



New Starters Parent Event

Mr Mark Dent – Executive Headteacher
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“Growing good people – doing great things.”



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Welcome

- 🌱 Introductions
- 🌱 Where are we at, today?
- 🌱 General Reminders
- 🌱 Q&A
- 🌱 What will they learn?



“Growing good people – doing great things.”

- 🌱 Reception to Year 3 classes – with Year 4 in September!
- 🌱 Pre-Opening OFSTED – no areas to address. Several successful DfE reviews since opening. Fully inspected by OFSTED any time now
- 🌱 We are a school of choice!



Today...

We need you...



Please send your child questionnaires back to school by Friday 30th June 2023.

Please return your 1:1 meeting preferences at the same time.



Transition...

🌸 Monday 19th June

- 🌸 Stay and Play Drop In – any time from 1pm to 3pm

🌸 Tuesday 11th July

- 🌸 Group A (9am to 12pm)
- 🌸 PM – individual parents meetings (till 5pm)

🌸 Wednesday 12th July

- 🌸 Group B (9am to 12pm)
- 🌸 PM – individual parents meetings (till 4pm)

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September...

**Wednesday 6th –
Friday 8th September**

The First Week

The children will be split in to two groups, with half joining us on the mornings (Group A) and half on the afternoons (Group B). Parents will leave their children with us on this day.

Morning (Group A): Children will arrive for 9am and be picked up at 12.30 (includes lunch).

Afternoon (Group B) Children arrive at 1pm and be picked up at 3.15pm.

**Monday 11th –
Friday 15th
September**

The Second Week

The children will swap group times, so that Group B have the opportunity to practise lunchtimes!

Morning (Group B): Children will arrive for 9am and be picked up at 12.30 (includes lunch).

Afternoon (Group A) Children arrive at 1pm and be picked up at 3.15pm.

**Monday 18th
September**

Full Days Begin!



From this day, all children will be in school full time.

We know that
this is
sometimes
hard for
families...







General Reminders / Info

Uniform

-  Parent Section of Website – order now! Two kinds of jumper!
-  Matching Tights / Socks
-  Black shoes – not logo trainers
-  No crazy hairstyles / nail varnish
-  PE Kit – simple and cheap... white t-shirt / trainers / black joggers – **come wearing on PE days**
-  Spare pants – nicer to have own!
-  School book bag – not rucksacks




Water Bottles

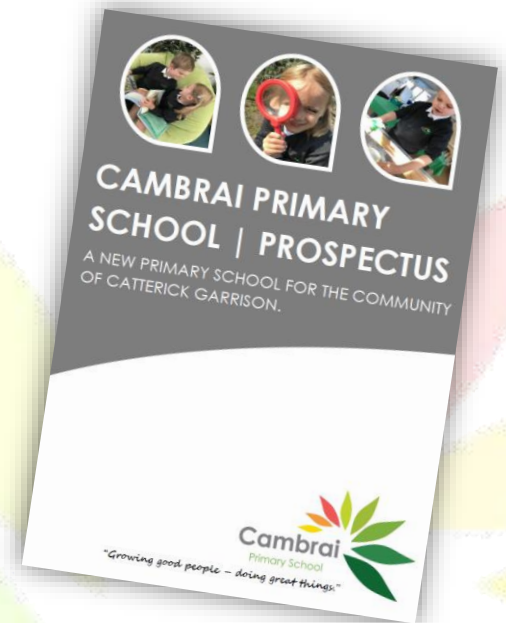
-  Please bring one from home
-  Doesn't have to be the school one!
-  Label it, please!
-  Return each day







General Reminders / Info

Day Times

-  In brochure
-  Arrive **before** 9am registration – filter in from 8.45am
-  Pick up at 3.15pm – wait outside – MUGA area







Absence

-  Please phone us by 9am
-  Do not rely on facebook / email
-  We **MUST** know where your child is by 9.15am (the law)
-  If we cannot get in touch, we will likely do a 'home visit'






General Reminders / Info

Lunchtime

-  One hot choice or sandwich & cold counter
-  Menus shared – chosen in advance
-  Cultural / vegetarian / medical needs met
-  Free until year end of 'infants'








Trust Bear

-  Comes home
-  Turn taking
-  Speaking and listening skills
-  Please fill out his diary
-  It is not a competition!

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General Reminders / Info

Home School Diary

-  One of our 'links'
-  Open door
-  Two way communication – check each night
-  Come and see their work at any time
-  Facebook photos

Wellies

-  We are a welly school - to make the most of the beautiful grounds! Children always wear wellies for playtimes.





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General Reminders / Info



Free Fruit and Milk

-  Free fruit until end of infants – for all
-  Free milk until age 5.. You can pay after that (DFE rule, not ours!)

Trips

-  We like to go on regular trips throughout the school experience... Donations needed
-  Georgian Theatre at Christmas








Homework

-  Practise phonics, read, Read, READ (Phonics meeting)
-  Year 1 onwards – additional spelling / maths facts /written homework

General Reminders / Info



Reading

-  Is key to the future academic success of your child – and is a key focus on early education
-  PLEASE read stories to your child as often as possible
-  We will send books they cannot read home, for you to read with them
-  Nursery rhyme of the week... Learn by heart!
-  Phonic books and folders will gradually be sent home (meeting in autumn term)
-  It is not a race, or an issue... everyone learns to read at some point with good teaching
-  Please let us teach them to read and write...



What is the EYFS?

Early Years Foundation Stage

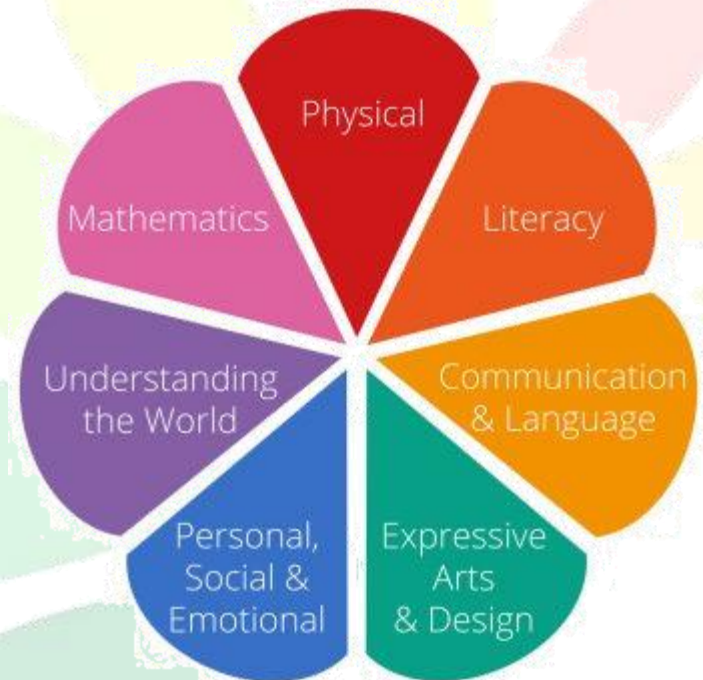
7 areas of learning and development

3 prime areas – crucial for children’s capacity to learn, form relationships and thrive

1. Communication & Language
2. Personal, social and Emotional Development
3. Physical Development

4 specific areas – in which the prime areas are strengthened and applied

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design



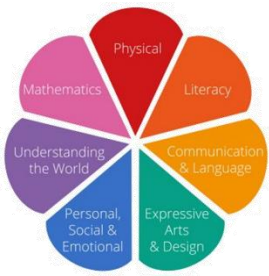
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Teaching & Learning in Early Years

- ✿ **Play based approach** to learning – a mixture of child initiated, teacher led, follow up activity (consolidation)
- ✿ Emphasis on children as **individual learners**, all with specific interests and needs
- ✿ All areas of learning are reflected **inside and outdoors** through core provision - sand, water, malleable, DT, creative, books, mark making, role play, construction, listening area, small world, investigation...
- ✿ **Directed teaching time** – mathematics, phonics, reading, writing

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PSED

Personal, Social and Emotional Development

- ✿ Making friends
- ✿ Learning rules
- ✿ Learning daily routines
- ✿ Learning about other cultures and respect
- ✿ Making relationships with adults



PSED - How can **you** help?

- ✿ You can help by encouraging your child to use the toilet independently, wash their hands ...
- ✿ Put on and fasten their own coats. Have a good go at dressing and undressing themselves!
- ✿ Playing games which encourage sharing and turn taking will help your child to build their social skills.
- ✿ Encourage the correct use of knife and fork, family meal times...
- ✿ Praise good manners – please, thank you, waiting their turn ...



Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

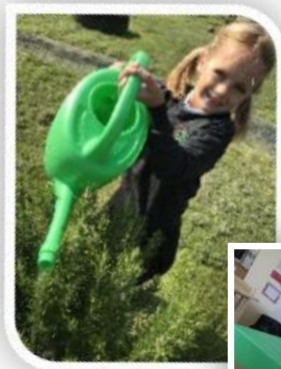
ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.



Physical Development



- ✿ Gross and fine motor skills
- ✿ Malleable area
- ✿ Mark making area
- ✿ Shoes and coats
- ✿ PE – getting changed
- ✿ Dance
- ✿ Outdoor area
- ✿ Pencil control

Physical Development – How can *you* help?

- ✿ Give children time to run, jump, climb and play outdoors
- ✿ Encourage children in activities such as building, drawing, threading beads, or filling and emptying containers in the water – all of which develop manipulative skills.



Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.



C&L

Communication+ Language

- ✿ Speaking
- ✿ Listening
- ✿ Phonics –phase 1
- ✿ Reading stories
- ✿ Role play



C&L – How **you** can help?

- ✿ Speaking and listening – eye contact, talking in full sentences and encouraging them to do so.
- ✿ Introducing new vocabulary.
- ✿ Taking time to listen to them, talking about things they've done and answering their questions.
- ✿ Reading books and talking about the book.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

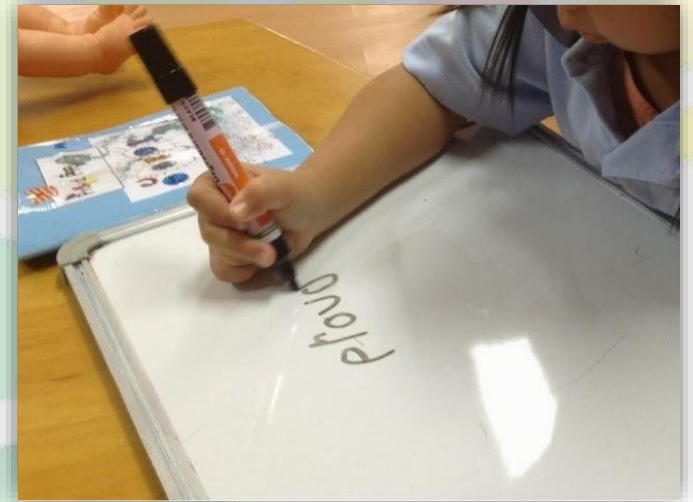
Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

Reading and writing

- ✿ Phonics * Parents meeting Autumn Term
- ✿ Reading
- ✿ Recognising and writing name
- ✿ Writing – simple sentences



Literacy – How **you** can help?

- ✿ Reading books (stories, information books, newspapers, magazines, comics, recipes etc), encouraging your child to join in and talk about books. We will send some home each week.
- ✿ Read signs, leaflets... when out and about.
- ✿ Singing songs and nursery rhymes.
- ✿ Modelling correct letter formation and pencil grip.
- ✿ Practising daily sounds at home (phonic folder) **more information given at phonic meeting**
- ✿ Practising reading school book every night at home – talk about the book

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

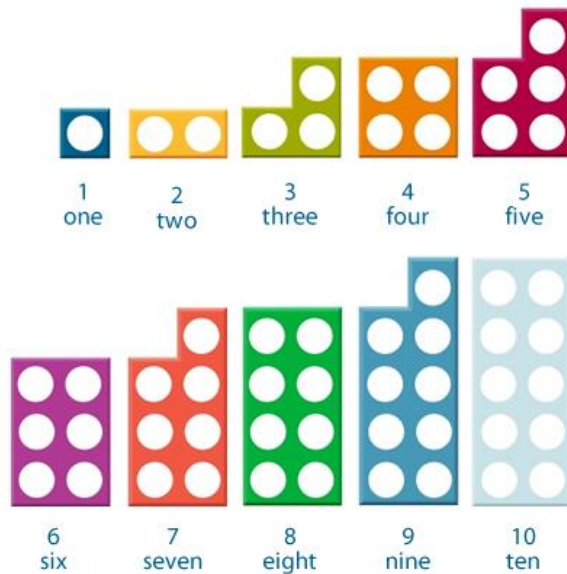
Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



Mathematics

Numbers, shape and space



- ✿ Counting
- ✿ Recognising numbers and what they mean (1:1 correspondence)
- ✿ Calculation
- ✿ Shape
- ✿ Pattern
- ✿ Problem solving
- ✿ Measuring

Mathematics – How can **you** help?

- ✿ Talk about the shapes you can see in the environment
- ✿ Comparing things which are heavy and light or long and short
- ✿ Pointing out numbers all around
- ✿ Singing counting songs and rhymes
- ✿ Counting, adding and subtracting anything and everything - socks, cars, shopping, cutlery, fingers and toes!

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



Expressive Arts and Design

- 🌱 Role play
- 🌱 Art
- 🌱 Painting
- 🌱 Drawing
- 🌱 Dance
- 🌱 Music
- 🌱 Singing
- 🌱 Story
- 🌱 Imagination



Expressive Arts and Design– *How can you help?*

- ✿ Talk with your child about their imaginative play and join in!
- ✿ Encourage them to be flexible in their thinking and use of materials and praising them for their efforts or ideas as well as the end product
- ✿ Let them make a mess at home – but tidy it up!

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

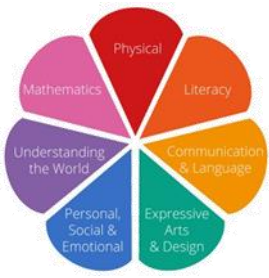
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



Understanding the World

- ✿ Exploring
- ✿ Investigating
- ✿ Learning about other cultures, places, things that happened in the past and living things
- ✿ ICT
- ✿ Constructing
- ✿ Educational visits
- ✿ Outdoor area



Understanding the World – How can you help?

- ✿ Talk with your child about the places they go and things they see in the world around them
- ✿ Answering and asking questions - what if...? Why do you think...? How did you...?
- ✿ Letting children join in with everyday activities - washing up, cooking, shopping, helping in the garden...
- ✿ If possible let them have access to ICT, tablets, mobile phones, computers etc

ELG: People, Culture and Communities

Children at the expected level of development will:

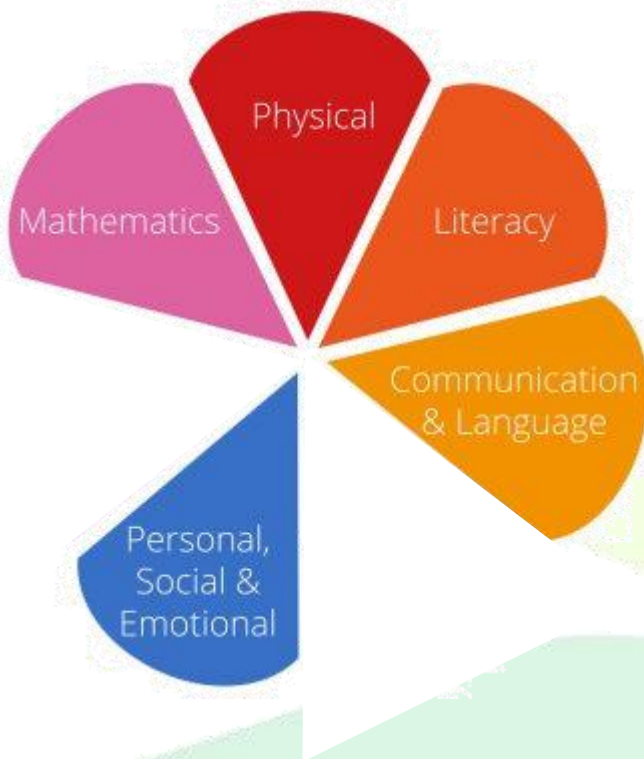
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Good Level of Development - 'GLD'



The Foundation Stage Profile is made up of 17 Early Learning Goals across all 7 areas of learning.










It is hoped that all children will achieve the GLD at the end of the EYFS.

In order to do this, they must achieve the ELGs in all of the prime areas, literacy and numeracy **(12 ELG)**

“Growing good people – doing great things.”

Transition into Reception Class

It would be great if your child could do the following things before starting school:

-  Put on and take off their own coat, fasten it (Sort coat out if inside out (pull sleeves out))
-  Hang coat on peg
-  Put own socks on
-  Put own shoes on (Velcro or buckles are best)
-  Be aware of running nose and wipe it
-  Use the toilet independently including wiping own bottom
-  Wash own hands
-  Sit at dinner table and eat with cutlery
-  Carry own school bag – ready to put it in the correct box at school

Lastly...

- 🌱 Reception Baseline We will send out the presentation with 'how can you help' ideas
- 🌱 Have you returned your 'questionnaire'?
- 🌱 Have you called to make a phone appointment
- 🌱 Remember your child's birth certificate?
- 🌱 We will provide the book bag!

Thank you!

"Growing good people – doing great things."