Tuesday 10th October

Spend a Day in Early Years!

Welcome!

Overview

9.00-9.30am 1:30-2.00pm	**Talk in the hall** • What does teaching and learning look like in Nursery and Reception? • 1:1 Reading • Orange Book • Objective Led Planning • Helicopter Stories • Mood Meter/Charter
9.30-10.10am 2.00 -2.40pm	**Visit Nursery/ Reception** • Maths Input in Class 1 • Phonic teaching in Class 2 (segmenting/blending)
10.10-10.30am 2:40 – 3pm	• Reception Service of Welcome (in the Main Hall)

What does a typical day look like?

8:50- 9am	Register Put away coats/ book bags etc.
9 -9:25 am	Carpet session – teaching input
9:25- 10:15am	Free play (Teacher/ Teaching assistant using Objective Led Planning)
10:15- 10:30am	Story time
10:30- 10:50am	Play time in playground
10:50 – 11:20am	Phonics
11:20am- 12pm	Free play 1:1 Guided reading
12pm – 1:15pm	Lunch in hall Play time in playground
1:15pm-1:35pm	Carpet session – teaching input
1:35pm- 2:40pm	Free play
2:40m	Prepare for home time/ Story

Early Years Curriculum

Development Matters Statements is the curriculum we follow.

The 7 areas of learning are:

- *Communication and language.*
- *Physical development.*
- *Personal, social and emotional development.*

- *Literacy.*
- *Mathematics.*
- *Understanding the world.*
- *Expressive arts and design.*

- In addition we have lessons in Religion, Music, PE, and Ballet.

Phonics - Nursery

- Letterland
- Nursery phonics focussed on rhymes/ songs/ rhythms/ instrumental/ environmental sounds – Phase 1 Letters and Sounds
- Focus on hearing initial sounds in words
- Name writing

Phonics- Reception

- Sound and write all letters
- Blending - c/a/t makes cat
- Segmenting - cat is c/a/t
- Begin reading blends (sh, ch, th)
- Learn to recognise some sight/tricky words – 'Wow Words!'

How we read in Reception?
1:1 Reading

- We use the Oxford Reading Tree Scheme.
- Initially children will be read with 1:1 at least once a fortnight. This gives us the opportunity to focus on developing reading skills and prepare the children for reading in a larger group.
- If your child has been read with we will mark it in their orange book with a stamp. Sometimes we will comment on their reading; please feel free to do the same.
- Children will be able to take home books regularly once they return a book they have read.
- Staff will send home a video demonstrating how to read with your child.

Orange Book

- The Orange Book is used to record your observations of your child's learning at home.
- These observations should be factual and need not be lengthy.
- You can also glue in pictures which demonstrate what your child is doing. There will be examples of these books to see in the classrooms.
- Each Friday your child's teacher will also send home a specific activity. We try to make these fun or easy to do.
- We ask that this activity is completed by the following Tuesday
- The Orange Book should be kept in your child's bookbag and sent in every day. It will also be used to communicate any information related to their reading (in Reception).

Objective Led Planning

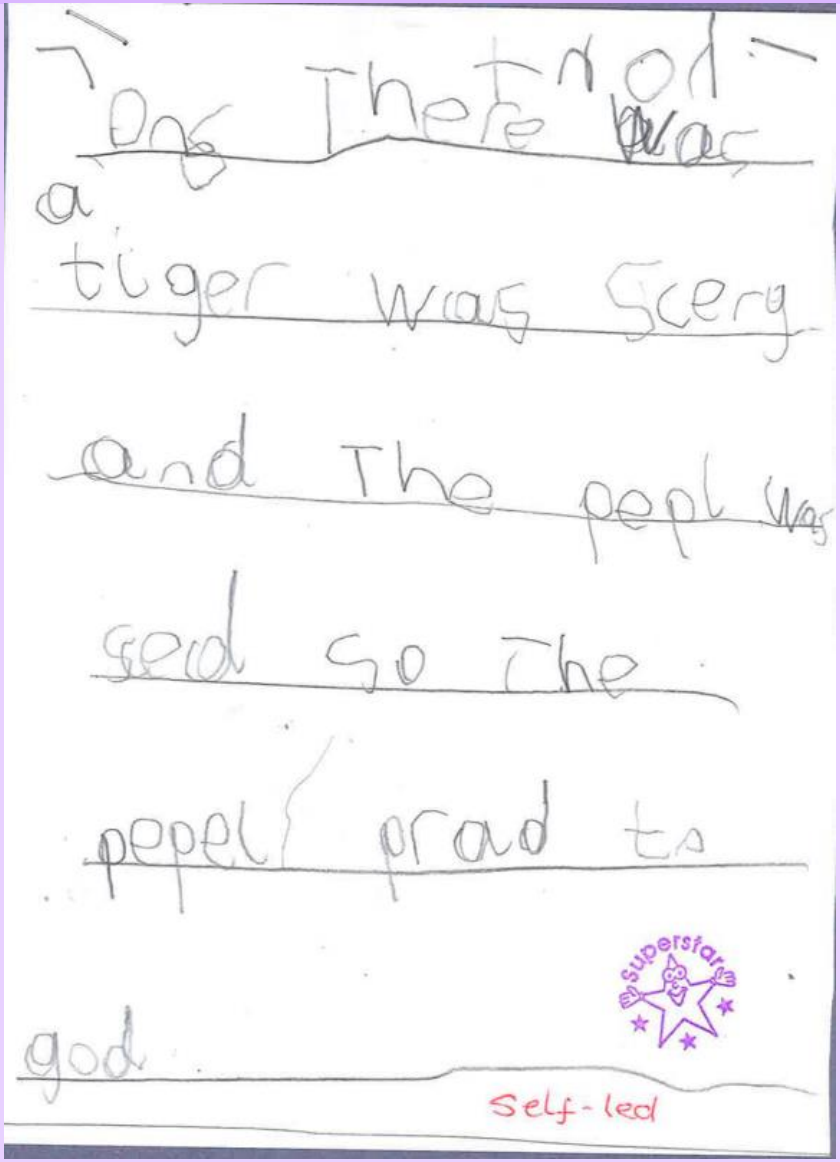
- This means taking the learning to the children as opposed to removing children from their play.
- Children will have better outcomes when engaged in what they are learning.
- Same applies when working with children at home – try to slip learning into their choice of activity.
- Children's Choice Boards in each class.
- We don't always have a Maths/Literacy table but incorporate these in all activities.

Helicopter Stories

- In Nursery/Early Reception an adult sits alongside children as they play and scribes their story/dialogue.
- The story is then acted out with the child taking on the role of director.
- As children become more confident writers they can do the story-writing themselves.
- Having props supports their imagination and story-telling. Doing it orally first helps them develop story language.

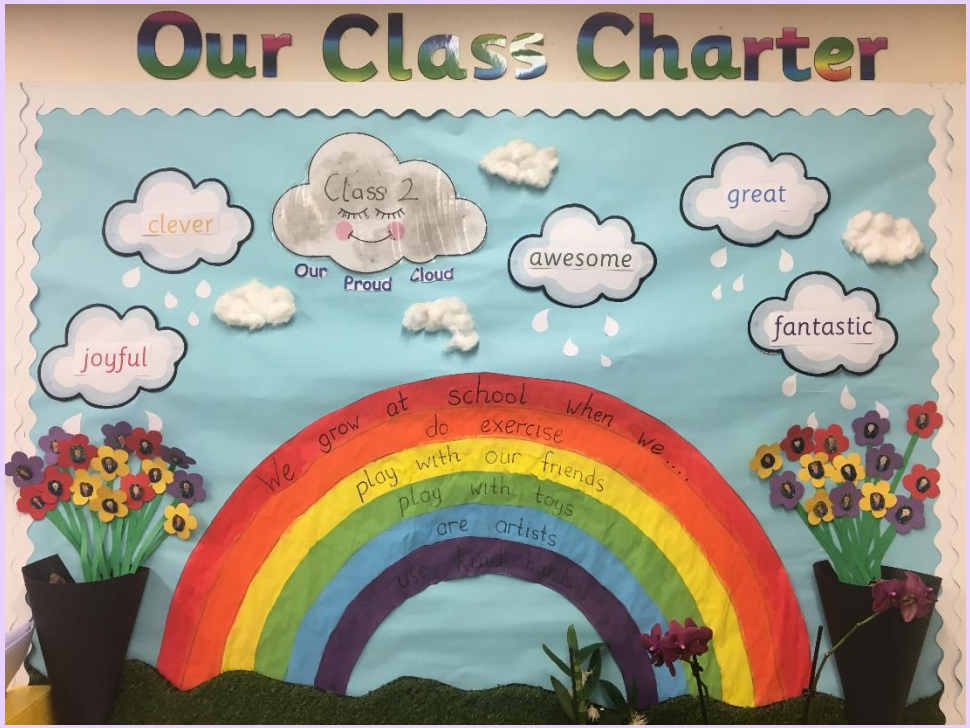
A Sample Helicopter Story

EYFS



Class Charter & Mood Meter

EYFS



Class Charter & Mood Meter

- The children decide how they would like to feel at school and this becomes the class charter.
- Every day they put their face on the quadrant of the mood meter to signify how they feel.
- No mood is bad but we ask how we can move from an 'uncomfortable' (blue/red) feeling to a more 'comfortable (yellow/green) feeling.
- We also use the mood meter to talk about characters.
- When someone has made a teacher feel one of the words on the charter they get to sit on the class proud cloud!

Any Questions???