



EGYPT BRITISH INTERNATIONAL SCHOOL

Early Years Foundation Stage

- Parents' Orientation

Foundation Stage

What is the Foundation Stage?

The early years foundation stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old.

The Foundation Stage Curriculum is based on the recognition that children learn best through **play and active learning**.

- The EYFS learning and development requirements comprise:
 - the seven areas of learning and development and the educational programmes (described below)
 -
 - the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year
 -
 - the assessment requirements (when and how teachers must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)

The curriculum is organised into the seven areas of learning listed below:

1. Communication and Language.
2. Physical development.
3. Personal, Social and Emotional development.
4. Literacy.
5. Mathematical Development.
6. Understanding the World.
7. Creative Development.



Early learning goals

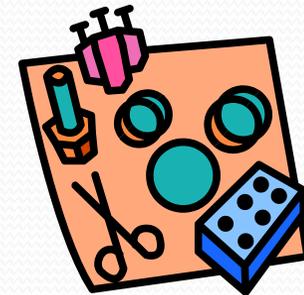
For each of the seven areas of learning there are a number of goals that should be achieved by the end of the EYFS. The 'Development Matters Document' sets out the age specific goals that must be supported in order to reach the ELGs. This document can be accessed at

www.foundationyears.org.uk



Assessment in Foundation Stage

How are the children assessed in the Foundation Stage?



Throughout the FS children are assessed as they work, play and interact with their peers. These assessments are based upon the age specific targets that must be met as laid out by the 'Development Matters Document' for the EYFS.

This document is available on www.foundationyears.org.uk



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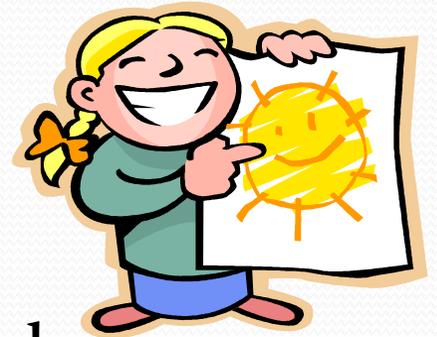
At the end of the academic year when a child turns 5, the practitioner records each child's development. The completed assessment is known as the 'early years foundation stage profile'. This is used to help the year 1 teacher plan lessons for the children.



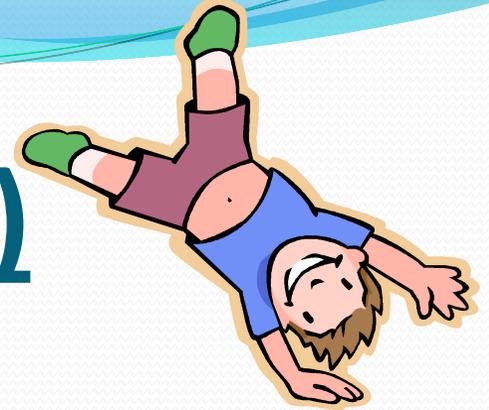
Communication and Language

Communication and language:

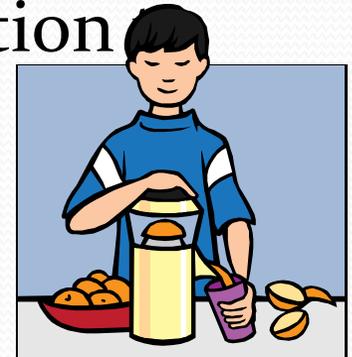
development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations



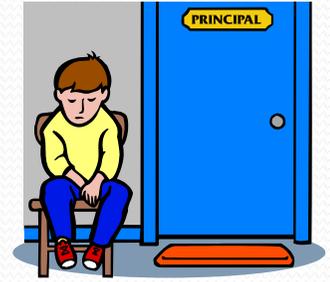
Physical Development (PD)



- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food



Personal, Social and Emotional Development (PSED)



Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities



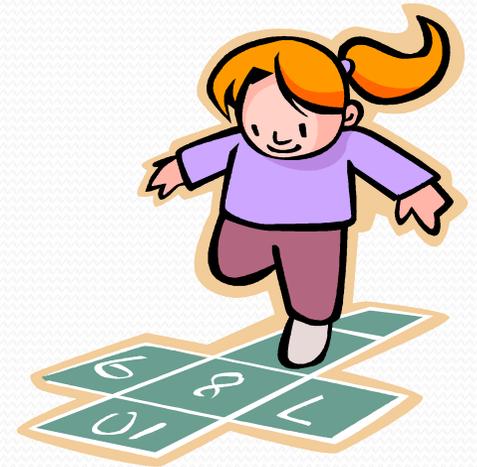
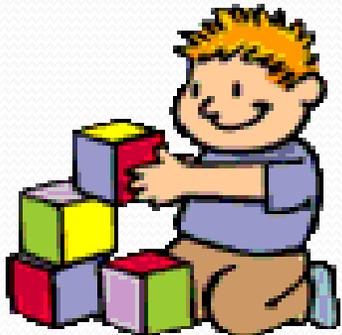
Literacy (L)



Literacy: development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest

Mathematical Development (MD)

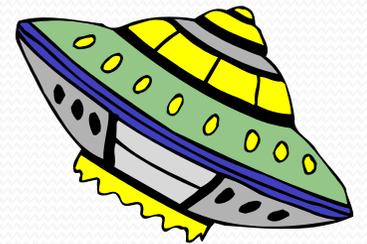
Mathematics: involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure



Understanding the World (UW)



Understanding the world: involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment



Expressive Arts and Design (EAD)

Expressive arts and design: involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology



Specialist Lessons

Reception Classes

- 1) Arabic (4 Lessons per Week)
- 2) Physical Education (2 Lessons per Week)
- 3) Music (2 Lessons per Week)
- 4) Art (1 Lessons per Week)
- 5) Religion (1 Lesson per Week)
- 6) Library (1 Lesson per Week)
- 7) ICT (1 Lesson per Week)

The British National Curriculum

This year we will implement The 'Read, Write Inc' phonics, reading and writing programme the students are taught the letter sounds rather than the letter names.

Following on from 'Read, Write, Inc' the children use the Oxford Reading Tree Series for reading.



Important Websites and Links

The Website for the British National Curriculum is
<https://www.gov.uk/national-curriculum>

The Website for Read, Write, Inc is
<http://www.ruthmiskinintraining.com/teacher-support/61/index.html>

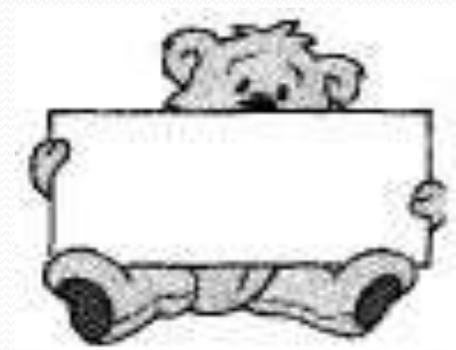
Educational Videos can be found on youtube under *Alphablocks*

The first few weeks

We will find out what the children **already know & can do** & use this information to help us develop an *individual learning programme* for each child.

Make Sure You

- 1) Fill in the Update form and send it to school.
- 2) Fill in the trip consent form and send it back to school.



Parents' Handbook



- The parents' Handbook has all the school rules and policies please make sure to read it and understand everything in it.
- In EBIS we have a healthy eating policy which states that children ***must not*** bring to school any Unhealthy Food .
(*Chipsy, Fizzy Drinks, Chocolates, etc...*)
- Parents are not allowed to be in the corridors during the school day they should come to the main Reception Area where they will be helped (*for security reasons*)

A few simple rules

- Please ensure that your child has enough water and two healthy snacks for the long day.
- Children CANNOT bring in toys.
- EYFS children DO NOT have access to the school canteen so please do not send money.
- Teachers can not administer medication. If a child is sick they must remain at home.
- Please do not relay messages with Bus Matrons, the link book or EYFS office are the only communication channels to be used.

Transportation

- YOUR CHILD SHOULD BE READY FOR THE BUS EACH DAY, A COUPLE OF SMALL DELAYS CAN CAUSE REAL PROBLEMS FOR OTHER STUDENTS
- MAKE YOUR CHILD UNDERSTAND THAT THE BUS MATRON MUST BE OBEYED FOR REASONS OF SAFETY
- IF NOT USING THE BUS PLEASE ENSURE THAT YOUR CHILD ARRIVES AT SCHOOL BY 8.00AM, IS COLLECTED AT 3.00PM SHARP. CHILDREN ARRIVING AFTER 8.30 AM WILL BE ASKED TO RETURN HOME.

Communication Between Home & School



- Class Newsletters will be sent home to inform you about what the children have been studying.
- Parent Communication via the parent portal on Engage. You can contact the teacher directly so please feel free to write your concerns and questions but please remember that the teacher has 25 children in the class so it might be difficult for her to answer you immediately.
- Phone Calls (please feel free to call the school at any time but please remember that it is very difficult for teachers to take your phone calls since they are usually in the class.)

How can you help your child

- ❖ Bring your child to school daily and on time.
- ❖ Read with your child at home.
- ❖ Voice your concerns about your child's progress.
- ❖ If the teacher has a problem with your child's progress rest assured that she will contact you immediately.



Last but not least

Enjoy the rest of your day.

We wish you a happy and
successful year

Welcome to School !