

# WELCOME



*A warm welcome from the EYFS team*

Assistant head teacher: Mrs Hart

Parrots 


Class teacher and year leader: Miss Gray

Teaching Assistant: Mrs Keddo

Rabbits 

Class teacher: Miss Morton

Teaching Assistant: Mrs Hussain

Goldfish 

Class teacher: Mrs Ali

Teaching Assistant: Mrs Mullane

Hamster 

Class teacher: Mrs Choudhury

Teaching Assistant: Mrs Sibinska



# UNIFORM

- White shirt or t-shirt
- Red school jumper or cardigan
- Black or grey trousers or skirt
- Black shoes
- All items labelled with name



- PE uniform
- To be left at school
- Kept in a bag
- All items labelled



Black Joggers



Black Shorts



Black Leggings



White T-Shirt



Black Plimsolls



Plain White Trainers



# UNIFORM



## Other

- Wellies (keep in school)
- Warm coat
- Red school bag (for daily letters, books, homework)
- PE bag (remains at school)



- ALL ITEMS OF CLOTHING AND BAGS TO BE LABELLED WITH CHILD'S NAME



# UNIFORM

- Children are naturally curious. In Early Years we promote and encourage children to explore and learn.



- We teach children to wear protective clothing but sometimes accidents can happen



# CURRICULUM

There are 7 areas of learning in the EYFS curriculum.

## 3 Prime areas:

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

## 4 Specific areas:

- Literacy
- Maths
- Understanding of the World (Science)
- Expressive Arts and Design

Early Education  
The Better Foundation for Early Childhood Education

### Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners  
in implementing the statutory requirements of the EYFS.

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family

background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at [www.foundationyears.gov.uk](http://www.foundationyears.gov.uk). The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: [www.education.gov.uk/foundationyears](http://www.education.gov.uk/foundationyears)



# CURRICULUM



Children need to be in their classroom at **8.40am**. Please ensure you are arriving at school around 8.35am so your child is not late.

**Registration is at 8.45 am.**

## **Child- led learning**

- The children have access to a vast and stimulating learning environment throughout the day. They have opportunities to free-flow and choose their learning, using the indoors and outdoors to do this.
- Teachers will be teaching children how to use the environment effectively so the children can learn independently and initiate their own learning.
- Children will soon have access to all the classrooms and supported by different teachers

## **Adult-led learning**

Specific planned lessons that are taught by the teacher and TA.

- Phonics
- Literacy (reading and writing)
- Maths
- Another curriculum area (art, science, geography, history and communication)



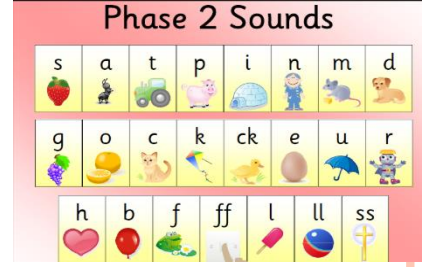
# CHILD-INITIATED

## The learning environment





# PHONICS



- Words are made up from small units of sound called phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children to learn to read words and to spell words

**c-a-t**                      **sh-o-p**

- Children learn strategies to tackle words that can't be decoded easily

**the**                                      **she**

- Teachers will also teach children reading skills so they can engage and understand what they read





# ATTENDANCE

- It is important that children attend school everyday.
- Children are more likely to succeed in academics when they attend school consistently
- Some children may take longer to settle than their peers. We need to give them time, nurture and support. They will get there!
- Children who have 100% attendance at the end of the week will receive a prize on the following Monday.



# INDEPENDENCE

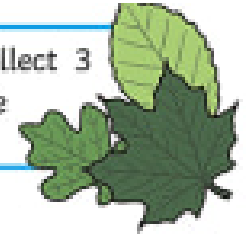
*“Children learn to be strong and independent through positive relationships” –Development Matters*

- Independent in self care (toileting, dressing, eating)
- Communication (asking for help or requesting or things)
- Being independent in choose their learning during child initiated sessions
- Being responsible for property and classroom

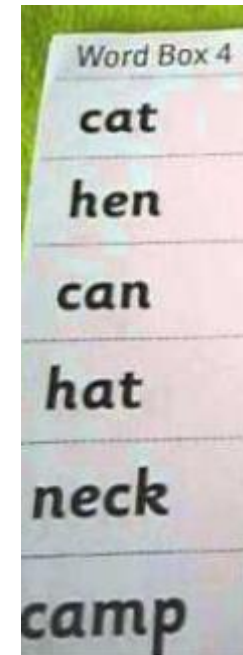


# HOMework

Collect 3 leaves outside. Collect 3 more. How many do you have altogether?

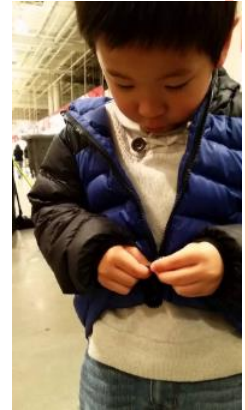


- Name writing
- Numbers, problem solving
- Word boxes
- Reading book



# HOW YOU CAN HELP

- Allow extra time in the morning so children can dress independently
- Let them put on and zip up their coats independently
- Support them to be independent in using the toilet
- Encouraging children to complete homework on time and with some support
- Reading stories
- Listening to children read their reading books/ word boxes
- Giving children time to talk about their day and ask them questions
- Visit parks so they can climb and run
- Please choose age appropriate material for children to watch and access online
- Encourage children to walk into school and not be carried



# LUNCHES

## Packed lunches

- Healthy and balanced
- Water

## School lunches

- Talk to children about the school menu to prepare them
- We encourage them to try new foods and learn what foods they like and dislike
- It can take children time to get used to eating lunch at school



# PARENT SUPPORT

## What to expect, when?

Guidance to your child's learning and development in the early years foundation stage



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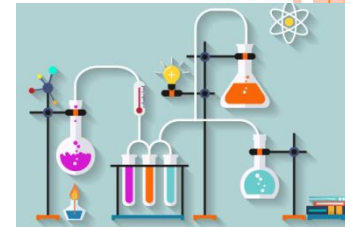


# SKILLS



- Do you have any personal skills that you could teach young children?
- Are you good at sewing or cooking?
- Can you use materials to create things that could be used in the classroom?

**We would love to hear from you and use families talents and skills to support our children's learning.**



# THANK YOU

- If you have any questions please contact your class teacher or Miss Gray.

We look forward to seeing you at the next parent meeting

