

# Early Years Foundation Stage Welcome Meeting



Please ask questions if you don't understand something.  
You can do this during the meeting, after the meeting  
or ask your child's class teacher later.



And a little bit of housekeeping....

# 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.

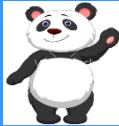
We work with the children to make the transition as easy for them as we can. Children who come in crying nearly always stop as soon as you have gone - we will always ring you if we are concerned. If we think a child is unhappy at school, we will talk to you about it. If you have any concerns, please 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.

# Curriculum and Assessment

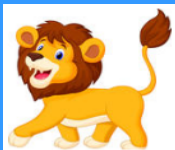
- The Early Years Foundation Stage (EYFS) is NOT the National Curriculum (NC) and is a stage in its own right
- Reception class is the final year - continuation from Pre-school/Nursery
- A play based curriculum
- Indoors and outdoors
- Adult led and child initiated activities
- Ongoing observation & 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:

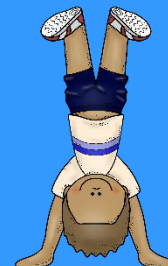
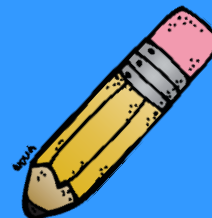


Personal, Social and  
Emotional  
Development

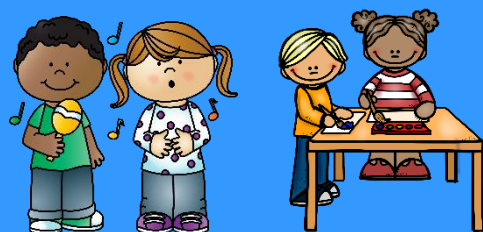


Communication and  
Language

Physical  
development

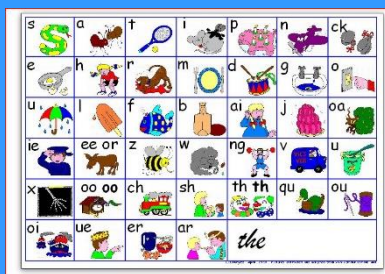


## Specific Areas:

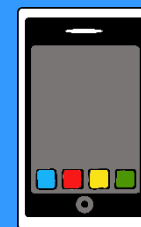


Expressive Arts  
and Design

Literacy



Mathematics



Understanding the  
World

# The 7 Areas of Learning



# 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 send in £2 in a named envelope 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.

Come along to our toileting workshop on 10 October at 9.15am.



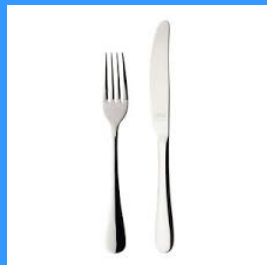
# Lunchtime at school

Please help your child to choose what they will be eating for lunch and put their name either on the board outside or on the Touchscreen inside the classroom.

Children collect their lunch on a tray 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.



**I would like the meat option for lunch please.**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How many meat options are there today?**



# Learning at home

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



Get involved in Tapestry.

# Learning at home

My 'Wow Moment' at home

\_\_\_\_\_

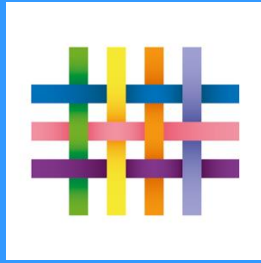
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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.



# Tapestry

- We will use your email details to send you the log in details. You will need to make your own password.
- If you are registered from your pre-school it should continue with previous log in.
- Please add your own observations and respond to our observations.
- We will send you an instruction sheet when we are ready to post observations.

## Jamie's train play

by Steve Edwards added Oct 30 2013 05:39 PM

1 assessment

Jamie Edwards

Print



### Notes

Jamie really enjoyed building a train track today, and especially liked the fact that it lived in its own tunnel.

He was the train driver, and his train was called Thomas, which was very funny because Thomas is also his brother's name!

### Characteristics of Learning

#### Playing and Exploring

Playing with what they know

— Representing their experiences in play

— Taking on a role in their play

Leave a reply



# Early Years Foundation Stage Profile

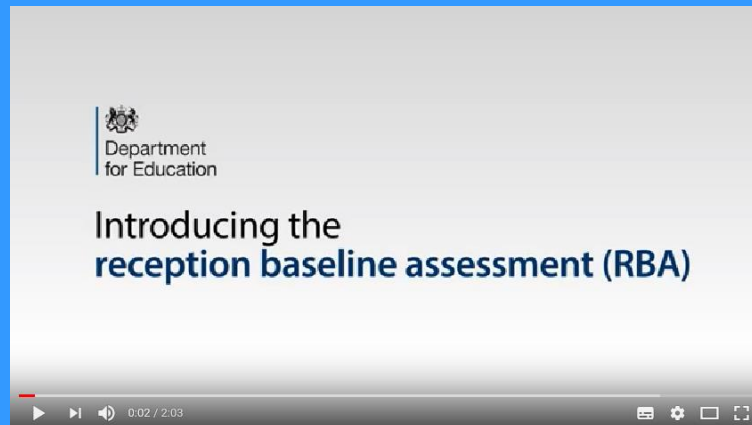
- The start of statutory assessment
- Assessment throughout the year through observations
- You receive an end of year report based on the profile which you can discuss with us if you wish



# Baseline Assessment

Over the first 6 weeks we will get to know your child and assess where they are, so we can make sure we plan the right learning activities. We do this through play so that we can see what children can do when they are engaged in an activity they have chosen. This is the best way to get a true picture of what a child can do.

This year we are taking part in the Government pilot for Baseline Assessment.



# Home / School Liaison

October -

You will be invited in to see your child in their classroom. They will give you a tour and show you what they enjoy.

March -

You will be able to sign up for a 10 minute evening meeting with your child's teacher.

July -

The Annual Report comes out. If you have any questions you will be able to request a meeting with your child's teacher.

If you need to arrange a meeting with your child's teacher at another time, please ask on the door.



# Learning to Read

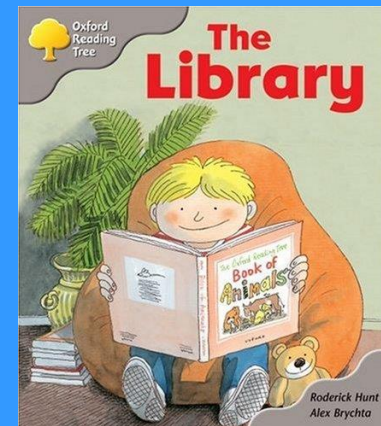
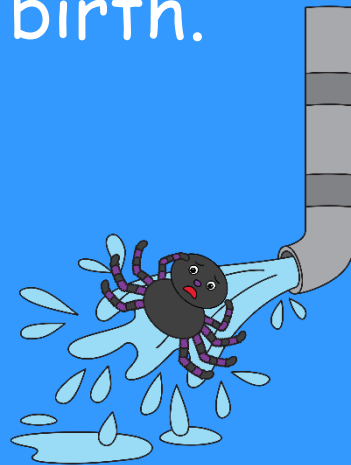


# The importance of talking

*"Reading and writing float on a sea of talk"*

James Britton

- The ability to develop language depends on being immersed in a rich environment of words, sounds, rhythm, verbal and non-verbal expression from birth.



# Reading

- Aiming 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!

# What makes a reader?

talking

sharing all sorts of books

books in the classroom

singing



phonics lessons

listening

labels around the school

computers and tablets

Reading scheme book  
Words to learn  
Sounds to practice  
Library books

nursery rhymes

children's own books

listening

talking

singing



comics

practising phonics

sharing all sorts of books

noticing things to read in the environment

computers, tablets and  
phones

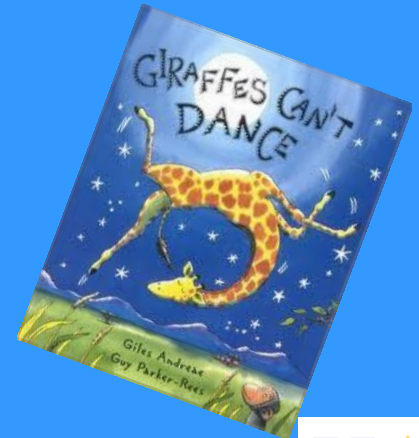




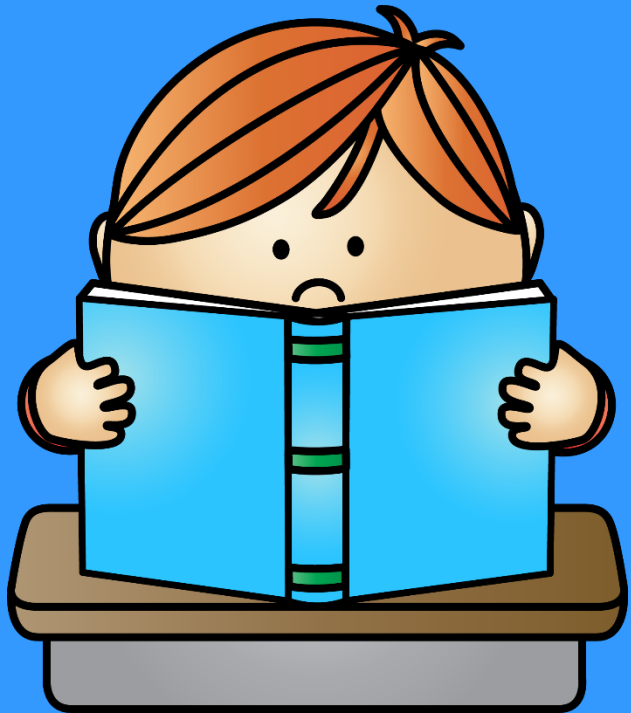
# The importance of enjoying books

## Children

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

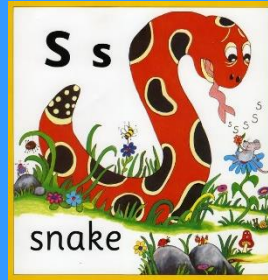


# To be a reader, children need to:



- Use picture clues,
- Use the context,
- Sound out (Phonics),
- Recognise word shapes,
- Visual recognition,
- Tell stories.
- Time with an adult to share books and get interested in words and sounds

# Phonics



There are Phonics Workshops throughout the year.

The first Phonics workshop will be Friday 11<sup>th</sup> October at 2.30pm. These take place in the classroom, you will be told how we teach phonics, see a demonstration lesson and find out how you can help at home. Before you go, you will be able to try out some games with your child.

# 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.
- It is very valuable to read a book more than once. You can do this at home if your child hasn't yet changed their book.
- If you have written in the Reading Record, your child will be able to change their book at school. Sometimes they may choose to bring home a book they have already read. Check the box outside your classroom for how to get a new book.
- Word sheets will be sent home, these will be discussed in the Phonics Workshop. These are SIGHT words.
- Please do not put water bottles in the book bag - if they leak, they can ruin our books!

# Hearing your child read



# 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!*

# Library Books

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



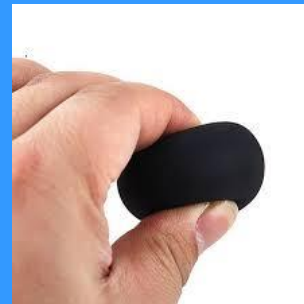
Your class has a 'library day' when children need to bring back their book to exchange for a new one.



# Squash Balls

Today a pack will come home with your child. Hook Squash Club have been busy collecting old squash balls for us. Your pack will have one of these balls and a leaflet with activities. Please have a go at these a few times a week. Short, frequent sessions are best.

We will let you know when these need to be collected back in.



# Parental Help at School

- We welcome help at school
- Parental help ensures the children have a wider range of experiences at school
- Help with reading, activities in the classroom and possibly cooking
- Please check with your class teacher to see if they would like your help then write your FULL NAME and EMAIL ADDRESS to give to Mrs Evans or Mrs. Lodder



# Just a few reminders...

- Label everything.
- Practise using a knife and fork.
- Offer to help.
- Talk with your child.
- Share books with your child.
- Encourage independence on the toilet
- Encourage independence with clothes, coats and shoes.