

# **‘Meet the Teacher’**

**Mrs McNamee  
Class Chicks 2**

# Mornings/End of the day



- Please bring your child to the den door from the playground where a member of staff will greet them.
- Children will hang their belongings on their peg and put book bags into their drawers.
- Any sandwich boxes will be placed on the trolley outside the classroom.
- Children will wash hands on entering school and throughout the day.
- **For your child's safety, please inform a member of staff if your child is being collected by someone different.**

- **Children will have access to drinks of water throughout the day.**
- **Children are offered fruit everyday.**
- **Milk is offered to the children twice a week.**



# Reading



## Children will have:

- a set of words or letter sounds
- An alphabet game to help learn sounds
- a character sheet from our books so that children can learn the names to help when telling a story
- a book to share with you. This may be a wordless book for them to tell the story (lilac band) or it may contain simple sentences (pink/red band)

These books will be changed weekly by a member of staff. Please make a comment in your child's diary when they have read to you. We ask that you read everyday with your child for 10 minutes. Each time your child moves up a book band a leaflet will be put into their diary to give you things to work on at home.



# Writing

Children will have:

- a name card to keep at home to encourage the correct formation of the letters in their name. Please practise this with them.
- an alphabet mat to practise cursive writing. A coloured spot indicates where to start each letter.



# Our online reading programme.

- Your child will be able to access Bug Club, our online reading programme. You will be provided with log in details to access these eBooks.
- Please write in your child's diary when they have read an eBook.



**Bug Club**

# Our online Maths programme.

- Your child will be able to access mathletics, our online maths homework. You will be provided with log in details to access these activities.



# Purple Mash

- Your child will be able to access Purple Mash, a creative online space. Purple Mash hosts an exciting mash-up of curriculum focused activities, creative tools, programs and games to support and inspire creative learning every day. Your child will be able to email their class teacher and class friends. You will be provided with log in details to access these activities and further information.



[www.2simple.com](http://www.2simple.com)





# Physical Development (PE)



Please bring your child's PE kit in on a Monday morning. The children will then bring it home to wash on a Friday afternoon.

PE kits will be kept on your child's peg.

Please encourage children to dress themselves for school each day to develop their independence.

**\*Please ensure all clothing is named\***

# What is the Early Years Foundation Stage? (EYFS)

- This is how the Government and early years professionals describe the time in your child's life between **birth and age 5**.
- 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.



# The EYFS sets out:



- The 7 areas of **learning and development** which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge
- Assessments that will tell you about **your child's progress** through the EYFS
- Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the "**Early Learning Goals (ELGs)**"

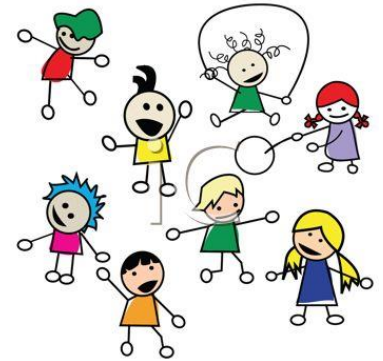
# How your child will be learning:

- Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through the **7 areas of learning and development**.
- Children should mostly develop the **3 prime areas** first. These are:
  - **Communication and language;**
  - **Physical development;**
  - **Personal, social and emotional development.**
- These prime areas are those most essential for your child's health, development and future learning.



# How your child will be learning:

- As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:
- **Literacy;**
- **Mathematics;**
- **Understanding the world; and**
- **Expressive arts and design.**



# Planning for your child's needs

- The 7 areas of learning are used to plan your child's learning and activities.
- Teachers will make sure that the activities are suited to your child's unique needs.
- This is similar to the curriculum in Key stage 1 and 2, however, suitable for young children.
- It is designed to be really flexible so that staff can follow your child's unique needs and interests.



# Assessment in the EYFS at Wrockwardine Wood Infant School and Nursery

- In Reception we carry out a baseline assessment. This assesses children's literacy and mathematical skills at the start of the year.
- The information from these assessments are then used to inform teachers planning and will be shared with you at the parents evening this term.

# Your child's profile:

## Early Years Foundation Stage Profile



Name \_\_\_\_\_

D.O.B \_\_\_\_\_

I started in the Foundation Stage on \_\_\_\_\_



# The ages and stages over lap because every child is different and do not grow and develop at the same rate.

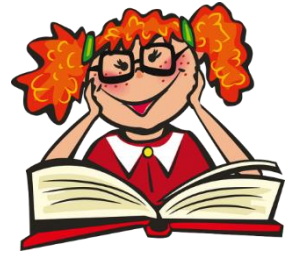
Specific area : Mathematics							
Strand	16-26 months	22-36 months	30-50 months	40-60 months	ELG	EXCEEDING	Children exceed the Early Learning Goal-assess children's learning and development using the Key Stage 1 mathematics grid.. Step 16-18 planning and assess ment from the national curriculum.
	<p>Begin to organise and categorise objects, e.g. putting all the teddy bears together/teddies and cars in separate piles.</p> <p>Says some counting words randomly.</p> <p>Knows that things exist even when they are out of sight</p>	<p>Use some number language such as 'more' and 'a lot'.</p> <p>Recite some number names in sequence.</p> <p>Knows that a group of things changes quantity when something is added/taken away.</p> <p>Create and experiment with symbols and marks representing ideas of number.</p> <p>Selects a small number of objects from a group when asked, e.g. give me 1, give me 2.</p> <p>Begins to make comparisons between quantities.</p>	<p>Uses some number names and number language spontaneously.</p> <p>Shows an interest in numerals in the environment.</p> <p>Shows an interest in representing numbers.</p> <p>Realises not only objects, but anything can be counted.</p> <p>Uses some number names accurately in play</p> <p>Shows curiosity about numbers asking questions</p> <p>Compares to groups saying when they are the same</p> <p>Sometimes matches numerals and quantity correctly.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Separates a group of 3 or 4 objects in different ways, beginning to recognise that the total stays the same.</p> <p>Recites numbers in order to 10.</p>	<p>Recognises some numerals of personal significance.</p> <p>Counts up to 3 objects by saying one number name for each item.</p> <p>Selects correct numeral to represent 1-5, then 1-10.</p> <p>Counts out up to six objects from a larger group</p> <p>Says the number that is 1 more than a given number</p> <p>Finds 1 more or 1 less from a group of 5 objects</p> <p>Counts actions and objects which cannot be moved.</p> <p>Beginning to use the vocabulary of adding and subtracting</p> <p>Counts objects to 10 and beginning to count beyond 10.</p> <p>Counts an irregular arrangement of up to 10 objects</p> <p>Uses language of 'more' or 'fewer' to compare 2 sets of objects.</p> <p>Finds the total number of items in 2 groups by counting all of them.</p> <p>Begins to identify own maths problems based on own interests and fascinations.</p> <p>Records using marks they can interpret and explain</p>	<p>Can count reliably with numbers from 1-20.</p> <p>Can place numbers 1-20 in order.</p> <p>Can say which number is 1 more/less than a given number from 1-20.</p> <p>Is using quantities and objects, they add and subtract two single digit numbers, and count on/back to find the answer</p> <p>Can solve problems, including doubling, halving and sharing.</p>	<p>Can estimate a number of objects and check quantities by counting up to 20.</p> <p>Solve practical problems that involve combining groups of 2,5,10 or sharing into equal groups.</p>	
	<p>Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.</p> <p>Uses blocks to create their own simple structures and arrangements.</p> <p>Enjoys filling and emptying containers.</p> <p>Associates a sequence of actions with daily routines.</p>	<p>Notifies simple shapes and patterns in pictures.</p> <p>Beginning to categorise objects according to properties such as shape/size.</p> <p>Begins to use language of size.</p> <p>Understands some talk about immediate past/future, e.g. 'before', 'later' or 'soon'.</p> <p>Anticipate specific time-based events such as meal times or home time.</p>	<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Uses shapes appropriately for tasks.</p> <p>Shows an interest in shapes in the environment.</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes and arrangements.</p> <p>Shows an awareness of similarities of shapes in the environment.</p> <p>Begins to talk about the shapes of everyday objects, e.g. round/tall.</p> <p>Uses positional language.</p>	<p>Beginning to use mathematical names for solid 3D shapes and flat 2D shapes.</p> <p>Beginning to use mathematical language to describe shapes.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Can describe their relative position, e.g. 'behind', or 'next to'.</p> <p>Selects particular named shape.</p> <p>Orders 2 items by weight/capacity.</p> <p>Orders 2 or 3 items by length or height.</p> <p>Measures short periods of time in simple ways.</p> <p>Orders and sequences familiar events.</p>	<p>Uses everyday language to talk about size, weight, capacity, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Can recognise, create and describe patterns.</p> <p>Explore characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>	<p>Can estimate, measure, weigh and compare and order objects.</p> <p>Can talk about properties, position and time.</p>	

# The Early Learning Goals

- The Early Learning Goals are the expected level at the end of reception.
- The children's final assessments are reported to the Local authority and the Department for Education.



# The Early Learning Goals

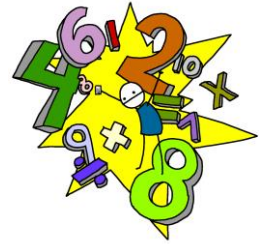


- For example, for the expected level in **reading** children should be secure in :
- Reading and understanding simple sentences.  
(at least yellow label books)



- Using phonic knowledge to decode regular words and read them aloud accurately.
- Reads some common irregular words. (tricky words)
- Demonstrating an understanding when talking with others about what they have read.

# The Early Learning Goals



- For example, for the expected level in **numbers** children should be secure in :
- Counting reliably with numbers from 1-20.
- Placing numbers 1-20 in order.
- Saying which number is 1 more/less than a given number from 1-20.
- Using quantities and objects, add and subtract two single digit numbers, and count on/back to find the answer
- Solving problems, including doubling, halving and sharing.

# How can you find out about your child's learning?



- **In Reception**, there will be parent teacher consultations in the Autumn term and in the Spring term where you will receive a termly report.
- In the Summer term you will receive your child's termly report which will state if your child is:

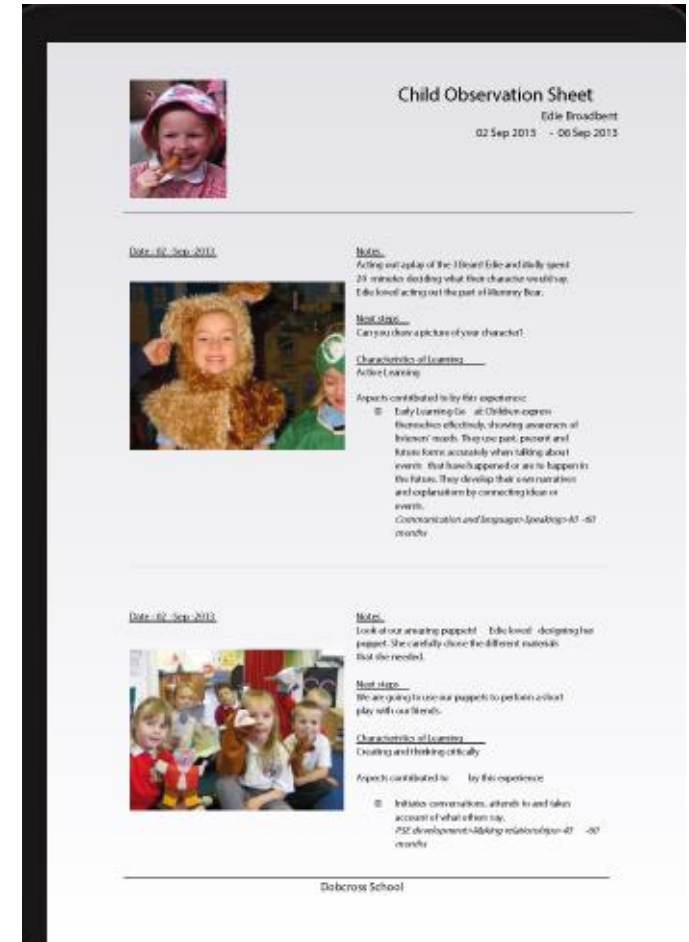
**Emerging** (working towards the level that is expected at the end of the Reception year.)

**Expected** (working at the level that is expected at the end of the Reception year and has achieved the Early Learning Goal)

**Exceeding** (working beyond the level that is expected at the end of the Reception year.)

# Look What I Can Do Folders

- Observations of your child will be made using 2Build a profile on the iPad to show your child's learning.



# What to expect, when?

- This booklet is for parents to know what to expect during these vitally important years by focussing on the 7 areas of development in the EYFS.
- This is available on our website.



# Concerns, worries or questions

**Please don't hesitate to speak to us if you have something that is concerning you, however small!**

**Please contact the school office to book an appointment.**

