



MONTBELLE
PRIMARY SCHOOL



Welcome to our
Nursery EYFS Information Session
Wednesday 23rd September 2015

Thank you for coming...

+ Plan for the afternoon...

- Information Meeting lasting aprox. 30 minutes
- Open Classroom will follow.
- When you have finished seeing everything you want to see you have the option of taking your child home as long as you sign out.





Today's information meeting...

- What do we teach in Nursery?
- How will we teach?
- How do young children learn?
- How will teaching and learning be organised each week?
- How do we teach children to read and write?
- How do we ensure all children feel safe and secure?
- How do we ensure that all children are able to learn?
- What will we be sending home?
- How can you support your child with their learning at home?
- How will we work in partnership with you?
- What other information do you need?





Firstly be reassured...

- Positive start to the year.
- Children settling and adapting to their new routines and school environment very well. They are making friends and are already growing in confidence on a daily basis.
- Thank you for everything that you have done to support your child during these first few weeks.





What do we teach in Nursery?

- Our curriculum = Early Years Foundation Stage (EYFS)
- From birth to 5 (end of Reception)
- 7 Areas learning (3 prime areas and 4 specific areas)
- Expected outcomes linked to developmental ages and stage.
- Info in Parent's Pack





The 3 prime areas of learning:



■ Personal, social and emotional development

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour



■ Communication and language

- Listening and attention
- Speaking
- Understanding



■ Physical development

- Moving and handling
- Health and self-care

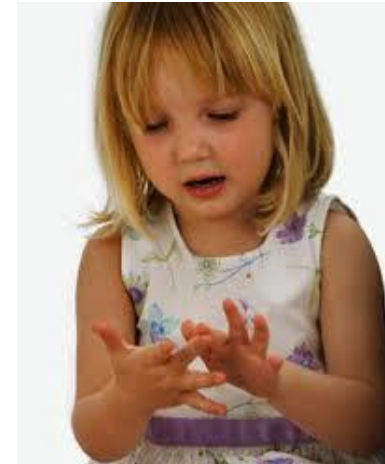


+ The 4 specific areas of learning:



■ Literacy

- Reading
- Writing



■ Mathematics

- Number
- Shape, space and measures

■ Understanding of the World

- People and Communities
- The World
- Technology



■ Expressive Arts and Design

- Exploring and using media and materials
- Being imaginative



+ Baseline Assessment

- Baseline assessments are being carried out on all new Nursery children.
- Over the first few weeks class teachers and teaching assistants are spending quality time **talking to, playing with and observing** every child in order to make a judgement about what they can and can't do linked to specific developmental statements.
- **Based on a binary yes/no answer and professional judgement.**
- Assessments will focus on **PSED, PD, CAL, Literacy and Maths.**
- Children's wellbeing, involvement and characteristics of learning will also be assessed.



+ Expectations at the end of Nursery...

- Literacy – Knows text has meaning, can write own name, can hold a pencil effectively, can recognise some letters and knows their name. Can orally blend and segment and knows the initial sounds in words. Can handle books correctly and talk about stories.
- Maths – Can sort objects, knows number names in order up to 10, can recognise numerals and count up to 10. Knows some basic shapes and can talk about shapes and measures.
- PSED – Can follow instructions and rules. Can play in parallel or co-operatively. Beginning to share. Can manage some self-care.



'Good Level of Development'



= achieving the early learning goal in both aspects of literacy, maths, physical development and all three aspects of PSED and communication & language.

- Indicator of future success.
- Nationally last year **60%** of children achieved a GLD.
- In Greenwich **75%** achieved GLD.
- At Montbelle **82%** achieved GLD!



+ How we share information and report to you...



We use the terms:

Expected – operating at the expected level for their age.

Exceeding – working above the expected level for their age.

Emerging – working below the expected level for their age. Will benefit from interventions and boosters.



How do young children learn?

- They learn through play.
- They learn through doing – kinaesthetic learning.
- They learn through visual stimuli and stimulating environments.
- They learn through real-life, meaningful and purposeful activities.
- They learn by following their own interests and schemas.



+ How do we teach?

- Through a combination of individual, small group and whole class teaching sessions.
- Opportunities for individual application of skills and knowledge in wider learning environment – free flow activities.
- 50% adult-led activities and 50% child-initiated activities.
- Some specialist lessons to enhance learning – Music with Boppin' Bunnies.
- Use of indoor classroom and outdoor environment.
- Holistic approach, links between areas.
- Emphasis on play and talk.
- Regular trips to enhance learning – local and further a field.





Behaviours 4 Learning



- As well as imparting knowledge and skills we also teach children **how to learn** and to recognise the skills they need to be good learners = Behaviours 4 learning B4L
- Each half term we focus on a different learning skill and have puppet characters to help young children understand the concept, Creative Connie, Linking Leroy, Balanced Bhavna, Curious Colin, Thoughtful Thea and Strong Sydney.

Strength, creativity, resilience, collaboration, reflectiveness, curiosity

- **Info in Parent's Pack**





Behaviour Management



- Usually Children misbehave when they are bored or if they do not understand the behavioural expectations.
- We work hard at Montbelle to teach children the rules and routines and the behaviour that we expect of them and remind them constantly.
- We also plan fun and challenging activities so children do not become bored.
- We reward positive behaviour as a motivator and celebrate the positives through our happy side, reward charts, golden time and star of the week.





Discipline. When things do go wrong...



- We always give children a warning and ensure that they fully understand why their behaviour is unacceptable.
- If the behaviour continues then children have time out in their classroom when they sit with the sand timer for 3 minutes and are not allowed to take part in activities. Their name also goes on the sad face on the board.
- If behaviour continues or is extreme then we will notify parents and work together with you to support your child e.g.. through home/school reward books.
- If behaviour is very extreme then we may seek support from an outreach team through a referral .
- We have a zero tolerance policy on bullying at Montbelle.





How do children learn to read and write?



- Daily phonics session.
- Helping children to tune into sounds so they are ready for Phonics (Linking sounds to letters, reading and writing).
- Teaching pure sounds.
- Blending.
- Segmenting.
- Ability groups.
- Repetition and opportunities to practise and apply what they have learnt.



+ Phonics Groups

- Phase 1 = learning to tune into sounds, learning to hear the initial, middle and last sounds in words, learning to orally blend sounds together to make words, learning to chop up words into their corresponding sounds.
- Phase 2 = Introducing the letters that represent each sound. Learning to recognise the letters and know their sounds. Learning to write the letters. Learning to read and write simple words using the letters. Learning some high frequency tricky words.
- Phase 3 = Introducing and learning trickier double vowel sounds and using them in their reading and writing. Learning more tricky words.
- Expectation at the end of Nursery = Secure in Phase 1.
- Info in Parent's Pack



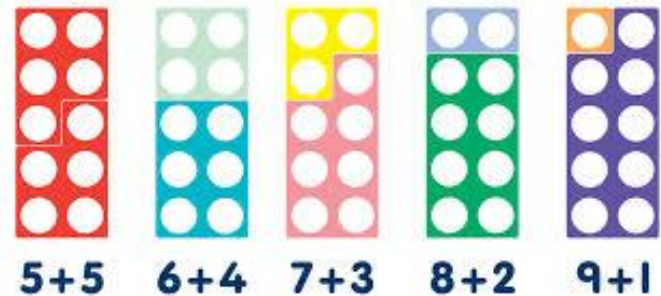
+ Reading

- Sharing stories and books everyday, modelling book handling and book language.
- 1:1 or small groups.
- Fiction and non-fiction texts.
- Emphasis on learning to handle books, find information, discuss characters, stories, comprehension etc.
- Children choose books each day for sharing at home.
- Please discuss books with your child and ask lots of questions as you read.



+ Mathematics

- We teach the foundations of mathematics so children have a strong understanding of mathematical concepts such as number, measures, shape, patterns.
- At this stage children need to know a range of strategies and learn best when they are actively engaged and physically involved.
- Young child need to know the language of maths - using and modeling different words and vocab is helpful.
- Maths activities need to be meaningful and fun e.g. board games, sorting washing, bus spotting etc.
- Use of numicon in school.





How do we ensure children feel safe and secure?



- ❖ Through a caring school ethos built on mutual respect.
- ❖ Positive relationships between adults and children; children and their peers; and home and school.
- ❖ Stringent safeguarding policies and procedures.
- ❖ Warm and child friendly learning environments.
- ❖ A Key Person system.



How do we ensure children are able to learn?

- ❖ We provide independently accessed snack bars within both classrooms so all children have free access to fruit and water during their time at school.
- ❖ We have clear behaviour policies that reward positive behaviour and ensure any challenging or difficult behaviour is tightly managed and supported for each child and their family.
- ❖ We have interventions and support in place for children with special educational needs through in-house initiatives and outreach programmes
- ❖ We have a transparent Child Protection Policy and procedures that promote and protect the best interests of every child.





Forest School

- Regular sessions in natural outdoor environment.
- Risk taking and problem solving - reinforces classroom based learning.
- Hot chocolate and snack provided.
- Waterproof clothes provided, named wellies needed (will be kept at school and sent home every holiday or when requested).
- Parent volunteers needed.
- **Info in Parent's Pack**



+ Learning Logs



- = A record of your child's learning journey at home.
- A place where you can record notes, anecdotes, samples of work, photographs on what your child does outside of school.
- = a working document to bridge home and school.





What will be sent home?

- 'Working together at home' ideas every Friday.
- Learning Log
- Children choose a book for sharing rather than reading.
- A Communication book for working parents.
- Phonics book –When children start Phase 2 - keep in book bag, updated regularly.
- Guided Reading books and journal – When child Phase 2 - keep in book bag, read with your child, once a week.





How you can help your child in school...

- Name label all of their clothes!
- Get your child to school on time at the start of the session and collect on time at the end.
- Discuss your child's day with them and, when necessary reinforce rewards/sanctions at home.
- Keep up to date with all school correspondence so that you don't miss vital information.
- Talk to us if you have ANY queries or concerns
- Try and come to the school workshops and information sessions that we offer that are applicable to early years.





How can you help at home?



- Read to and with your child, let them see you reading.
- Encourage fun, meaningful opportunities for writing and counting at home.
- Help your child to do things by themselves, e.g. getting dressed, putting on coat, using a knife and fork etc.
- Spend time taking part in some of the working together ideas.





Other things to know...

- 'Show and tell' is on a Friday
- Cooking
- Happy helper
- Class Bears.
- Merit charts and cards.

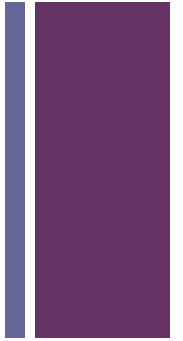


+ Open Classroom

- ❖ In 5 minutes time our classrooms will be open for you to come and have a look around.
- ❖ Please allow your child the opportunity to show you the aspects of their learning environment that are important to them.
- ❖ Teaching staff will be available if you have any questions or enquiries.
- ❖ When you are ready you are welcome to leave and take your child home, please sign out on the white board before you go...



+ Thank you...



❖ Thank you for coming today, we hope that you found the information session helpful. Packs are available for you all at the back of the hall.



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