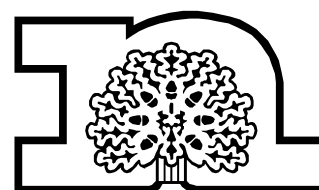


Parent's guide to the Early Years Foundation Stage



Nottinghamshire
County Council

What is the EYFS?

- The Early Years Foundation Stage starts at birth and continues to the end of their first year in school (Reception) It is an important stage as it helps your child get ready for school as well as preparing them for their future learning and successes.
- It is a framework that provides guidance on how early years practitioners should work with children and their families to support their development and learning.
- We recognise that children develop quickly in the early years, and early year's practitioners aim to do all they can to help children have the best possible start in life; irrespective of ethnicity, culture or religion, home language, family background, learning needs, disabilities or gender.

More can be found at www.foundationyears.org.uk

Why do you need to know about the EYFS?

- Children do best when parents and practitioners work together
- Understanding what your child is doing when they are with others will help you to notice how well they are developing and learning
- The part you play in their learning and the choices you make will make a difference to their future.
- The learning and development section is made up of seven areas of learning. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which can take place both indoors and outside.
- The 3 prime areas are most essential for your child's healthy development and future learning



Personal, Social and Emotional Development

(Prime area)

- How your child plays and makes friendships with others.
- Develop positive attitudes to their play and work
- How they manage their feelings and behaviour

How you can help?



Play games to encourage turn taking and sharing



Be specific when you praise, especially when they have taken the time to achieve something new or different



Help your child label emotions such as sadness and happiness by talking to them about their own feelings and those of others

Communication and Language

(Prime area)

- Listen to others and develops an interest in what they are saying
- Follow instructions and start to ask and answer questions
- Start to take turns which develops into holding a conversation
- Use language to connect ideas and explain what is happening

How you can help?



Read stories, children love favourite and familiar stories to be read over and over again



Try to use gestures and words together and give children time to respond – try not to ask too many questions



Follow children's lead in conversations

Physical Development

(Prime area)

- How children develop the skills to use their bodies in a safe and healthy way, as they move about in large and small spaces
- How they become independent in their own self-care e.g. toileting
- Handling and manipulating objects and tools safely and with increasing skill

How you can help?



Children are very energetic, trips to the park are ideal so that your child can run, jump and climb.



Encourage your child to have a go at dressing themselves and washing their hands after going to the toilet.



Developing their fine motor skills will help with later writing skills – play dough and jig-saws are ideal for this

Understanding the World

(Specific area)

- Become interested in the lives of people who are familiar to them, understand family customs and begin to find out about other children's customs and lives.
- Notice features in the environment, find out about plants, animals and the world around them.
- Show an interest in technology

How you can help?



Talk about your family, children love looking at photos of themselves and others familiar to them



Make an album or book together about places you visit, take into school or setting for show and tell.



A play box made up of old cameras, phones, torches will provide endless fun.

Literacy

(Specific area)

- How your child will develop an interest in books and learn to retell stories
- Become aware about how to link sounds to letters
- Realise that writing carries meaning
- Attempts to make marks which later develop into writing

How you can help?



Join the library –have you had your free book start box?



Sing rhymes and action songs-ask for a copy of school/settings songs they sing with children



Let your child make marks freely try not to put any pressure on them to 'write' Ask about stages of early writing

Mathematics

(Specific area)

- Begin to organise and categorise objects
e.g. putting all the blue things together
- Use and recognise numbers
- Notice simple shapes and patterns

How you can help?



Talk about maths in everyday situations
e.g. counting the steps as you go upstairs



Make a game out of sorting out the socks,
which go together?



Sing some number rhymes –ask at your
school or setting for a copy of the rhymes
they sing



Help children to look for and name different
shapes when out and about

Expressive Arts and Design

(Specific area)

- Join in with music and dance activities
- Begin to make-believe by pretending
- Experiment and explore a range of craft materials

How you can help?



Keep a box of old clothes, bags, hats and old jewellery, children love to dress up and pretend



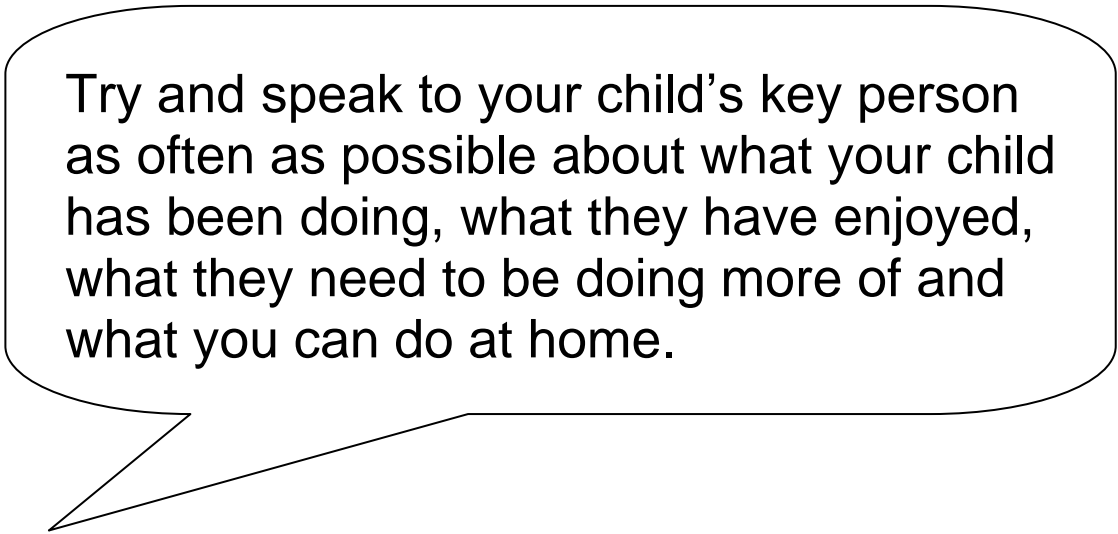
Let children create their sticky pictures with no expectation to produce a picture of anything.



Find out when and where you're local 'Rattle, rhyme and roll' is happening

How can I find out how my child is getting on?

- You should be able to get information about your child's development at any time, there are two stages (at age 2 and again at age 5) when you must be given written information about how your child is doing.
- The **Progress check at age 2** will highlight areas where your child is progressing well and anywhere they might need some support.
- When your child is **5** at the end of the reception year in school, teachers complete an assessment known as the **EYFS profile**. This is based on what they and other staff have observed over a period of time. You will receive a report on your child's progress in the prime and specific areas.
- At both 2 and 5 your child's key-person or class teacher should ask you to contribute to these summaries.



Try and speak to your child's key person as often as possible about what your child has been doing, what they have enjoyed, what they need to be doing more of and what you can do at home.

Should you have any questions do not hesitate to ask any member of staff in the setting, school or children's centre.

MOST IMPORTANTLY YOU SHOULD HAVE FUN AND PLAY TOGETHER.

Compiled by the Early Years Specialist Teacher Team 2012