



Welcome to Foundation

An introduction to
The Early Years Foundation Stage (EYFS) and Teaching

Tuesday 3rd September 2024



HeadStart
International School, Phuket

Aims:

- What is the EYFS?
- Characteristics of effective learning
- 7 areas of learning - 17 Early Learning Goals (ELGs)
- Play based curriculum
- Tapestry



Task 1

Time to think!

Parents

Please take a few minutes to:

1. Think about what you loved to do when you were a child, discuss with the parents next to you.
2. Discuss what learning you think occurred when you were playing?
3. Share with the group.



What is the EYFS?

- The Early Years Foundation Stage (EYFS) is a statutory framework in the UK outlining what practitioners must do to help children learn, develop, be safe and healthy.
- It is a sets of standards for the learning, development of your child from birth to 5 years old.



What are characteristics of learning?

- The Characteristics of Effective Learning describe behaviours children use in order to learn.
- To learn well, children must approach opportunities with curiosity, energy and enthusiasm.
- Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations.
- The framework identifies three characteristics of effective teaching and learning.

playing and exploring

active learning

creating and thinking critically

playing and exploring

This aspect covers how engaged a child is in the world around them and how involved they are in their activities.

- Finding out and exploring
- Playing with what they know
- Be willing to have a go



active learning

This covers how motivated a child is in their play and learning.

- Being involved and concentrating
- Keep on trying
- Enjoying achieving what they set out to do



creating and thinking critically

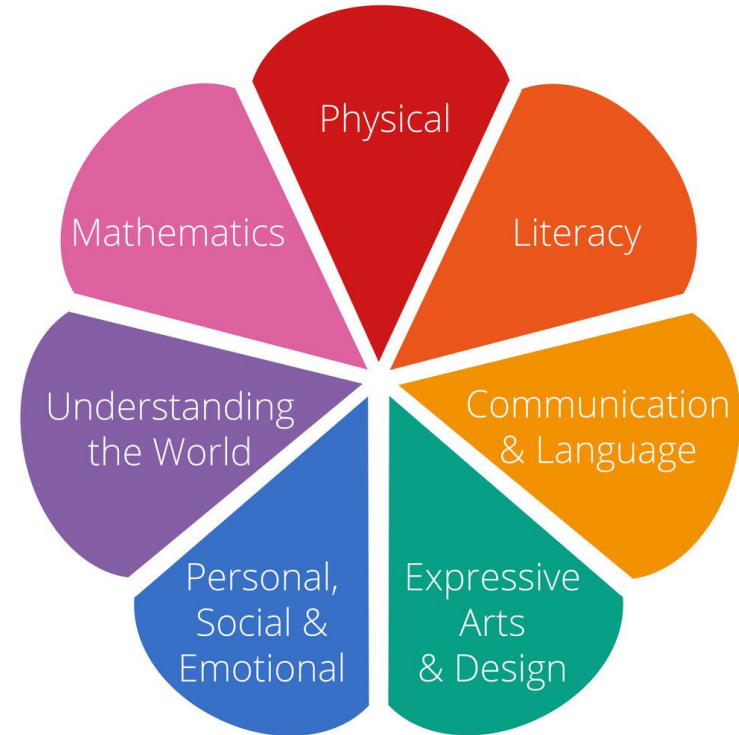
- Having their own ideas
- Making links
- Choosing ways to do things

This aspect looks at a child's thinking skills and problem solving skills.



What are ELGs?

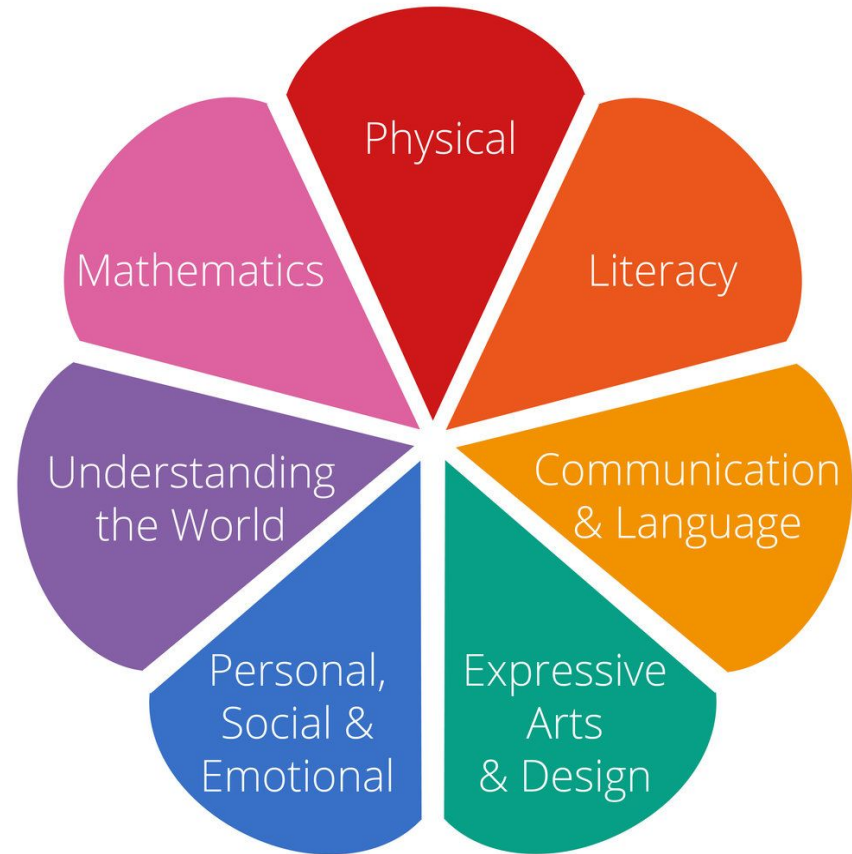
- The Early Learning Goals are grouped together into 7 Areas of Learning.
- The 7 areas are split into three age bands:
Birth to three (Preschool)
3-4 (Early Years)
4-5 (Reception)
- There are seventeen early learning goals in total.
- The early learning goals are the goals or targets that children are working to achieve by the end of Reception.



Prime areas

Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development



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CL

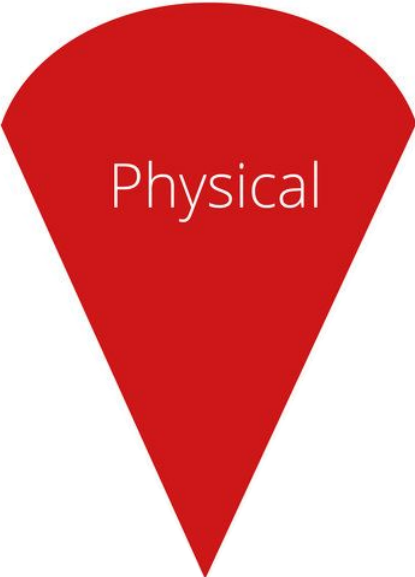
- **Listening, Attention and Understanding:** includes holding conversations, making comments and asking questions about what they've heard and showing good listening skills.
- **Speaking:** includes offering explanations and expressing their ideas and feelings in full sentences.
- CL skills are essential for children to develop their reading and writing skills.
- The ability to listen and maintain attention is required in both academic and social situations.



PSED

- **Self-Regulation:** includes showing an understanding of their own feelings and those of others.
- **Managing Self:** includes managing their own basic hygiene needs and showing independence.
- **Building Relationships:** includes working and playing with others, taking turns and making friends.
- Being able to manage 'self' in part of a group is necessary for children to be part of a class and shared learning environment.





Physical

PD

- **Gross Motor Skills:** includes showing balance and coordination in large movements, such as running, jumping and climbing.
- **Fine Motor Skills:** includes using a range of small tools, such as cutlery, paint brushes and scissors, along with holding and controlling a pencil.
- The physical demands that using tools such as scissors, pens and pencils as well as the ability to move around effectively must all be established before children can robustly begin learning within the **specific areas**.



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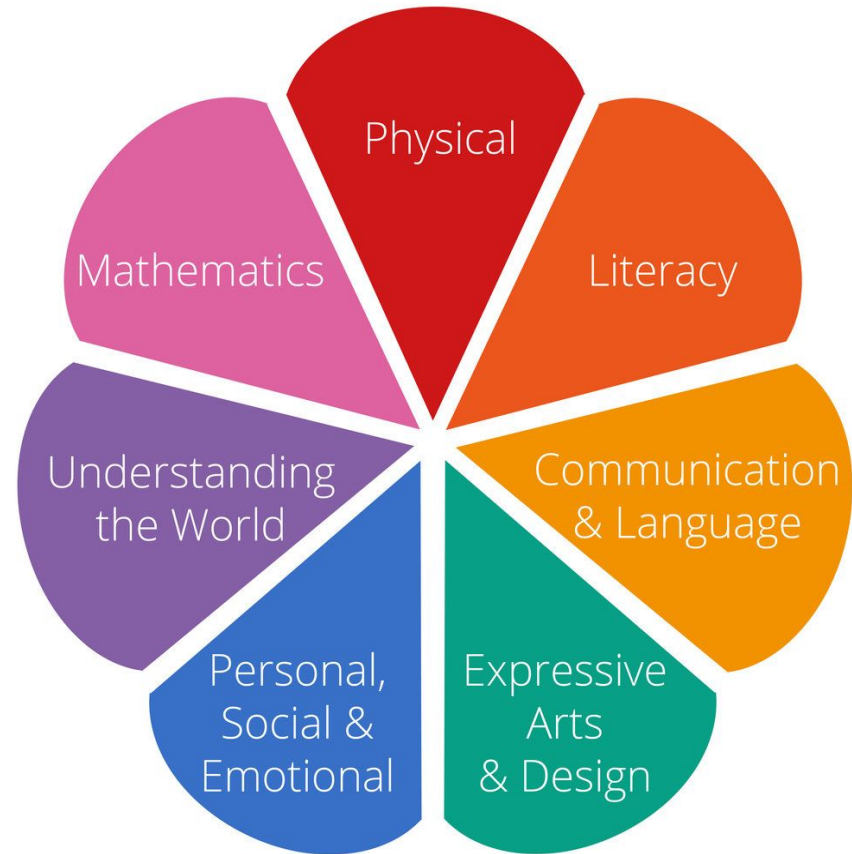
Specific areas

Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



An orange wedge-shaped graphic pointing towards the bottom-left corner of the slide. The word "Literacy" is written inside it in white text.

Literacy

Literacy

- **Comprehension:** includes retelling stories and using new vocabulary.
- **Word Reading:** includes using their knowledge of phonics to read letters, words and simple sentences.
- **Writing:** includes writing letters, words and simple sentences.



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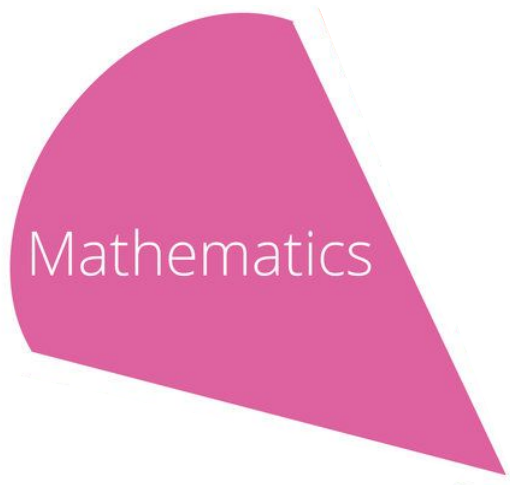
Phonics

Little Wandle

- Enables children to apply their learning to become highly competent readers
- Every aspect of phonics and reading included in a detailed, thorough and systematic approach
- Engaging resources without distracting from the learning
- Comprehensive system for identifying and supporting children requiring extra help

Phonics workshop for Parents on Tuesday 29th of October





Mathematics

- **Number:** includes understanding numbers to ten, subitising (the ability to recognise amounts in small groups without counting) and recalling pairs of numbers that make five or ten (number bonds).
- **Numerical Patterns:** includes counting to twenty and beyond and comparing quantities and number patterns, such as odd and even numbers.



UTW

- **Past and Present:** includes knowing some similarities and differences between things in the past and the present day.
- **People, Culture and Communities:** includes knowing some similarities and differences between religious cultures and communities.
- **The Natural World:** includes exploring the natural world, making observations and knowing some similarities and differences between different environments.



EAD

- **Creating with Materials:** includes using different materials, tools and techniques to represent their ideas.
- **Being Imaginative and Expressive:** includes creating stories and singing rhymes, songs and poems.



Task 2

Literacy

Can you match the development matters goal to the correct Year group?

3 pieces of paper for each column.

Preschool	Early Years	Reception
Birth to Three	3-4 Years	

Literacy

Birth - 3 years (Preschool)

Literacy

- Enjoy songs and rhymes, tuning in and paying attention.
 - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
 - Say some of the words in songs and rhymes.
 - Copy finger movements and other gestures.
 - Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy sharing books with an adult.
 - Pay attention and respond to the pictures or the words.
 - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
 - Repeat words and phrases from familiar stories.
 - Ask questions about the book. Makes comments and shares their own ideas.
 - Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely.
 - Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
 - Make marks on their picture to stand for their name.
- Ask questions about the book. Makes comments and shares their own ideas.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
 - Make marks on their picture to stand for their name.



Literacy

3 - 4 years (Early years)

Literacy
• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing
• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
• Engage in extended conversations about stories, learning new vocabulary.
• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name.
• Write some letters accurately.

- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Write some or all of their name.
- Write some letters accurately.
- Engage in extended conversations about stories, learning new vocabulary.



Reception

Literacy

Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Literacy

Comprehension

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

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their 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.

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- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

- Re-read what they have written to check that it makes sense.



What is a play based curriculum?

- Teachers and practitioners provide open ended play resources to enable children to learn through their play.
- Learning should be child led and therefore planning must cover their interests and abilities.
- Structured play with desired outcomes can be used, these are called adult led or adult initiated activities. For example;

‘The children are interested in dinosaurs and the teacher needs to teach the children to write. Let children play with dinosaurs and create an area for children to copy and write dinosaur names and facts’ – This learning is still play based, but the teacher has a hidden writing agenda.



Child centred learning

- Concentrates on the child as an individual and looks at things from the child's perspective.
- Creates a sense of belonging for each child.
- Enquiry skills.
- Enables children to make decisions and solve problems.
- Supports development of independence and confidence.
- Contributes to the development of self worth.



Promoting Independence

- Children enjoy doing things for themselves.
- Give them the opportunity to take on individual tasks.
- Personal hygiene - teeth brushing, toileting and washing hands.
- Feed themselves.
- Dress / undress independently.
- Simple jobs – tidying away.
- Purposeful praise and recognise when they have been successful.



Observation and Assessment

- Children are observed and assessed daily according to the goal appropriate for their individual development.
- Highlights interests and individual motivations.
- Informs planning for teaching and learning
- Observations and assessments are recorded.
- Observations are shared with parents on Tapestry.





Tapestry

- Tapestry is our online learning observation platform.
- Photos and videos of learning moments are uploaded to build a learning portfolio of your child's Foundation stage journey. (Notifications)
- All of your child's learning moments are linked to 7 areas of learning within the EYFS curriculum- follows their journey.
- All children's accounts are secure, only a parent can access their child's account.



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How is data kept safe?

- All children's accounts are secure, only a parent can access their child's account.
- We don't need to store any data entered on Tapestry, they are stored for us on secure cloud servers.
- Tapestry's developers and support personnel require our permission to access our Tapestry account.
- For more information, please visit <https://tapestry.info/security.html>



Tapestry

Sorting Colours Using Tools

Authored by Rachael Engel added 07 Sep 2023 09:59 AM

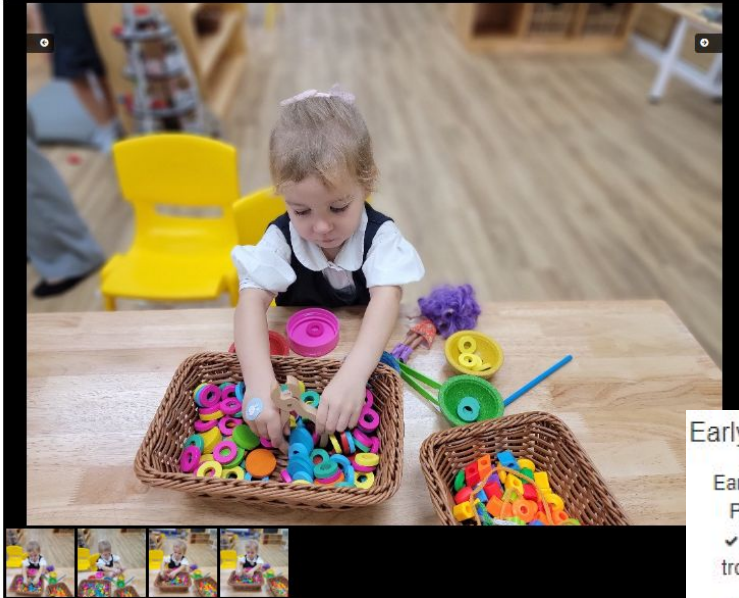
Serena Clara Culburt

Like

Edit

View History

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Early Years

Early Years

Physical Development

- ✓ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel

- ✓ Use one-handed tools and equipment, for example making snips in paper with scissors.

- ✓ Show a preference for a dominant hand

Mathematics

- ✓ Make comparisons between objects relating to size, length, weight and capacity

Flags

Physical development

Mathematics

Characteristics of Effective Learning

Playing and Exploring

Finding out and exploring

- ✓ Showing curiosity about objects, events and people
- ✓ Using senses to explore the world around them
- ✓ Engaging in open-ended activity
- ✓ Showing particular interests

Active Learning

Being involved and concentrating

- ✓ Maintaining focus on their activity for a period of time
- ✓ Showing high levels of energy, fascination



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How to log on

A screenshot of the Tapestry login page. At the top, the Tapestry logo is displayed. Below it, the text "Create your Tapestry login - Tapestry" is shown. A section titled "Strong passwords:" provides advice on password creation. Below this, several error messages are listed, each preceded by a red 'x' icon. These messages specify requirements for password length, character types (uppercase, number, symbol), and matching new and confirm passwords. A yellow warning message indicates that passwords must not be too easy to guess. Below the error messages, there are four input fields: "New Password", "Confirm Password", "New PIN", and "Confirm PIN". Each field has a small eye icon to toggle visibility. A "Submit" button is located at the bottom left of the form area.

<https://www.youtube.com/watch?v=n7ROkDnb4I0>



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How to log on

Tim Higgins Account Preferences

 **Email**
Currently your email address is set as emily+parent@eyfs.info

[Change Email Options](#)

 **Password**
You're able to change your password here

[Change your password](#)

 **PIN**
You're able to change your pin here

[Change your PIN](#)

 **Notifications**
You're able to change your notification preferences here

[Change Notification Preferences](#)

Powered by  TAPESTRY
ONLINE LEARNING JOURNAL



Tapestry app on mobile devices



Partnerships with Parents

We aim to develop opportunities to communicate and build effective relationships with parents through;

- Daily personal conversations, emails, Parent portal and parent meetings
- Stay and play sessions
- Social media updates
- We encourage parents to share their child's interests, development and concerns at every opportunity
- We are able to support parents with ideas and interventions that can be used in the home



Contact Details

Danielle Hughes

dhughes@headstartphuket.com

The school telephone number is
07661-2875



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Thank you for listening!



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Summary slides

What is the EYFS?

- The Early Years Foundation Stage (EYFS) is a statutory framework in the UK outlining what practitioners must do to help children learn, develop, be safe and healthy.
- It is a sets of standards for the learning, development of your child from birth to 5 years old.
- The Characteristics of Effective Learning describe behaviours children use in order to learn.

playing and exploring

active learning

creating and thinking critically

- The early learning goals are the goals or targets that children are working to achieve by the end of Reception.
- Tapestry is our online learning observation platform.
- All of you child's learning moments are linked to 7 areas of learning within the EYFS curriculum- follows their journey.

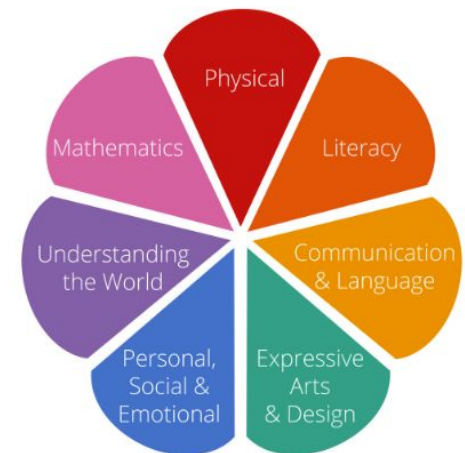


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Summary slides

What is the EYFS?



- โรงเรียนนานาชาติเฮดสตาร์ที่ใช้หลักสูตรที่ชื่อว่าหลักสูตร EYFS ของประเทศอังกฤษในระดับชั้นอนุบาล ซึ่งโครงสร้างของหลักสูตรจะกำหนดให้ครูผู้สอนส่งเสริมนักเรียนให้เกิดการเรียนรู้ มีพัฒนาการที่ดี ปลอดภัย รวมทั้งมีสุขอนามัยที่ดี
- มีเกณฑ์มาตรฐานที่ใช้วัดการเรียนรู้และพัฒนาการของเด็กตั้งแต่อายุแรกเกิดจนถึง 5 ปี
- ลักษณะของการเรียนรู้ที่มีประสิทธิภาพจะใช้พฤติกรรมของนักเรียนเป็นตัวชี้วัดความพร้อมในการเรียนรู้ ด้านต่างๆ เช่น

playing and exploring

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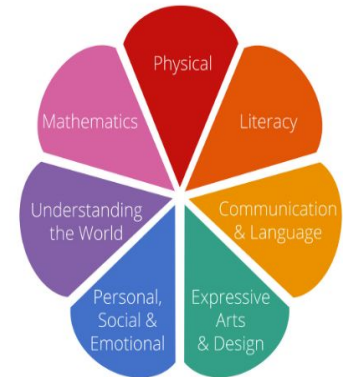
- เป้าหมายด้านการเรียนรู้ของนักเรียนในระดับอนุบาล จะใช้เป็นเกณฑ์ในการวัดและประเมินผลการเรียน ของนักเรียนจนจบระดับชั้น Reception
- ทางโรงเรียนใช้โปรแกรม Tapestry เพื่อบันทึกความก้าวหน้าและพัฒนาการของนักเรียน ซึ่งผู้ปกครอง สามารถตรวจสอบได้ทางระบบออนไลน์
- การเรียนรู้ของนักเรียนจะเชื่อมโยงจากเกณฑ์มาตรฐานการเรียนรู้ทั้ง 7 ด้าน ซึ่งเป็นโครงสร้างของหลักสูตรในระดับชั้นอนุบาล

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Summary slides

什么是 EYFS?

- 早期教育基础阶段(EYFS)是英国的一个法定幼儿教育框架,概述了幼儿教育工作者必须遵从的措施,以帮助儿童学习、成长、保持安全和健康。这是针对从出生到5岁儿童的学习和发展的总体标准。
- 有效学习的特征描述了儿童在学习过程中所使用的行为。

playing and exploring

active learning

creating and thinking critically

- 早期学习目标是指儿童在幼儿园大班(学前班)结束时需要达到的目标或标准。
- Tapestry 是我们在线学习观察平台。
- 您孩子的所有学习都与EYFS课程中的7个学习领域相关联,并会密切关注他们的整个学习过程。

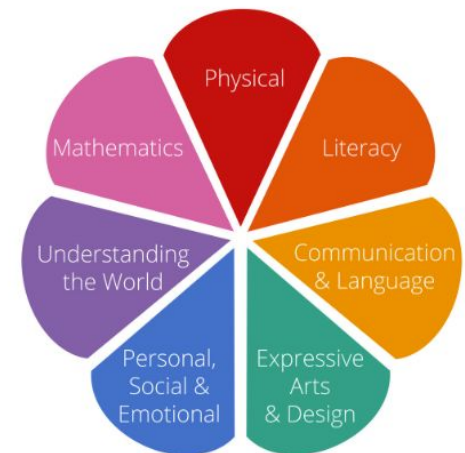


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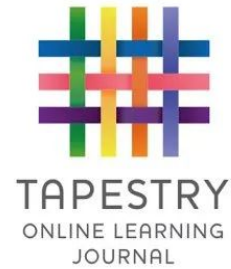
Summary slides

What is the EYFS?

Концепция системы раннего детского образования (EYFS) представляет собой обязательную программу образования в Великобритании, которая определяет, что специалисты должны делать, чтобы помочь детям учиться, развиваться, быть в безопасности и поддерживать хорошее состояние здоровья. Это набор стандартов и принципов для обучения и развития вашего ребенка от рождения и до 5 лет.

Характеристики эффективного обучения описывают поведенческие стратегии, которые используются для обучения детей.

Цели в системе раннего образования — это цели или задачи, которые дети должны достичь к концу года Reception (подготовительного класса). Tapestry — это наша онлайн-платформа для наблюдения за процессом обучения. Все моменты обучения вашего ребенка связаны с 7 областями развития в рамках программы EYFS и отслеживают процесс обучения.

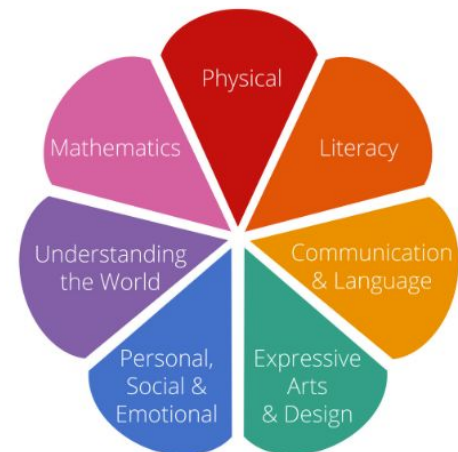


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Summary slides

What is the EYFS?



- หลักสูตรในระดับชั้นอนุบาล (EYFS) ของโรงเรียนเป็นหลักสูตรจากประเทศอังกฤษที่ใช้กันอย่างแพร่หลายในโรงเรียนต่างๆในสหราชอาณาจักร ซึ่งโครงสร้างของหลักสูตรจะกำหนดให้ครูผู้สอนต้องดูแลให้นักเรียนให้เกิดการเรียนรู้ มีพัฒนาการที่ดี มีความปลอดภัย รวมทั้ง มีสุขอนามัยที่ดี
- ถือเป็นมาตรฐานที่ใช้วัดการเรียนรู้และพัฒนาการของเด็กตั้งแต่อายุแรกเกิดจนถึง 5 ปี
- ลักษณะของการเรียนรู้ที่มีประสิทธิภาพจะใช้พฤติกรรมของนักเรียนเป็นตัวชี้วัดความพร้อมในการเรียนรู้ด้านต่างๆ เช่น

- เป้าหมายด้าน... playing and exploring active learning creating and thinking critically ...ของนักเรียนจนจบระดับชั้น Reception
- ทางโรงเรียนใช้โปรแกรม Tapestry เพื่อให้ผู้ปกครองสามารถติดตามการเรียนรู้ของนักเรียนได้ทางออนไลน์
- การเรียนรู้ของนักเรียนในเรื่องใดก็ตาม จะเชื่อมโยงจากหลักการเรียนรู้ทั้ง 7 ด้าน ซึ่งเป็นโครงสร้างของหลักสูตรในระดับชั้นอนุบาล

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