



Meet to EYFS Leadership Team



**Mr. Matthew
Barrett**
Head of Primary



Miss Isabel Olley
Deputy Head of
Primary



Mrs. Claire Nami
Assistant Head of
Primary and FS
Lead



**Miss Jemma
Peers**
FS1 Year Leader

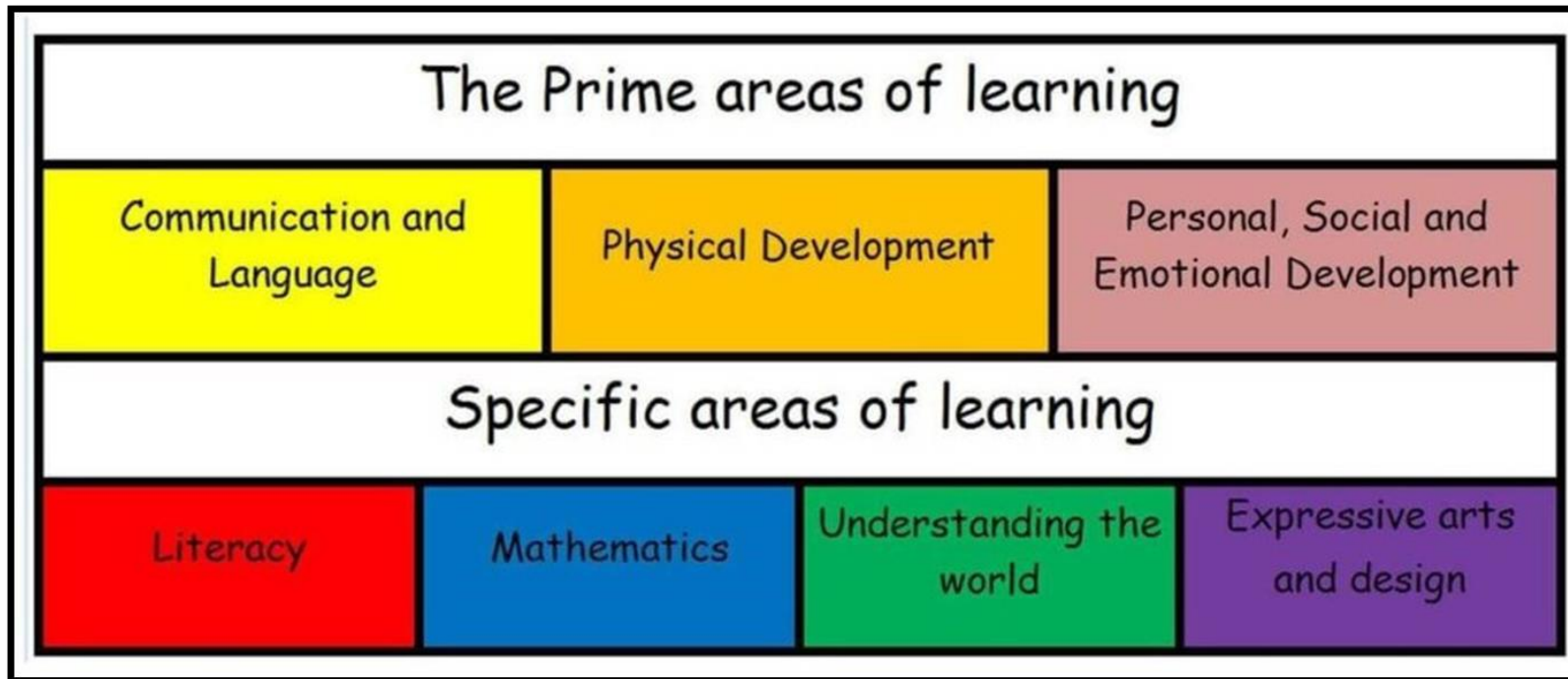


Miss Lauren West
FS2 Year Leader

The EYFS Framework

The Foundation Stage is the beginning of every learner’s educational journey. The Foundation Stage at FirstPoint provides all learners with outstanding provision from day one of their education journey. We follow the UK Early Years Framework which is a play-based curriculum. At GEMS FirstPoint School we understand the importance of play as Albert Einstein expressed, “Play is the highest form of research”.

Our young learners learn and build upon their fundamental skills through play.



Key aspects of the Framework



Communication and Language-

- Narrow language gaps and provide greater support for early communication skills.

Personal Social and Emotional Development-

- Focus on self-regulation skills.

Physical Development-

- Focus on building core strength in children, which will support fine motor skills.

Literacy-

- Reflect the importance of phonics and language comprehension.
- Greater focus on reading and comprehension.

Mathematics-

- Refocus on developing greater depth of learning and real life application – Maths Mastery approach.

Understanding the World-

- To support greater depth and wider vocabulary development.

Expressive Arts and Design-

- To emphasise the importance of children being able to demonstrate imagination and creativity through a range of experiences and materials.

Personal, Social and Emotional Development

Managing Self:

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.

Self-regulation:

Understanding of own and others' feelings, and able to regulate their behavior 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, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.

Building Relationships:

Work and play cooperatively and take turns with others. Form positive attachments with adults and friendships with peers. Show sensitivity to their own and others' needs

Communication & Language

Speaking:

Participate in small group, class, and 1:1 discussions, offering their own ideas, using recently introduced vocab. Offer explanations for why things might happen making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express ideas and feelings about their experiences using full sentences, including use of tenses and conjunctions. With support from their teacher.

Listening, Attention and Understanding

Listen attentively and respond appropriately to what they hear with relevant questions, comments and actions during whole class and small group discussions. Comment on and ask questions about what they heard to clarify understanding. Hold conversation when engaged in back and forth exchanges with teachers/peers.

Physical Development

Fine Motor:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools i.e. scissors, paintbrushes, cutlery. Begin to show accuracy and care when drawing.

Gross Motor:

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...

Literacy

Word Reading

Say a sound for each letter of the alphabet and at least 10 diagraphs. Read words consistent with phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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.

Comprehension:

Demonstrate understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocab. during discussion about stories, non-fiction, rhymes and poems and during role-play.

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 and 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.

Maths

Number:

Have a deep understanding of numbers to 10, including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.

Understanding the world

People, Culture and Community:

Describe their immediate environment using knowledge from observation, 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.

Past and Present:

Talk about lives of 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.

The Natural World

Explore and make observations of the natural world. Similarities and difference in the natural world. Understand important process and changes, including seasons and changing states of matter.

Expressive Arts and Design

Creating with materials:

Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, pattern, texture, form, and function. Share creations, explaining the processes they have used. Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive:

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.

Our Prime Areas



Communication and Language

Personal, Social and Emotional
Development

Physical Development

Our Specific Areas

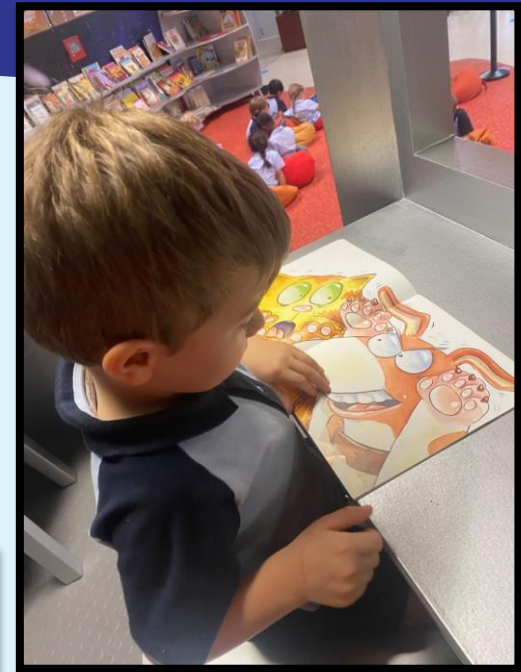
Literacy





Love to Read

Learn to Read



Maths Mastery in the EYFS curriculum

Mathematics – Number

Maths mastery is a teaching and learning approach that aims for pupils to develop deep understanding of maths rather than being able to memorise key procedures or resort to rote learning.





Assessment in the Foundation Stage

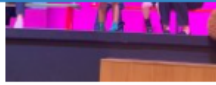
In line with the EYFS Framework assessment is predominantly teacher judgment through extensive observations and collecting evidence through interactions and scaffolding real life application of skills taught.



These observations will be shared with you through our online platform Tapestry. We only get half the picture though at school, so we encourage you to also upload photographs and videos from home to complete the whole assessment process as some things we don't get to see at school but the children can do it!

We assess against children age related expectations and through ongoing observations throughout the year we are able to better monitor if the children are on track to achieve their end of year targets and have more informed conversations with parents at each stage of their journey.

Our teaching and ethos is about our children learning with Greater Depth and understanding aiming to achieve and master their targets rather than exceeding.



Well done Melina for being the principal award winner this week.

 Melina Ghandour  1  1





Sense of self Empathetic ❤️



UW - desert school 🐢

21 Nov 2022 06:44 PM by Claire Nami

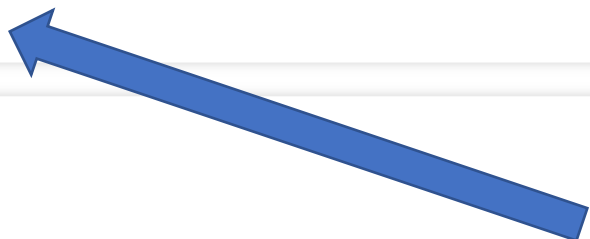
Today the clever camels enjoyed meeting Geoffrey the Desert School Tortoise! We talked about how we need to care for him feeding him vegetables and fruit, making sure he always has water 🌊 and being v...

 Omar Daakik  Gwion Jones  Julia Aboushady and 16 more...  4

Communication and language Personal, social and emotional development Physical development


Understanding the world Meta-thinking 🌱 Empathetic ❤️

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L - Reading The Big Turnip

21 Nov 2022 02:48 PM by Lauren West

 Lucia Herron

Communication and language Literacy Hardworking 🐛

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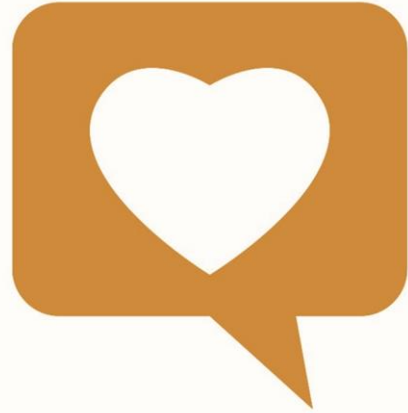


L - Reading This Is Me

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Characteristics of Effective Learning and HPL (High Performance Learning)

Problem Solving



Take risks



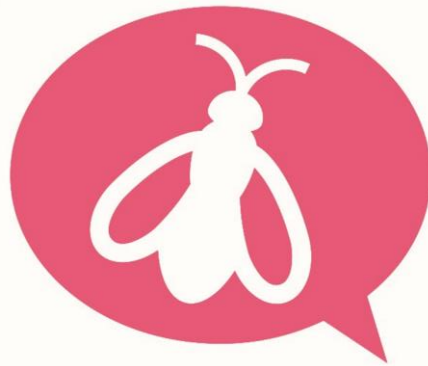
Think Critically



Making Links



Active Learners





Thank you for your time any
questions?

c.nami_fps@gemsedu.com

