

Welcome to the Early Years Foundation Stage (EYFS), which is how the Government and early years professionals describe the time in your child's life between birth and age 5.

This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

The EYFS Framework explains how and what your child will be learning to support their healthy development. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development. Children should mostly develop the 3 prime areas first. These are:

- Communication and language
- Physical development
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

Outdoor learning:

At Lily Lane outdoor learning is very important in EYFS. It gives children the chance to develop fine and gross motor skills and develop co-ordination and balance skills. This also provides the children with freedom to explore the variety of areas. Within these areas there are endless learning opportunities for children even though they think they are just playing. There is a sense of freedom that Children feel outside because they feel like they are in charge of what they do outside. There are things that children will discover outside that cannot be discovered inside sparking awe and wonder. Outdoor play gives children new skills; raises their self-esteem, develops their divergent thinking skills and collaborative skills. These skills are an excellent basis for classroom learning. They are able to play and explore, learn actively,

develop their own ideas, make links between ideas, and develop strategies for doing things. We are very lucky to have a forest school at Lilylane where children can explore natural objects and take part in fun activities developing social and communication skills.

Maths

At Lily Lane we follow the White Rose Maths scheme. This scheme is designed to support the development of reasoning and problem solving alongside fluency to ensure challenge and ambition for all pupils.

White Rose mantra is:

Everyone can do maths: Everyone can!

Concrete, Pictorial, Abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils.

Concrete is the “doing” stage. During this stage, students use concrete objects to model problems. The CPA approach brings concepts to life by allowing children to experience and handle physical (concrete) objects. For example, if a problem involves adding pieces of fruit, children can first handle actual fruit.

Pictorial is the “seeing” stage. Here, visual representations of concrete objects are used to model problems. This stage encourages children to make a mental connection between the physical object they just handled and the abstract pictures, diagrams or models that represent the objects from the problem. Building or drawing a model makes it easier for children to grasp difficult abstract concepts

Abstract is the “symbolic” stage, where children use abstract symbols to model problems. Students will not progress to this stage until they have demonstrated that they have a solid understanding of the concrete and pictorial stages of the problem. The abstract stage involves the teacher introducing abstract concepts (for example, mathematical symbols). Children are introduced to the concept at a symbolic level, using only numbers, notation, and mathematical symbols (for example, +, −, x, /) to indicate addition, multiplication or division.