**… school**



**Parents guide to the Early Years Foundation stage**

This leaflet outlines the 7 areas of learning in the Early Years Foundation stage, as well as suggesting some ideas for how to support your child at home.

Play games which encourage turn taking and sharing.

Talk about feelings and how things make others feel.

Encourage your child to dress themselves and put their coat on independently.

Interacts with others.

Deals with emotions.

Manages their own personal hygiene.

Views their own behaviour and that of others & recognises that behaviours have consequences.



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Chat, speak and whisper to your child!

Explain new words which they haven’t come across before to the children.

Make play phones from cups to encourage speaking and communicating.

Communicates with the other children and adults, both verbally and non-verbally.

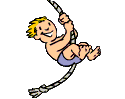
Listens effectively when appropriate.

Responds to what they have heard with relevant comments.

Follows instructions.

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Play ball games and other games which involve physical activity.

Take a trip to the park, so your child gets the opportunity to run, jump and climb.

Activities which involve cutting and sticking.

Make play dough (we can give you a recipe!)

Sewing.

Shows control over their bodies in both small and large movements.

Handles equipment and tools, such as paint brushes and pencils.

Understands about keeping themselves healthy, including healthy eating and physical activity.

Can blend sounds in regular words to read them.

Show an understanding of what they have read or have had read to them.

Use their phonic knowledge to write words and begin to show an awareness of sentence structure.

Share the books sent home from school with your child (not just once!)

Take trips to the library.

Encourage your child to write cards or messages to people.

Talk about stories, what the children like and dislike about them.

Talk about print in the environment, such as road signs & symbols.

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Shows an understanding of shapes, both by naming and beginning to describe simple properties of them.

Recognises, counts and forms numbers to 20.

Understands the vocabulary involved in simple calculations.

Uses their maths in problem solving.

Sing number rhymes, such as 1, 2, 3, 4, 5.

Play board games such as Snakes ands Ladders to practice counting.

Ask your child to help you solve problems e.g. I have 2 apples, but there are 4 of us, what shall I do?

Cooking.

Look at numbers on doors whilst walking-can the children tell you what number it is?

Shows an understanding of their environment and how it is similar or different to others.

Uses ICT.

Shows an understanding of similarities and differences between them, their family and others.

Explores the world around them.

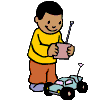
Talk to your child about your family, your religion and where you live.

Talk about what you see, hear, taste, touch and feel.

Ask your children to help you when using equipment such as computers.

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Make some shakers or other musical instruments using dried peas and plastic cups.

Play games such as musical statues.

Uses boxes to make models.

Keep old clothes, hats, shoes to make a box of dressing up clothes!

Explores and uses media, such as paint, crayons, collage etc.

Expresses themselves through music, gymnastics, role play and dance.

Experiments with colour, texture and form, using a range of media.



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Testing ideas the children have.

Lots of positive encouragement

Encouraging perseverance with a self chosen challenge.

Finding out answers to questions.

**Active learning – motivation**

**Being involved and concentrating**

**Keeping trying**

**Enjoying achieving what they set out to do**

Having fun!!

**Playing and exploring – engagement**

**Finding out and exploring**

**Playing with what they know**

**Being willing to ‘have a go’**

**Creating and thinking critically**

**Having their own ideas**

**Making links**

**Choosing ways to do things**

“The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.”

“Adults who help children to play, are adults that help children to learn.”