

WELCOME TO EYES

TEACHERS



Miss E. Wilson
EYFS Leader



Mrs C. Barsby
EYFS Leader



Mrs E. Harlow



Mrs S. Hayward



Mrs B. Bennett

THE TEAM

TEACHING ASSISTANTS



Mrs A. Johnson



Mrs K. Walden



Mrs T. Santoro



Mrs P. Askew

TRANSITION INFORMATION



10th June

Meetings
with
nurseries
and
preschools

13th June

Parent/Carers
Evening

3rd and 4th July

We invite you and your child in for a play session across the whole EYFS base.
Surname-
A-E - Weds 3rd July from 9:30-11:30am
F-M - Weds 3rd July from 1:30pm-2:45pm
N-Z - Thurs 4th July from 9:30-11:30am

**4th & 5th
September**

Home
Visits

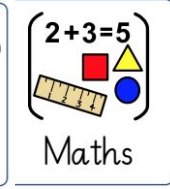
**6th
September**

Morning
session and
lunch

**Monday 9th September
and beyond**

Your child will come to school for full days from 8:35am - 3:15pm

A DAY IN THE LIFE OF AN EYES CHILD



8:35am

9am

9:20am

9:50am

10:30am

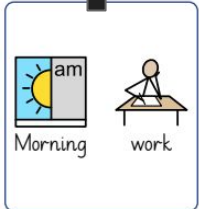
10:45am

12:10pm

1:10pm

1:30pm

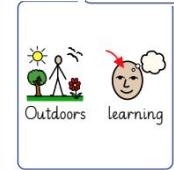
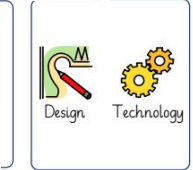
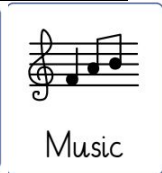
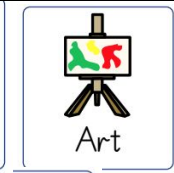
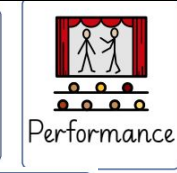
3:15pm



abc
phonics




Continuous Provision



EYFS CURRICULUM


| Area of Learning and Development | Aspect |
|--|---|
| Prime Areas | |
| Personal, Social and Emotional Development | Making relationships |
| | Self-confidence and self-awareness |
| | Managing feelings and behaviour |
| Physical Development | Moving and handling |
| | Health and self-care |
| Communication and Language | Listening and attention |
| | Understanding |
| | Speaking |
| Specific areas | |
| Literacy | Reading |
| | Writing |
| Mathematics | Numbers |
| | Shape, space and measure |
| Understanding the World | People and communities |
| | The world |
| | Technology |
| Expressive Arts and Design | Exploring and using media and materials |
| | Being imaginative |



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Characteristics of Effective Learning

Playing and Exploring – Engagement




- Finding out and exploring
- Playing with what I know
- Being willing to 'have a go'

Active Learning – Motivation




- Being involved and concentrating
- Keeping trying
- Enjoying achieving what I set out to do

Creating and Thinking Critically – Thinking



- Having my own ideas
- Making links
- Choosing ways to do things



EYES PROVISION



Using magnets to sort healthy and unhealthy foods



LEARNING IN LOTS OF WAYS



PHONICS

PROGRESSION



Reception

| Autumn 1 Phase 2 graphemes | New tricky words |
|---|------------------|
| s a t p i n m d g o c k c k e u r h b f l | is I the |

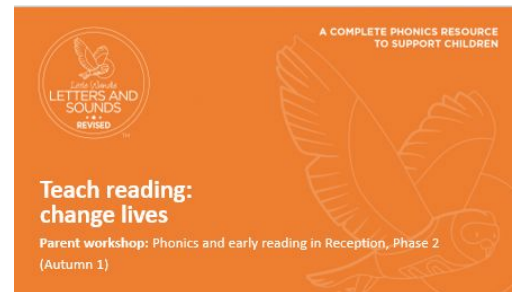
| Autumn 2 Phase 2 graphemes | New tricky words |
|--|--|
| ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) | put* pull* full* as and has his her go no to into she push* he of we me be |

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

| Spring 1 Phase 3 graphemes | New tricky words |
|---|--------------------------------------|
| ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words | was you they my by all are sure pure |

| Spring 2 Phase 3 graphemes | No new tricky words |
|---|--------------------------|
| Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end | Review all taught so far |

| Summer 1 Phase 4 | New tricky words |
|--|---|
| Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est | said so have like some come love do were here little says there when what one out today |

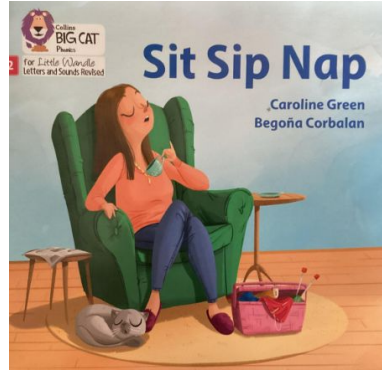


READING

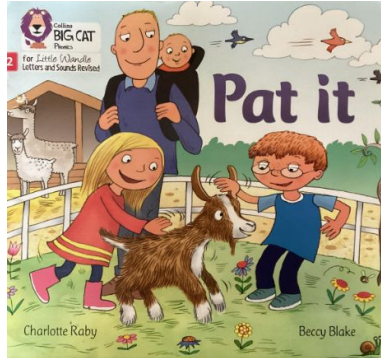
LITTLE WANDLE BOOKS



A love of reading is the biggest indicator of future academic success!



CUDDLE BOOKS



Why does reading together every day matter?

The number of books your child has encountered by the age of six is a positive predictor of their reading ability two years later.



Why read with your child at home?

Reading a book and chatting about it has a positive impact on children's ability to:

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills



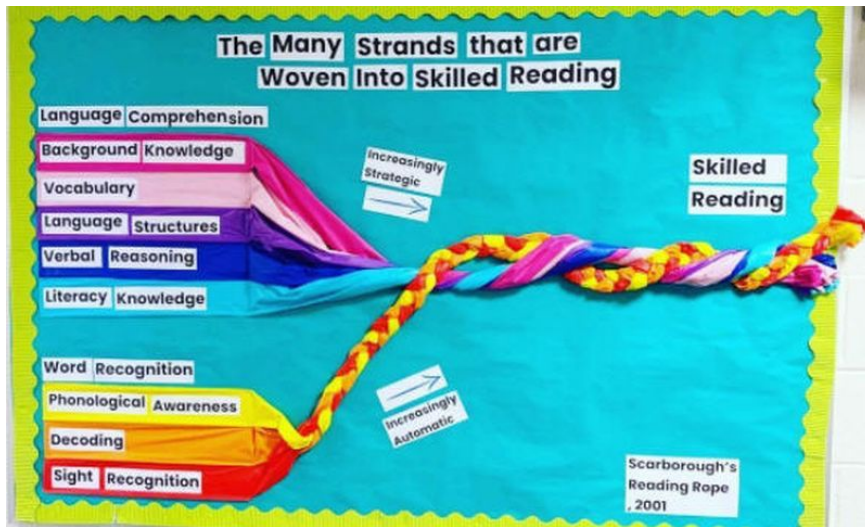
Does it matter how we read with our children?

Studies show that it's the enjoyment and chat that matters!

The more you chat together about the book and things that interest your child, the more impact it has.

You don't even have to read the words on the page – talking about the pictures is just as important.

If you can read the words, then use your voice to make them come alive. It will help your child understand the book even better.



Does the type of book matter?



Let your child be the boss of the books they choose. Enjoyment really matters.

Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.

Catalogues are fun to share and talk about too.



What if they always want to read the same book?



Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.

Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words of phrases.

If you really want to mix it up, offer another book alongside the much-loved favourite!



Does it matter which language we use?

Use your home language.

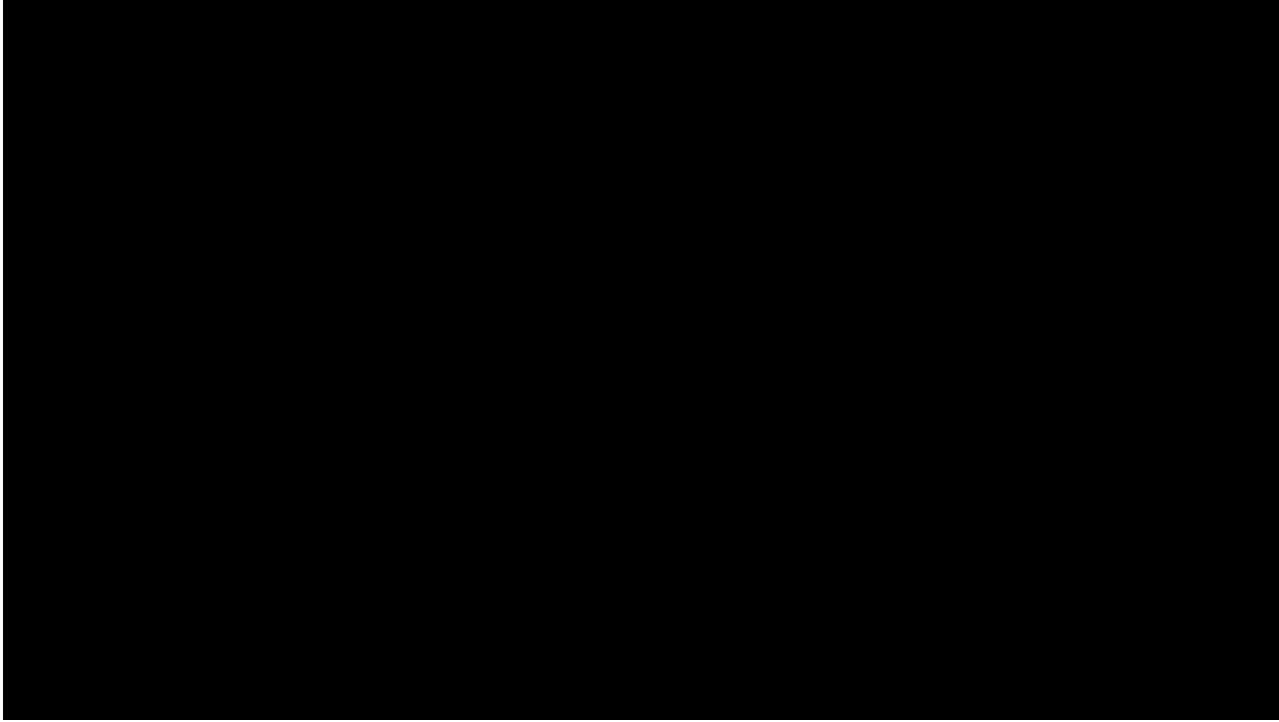
It is better for your child to hear expert talk from you in your language.

Many studies tell us it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.

This impact will translate to better language and comprehension for your child in English.



A SHORT VIDEO TO CAPTURE EYES AT SOUTHFIELDS





THANK YOU FOR YOUR
ATTENTION
PLEASE EXPLORE THE EYFS BASE