

Early Years Foundation Stage

Curriculum Evening

Welcome

20th September 2022

Who's who?

- Mrs Bowerman –Year group leader, DDSI, Silver class teacher supported by Mrs Halati and Mrs Olgha. Miss Hill will lead on a Friday
- Miss Kerl, Yellow Class teacher supported by Miss McDonald and Mrs Rathod
- Miss Tabinski – Gold class teacher supported by Miss Hill
- Other staff – Mrs Kelshiker, Mr Long (cover teachers) Mr Forbes (PE coaches) George – Forest School lead

SEND Team

What is the SEND Team?

Members of staff whose role is to support children and their families with SEND (Special Education Needs/ Disabilities) needs and concerns.

Who are the SEND Team?

Hilary Haines: SENDco

Michelle Richmond: KS1 Inclusion Leader

Samantha Zara: KS2 Inclusion Leader

Caroline Kinsella: Pastoral and Safeguarding Lead

Daniel Rose: Kaleidoscope Leader

Becki Kerl: Mental Health Lead

If you have any SEND related concerns about your child, please get in touch with a member of the SEND team or email them at send@westlodge.harrow.sch.uk.

Early Years Foundation Stage (EYFS)

‘Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children’s next steps in learning and monitor their progress.’

Four principles of the EYFS



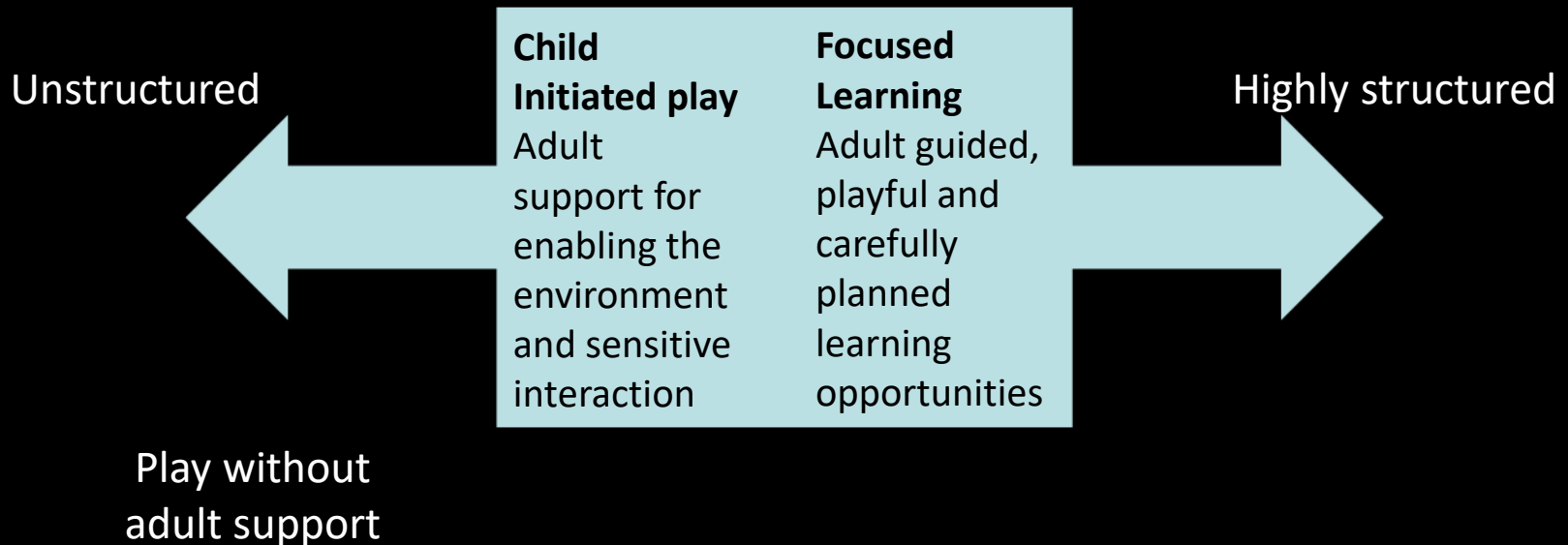
"Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul."

Friedrich Froebel

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

(Statutory Framework)

Play and playfulness



Characteristics of Effective Teaching & Learning

Social and emotional development Well-being	Playing and exploring engagement	Ready
	Active learning motivation	Willing
	Creating and thinking critically thinking	Able

Self-regulated learners – skill and will ...and thrill!

Prime Areas of Learning and Development

Prime Area

Aspect

Personal, Social and Emotional Development

- Self-regulation
- Managing self
- Building relationships

Physical Development

- Gross motor skills
- Fine motor skills

Communication and Language

- Listening, attention and understanding
- Speaking

Specific areas

Literacy

- Comprehension
- Word reading
- Writing

Mathematics

- Number
- Numerical patterns

Understanding the World

- Past and present
- People, culture and communities
- The natural world

Expressive Arts & Design

- Creating with materials
- Being imaginative and expressive

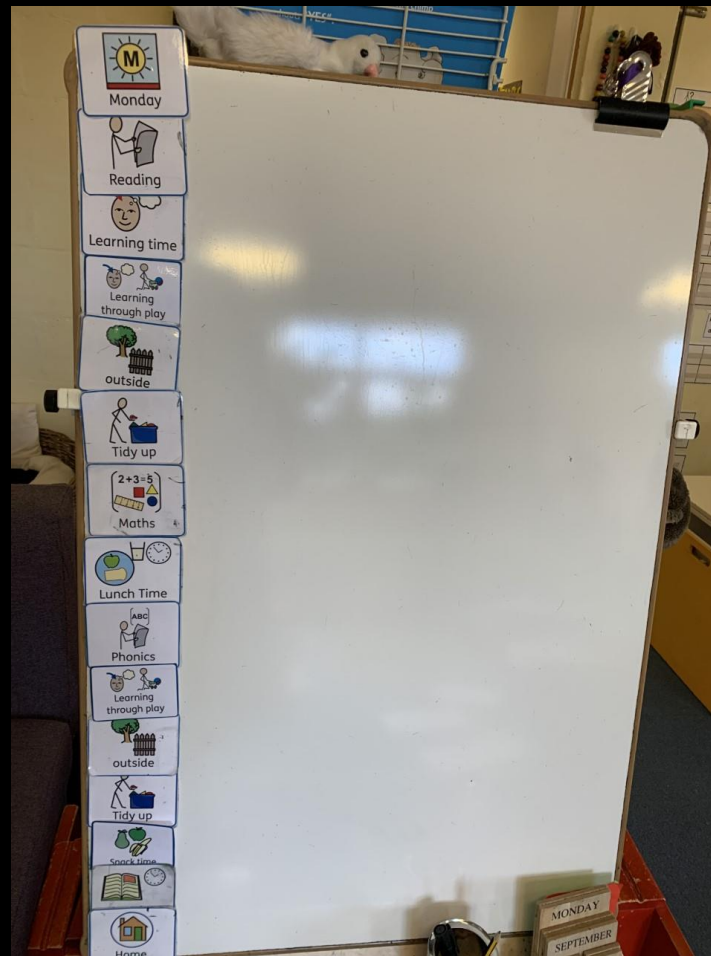
*Children develop at their own rates,
and in their own ways.*

*Each child is unique and learns in
different ways.*

The way we assess

- Celebrate each child's competencies
- Active parent partnership
- Teacher observation based as well as a range of evidence
- Informs both planning for learning and quality improvement
- Assessment is a process, progress over time.
- Reception Baseline Assessment (RBA)
<https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents>
- Early Years Foundation Stage Profile summarises and describes children's attainment at the end of the Reception year

Example of daily timetable in Reception



Phonics – the first 6 weeks

Starting from Monday 3rd October

- A sound a day for 31 days
- Sound writing in books
- Word Time – blending, green words

<https://www.youtube.com/watch?v=s6OiU2h3sUI>

- Sound recognition – frieze, sound mats

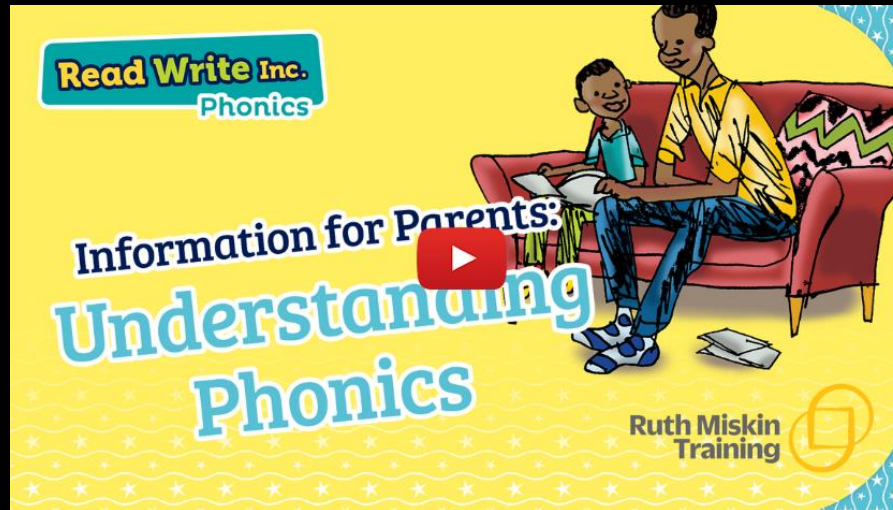


Simple Speed Sounds

Consonant sounds - strictly												
f	l	m	n	r	s	v	z	sh	th	ng	nk	
Consonant sounds - loosely												
b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											
Vowel sounds - loosely						Vowel sounds - strictly						
a	e	i	o	u	ay	ee	igh	ow				
Vowel sounds - strictly												
oo	oo	ar	or	air	ir	ou	oy					



at	mad
..	...
sad	dad
...	...
sat	mat
...	...



<https://www.ruthmiskin.com/en/find-out-more/parents/>

Reception recommended reading list

- A Dark, Dark Tale by Ruth Brown
- Each Peach Pear Plum by Janet and Allan Ahlberg
- Julian is a mermaid by Jessica Love
- It's okay to be different by Todd Parr
- Look up by Nathan Bryon
- A tango makes three by Julia Richardson
- Circle by Mac Barnett and Jon Klassen
- Farmer Duck by Martin Waddell
- Five Minutes' Peace by Jill Murphy
- Funnybones by Janet and Allan Ahlberg
- Goodnight Moon by Margaret Wise Brown
- My shadow is pink by Scott Stuart
- Gorilla by Anthony Browne
- Guess How Much I Love You by Sam McBratney
- Little Rabbit Foo Foo by Michael Rosen
- Lost and Found by Oliver Jeffers
- Meg and Mog by Helen Nicoll
- Mr Gumpy's Outing by John Burningham
- Goldilocks and the Three Bears
- Hansel and Gretel
- Jack and the Beanstalk
- Little Red Riding Hood
- The Elves and the Shoemaker
- The Enormous Turnip
- The Gingerbread Man
- The Hare and The Tortoise
- The Little Red Hen
- Three Billy Goats Gruff
- Monkey see, monkey do
- The runaway chapati
- **See our school website for a full list!**
- For further recommendations use www.booktrust.org.uk

Forest School



Facilitating learning outdoors
at West Lodge Primary School

Taking risks

Risk is not just climbing a tree but may also be taking part in a new experience

Risk is a normal part of life, and it is our responsibility at this stage in their development to support risk-taking in a controlled environment.

Liz Jenkins, Ofsted inspector

A risk is a challenge a child can see and chooses to undertake or not.

It is important that children learn and manage the risks that are a normal part of life.

Benefits of risk

- Health and development
- Helps children to learn how to manage risk (understanding safety)
- Feeding children's innate need for risk
- Help them to manage themselves independently
- Builds character and personality traits such as resilience and self-reliance

Gill (2007,15)

*“If we aren’t interested in the world
around us, what are we interested in?”*

David Attenborough



Forest School: Loving learning outside

Our new school values



- Each week, we will be introducing a new school value to the children to help them gain a greater understanding of what they mean and what they look like in our school.

West Lodge positive behaviour policy

At West Lodge Primary School, high expectations of learning, behaviour and respect for each other underpin everything we do. Our staff team strives to create independent, confident, reflective, thinkers and learners who make a positive contribution to the school community.

- **Rules**
- Ready
- Respectful
- Safe

Routines

1) Wonderful walking 2) Legendary lines 4) Terrific transitions – 1, 2, 3

Reception Notices

- Soft start 8.40am , register close at 8.50am
- Pick-up time 3.15pm please be prompt
- No mobile phones to be used within the school grounds
- Weather appropriate clothing
- Water bottles and book bags
- Everything labelled – **even shoes, coats and socks!**
- Named wellies on Thursday for Forest School
- Birthday books/healthy snack/rubber/pencil

PE clothes

Children come in to school every Tuesday and Wednesday wearing their PE clothes.

- Grey tracksuit bottoms and sweatshirt (no hood)
- White t-shirt
- Navy shorts
- Trainers (white if possible)

Forest school

Each child needs a pair of named wellies. Please ensure these are in school every Thursday. (These can be left on their peg if you wish)

Learning platforms

- Seesaw
- RWI Portal / Bug club / Rising stars – Reading
- Passwords will be sent home in due course and can be found in your child's reading record.

Dates for your Diary

- Breakfast and After School Club start from Monday 3rd October
- Everywhere Bear going home Friday 7th October
- Early Reading Session for parents– Monday 3rd October 9am in the school hall.
- Parent Consultations – Wednesday 19th and Thursday 20th October 2021
- Reception Nativity play – Thursday 8th December 9am and 2pm

It is essential that you read the weekly Reception newsletter for up to date information specifically related to your children, as well as the weekly and half termly newsletter sent to parents by Mr Dees.

Helping your children at home...

- Read *to* them and *with* them – don't make it a chore!
- Reading Book/Reading Record Book and school Library Book (£5 fee for lost or damaged items)
- Model being a reader (books, comics, newspapers, magazines, in shops, signs etc.)
- Encourage writing in whatever shape or form.
- Talking, discussions and encourage questioning
- Engage and be involved with your child's play
- Oral hygiene- please make sure your child is registered with a dentist
- Encouraging independence (especially with dressing, toileting and eating!)
- EYFS Website [School reception class | From pregnancy to children aged 5 \(foundationyears.org.uk\)](https://www.foundationyears.org.uk)
- Breakfast and child involved in lunch choice
- Reading the weekly Rec newsletter
- The Everywhere Bear – class bear comes home

Proud Clouds

Dear parents & carers
Please take a 'proud cloud'
to let us know about any
proud moments at home.
Thank you!

At the weekend
Billy rode his bike without
stabilisers for the first
time!

Communication

- r@westlodge.harrow.sch.uk
- Parentmail/Textmail
- Weekly newsletter to Parents every Friday
- Informal teacher conversations/ meetings (at the end of the day, when all children have been dismissed first)
- Collection arrangements
- Phone calls home
- Please do not approach the classroom door, give way to children coming in and out of the classroom

Thank you for joining us.

**Have a lovely evening
The EYFS Team.**