



Foundation Stage 2 at Markeaton Primary School



Foundation Stage 2 Staff

- based in Room 5



Teacher & Team Leader
Miss Sidebottom



Teaching Assistant
Mrs Grainger

Foundation Stage 2 Staff

- based in Room 6

Teacher

Miss Gamble



Teaching Assistant

Mrs Gregory (Mon to Wed)



Teaching Assistant
Mr Campbell (Thu to Fri)

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.



The Government introduced the Statutory Framework for the Early Years Foundation Stage - or EYFS – which everyone must follow.

The EYFS Framework is a set standards and legal requirements for the learning, development, and care of children from birth to 5 years old. They are there to ensure that children learn and develop well and are kept healthy and safe.

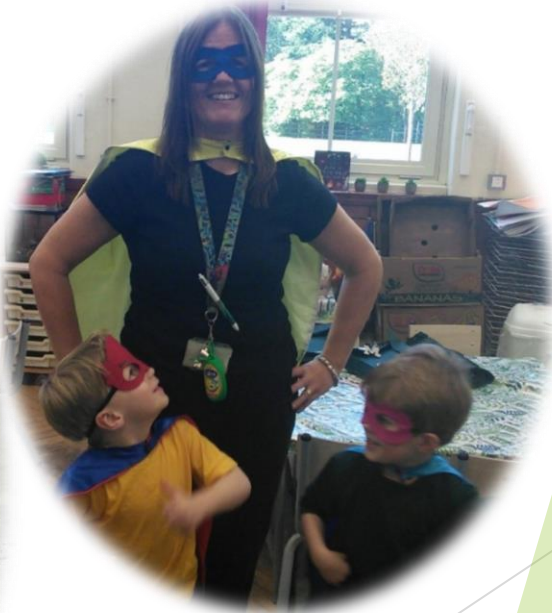


The EYFS Framework has four overarching principles:

- ❖ **Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.



❖ **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.



❖ **Enabling Environments:** Children learn and develop best in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.



❖ **Learning and Development:**

Children develop and learn at different rates. We must be aware of children who need greater support than others.



The EYFS requirements are divided into 3 sections:

learning and development – which shapes the activities and experiences that are offered to the children

assessment – specific points in time when we need to check where children are in their development

safeguarding and welfare - which ensure that you promote the welfare of children and that you keep them safe.



The areas of learning and development

There are 7 areas of learning and development. All areas are important and inter-connect.

The 3 prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. One of the main reasons for the changes in Sept 2021 was to strengthen children's language development, particularly for children from disadvantaged backgrounds.

These are:

- ❖ communication and language
- ❖ physical development
- ❖ personal, social and emotional development



Being physically active every day is important for the healthy growth.

Children under 5 should spend at least 180 minutes (3 hours) a day doing a variety of physical activities spread throughout the day, including active and outdoor play. The more the better.

The 180 minutes should include at least 60 minutes (1 hour) of moderate-to-vigorous intensity physical activity. Children under 5 should not be inactive for long periods, except when they're asleep.



There are 4 specific areas, through which the prime areas are strengthened and applied.

These are:

- ❖ literacy
- ❖ mathematics
- ❖ understanding the world
- ❖ expressive arts and design



Characteristics of Effective Teaching & Learning Markeaton Achievosaurus

Playing and exploring - children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

I explore everything around me



I ask questions and find things out



Active learning - children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.



Try, try and try again!

I try my best and never give up



Creating and thinking critically - children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve.

I share my ideas and resources



EYFS Curriculum

We use the Non-Statutory guidance Development Matters 21 to support our curriculum design and implementation process.

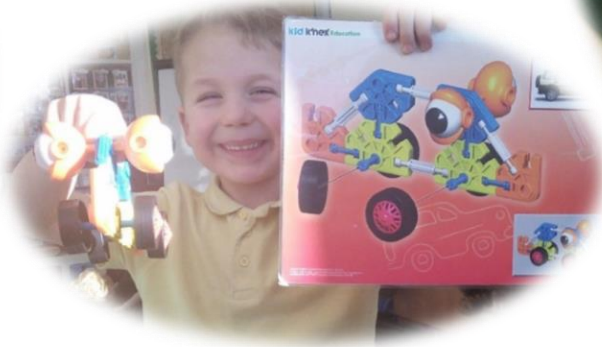
The different areas of learning across all areas must be catered for and activities and experiences or educational programmes, must be accessible to all. The EYFS Framework does not prescribe any method of delivery or teaching and learning approach as such. However, it does insist that play is integral and is quite rightly deemed 'essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems'.



★ ★ ★ "Play is the **highest**
form of **research**" ^{4 5} ₃ ~~~~

- Albert Einstein









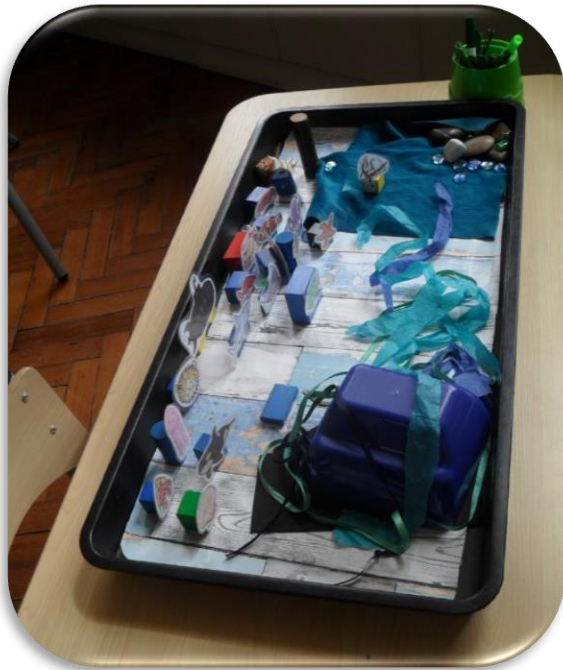
























General Information

- ❖ School day – doors open at 8:40am (registration at 8:55am) until 3:20pm (5 mins earlier than the rest of the school).
- ❖ Snack money £1per week (this is also used to buy cooking ingredients and resources for the classroom).
- ❖ We provide a water bottle for each child – these stay in school.



Further information

- ❖ All uniform and bags need to be clearly labelled with names – please regularly check that the labels are still there!
- ❖ It would be most helpful if children didn't wear laced up shoes until they are able to fasten them independently.
- ❖ Please bring your book bag on their reading day – more details on this in September. Children are welcome to have one small key ring on their book bag.

