



# Welcome to Alvaston Infant and Nursery School.

## Meet the team!

Start and collection times, for those who are unsure are:

Start 8.45

Finish 3.00

The Reception team will meet the children each morning on the playground.

Please encourage your child to be as independent as possible e.g. carrying their own book bags and water bottle

- Class 1 on spot 1 - Miss wright and Mrs Mosedale
- Class 2 on spot 2 - Mrs Darby, Mrs Green and Mrs Faulkner
- Class 3 on spot 3 - Miss Sheldrick and Mrs Ray.

# \*Hometime

\*Please let the Class Teacher or a member of the class team know if someone different will be collecting your child at the end of the day.



# \* EYFS curriculum

- \* Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through seven areas of learning.
- \* There are 3 prime areas, these are deemed to be essential to aid a child's development.
  - \* Communication and Language
  - \* Physical Development
  - \* Personal Social and Emotional Development.
- \* These prime areas will help them to develop skills in 4 specific areas.
  - \* Literacy
  - \* Mathematics
  - \* Understanding the World
  - \* Expressive Arts and Design.



# \* Communication and Language

No matter what job you have in life, your success will be determined 5% by your academic credentials, 15% by your professional experiences, and 80% by your communication skills.

Each session draws on four activities which cover the key components of language - Listening and Attention, Vocabulary, Sentence Building, Storytelling and Conversations.

The Nuffield Early Language Intervention (NELI) is an **evidence-based oral language intervention for children in nursery and reception** who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.

# \* Physical Development

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement.

**Large muscles develop before small muscles.** Muscles in the body's core, legs and arms develop before those in the fingers and hands. Children learn how to perform gross (or large) motor skills such as walking before they learn to perform fine (or small) motor skills such as writing.

**The centre of the body develops before the outer regions.** Muscles located at the core of the body become stronger and develop sooner than those in the feet and hands.

**Development goes from the top down,** from the head to the toes. This is why babies learn to hold their heads up before they learn how to crawl.

As we know children learn better when they are engaged and enthused, we have created a curriculum that gives them opportunities to be active learners. All of our topics will be based on a question and the children will explore each topic and find the answer.

*inquiry*

“We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself.”

~Lloyd Alexander

TELL ME AND I  
**FORGET.**

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TEACH ME AND I  
**REMEMBER.**

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INVOLVE ME AND I  
**LEARN.**

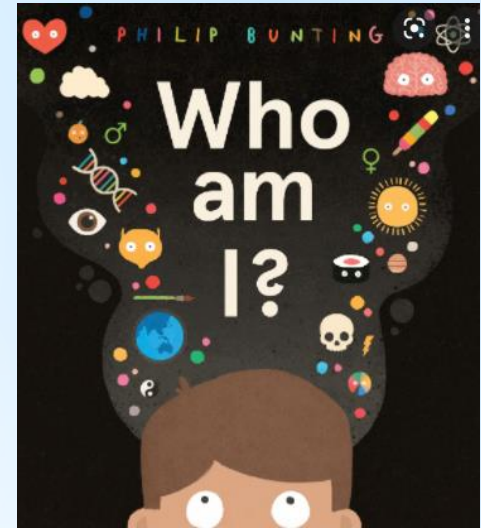
- BENJAMIN FRANKLIN



# \* Our Topics

\* Autumn 1 - Who am I?

\* Autumn 2 - Why do we celebrate?





# \* Our Topics

\* Spring 1 - Who put the stripes on the zebra?



\* Spring 2 - What makes a good story?



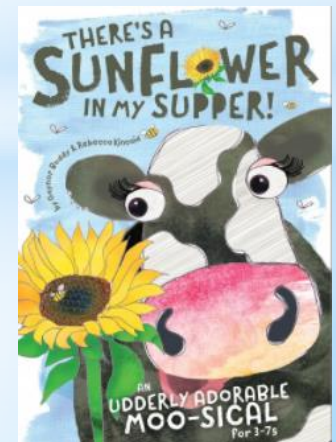
# \* Our Topics

\* Summer 1 - How can we look after our world?



\* Summer 2 - What's out there ?

\* End of Year Performance:  
There's a sunflower in my  
supper.



# \* Monitoring Progress.

- \* Learning ~ there will be a balance of guided learning which will be adult led and learning through play which we call child initiated.
- \* The assessment tool we use is called Eazmag which tracks the children's progress throughout the EYFS.
- \* Targets ~ we want you to be involved in your child's journey and every other week we will send individual targets for you to work on at home.
- \* You will be invited to discuss your child's progress and how they have settled into school at our parents meetings.



# \*Baseline

- ❖ This is where we observe your child in all areas both inside and out and identify the things your child can do and what they know.
- ❖ This then gives us a starting point and informs our planning.





# \* Reception Baseline Assessment

\* The Government have also introduced RBA - The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with. It is statutory for all schools from September 2021.

# \* Rewards and Sanctions

\* Sunshine, Star and Cloud

\* Golden Rules

\* 1) Be kind and gentle

\* 2) Be a good listener

\* 3) Be hard working

\* 4) Be honest

\* 5) Be respectful

\* 6) Be proud and positive



Independent  
Iguana



Creative  
Chameleon



Reflective  
Raccoon



Resilient  
Rabbit



Respectful  
Rhino



Teamwork  
Termites



# \* Alyaston Attitudes

# \* Money

- Children will receive free milk until they are 5 years old, after this the cost per week will be 86p per week. This will be paid via Schoolmoney.
- Parents can pay for school trips and extra curricular activities via Schoolmoney.
- The school office will set up for each child.





# \* Personal belongings

- \* Please ensure **ALL** items of clothing/P.E kit/footwear/water bottles/lunch boxes are clearly labelled with your child's name.
- \* Please do not send your children in with extra bags as we do not have the room e.g. No back packs.



- \* Please ensure items not needed for school e.g. toys and teddies are taken home with you and are not brought into the classroom.

# \*Lunch time



- \* We are a health promoting school.
- \* We encourage you to provide a healthy lunch for your child if they bring a packed lunch.
- \* Please ensure your child has a separate drink for lunchtimes in addition to their water bottle in the classroom.
- \* Packaging - easy to open where possible.
- \* Please encourage your child to use a knife and fork independently.

# \*P.E.



- \*Encourage your child's independence by practising dressing and undressing at home, zip up their coats, do up buttons, and put on tights/socks.
- \*P.E. kit consists of a white t-shirt, a pair of shorts (navy or black).
- \*The children **do not** require pumps due to them being loose and they slip on the grass. We will inform you if they need outdoor sport shoes.
- \*No jewellery please.

# \* Health and Hygiene

- \* Water bottle every child must have one with only water in please.
- \* Head lice - if you child has head lice we will inform you and ask you to treat them. Most children will have these in their school lives so please don't worry.





# \* Health and Hygiene

\* Illness - if your child is going to absent from school you must ring the school office, it is not sufficient to send a Dojo message to the class teacher.



\* Sickness and diarrhoea - if your child has a case of either they will be asked to stay home for 48 hours. These are the guidelines schools must adhere to. These have been devised by the Local Authority (LA).

# \* Health and Hygiene

- \* Medication/inhalers - please contact the office as forms will need to be completed for these to be administered.
- \* Allergies e.g. food or otherwise please let us know.



# \*Book bags.

- \*Book bags are checked regularly and an adult will write in your child's diary when they have read at school.
- \*Please do not put water bottles into book bags as they can damage the reading books.



# \*Reading

**Step One:** A member of our staff will select an appropriate text for your child. This text will be closely matched to your child's needs as well as their interests (where possible). When the child receives this book in school, a member of our team will begin to 'set the scene' for your child.

**Step Two:** Your child will now start reading the text. They will be empowered by the knowledge and skills that they have previously developed. At this stage, the children will be focusing on using the phonics skills to read each word carefully. Attending the workshop on **4th October** will help support your child with this. We will also check that the children understand what they are reading.

**Step Three:** This step is all about developing the child's confidence, fluency and pace. The children will have the opportunity to re-read parts of the book. During this step, we will be focusing on asking the children questions. We may decide that your child may only need to re-read certain parts, or, we may decide that they would benefit further from reading the whole text.



# \* Helping Children to Read at Home

- \* Setting a quiet time.
- \* Following the three steps as mentioned previously.
- \* Talk about the characters, events, and setting of the story.
- \* Talk about punctuation.
- \* Fill in the Reading Record - please write in your child's reading diary.

**Stay positive and give lots of praise and encouragement**

# The Road To School

This tracker helps you and your child prepare for school.

## Speaking & literacy

- I like to read stories & look at picture books
- I am able to talk about myself, my needs & feelings
- I am practising recognising my name when it's written down

## Listening & understanding

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules

## Writing skills

- I like tracing patterns & colouring in
- I enjoy making marks
- I am practising holding a pencil

## Sharing & turn taking

- I can share toys & take turns
- I like playing games with others
- I like interacting with other children

Everyone starts school with different abilities - your teacher will help you progress at your own level.

## Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
- I can recognise some numbers when they are written down

## Interest in the world & new activities

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions

## Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash & dry my hands without any help

What are you looking forward to the most?  
Is there anything you're unsure of?

## Routines

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days

## Eating

- I can use a knife & fork
- I can open my packed lunch on my own
- I am confident at opening wrappers & packaging

## Self-care

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I don't feel well

## Getting dressed & undressed on my own

- I can button & unbutton my shirt & use a zip
- I can put my own shoes & socks on
- I can change into my PE kit & put my coat on

## Independence

- I am happy to be away from my mummy, daddy or my main carer
- I am happy to tidy my belongings & look after my things
- I am feeling confident about starting school



# \* We need you!!

- \* So how can you help at home?
- \* Pencil grip - here are the stages of development for a child's pencil grip.



Palmer supinate

Digital pronate

Static tripod

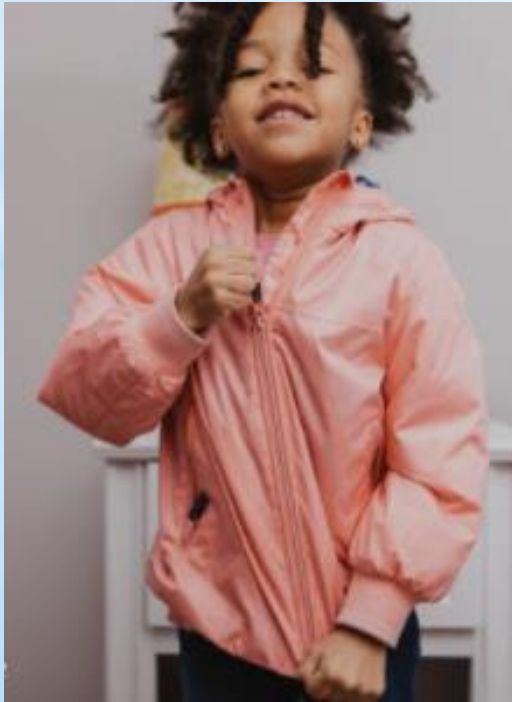
Triangulation





# \* WOWs

Each classroom has a WOW wall, here we would like to display photos of anything your child has done that you are proud of.





- \* Children's interests - always go with your child's interests.
- \* If you have any spare time we always need help with... gardening, playing games, extra reading .....
- \* Photos - let us know if you do not wish your child's photo to be used.



Any questions?



\*Thank you!