



Welcome to

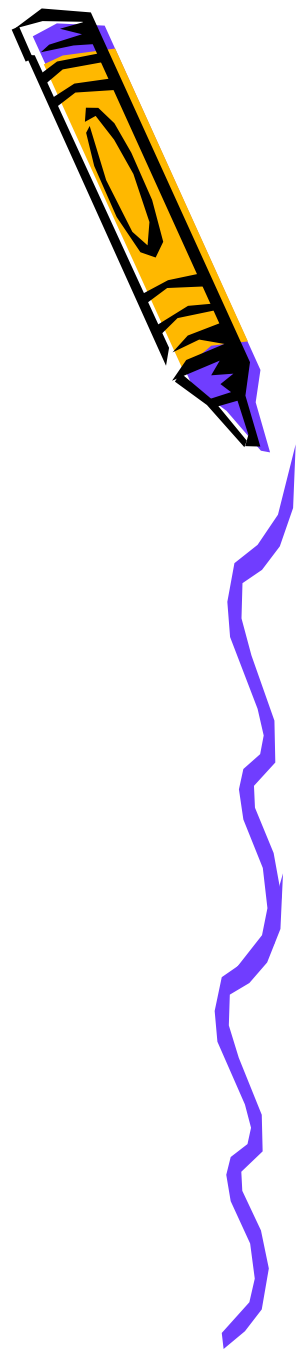
New Parents' Meeting
24th June 2017





Welcome to Reception!

Milborne St Andrew First School



School Life

- FoS
- Governors
- Parent Forum
- Parents Pack
- Admin
- Pupil Premium
- GTAT
- Drop Off - One Way System





Welcome to Reception!

Milborne St Andrew First School



Contact with the School

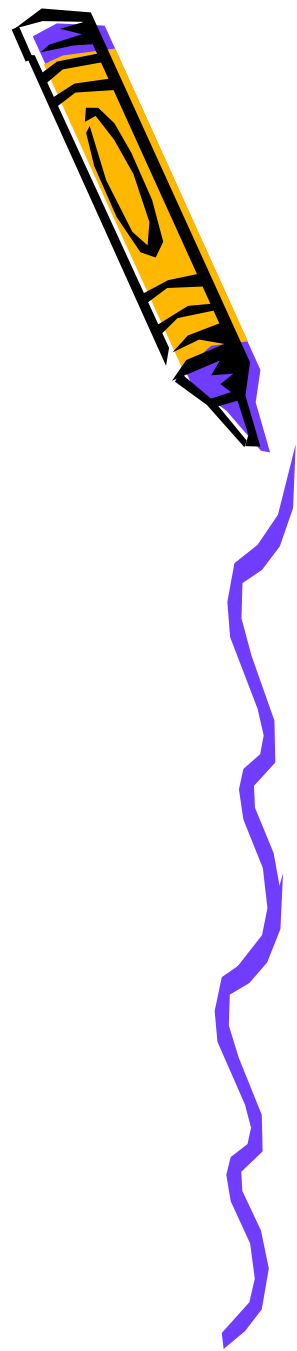
- Absent please contact the school before 9.15am
- Regular Drop ins sessions with Head /School Nurse
- Support Sessions for Pastoral Care with TD (ELSA)
- Eschools: Website and Messages
- Tapestry
- Parent Consultations





Welcome to Reception!

Milborne St Andrew First School



What will Happen...

- Staggered Start

Monday 11th and Tuesday 12th

Caterpillars

Wednesday 13th Butterflies only

Thursday 14th and Friday 15th All
children

- Class Meeting

- Workshops

Phonics/Reading, Maths



What is the Early Years Foundation Stage?

The Early Years Foundation Stage (E.Y.F.S.) is the stage of education for children from birth to the end of the Reception year.

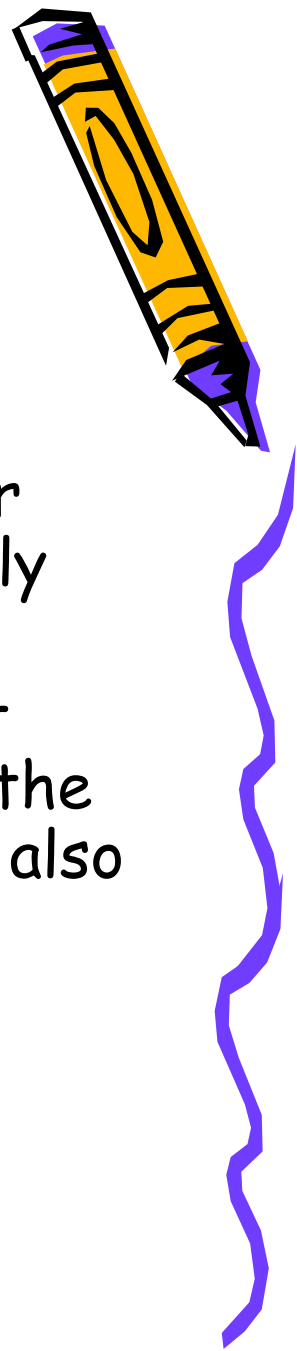
It is based on the recognition that children learn best through play and active learning.

This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.



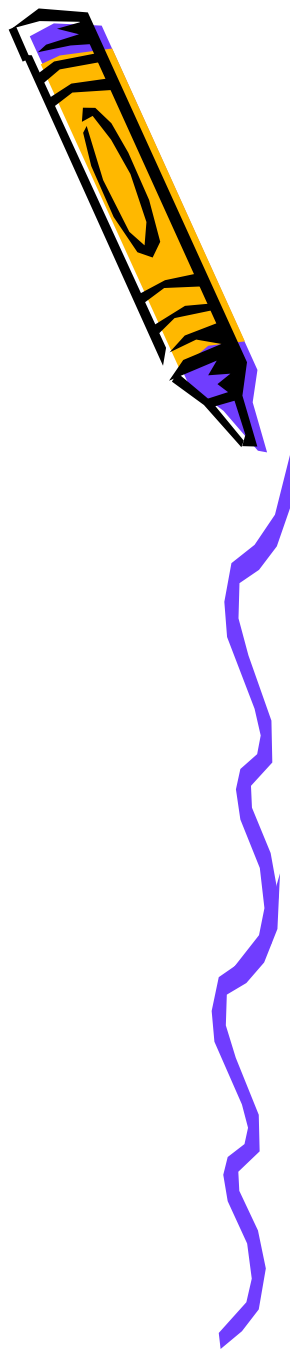
Framework

- The EYFS Framework exists to support all professionals working in the EYFS to help your child, and was developed with a number of early years experts and parents.
- In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater emphasis on your role in helping your child develop.



The E.Y.F.S. has 4 themes. These are:

- 1 A Unique Child
- 2 Positive Relationships
- 3 Enabling Environments
- 4 Learning and Development



Principles into Practice

The four Themes of the EYFS are:

A Unique Child

These four Themes express important Principles underpinning effective practice in the care, development and learning of young children.



Positive Relationships



Each Principle is supported by four Commitments which describe how the Principle can be put into practice.



Enabling Environments



Learning and Development



The four Principles of the EYFS are:

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

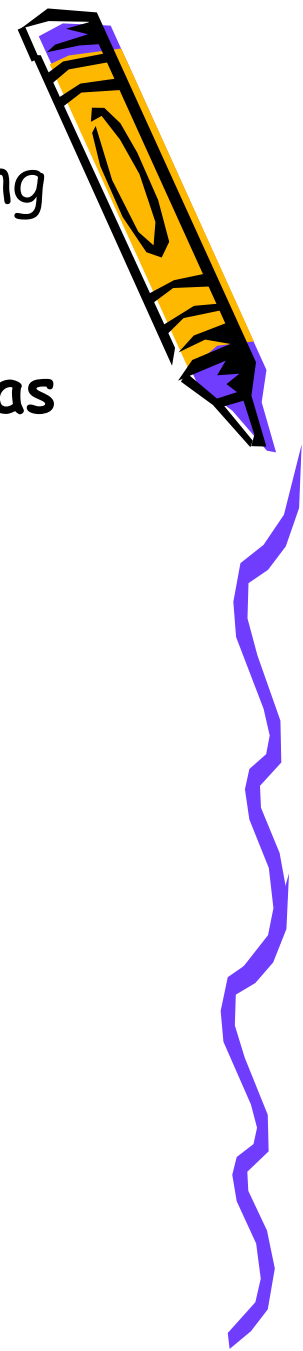
Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

The environment plays a key role in supporting and extending children's development and learning.

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.



Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**



Children should mostly develop the **3 prime areas** first. These are:

1. Communication and language
2. Physical development
3. Personal, social and emotional development.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

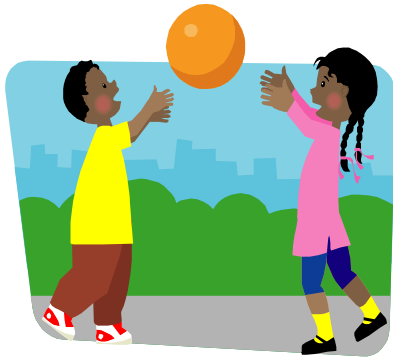
1. Literacy;
2. Mathematics;
3. Understanding the world; and
4. Expressive arts and design.



Personal, Social and Emotional Development



To be school ready children:



- Play with others, listening to their ideas, ask questions and explain their own thoughts;
- have awareness of their own feelings and feelings of others;
- take turns and share with others;
- be independent in using resources or ask for help;





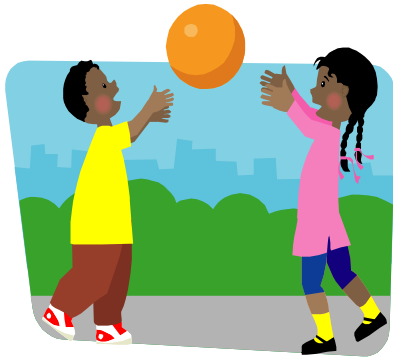




Personal, Social and Emotional Development



The children will be learning to:



- become self-confident;
- have awareness of their own feelings and feelings of others;
- take an interest in things;
- become independent;
- tell the difference between right and wrong.



Communication and Language



To be school ready children:



- talk confidently and clearly using tenses e.g. *play, playing, will play, played;*
- listen to others
- enjoy listening to stories, songs and poems, joining in;
- follow instructions;
- answer questions using *and, because*

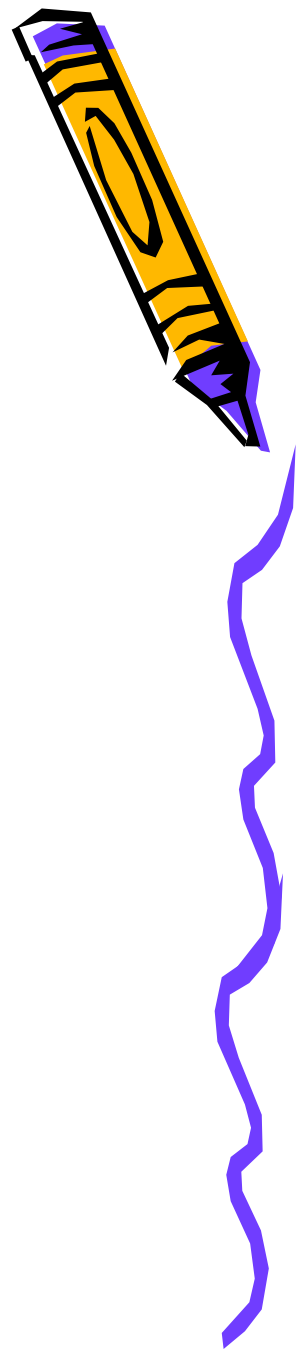








Communication and Language



The children will be learning to:

- talk confidently and clearly;
- show awareness of listener
- enjoy listening to stories, songs and poems, showing good attention;
- follow instructions;
- answer questions about stories

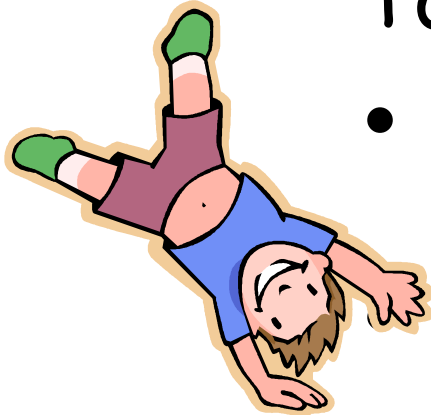


Physical Development



To be school ready children:

- move confidently, controlling their body to avoid obstacles;
Hold pencil between thumb and two fingers in dominant hand;
- handle equipment such as scissors.
- manage their own basic hygiene and personal needs including dressing, toileting and washing hands







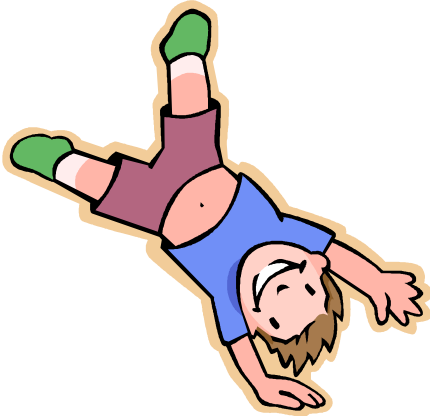




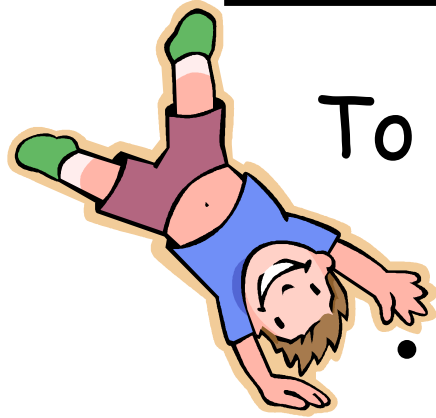
Physical Development

The children will be learning to:

- move confidently;
- control their body;
- handle equipment.
- manage their own basic hygiene and personal needs including dressing and undressing independently



Literacy Development

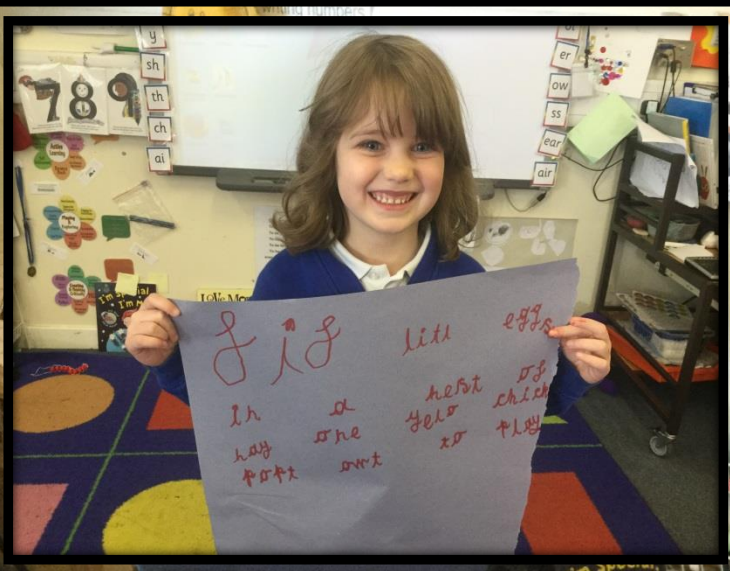


To be school ready children:

- Listen and join in when reading books and sing rhymes;
- Recognise their own name and words that are special to them, like "mummy" and their favourite shops or food;
- Make lines and marks with a pencil;
- Copy the letters of their name







8 is little
 in a nest of
 hay one yellow chick
 that is



y
 sh
 th
 ch
 ai

Our rights
 To learn ...
 To be safe ...
 To have friends ...
 To be listened to ...
 To have a nice environment ...
 To be trusted ...
 Our responsibilities
 to do our best
 to learn and play safely
 to look after each other
 to respect others views
 to look after
 to be honest



RIGHTS

Wonsan a tree
 not down
 ever sing
 and ever sing
 the end.

Reading Books



- Children will start off with a sharing book. Once they are able to blend and segment, they will be given a reading book. Along with their sound scrapbook, it must be brought to school every day.
 - You will be given a diary to record comments in, when you share/read a book with your child.
- Please take every opportunity to read a book with your child.





Literacy



The children will be learning to:

hear and say sounds, and link them to the alphabet;

read and write familiar words and sentences;

learn to use a pencil effectively.

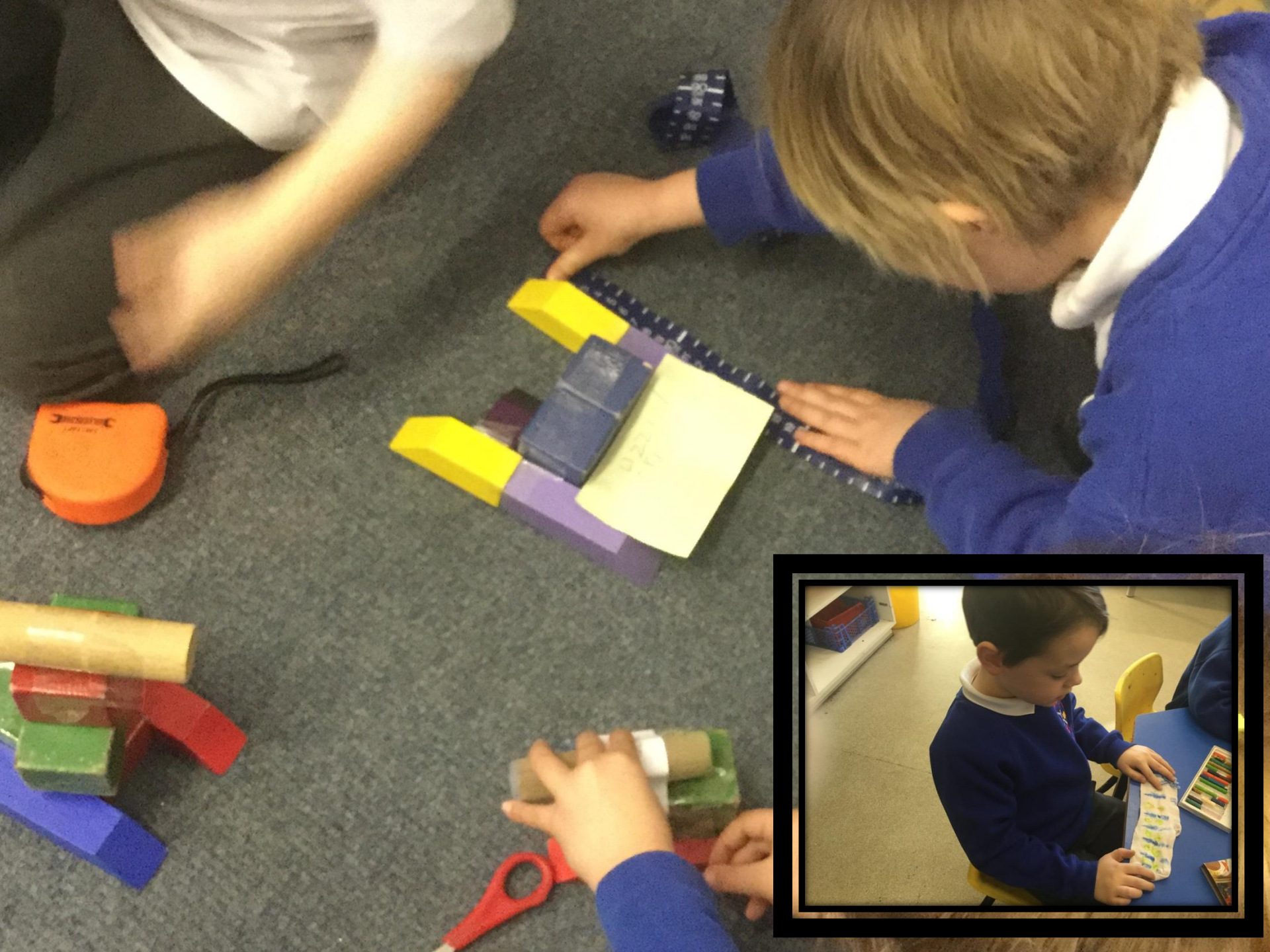


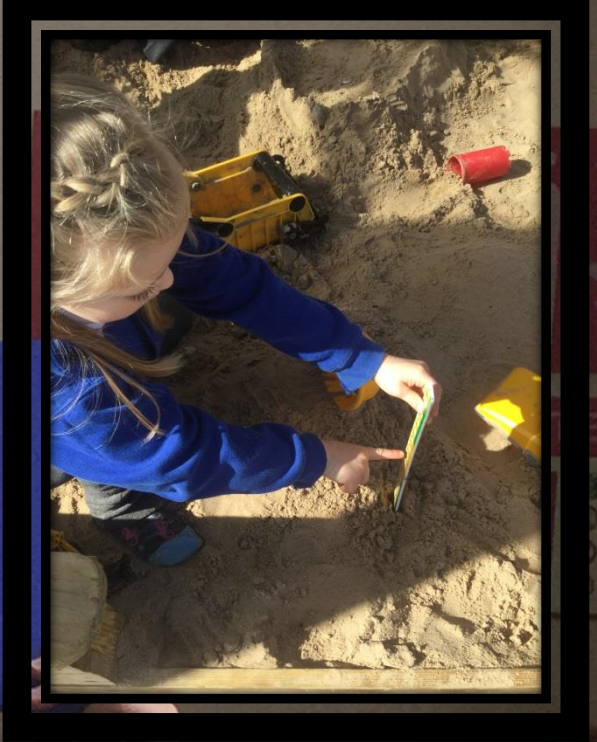
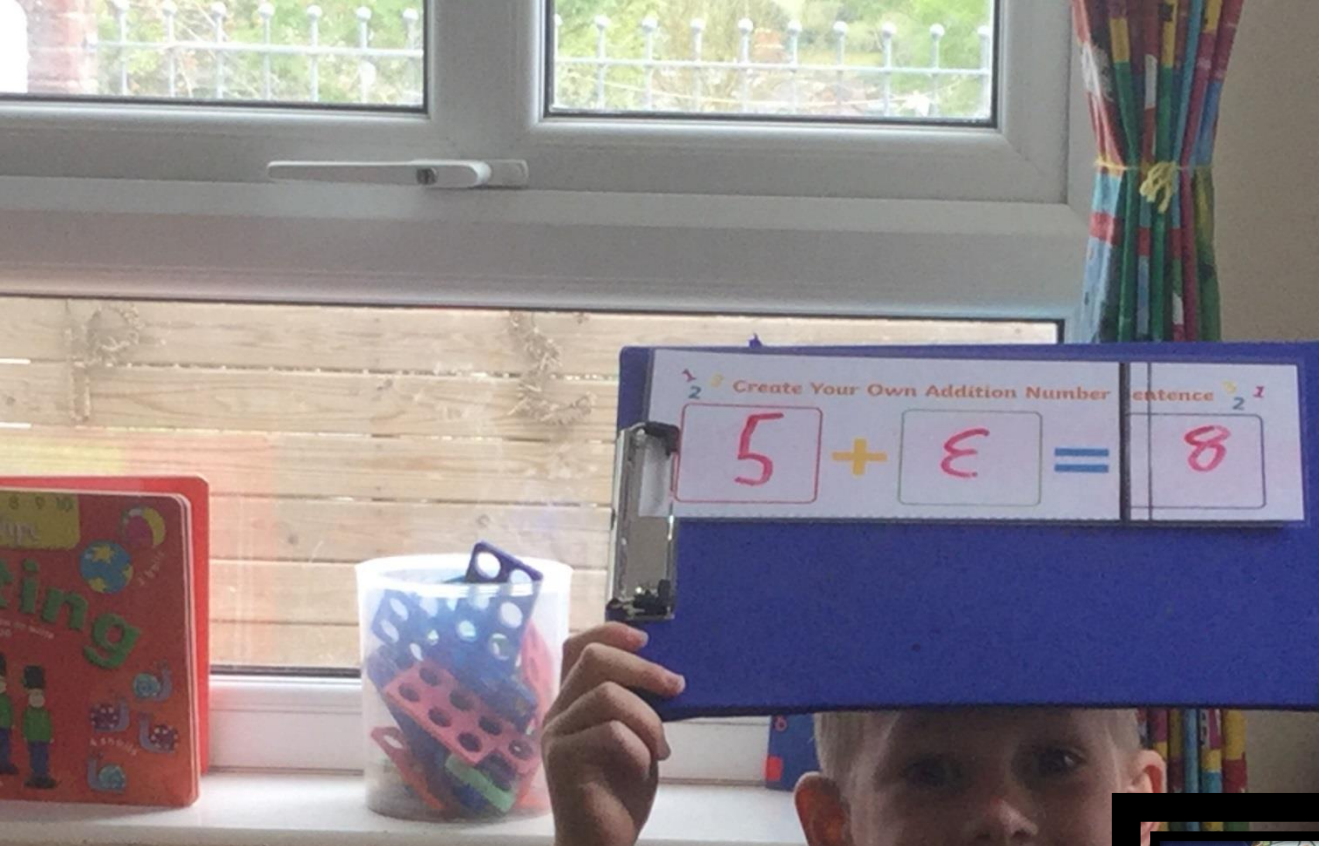
Mathematics Development

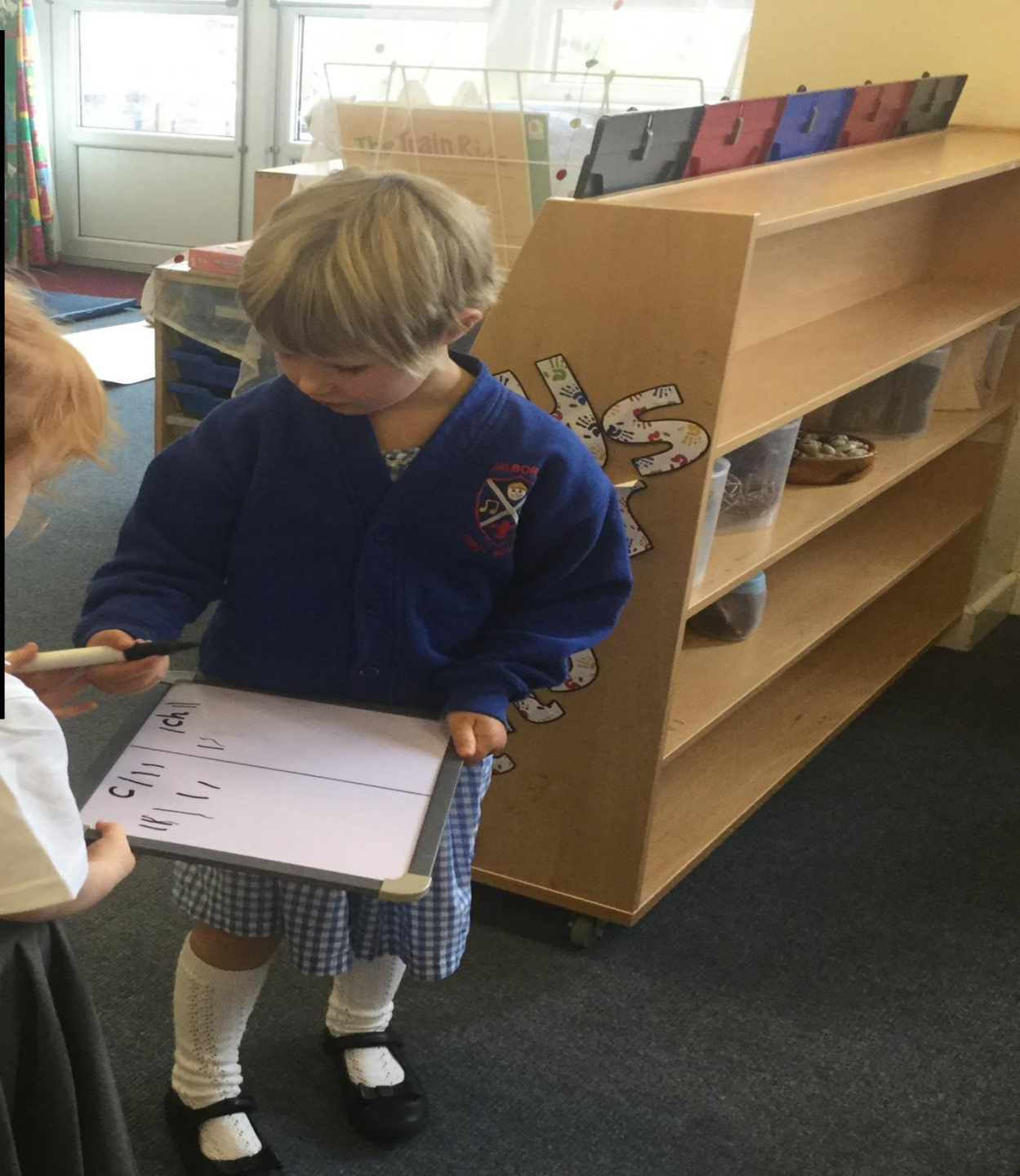
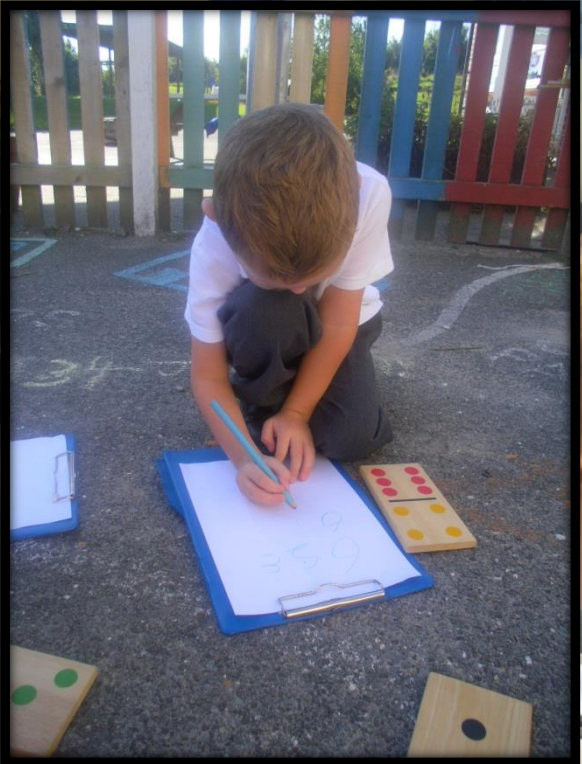
To be school ready children:

- Say numbers in order from 1 to 10;
- Know that numbers tell me how many things there are altogether;
- Match numeral to the right number of things;
- See shapes when we are outdoors like square windows and triangle and circle shapes in road signs. Use words to describe them like "round" and "straight"





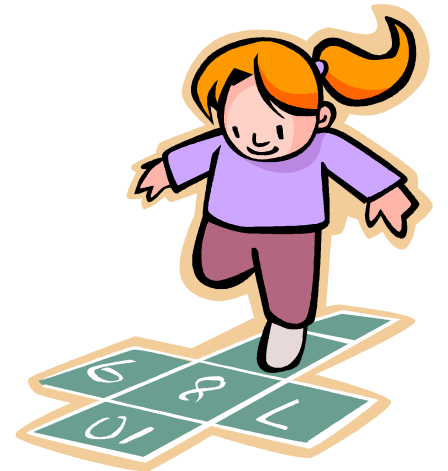




Mathematics

The children will be learning to:

- develop an understanding of maths through stories, songs, games and imaginative play;
- become comfortable with numbers and with ideas such as 'heavier than' or 'bigger';
- be aware of shapes and space.



Understanding the World



To be school ready children:

- Talk about plants and animals that interest them like the tall tree in the park;
- Talk about why things happen and how things work, like "where does all the bathwater go when it goes down the plughole;
- Operate simple equipment. They turn on DVD player and use remote controls;
- Talk about people and times that are special to them and their family and friends









Understanding the World



The children will:

- explore and find out about the world around them, asking questions about it;
- build with different materials, know about everyday technology and learn what it is used for;
- find out about past events in their lives and their families' lives;
- find out about different cultures and beliefs.



Expressive Arts and Design



To be school ready children:

Mix paints together to make new colours;

- Use building toys and empty cardboard boxes to make things;
- When playing with toys, they make up stories like superheroes rescuing people from a building;
- Use ordinary things and pretend they are something else, like a spoon is a fire hose.







Expressive Arts and Design



The children will explore:

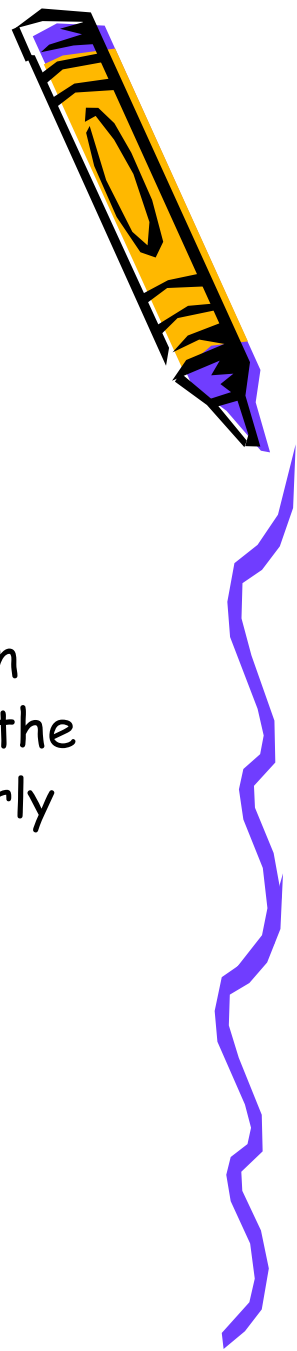
- colours and shapes;
- making things;
- role play;
- making music and singing songs



Monitoring Progress

Each of the 7 areas of learning has its own set of Early Learning Goals which determine what most children are expected to achieve by the end of Reception Class.

We use Development Matters to identify the developing knowledge, skills, understanding and attitudes that children will need if they are to achieve the early learning goals by the end of the EYFS. These statements will be updated regularly throughout the year to show your child's development and areas where they need further support.



"Adults who help children to play are adults who help children to learn."





How you can find out how your child is getting on?



It is important that parents and the staff caring for your child work together. We want you to feel comfortable about exchanging information and discussing things that will benefit your child. These conversations will be with Miss Wittman, who:

- Is your main point of contact within the setting
- Helps your child to become settled, happy and safe
- Is responsible for your child's care, development and learning

Takes a careful note of your child's progress, sharing this with you and giving you ideas as to how to help your child at home



The first few weeks

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

*We would value any contributions
you would like to make in helping us
get to know your child's needs.*



You will be invited to discuss
your child's progress & adjustment
to school within the first term at parents evening.

