

# What does a day in EYFS look like?



# The daily routine

- ▶ 8.45 - gates open
- ▶ 8.50 - 9 - self register and funky fingers activities
- ▶ 9 - 9.30 - phonics
- ▶ 9.30 - 10.30 - literacy based activity and plan do review
- ▶ 10.30 - 10.45 - playtime
- ▶ 10.50 - 11.55 - maths and PDR
- ▶ 12.00 - 1.00 - lunch time
- ▶ 1.00 - 2.30 - learning activity and PDR
- ▶ 2.30 - milk
- ▶ 2.45 - 3.15 - story/ fluency and home time



# Plan, Do, Review



- ▶ Children come up with a 'Plan' for their learning
- ▶ Extended from 'I am going' to explaining what they will need, what they will do
- ▶ 'Do' - carry out the plan!
- ▶ 'Review' - come together as a class at the end to discuss what we have done and how we can challenge ourselves even further next time



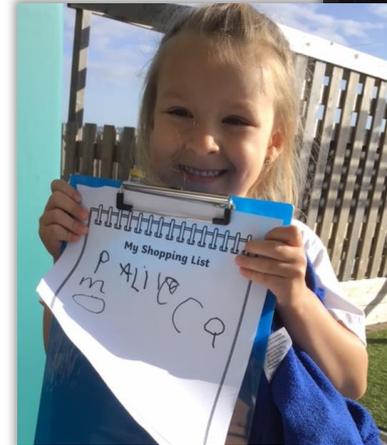
# Child initiated

- ▶ Child-Initiated Play
- ▶ Children choose their own learning
- ▶ Allows children to explore different approaches and reach conclusions themselves
- ▶ It allows them to practice skills and language in a safe and personal way
- ▶ Encourages critical thinking, problem solving and perseverance



# Adult initiated

- ▶ Allows adults to model skills and introduce concept.
- ▶ Adults can focus on specific aspects of learning and address misconceptions
- ▶ Adults can demonstrate and encourage the use of correct language.



# Adult Led

- ▶ Teachers plan and introduce a new concept to the class
- ▶ Children work together to develop not only their own academic abilities, but general listening and attention skills
- ▶ Allows teachers to teach and model skills, concepts and language and assess where more support may be needed.



# Tapestry

- ▶ It's a well-known fact that observations are a crucial part of the planning and assessment cycle in early years. EYFS observations provide us with all the information we need in order to understand the interests of the children in our care. It also helps to produce a learning environment that offers them opportunities to thrive by planning the next steps in their development.

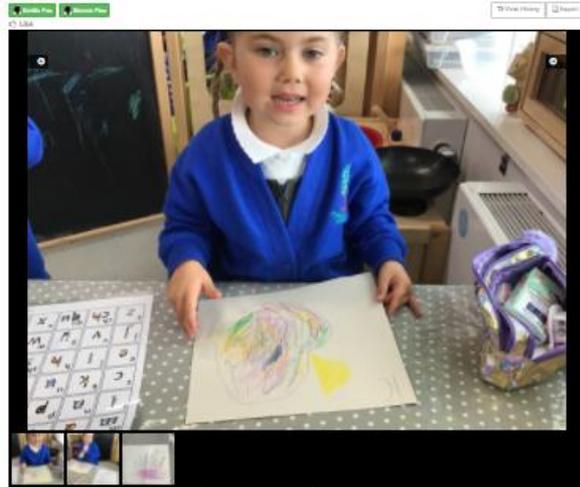


# Tapestry

- Is an assessment tool
- Can be individual or groups
- Is a way to share with you what your children are learning and how
- We use learning journeys for paper 'jobs'
- COEL - Characteristics of Effective Learning
- Please share and extend learning at home if possible and share with us

## Cooking lemon and strawberry cake

Authorised by Lucy Goodwin added 25 Sep 2020 10:25 AM  
Approved by Lucy Goodwin on 25 Sep 2020 11:05 AM



### Notes

Benya and Swilla are in the kitchen. They have both drawn pictures of what they are cooking.  
Benya: Drawn a lemon cake.  
Their teacher: Humpty. Can you write what it is?  
Benya: We drew the first would for lemon cake.  
Swilla: There's hum in it.  
Ask what what comes next?  
B: It's hum, he is a hum?  
Where do the end?  
B: Hum.  
Swilla writes a h.  
It's really awesome.  
Benya let Swilla write there and we can save them after we get back.  
Love Benya.

### Early Years Foundation Stage

Literacy

Writing

All skills  Not Met/Expected

- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, matching and sounding the letters of the alphabet.
- Hears and says the initial sound in words.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.

### Comments

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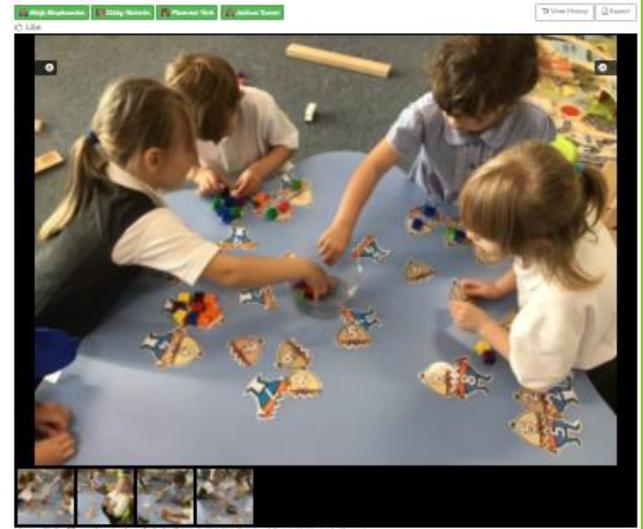
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## Finding a 'match' with Humpty Dumpty

Authorised by Olivia Rosecrone added 22 Sep 2020 12:42 PM  
Approved by Olivia Rosecrone on 25 Sep 2020 08:00 PM



### Notes

Riya, Daisy, Penelope and Joshua completed the adult-led task of matching up numbers to the Humpty Dumpty.  
The children were all able to find the matching number cards independently.  
Penelope: I could count 2 cubes for 2.  
The children worked together with me and each when he count with the number of cubes that matched their Humpty Dumpty. We looked down carefully counting and making sure we use easy number for each cube we count.  
Joshua counted his cubes in his head as he gathered them in a group in his hands, before matching his pile with the corresponding number card.  
Daisy and Riya used cards to counting.  
Penelope matched her number 2 and was able to be able when finding a cube.

### Early Years Foundation Stage

Mathematics

Numbers

All skills  Not Met/Expected

- Counts out up to six objects from a larger group.
- Counts up to three or four objects by saying one number name for each item.

### Comments

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