



THE BRITISH SCHOOL  
OF BEIJING, SHUNYI  
A NORD ANGLIA EDUCATION SCHOOL

# Transition in the EYFS Department and into Year One

May 2022



# The Early Years Foundation Stage



# Our Curriculum

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- Well established with successful application in all schools in UK and British schools throughout the world
  - Part of the British Curriculum which stresses creativity, critical thinking, and flexibility.
  - Designed by top British education specialists
  - Reviewed regularly by top British education specialist to ensure that the best practises and developments in educational science are incorporated
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# Our Curriculum

独一无二的孩子

积极的关系

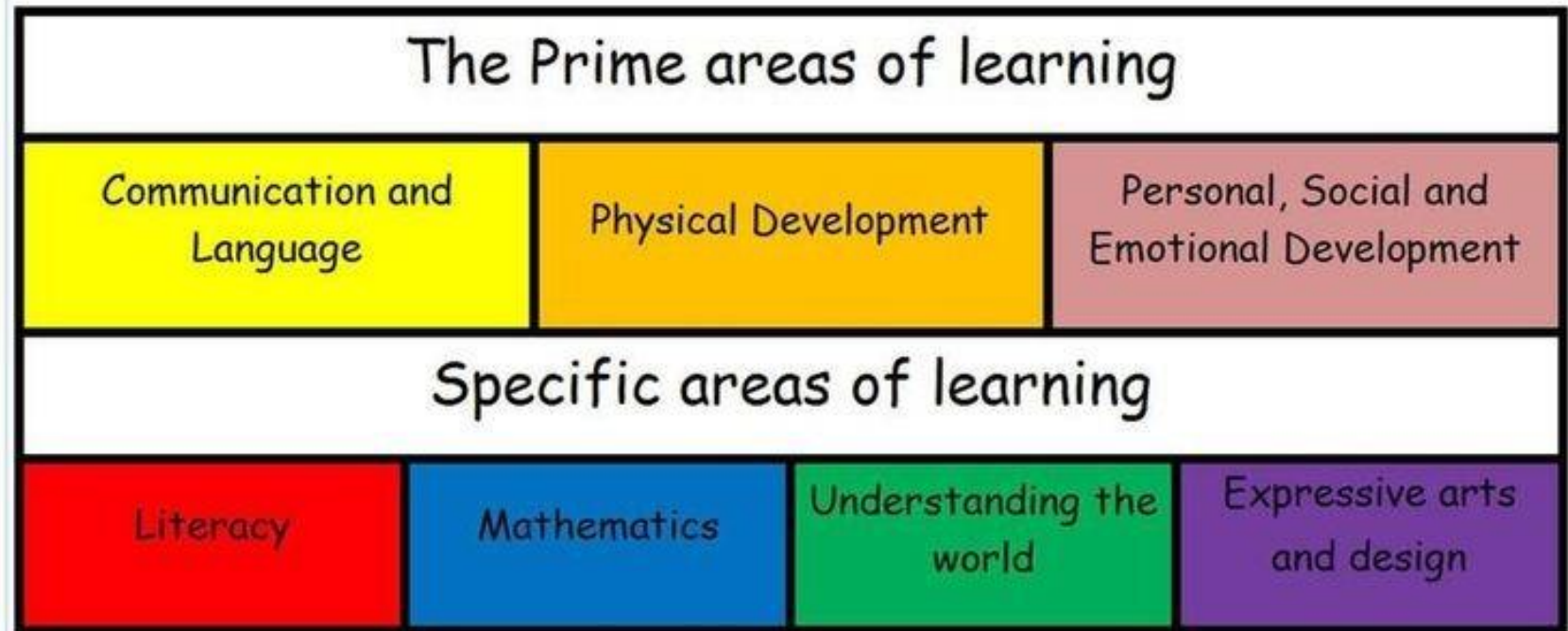
有利环境

学习与发展



早年基础阶段

# Our Curriculum



## What are the benefits of play

### Emotional-behavioural benefits of play

- Play reduces fear, anxiety, stress, irritability
- Creates joy, intimacy, self-esteem and mastery not based on other's loss of esteem
- Improves emotional flexibility and openness
- Increases calmness, resilience and adaptability and ability to deal with surprise and change
- Play can heal emotional pain

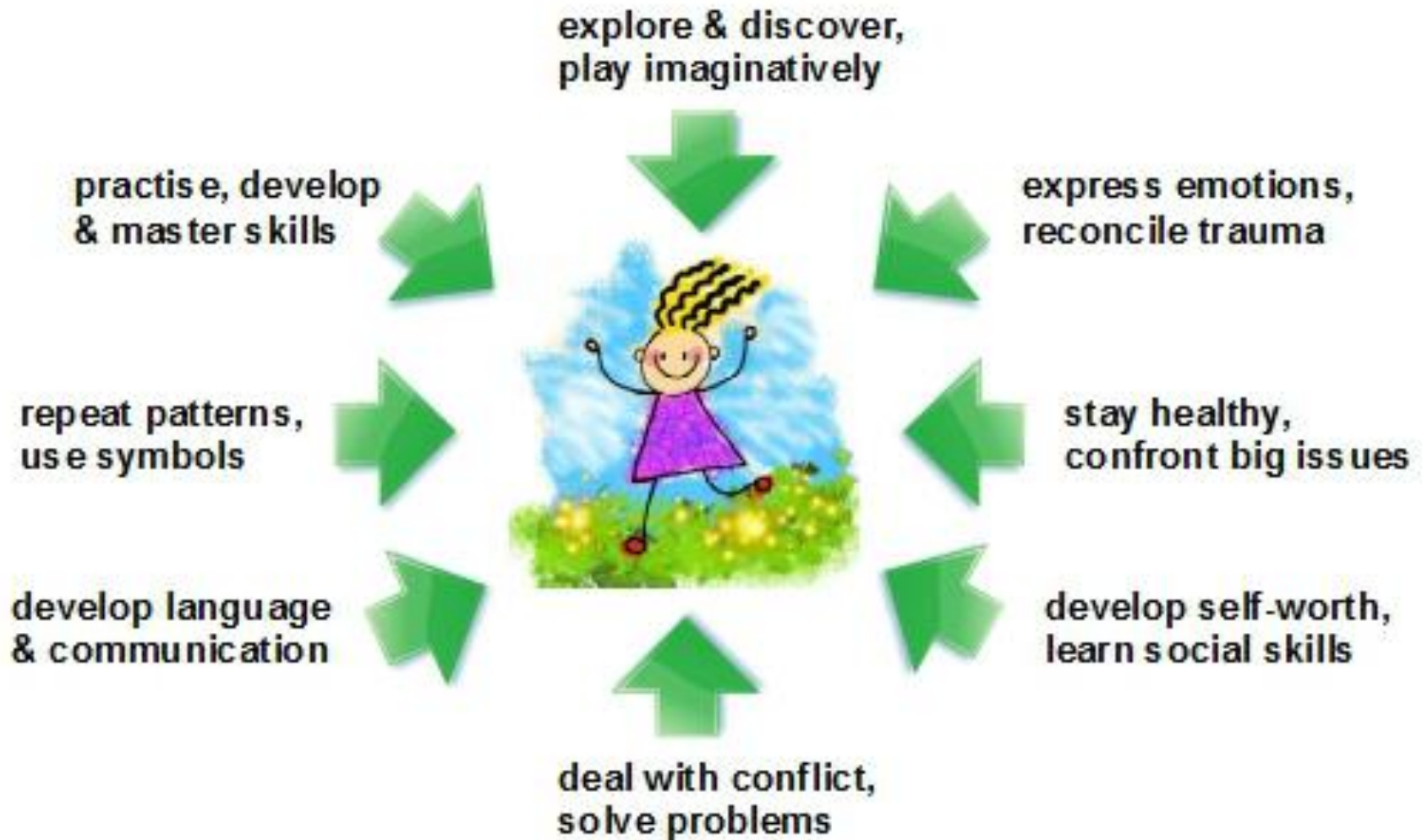
### Physical benefits

- Positive emotions increase the efficiency of immune, endocrine, and cardiovascular systems
  - Decreases stress, fatigue, injury, and depression
  - Increases range of motion, agility, coordination, balance, flexibility, and fine and gross motor exploration

### Social benefits of play

- Increases empathy, compassion, and sharing
- Creates options and choices
- Models relationships based on inclusion rather than exclusion
- Improves nonverbal skills
- Increases attention and attachment

# Our Curriculum – Learning through Play



# Learning Through Play

- Each unit is setup with activities that the children can access independently. These are changed every week or so depending on the children's interests
- Free flow – the children can move freely from one room to another to access the provision
- Interest based learning







# Water

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# Sand

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# Role Play

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# Role Play

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# Sensory Activities



# Investigation

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# Playdough

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# Small World





# Fine Motor Skills





Painting

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# Construction

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# Maths

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# Reading



# Cars and Trains



# Home Corner





# Outdoor Provision





# Learning Through Play – Outdoor Provision





# Outdoor Provision

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# EYFS

**TEDDIES**



**NURSERY**



**RECEPTION**



**1**

# EYFS

**TEDDIES**



**Children  
aged**

**2**

**NURSERY**



**Children  
aged**

**3**

**RECEPTION**



**Children  
aged**

**4**

**1**

**Children  
aged**

**5**

# EYFS Routines

## TEDDIES

- More adult support
- Nappies
- Eating lunch in the classroom
- 1.5-2hr nap

## NURSERY

- Still lots of adult support
- Managing toileting needs independently
- Eating lunch in the canteen
- 1hr nap

## RECEPTION

- More independence
- Changing for swimming independently
- Managing toileting needs independently
- Eating lunch in the classroom
- No nap



EYFS  
Lunch -  
Teddies



# EYFS Lunch Nursery and Reception

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# EYFS Timetable

## TEDDIES

- Play based learning
- Children freeflow indoor and outdoor

10

## NURSERY

- Play based learning
- Children freeflow indoor and outdoor

15

## RECEPTION

- Play based learning
- Children freeflow indoor and outdoor

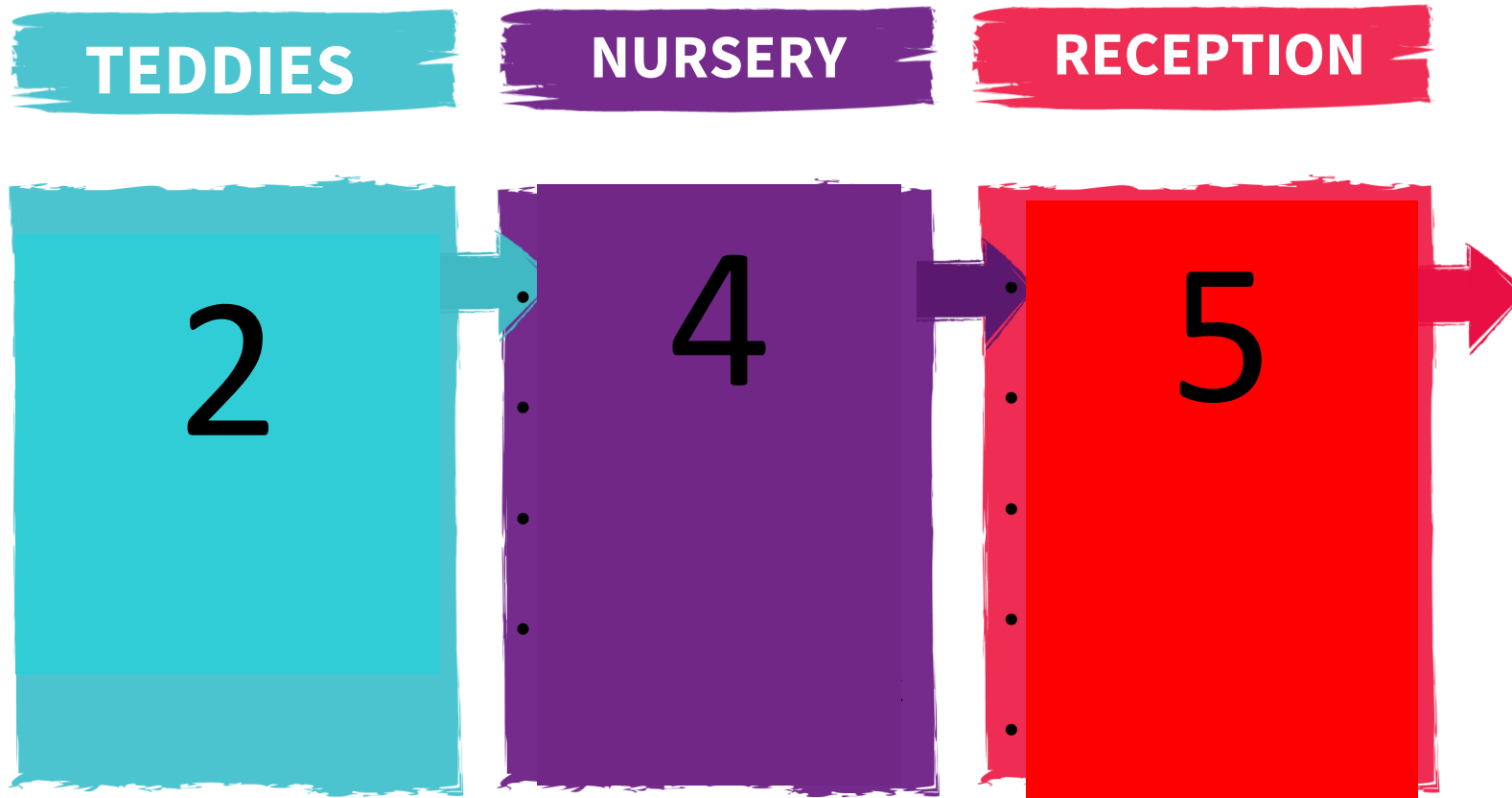
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# Focused Activities/ Carpet Time



# EYFS Specialist Classes – Led by Specialist Teachers





# Specialist Classes

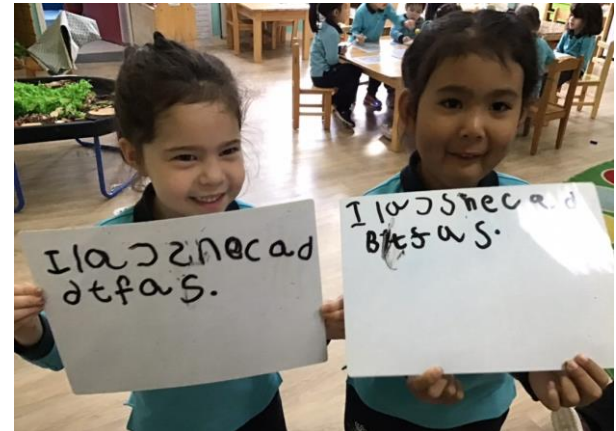
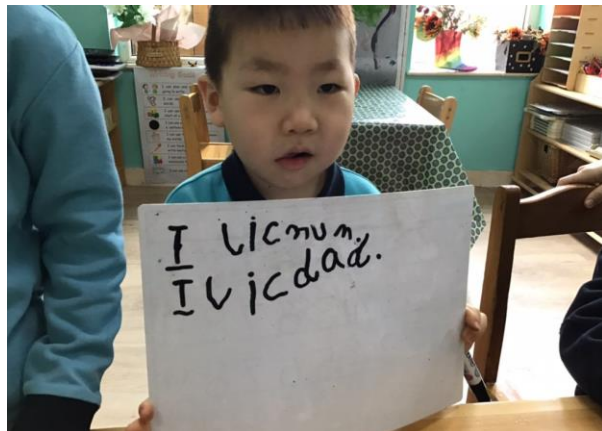
# Literacy - Teddies



# Literacy - Nursery



# Literacy - Reception



# Phonics

We use Letters and Sounds:

Teddies – Phase 1 – focus on listening

Nursery – Phase 2 – (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, f, ff, l, ll, ss) focus on identifying initial sounds

Reception – Phase 2 secure and most of Phase 3 (j, v, x, y, z, ay, ee, igh, ou, oo, oo, ar, or)



# Phonics

Once the children are familiar with the first group of the most frequently used letters and sounds – SATPIN, they can begin blending and reading CVC words – consonant – vowel- consonant.

How many CVC words can you make with the letters S, A, T, P, I and N?

at	sat	it	is	in	nip
pat	tap	sit	pit	pan	pin
sap	sit	tip	pip	tin	tan
sip	tip	sip	an	nap	



# Phonics

Children practice listening for initial sounds, blending and segmenting, reading and writing captions.



pat a dog



a cat in a hat



a sad man

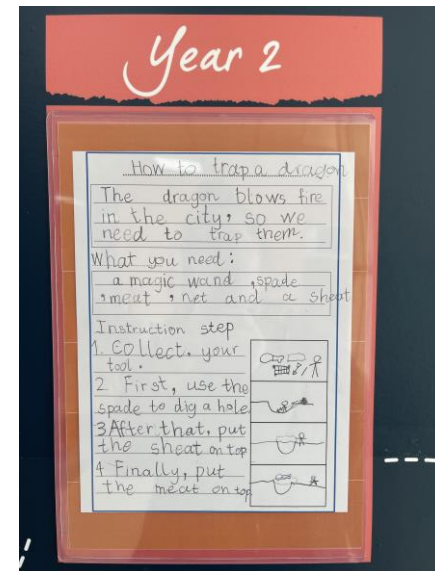
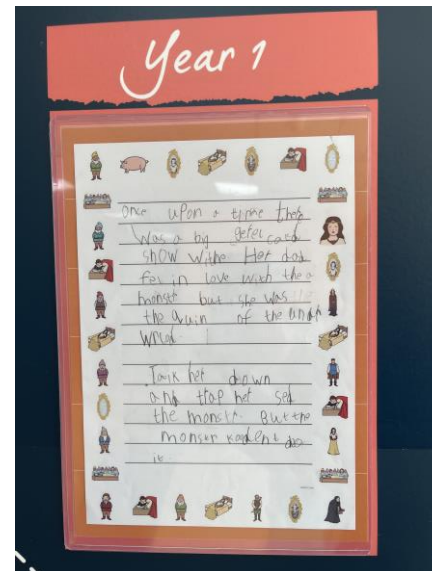
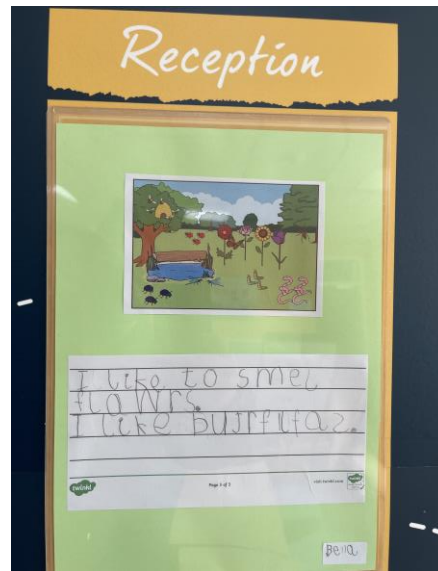
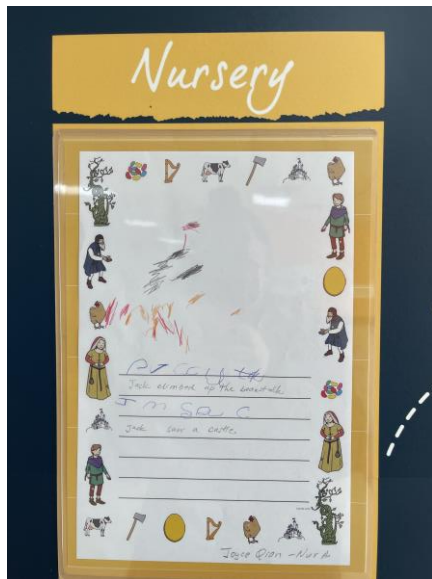


a pin on a map



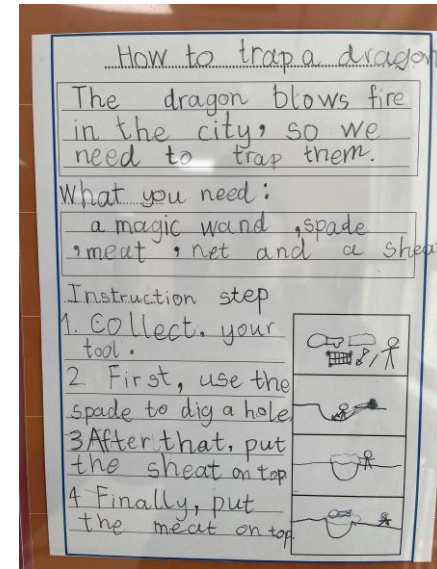
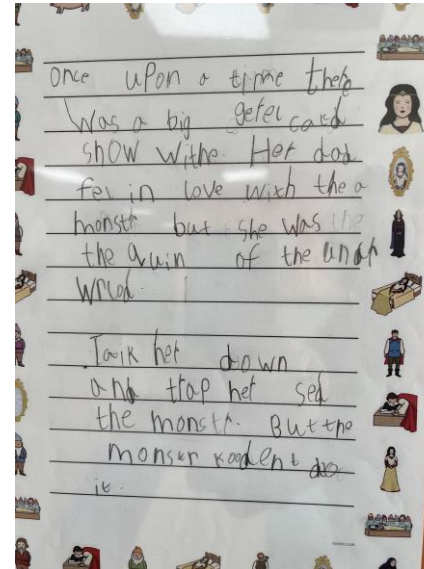
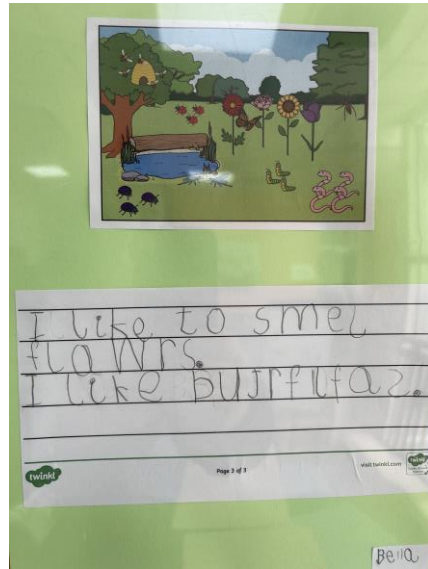
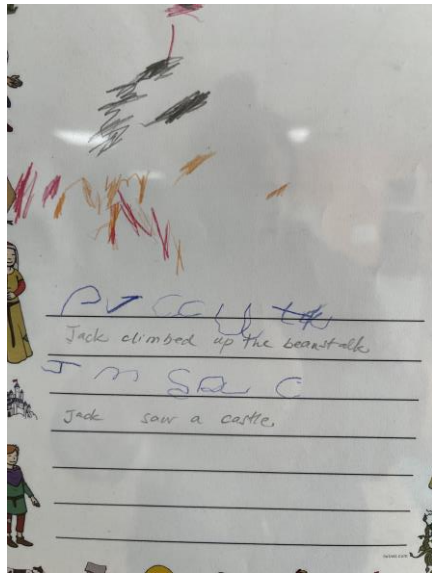
# Progression

In EYFS children get introduced to some of the basic skills of listening and assigning meaning to marks. These skills will be further developed in KS1



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# Transition from EYFS to KS1

- **Aims**
- Maintain confidence
- Stable emotional development
- Continued good progress
- Secure environment with friends
- Familiarity



# EYFS

<b>EYFS</b>	<b>Year 1 (Key Stage One)</b>
<p>Highly qualified, experienced teachers following an International version of the English Curriculum applicable to the Key Stage.</p> <p>Interest-led learning Child-initiated play opportunities Independent learners Unique Child</p>	
<p>EYFS Curriculum Areas of learning Large space to play and learn Assessment against Development Matters Individualised support towards next steps Adult: child ratio (Pre-Nursery/Nursery)</p>	<p>English National Curriculum Subject areas Large area to learn (initially) Assessment continued: ELG'S (Early Learning Goals) to NC (National Curriculum performance descriptors)</p>

# All children will

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- Spend time with their new class teacher wherever possible.
  - Spend time in their new learning environment.
  - Move to the Year 1 tables for eating lunch. The children will be able to start choosing their own lunches towards the end of this term
  - Take part in circle times and discussions about 'moving up'.
  - Experience small changes in a familiar environment to prepare them for the following year group.
  - Attend KS1 events.
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*Thank you for listening!*

**If you have any questions, please ask**

