

Parent Information Meeting

September 2017

Meet the Staff



**Miss
Watson**
Class
Teacher



Mrs Foden
Teaching
Assistant

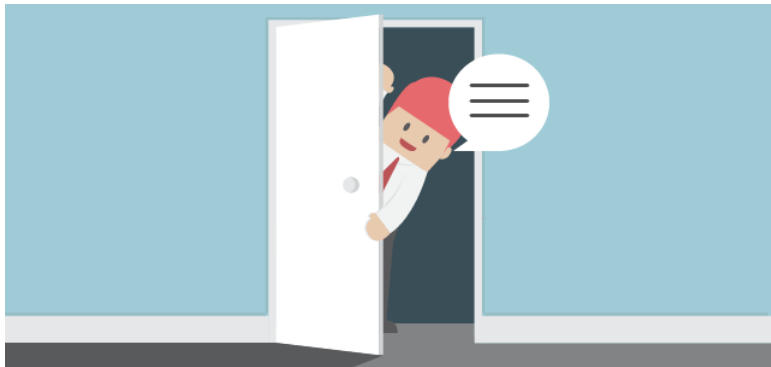


Mrs Ward
Higher
Level
Teaching
Assistant



Annette
Teaching
Assistant
and
Welfare
Assisstant

Open Door Policy



- * Class staff will meet the line in the playground.
- * Class staff will be available after school.
- * Please do speak to us if you have a problem, worry or complaint.
- * If you do not collect your child from school, home/school books are a good way to communicate with school. They will be checked twice a week.
- * We also have 3 Parents' Evening meetings over the year (the third is optional and is after reports have been given out).

Class Routines

- School starts at 8.55am (adult outside from 8.45am)
- Open snack from 9.45 – 11am.
- Lunch is from 12pm – 1.10pm (no nuts with packed lunches please).
- Open snack all afternoon.
- Hometime is at 3.20pm (children to be collected from outside the classroom).
- PE days this year are Fridays. No earrings please.



Reading Books

- * Reading books will be given out in a few weeks once all the children settle in.
- * Most children will have books without words at the beginning. Please talk to your child about the story and practise with them every day.
- * Books will be changed once a week (Tuesday or Thursday) but please send your child's book back every day.
- * Please sign the Reading Record Book to show that you have shared the book with your child. This will also allow us to know the book can be changed.
- * Children will also be able to choose their own library book. This will be changed once a week.
- * Guided reading books will not be sent home.



Phonics Books and Key Word Books

- * We will begin teaching Phonics shortly.
- * Reading and phonics activities are available on the website.
- * A Phonics course will be available in school for parents on Wednesday 30th September at 2.30pm (letter to follow).
- * Key Word Books will be sent home shortly.

The Early Years Foundation Stage

Early Education
The Early Education Foundation
www.earlyeducation.org.uk

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 should do all they can to help children take 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

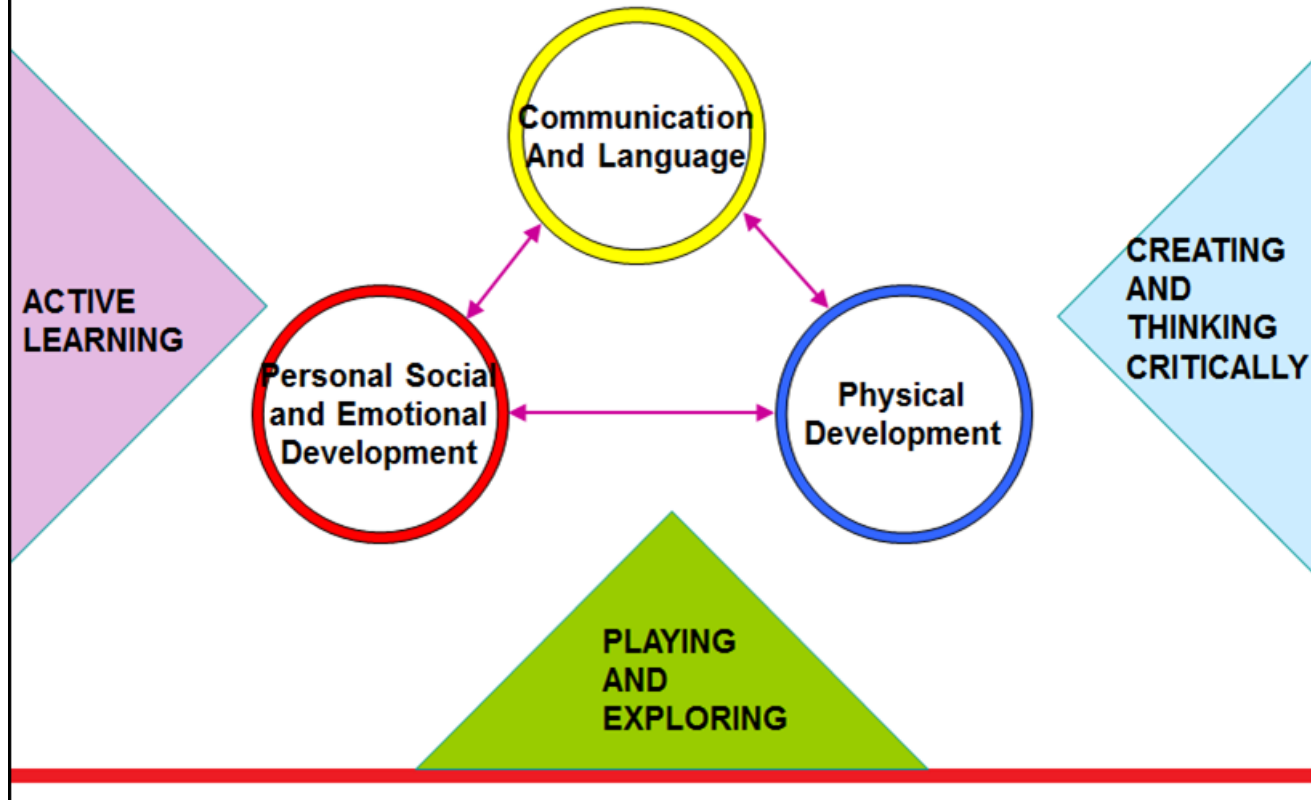
background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at www.foundationyears.org.uk. The EYFS statutory framework is available on the Foundation Years website as well as the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



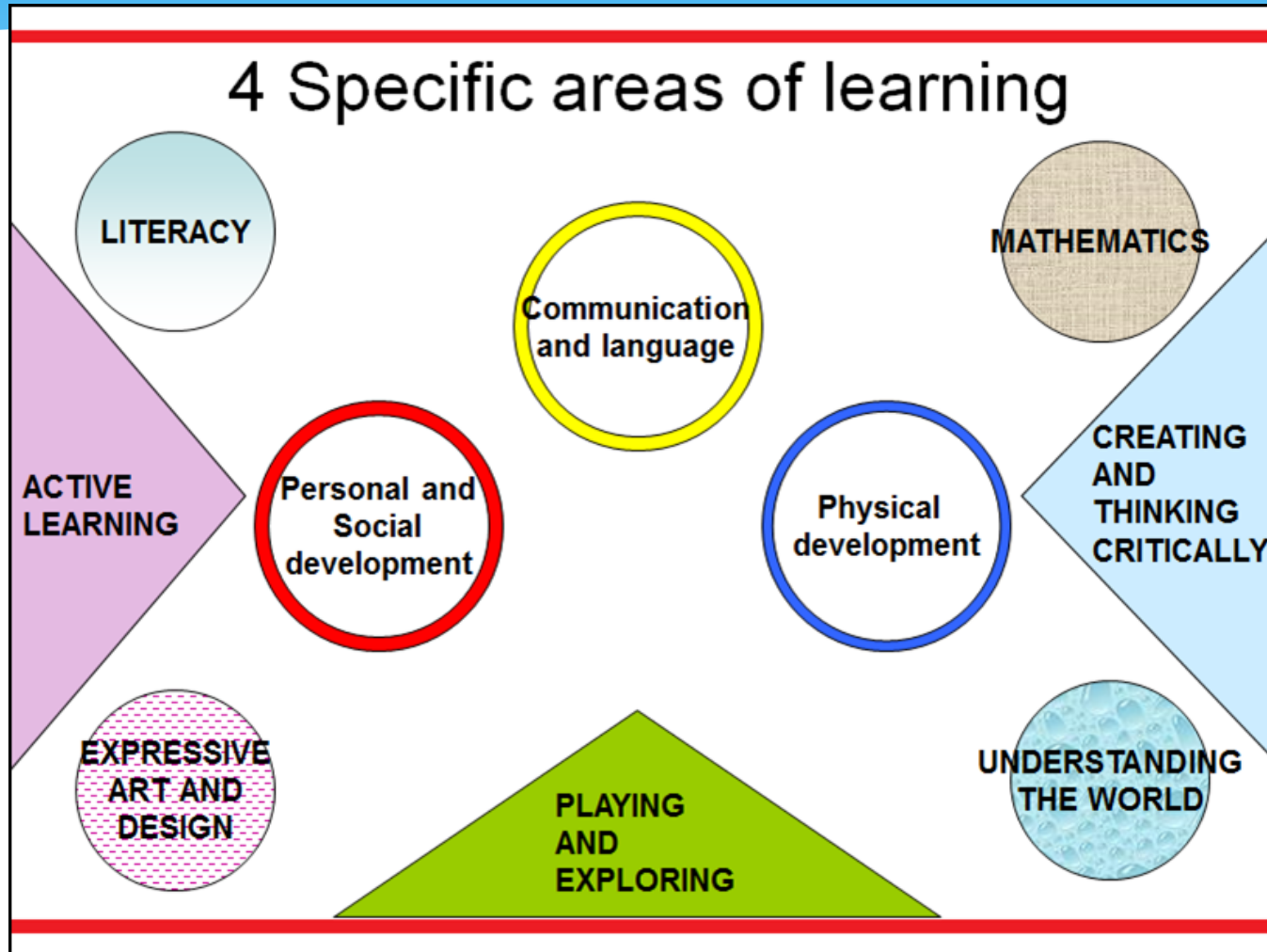
- * The EYFS sets standards for the learning, development and care of children from birth to 5 years old.
- * All schools and Ofsted-registered early years providers must follow the EYFS.

Prime Areas

3 Prime areas of learning



Specific Areas





The Aspects of the Areas of Learning & Development



Prime Areas

Area of Learning & Development	Aspect
Personal, Social & Emotional Development	Making Relationships
	Self-Confidence & Self-Awareness
	Managing Feelings & Behaviour
Communication & Language	Listening & Attention
	Understanding
	Speaking
Physical Development	Moving & Handling
	Health & Self-Care

Specific Areas

Area of Learning & Development	Aspect
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, Space & Measure
Understanding the World	People & Communities
	The World
	Technology
Expressive Arts & Design	Exploring & using Media & Materials
	Being Imaginative

The Characteristics of Learning

Playing & Exploring ~ Engagement

Finding out & exploring

Playing with what they know

Being willing to 'have a go'

Active Learning ~ Motivation

Being involved & concentrating

Keeping trying

Enjoying achieving what they set out to do

Creating & Thinking Critically ~ Thinking

Having their own ideas

Making links

Choosing ways to do things

Characteristics of Effective Learning

3 Characteristics of effective learning

**ACTIVE
LEARNING**

**PLAYING
AND
EXPLORING**

**CREATING AND
THINKING
CRITICALLY**

EARLY LEARNING GOALS SUMMARY

Area of Learning	Aspect	Attainment* Expected, Emerging or Entering.
Communication and Language	Listening and Attention	
	Understanding	
	Speaking	
Physical Development	Moving and Handling	
	Health and Self-Care	
Personal, Social and Emotional development	Self-Confidence and Self-Awareness	
	Managing Feelings and Behaviour	
	Making Relationships	
Literacy	Reading	
	Writing	
Mathematics	Numbers	
	Shapes, Space and Measures	
Understanding the World	People and Communities	
	The World	
	Technology	
Expressive Arts and Design	Exploring and Using Media and Materials	
	Being Imaginative	

The Three Es

- **Expected Development:**

This is the development expected by the end of the Early Years Foundation Stage (EYFS) and is described by the

17 Early Learning Goals (ELGS) above;

- **Exceeding Development:**

This describes attainment beyond that which is expected

by the end of EYFS;

- **Emerging Development:**

This describes attainment at a level which has not reached that expressed by the ELGs.

Cursive Handwriting

As a whole school, we have now adopted a cursive handwriting scheme in school from Reception. The aim is to develop confidence, accuracy, fluency and improved presentation.

Letter formation is also taught in line with the Letters and Sounds framework for Phonics.

Letter formation is taught through different techniques e.g. air writing and tracing over large letters and when children are ready, they will be taught to hold a pencil correctly, using a tripod grip.

Tripod Grip



Website

<http://www.lancasterlane-school.ik.org/reception.html>

Clothing

- * Please, please, please label ALL clothing. We have 30 sets of clothing in class and need to know which ones belong to your child!



Any questions?