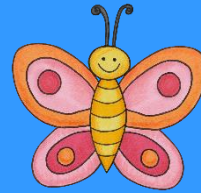


# Early Years Foundation Stage Welcome Meeting



# The Year R Team



# Transition

Children will be tired and emotional as they transition into 'Big School'. Reasons for this can be varied, but are often associated with how things have changed for them.

Changes children have to cope with –

- Bigger environment – they will not be used to so many other children around them and may feel as though they are being bustled or bumped.
- New adults and new children to get to know.
- New routines over the day, with more directed time.
- Being more independent – you can help with this at home.
- Saying goodbye to parents at the door.
- Not having their special toys with them at school.

We work with the children to make the transition as easy for them as we can. Children who come in crying nearly always stop as soon as you have gone – we will always ring you if we are concerned. If we think a child is unhappy at school, we will talk to you about it. If you have any concerns, please talk to your child's teacher, the likelihood is that your child is happy at school and that by home time they are tired and emotional – this is not unusual.



Teamwork Tiger

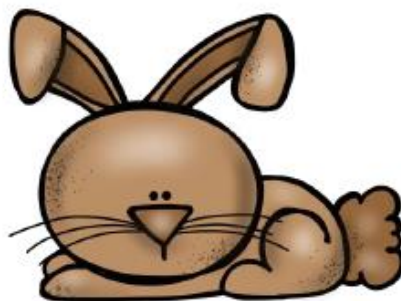
# Hook Infant School Values



Kind Koala



Persevering Panda



Respectful Rabbit



Courageous Cat

# Curriculum and Assessment

- The Early Years Foundation Stage (EYFS) is NOT the National Curriculum (NC) and is a stage in its own right
- Reception class is the final year – continuation from Pre-school/Nursery
- A play based curriculum
- Indoors and outdoors
- Adult led and child initiated activities
- Ongoing observation & assessment of the children informs planning the next steps in your child's learning journey



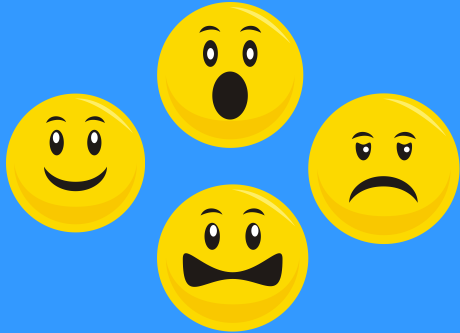
# Characteristics of Effective Learning

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

*Statutory Guidance for the EYFS 1.10*



## Prime Areas:

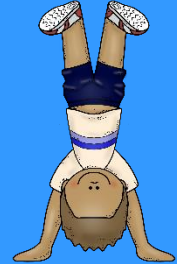
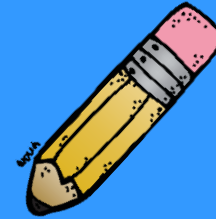


Personal, Social and  
Emotional  
Development



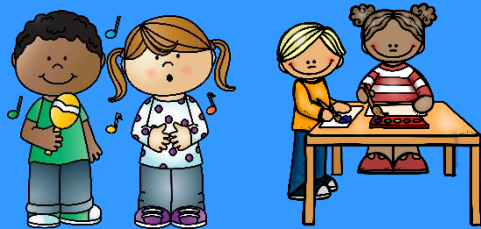
Communication and  
Language

Physical development



# The 7 Areas of Learning

## Specific Areas:

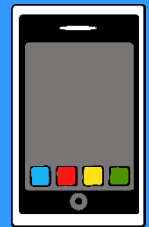


Expressive Arts and  
Design

Literacy



Mathematics



Understanding the  
World

# Learning through play



- Well planned play, both indoors and outdoors, is a key way in which young children learn.
- During play, children will be motivated and will learn with enjoyment.
- Children are more willing to take risks and show us what they CAN do when they are playing.

# Messy Play



Please watch out for information on how to contribute £2 so we can ensure we have enough overalls to protect your child's clothes.

# Using the toilet at school

Children can go to the toilet when they need to.

All children have planned drink times throughout the day and are sent to the toilet regularly.

All children are encouraged to be independent with wiping themselves.

Children who have additional needs with toilet training are dealt with sensitively by all staff. We want to promote their self-esteem by encouraging them to be independent.



# Lunchtime at school

At home, please help your child to choose what they will be eating for lunch so they can put their name either on the board or on the Touchscreen inside the classroom.

Children collect their lunch on a plate and carry it to their table.

Adults in the hall will help with cutting up tricky food.

You can help us by making sure your child can use a knife and fork – they are expected to use a fork to eat ALL their main meals, apart from pizza.

# Let's see what's for lunch...

<b>Monday</b>	<b>Main Dish</b> Sausage (S,B,U) & Mash with Onion Gravy The Lion Vegetarian Sausage Hot Pot (S,B,M,U) V Pasta (S) with Cheese Sauce (S,B,M,U) V	<b>Vegetables</b> Sweetcorn & Peas V Isotof Vegetable Ice Cream (S,M,U) with Fruit Compote V	<b>Main Dish</b> BBQ Chicken Pizza (S,B,M,U) Margherita Pizza (S,B,M,U) V Jackpot Pottery with Tuna Mayo/Onion/Potato	<b>Vegetables</b> Sweetcorn V & Cucumber (S) V Isotof Chocolate & Coughs Sausage (S,B,U) with Cheese Sauce (S,M,U) V
<b>Tuesday</b>	<b>Main Dish</b> The Turkey Green Curry (S) with Steamed Rice Sweet & Sour Vegetables (S,B,U) with Steamed Rice V Jackpot Pottery with Baked Beans V	<b>Vegetables</b> Cauliflower & Green Beans V Isotof Thai Vegetable Green Curry (S) with Steamed Rice V Veggie/Pasta (S) with Tomato Sauce (S) V	<b>Main Dish</b> Turkey & Vegetable Pie topped with Puff Pastry Isotof Thai Vegetable Green Curry (S) with Steamed Rice V Veggie/Pasta (S) with Tomato Sauce (S) V	<b>Vegetables</b> Cauliflower & Peas V Isotof Gut & Cherry Cakes (S,B,U) V
<b>Wednesday</b>	<b>Main Dish</b> Pineapple Roast Chicken with Roast Potatoes & Gravy BBQ Roast Sweet Potato & Bean Curry with Roast Potatoes & Gravy V Veggie/Pasta (S) with Tomato Sauce (S) V	<b>Vegetables</b> Seasonal Dishes & Carrots V Isotof Cauliflower & Cheese Bake (S,B,M,U) with Roast Potatoes & Gravy V Pasta (S) with Cheese Sauce (S,B,M,U) V	<b>Main Dish</b> Pineapple Roast Chicken Breast with Roast Potatoes & Gravy Isotof Banana Pudding (S) V	<b>Vegetables</b> Seasonal Dishes & Carrots V Isotof Banana Pudding (S) V
<b>Thursday</b>	<b>Main Dish</b> Beef Burger in a Bun (S,B,M) Homemade Veggie Burger (S) in a Bun (S,B,M) Jackpot Pottery with Cheese Sauce (S) V	<b>Vegetables</b> Braised & Sweetcorn V Isotof Chocolate & Coughs Bacon & Sweetcorn (S,B,M) V	<b>Main Dish</b> BBQ Pulled Chicken & Vegetable Pasta (S) V Jackpot Pottery with Baked Beans V	<b>Vegetables</b> Braised & Sweetcorn V Isotof Chocolate & Coughs (S,B,M) V
<b>Friday</b>	<b>Main Dish</b> Pork Roast (S,B,M) with Oven Baked Chips Vegetarian Burger House (S,B,M,U) Pasta (S) with Roasted Tomato Sauce V	<b>Vegetables</b> Pasta & Baked Beans V Isotof Vegetable Burger with Oven Baked Chips V Pasta (S) with Roasted Tomato Sauce V	<b>Main Dish</b> Battered Fish (S,B,M) with Oven Baked Chips Isotof Vegetable Burger with Oven Baked Chips V Pasta (S) with Tomato Sauce (S) V	<b>Vegetables</b> Baked Beans & Peas V Isotof Chocolate & Coughs (S,B,M) V
<b>Friday School Lunch</b>	<b>Main Dish</b> Cakes & Fruit Bread (S,B,M,U) V Wholemeal Bread (S,B,M,U) V	<b>Vegetables</b> Cakes & Fruit Bread (S,B,M,U) V Wholemeal Bread (S,B,M,U) V	<b>Main Dish</b> Tomato & Herb Bread (S,B,M,U) V Wholemeal Bread (S,B,M,U) V	<b>Vegetables</b> Cakes & Fruit Bread (S,B,M,U) V Wholemeal Bread (S,B,M,U) V

**Week 1**  
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# Learning at home

Use the ideas in our half-termly leaflets – these will be sent out by ParentMail and can be found on the school website.

We use Anima to teach phonics. At home you could go to the Anima website and look at the soundboard with your child, to help them learn the sounds made by the letters.


<https://www.animaphonics.com/soundboard.html>



Handwriting is a physical skill. Children need to have flexibility and control from their shoulder to their fingertips as well as good core strength in order to develop fluent handwriting.


At home you could:

- Improve upper body and core strength by spending time outside climbing, digging, and playing games
- Develop elbow movement by using sand, marbles, acorns etc. with spoons and spoons
- Develop wrist movement by tearing paper or playing with nuts and bolts
- Develop a pinching movement by playing with pegs or threading beads and buttons
- Play with dough as it helps with all the muscles and movement needed to write fluently



In Mathematics we will be learning about matching, sorting, comparing and pattern. At home you could read one of these books to support our maths, or you could make patterns with things you have at home.

**Parent Booklet**



## Families

### Autumn 1

How you can help at home...

- Help your child to become independent at lunchtime by encouraging them to use cutlery at home to cut up their own food.
- Practise getting undressed and dressed, so your child can be independent at PE time.
- Sing lots of nursery rhymes and familiar songs.
- Read a book to your child every night. Try and find some that are rhyming. Julia Donaldson is good for this, but there are LOTS more authors out there.
- Encourage good listening skills by playing games that have signal to start e.g. Simon Says.

# Learning at home

My 'Wow Moment' at home

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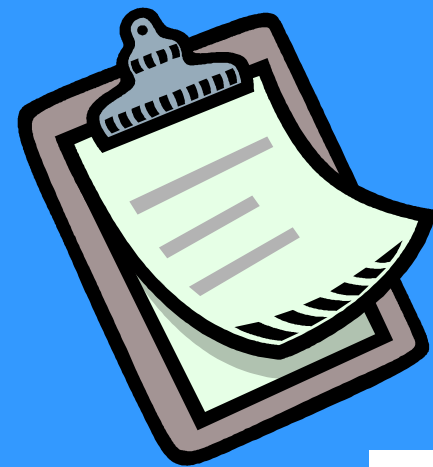
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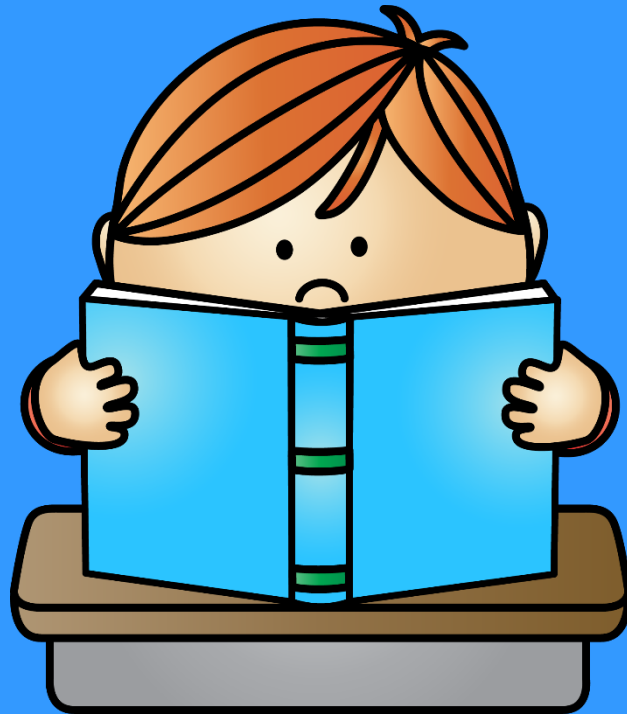
Send in WOW moments when your child has done something at home. Later in the year we will send home WOW moment ideas for you.

# Early Years Foundation Stage Profile

- The start of statutory assessment
- Assessment throughout the year through observations
- You receive an end of year report based on the profile which you can discuss with us if you wish



# Learning to Read



# Phonics



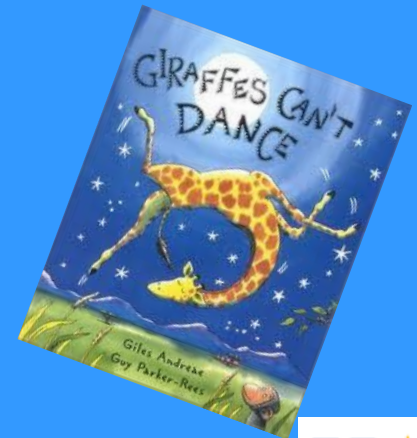
There are Phonics Workshops throughout the year.

We will contact you at the appropriate time to explain to you how you can access these.

# The importance of enjoying books

## Children

- learn how stories are told
- learn how to find information from books
- develop their vocabulary



# Library Books

Your child will choose one book a week to bring home. You can share the book together.



Your class has a 'library day' when children need to bring back their book to exchange for a new one.

# Reading at home

- Aim for your child to be a confident and competent reader who reads for enjoyment.

Reading should be:

Enjoyable

Positive

Successful



This means reading all sorts of materials i.e. comics, magazines, maps, recipes etc and NOT just the school reading scheme!

# The reading scheme

- An adult will hear your child at least once a week in school. This will be written in **red** in the Reading Record. Please make sure your child's Reading Record and reading book are in school every day.
- We would like you to try and hear your child for 20 minutes, every day. Please write in the Reading record when you do this (please don't use red!) Please only write about the school reading book.
- Please do not put water bottles in the book bag – if they leak, they can ruin our books!
- Your child will have phonics reader (linked to sounds they know and will be able to read) and a shared reader (for you to share with your child).



# The Three Reads

1. First read –the focus is on the decoding of words. They have the opportunity to apply taught phonics in context, being encouraged to decode and blend.
2. Second read – this time develops a child's fluency. The familiarity of the book should enable more reading by sight and less reliance on the decoding and blending of words which is a skill we use the majority of the time when reading as adults. Reading with fluency also includes use of: intonation, expression and appropriate pace.
3. Third read – this time helps develop the comprehension of a text. The child can be helped through questioning and discussion about the story and support to develop inference.

# What to do when you have read the reading book...

- Talk
- Share a variety of reading materials regularly
- Sing rhymes and songs
- Make up stories together
- Play 'I Spy' games using the phoneme/sound as well as the letter name
- Listen to sounds in the environment
- Magnetic letters on the fridge
- Find games on the tablet, phone or computer



*Above all make it fun!*

# Just a few reminders...

- Label **everything**.
- Practise using a knife and fork.
- Talk with your child.
- Share books with your child every day.
- Encourage independence on the toilet.
- Encourage independence with clothes, coats and shoes e.g. when sleeves are inside out.
- Send in a coat every day.
- Be on time – learning starts at 8.40.
- Offer to volunteer as a parent helper.