2:15-3:15	Shared/ Guided Reading CP Trim Trail	2:15-2:35 SOW	2:15-2:35 SOW	2:15-2:35 SOW	2:15-2:35 SOW
3:15-3:25	SOW				

Physical education in EYFS

> 2 sessions a week

> Outdoor play on trim trail

> Focussed PE session

> PE kits from home on designated days except pumps.



PE days

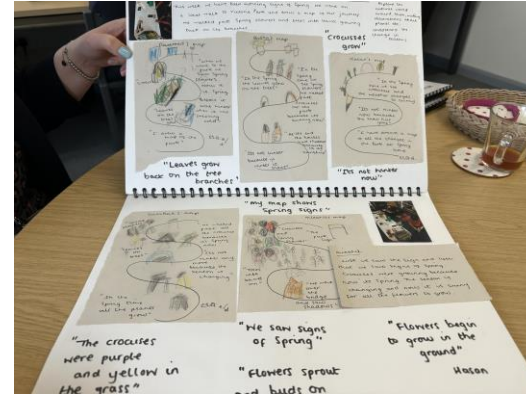


Ibn Umar	Bint Muhammad	Ibn Zubayr
		Thursday



How is the learning evidenced?

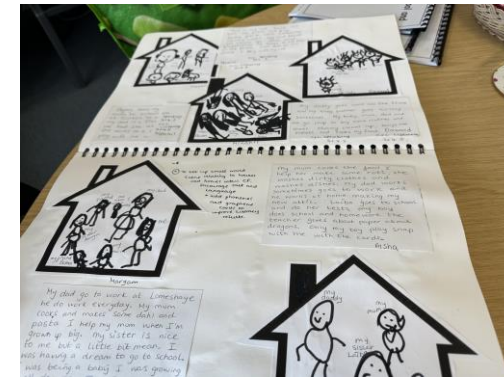
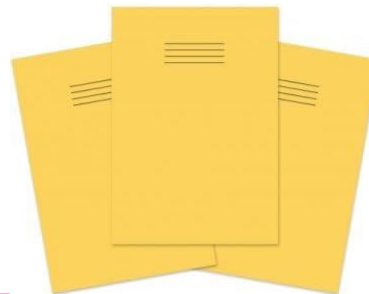
> Floor books



> Online journal- Tapestry



> Exercise books



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Phonics

At the Olive school we follow Read Write Inc .



Phonics - How is it taught?

- Phonics is taught over six phases.
- Phonics teaching starts at Nursery level and is taught up to Year 1 for most children at the Olive school.
- In reception, children are working towards being secure at phase 2 and most of Phase 3 sounds

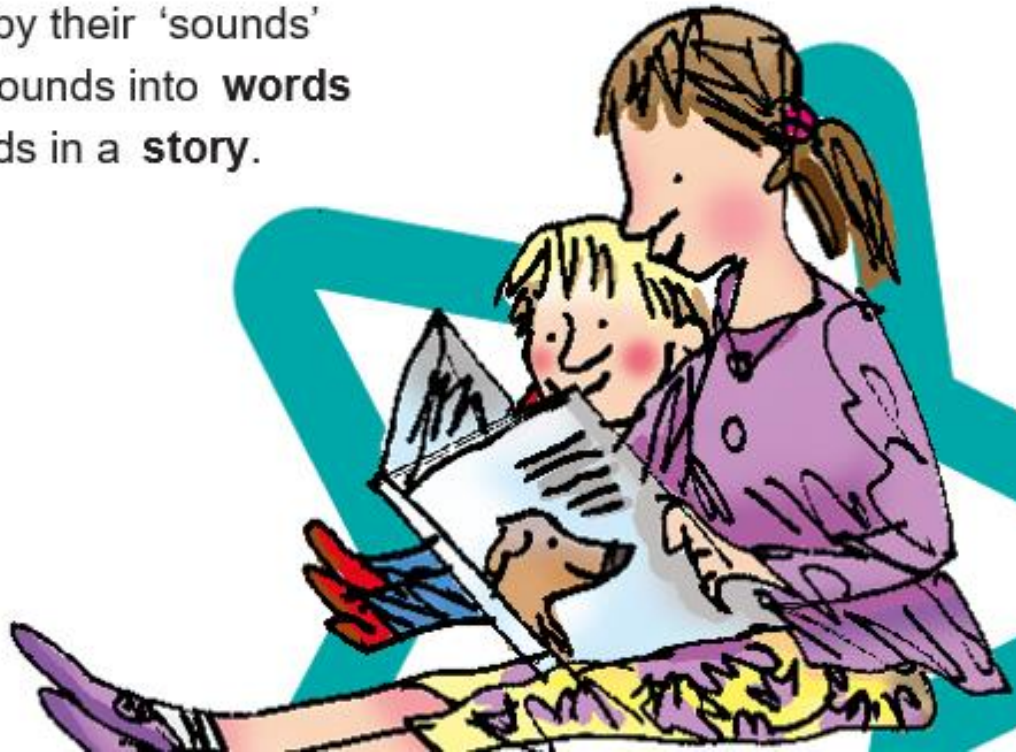


How will they learn to read?

Your child will learn to read in a very simple way.

He or she will learn to:

1. Read **letters** by their 'sounds'
2. Blend these sounds into **words**
3. Read the words in a **story**.



Speed sounds



Fred says the sounds and the children blend the word.

Set 1

m a s d t i n p g o c k
u b f e l h r j v y w z
x

: sh th ch qu ng nk ck

Blending words: m-a-t
mat, c-a-t cat, g-o-t got,
f-i-sh fish,
s-p-o-t spot, b-e-s-t
best, s-p-l-a-sh splash

Blending Books: Red,
Green and Purple
Storybooks.

Set 2

ay ee igh ow oo oo ar or
air ir ou oy

Words containing these
sounds

Blending books: Pink,
Orange and Yellow
Storybooks

Set 3









ea oi a-e i-e o-e u-e aw
are ur er ow ai oa ew
ire ear ure









Words containing these
sounds

Blending books: Blue and
Grey Storybooks.

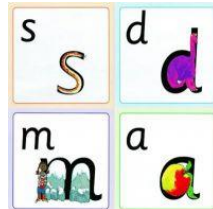


What does a typical phonics lesson look like?

Sound	Say the sound	Read the sound	Review the sounds	Write the letter	Speed write	Fred Talk (oral)		
s stretchy - see p.34	 <p>Keep your teeth together and hiss</p>	 <p>Use Picture Sound Cards: sssssnake, ssssnail, sssspider, ssssun</p>	 <p>Draw the snake on the board, then write s next to it.</p>	 <p>Spot the new sound in the pack</p>	 <p>Slither down the snake</p>		 <p>Select 3 sounds you have taught children so far.</p>	 <p>s-a-dsads s-a-tsat s-i-tsit</p>

<p>Learning to blend</p> <p>Review the sounds</p>  <p>1. Blending orally without Speed Sounds Cards</p>  <p>2. Blending with Speed Sounds Cards</p>  <p>3. Blending with magnetic sound cards</p> 	OR	<p>Blending independently</p> <p>Read the Phonics Green Word Cards: 'Special Friends', 'Fred Talk', read the word</p>  <p>Review the words: 1. 'Special Friends', 'Fred Talk', read the word 2. 'Fred in your head' 3. Speedy reading</p>  <p>Reading assessment: 'Special Friends', 'Fred Talk', read the word</p> 
<p>Spelling</p> <p>Using Fred Fingers</p> 		

Speed Sounds Set 1 Lesson Plan



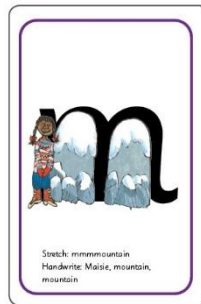
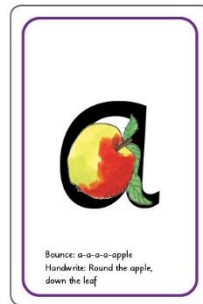
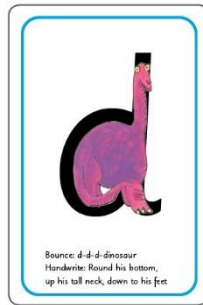
Phonics link

> <https://schools.ruthmiskin.com/training/view/wAlqmytf/f9lC2ijn>



Phonics booklet

Your child will bring home a phonics booklet. You will see that each sound is drawn in the shape of a picture.



Colour me

Can you say all the S words and circle them

Practise handwriting

Find and colour all the 's'

is for Sun

S	s	is for Sun					
Uppercase	Lowercase						
S	P	n	Y	S	O	C	T
M	E	S	Q	K	V	X	S
Q	S	H	R	h	S	r	M
H	m	G	S	B	O	P	U



High Frequency words

Words that cannot be segmented and blended together.

eg in phase 2 the tricky words are

‘the, to, no, go, I’

> Children are encouraged to learn these words by sight.



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High Frequency
Rocket Book 1 !



Name.....

Class.....



Parent	Teacher

Comments:



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Reading at home - A special time.

- > Take time out to read with your child!
- > Do not read the book aloud before your child reads it to you.
- > Ask your child to read the sounds and words before he or she reads the story.
- > When your child reads the story, ask him or her to sound out
- > the words that he or she can't read automatically. Don't allow your child to struggle too much.
- > Praise your child when he or she succeeds.
- > Read back each sentence or page to keep the plot moving. (Your child's energy is going into reading the words not the story.)
- > Do not ask your child to guess the word by using the pictures.
- > Do it all with patience and love!



Home Reading

- > Children will be provided with two books a week (Monday and Thursday)
- > Phonics books will be assigned weekly on Oxford Owl (login below)



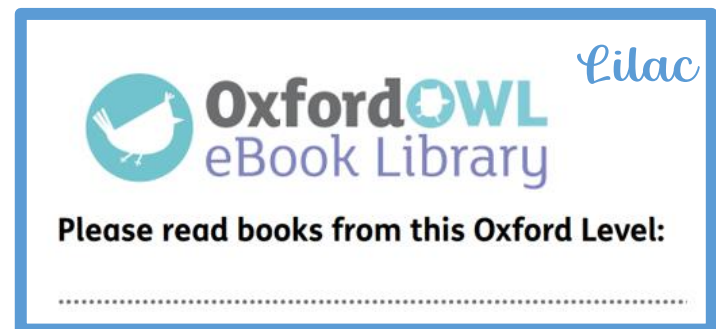
The image shows a screenshot of the Oxford Owl login page. At the top, there is a green bar with the URL www.oxfordowl.co.uk. Below this, the form contains the following fields and values:

School code:	esz4
Your username:	aamilah.omar
Password:	panda16
Class:	Ibn Umar



Additional Home Reading

- > Available through Oxford Owl eBook Library (demo)
- > Select the Level assigned by the teacher, a sticker (as below) will be stuck in the reading record and updated regularly as your child progresses in reading.



Demo- Oxford Owl pupil home page

Home

Homework **1**

Progress

Homework

1 to do

Progress

No Progress

Reading books assigned by the class teacher (updated weekly).



Demo- Oxford Owl pupil home page cont.

Additional books for pleasure. Levels directed by the teacher.



Additional audio books for pleasure.



Phonics books assigned by the class teacher (updated weekly).

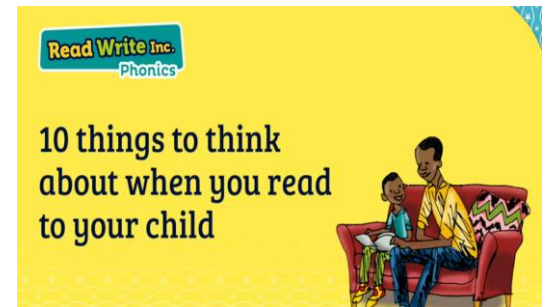


Additional Phonics books to build fluency. Levels directed by the teacher.



Star Readers

- > A 'reading for pleasure' initiative, to promote a love of reading.
- > Children are challenged to read or share 10 of the Star Readers across the year.
- > Children can tick and date the book list in their reading records when complete.
- > Books changed fortnightly.



- > <https://schools.ruthmiskin.com/training/view/XgE93PX1/JTXujb0B>



Key points

- > Snack-provided from school. (Healthy Snack)
- > Uniform and coats labelled (including hats and gloves)
- > School Bag in school everyday
- > Homework- literacy and Maths



School timings - September 2023

- > Monday: 8:15am - 3:25pm
- > Tuesday - Friday 8:15am - 2:35pm
- > Enrichment clubs take place from Tuesday - Thursday each week. 2.35pm-3.15pm.
- > There are no Enrichment clubs on Monday or Friday.



Faith

- > Surah Fateha
- > Dua's (Eating, Drinking milk/ using toilet/ end of the day)
- > Hadeeth of the week assembly
- > Surah Kahf
- > Faith Events (Hajj/Rabeel Awaal/ Ramadhaan, special nights)
- > Faith visitors
- > Nasheed Artists
- > Re Lessons with a focus on similarities and differences

