

WELCOME TO YEAR R!



Aims:



- For you to learn more about the structure of your child's time in school
- Our approach to learning
- Ways that you can help your child
- Things to remember
- Time for questions

A typical day...



- We teach all subjects
- 10 to 15 min whole Class learning about 3-4 times a day
- Balance of adult supported and self-initiated activities (the environment supports this)
- Indoor and outdoor learning



Our approach to learning:



- Learning through lots of practical, play-based activities that reflect the current topic
- Learning is supported and extended through differentiation (task and/or outcome)
- Adults make observations and judgements based on the EYFS curriculum of their learning with photos or written comments on what the child has said or done. Adults use i-pads and i-pods to record this.
- Teaching and learning takes place both outdoors and indoors...

Learning outside...

... is as important as learning inside!





Lots of structured activities that support the children's development and follow their interests.



Outside...



- We go outside in all weathers! So please provide wellies and coats!



Whole class teaching...

- Learning is active and engaging
- Children have carpet spaces
- Frequent Brain Breaks



Adult supported group tasks



Children may be working with a teacher or TA.

Learning opportunities are usually planned around a theme or story and developed in cross-curricular ways...

'We're going on a bear hunt...'



Is he
here?

Physical development



He's
not in
here!

Maths.: positional language

A photograph of four children outdoors, engaged in observation. Three children are in the foreground, each using a pair of colorful binoculars. The child on the left wears a red jacket with white floral patterns. The child in the center wears a purple jacket. The child on the right wears a white and blue jacket. A fourth child is partially visible on the far right, also using binoculars. They are standing on a path next to a wooden fence and dense green foliage. A red speech bubble is overlaid on the left side of the image, and a red banner is at the bottom.

Still no
luck....

Science: Observation and exploration



He's not even in his cave!

Designing and making



Looking for
bears has made
me thirsty!

Imaginative play

Our learning can be messy...



...but great fun!



We have 1 session in the Computer suite every week,
and we will also be working on iPads in class



We have one PE session a week

We have 1 session in Saplings each week.



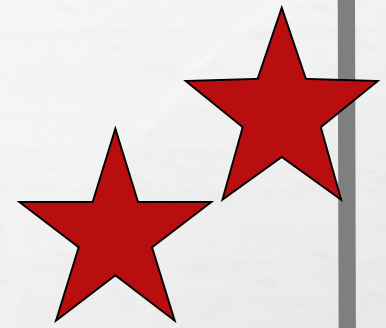
Topics:



- Autumn Term: Bears, Bears, Bears!
- Spring Term: I Need A Hero & Great Adventures
- Summer Term: Out of the Egg & Splish, Splash, Splosh!



Ways to help your child...



- Encourage independence e.g. dressing, going to and flushing the toilet, hand washing, shoes, looking after their own belongings etc. there are pull up trousers available for children.
- Label everything – jumpers will mostly come back if labelled!
- Topic information and ideas to support learning sent home half-termly on the website
- Phonics sheets are sent home every week with the sounds and words introduced that week.

Learning Powers!



We have animals who represent different characteristics of learning to introduce and celebrate the 'how' skills.

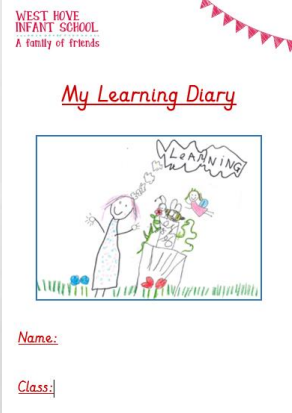
Learning Diaries

- The learning diaries are used to record your child's reading achievement. Each week you will see a sticker for their new book. Please tick each time you read it with your child.

Book: Tap, Tap

WB:

Reading at home – Please tick a box each time you read at home and add a comment below if you can.

☐ ☐ ☐ ☐ ☐

They are also used to give you information about what the children are learning about in maths and writing so you can support them at home.

If you want to support your child, then focus on the target out of the 3 that is most relevant for your child at that time.

My Writing Targets:

1. I can hold my pencil correctly ☐
2. I can draw lines and circles ☐
3. I can copy some letters from my name ☐

Other ways to support your child at home

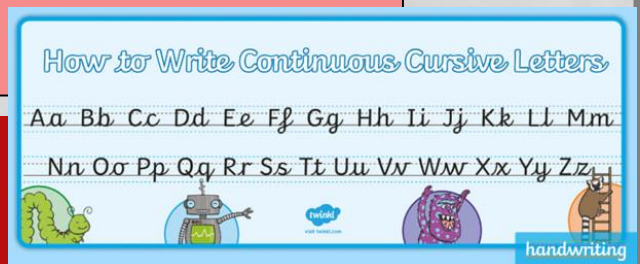
- We have a software called 'Portal Interactive Learning Diary'. This is where we record photos and videos of your child learning in class. You will get a sign on for this and a tutorial how to use it in November
- We also use 'Collins Big Cat elibrary' and will send you a logon for this in the coming weeks. This has books for you to read online with your child at their reading phase. It is also where you will find their reading book if it is an online version.

Other ways we communicate with you...

- We have software called Arbor. You can access this from any internet browser, or through an app on your device. You will have a unique logon once your child is at school. We send school-wide information via this, as well as direct messages from you Class teachers (a little like a text)
- We update the school website frequently-each half term we will have information on our new topics, as well as the parent 'workshops' that will be online this year
- There is a Class Whatsapp group. This is a useful way for families to connect and also used by FOWHIS for fundraising messages.

Cursive Handwriting

- We are introducing the leads in and leads out for each letter from the start
- This does not mean we are expecting children to be joining in Reception
- Cursive supports a dyslexia friendly Classroom
 - children see the words as units



Reminders...

- Our approach to Reading and Phonics meeting in the Autumn Term and Portal 'interactive learning diary' in October.
- 'Homework': phonics sounds, busy bees and teddy cards to support reading & spelling as well as daily reading.
- Wonderful World Of Me! Sizing and resources
- Open door policy...please come and speak to your class teacher if you are worried about anything.



More Reminders!

- Book bag everyday please
- Water everyday please
- Dress for outdoor play
- PE kit on PE day – see individual Class
- Christmas Show & End of year sing-along in the Summer term that parents & Carers are invited to



Thank you and time for
questions...

