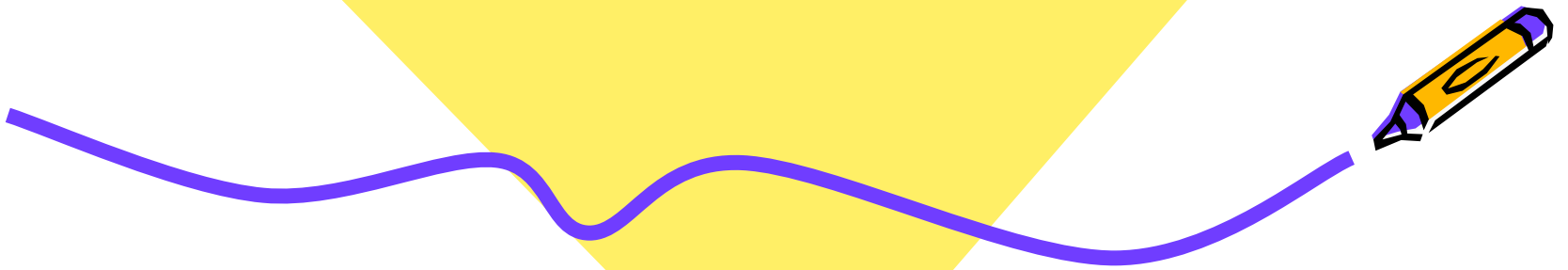




Welcome to

New Parents' Information



Our core values are based on respect for all.



**Respect for Self**



**Respect for Others**

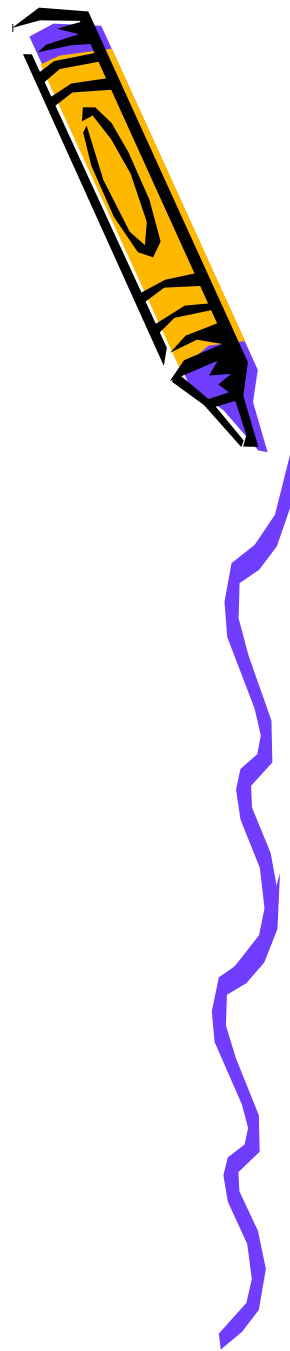


**Respect for Our World**



# Welcome to Reception!

## Milborne St Andrew First School



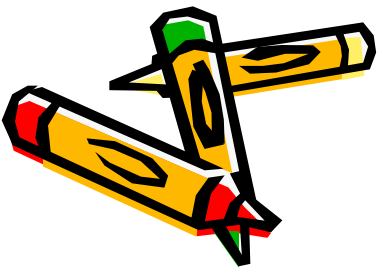
Miss Jenna Wittman

Rabbit Class Teacher



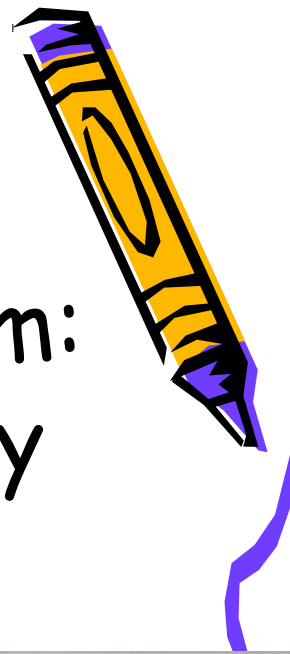


# Rabbit Classroom: The Workshop



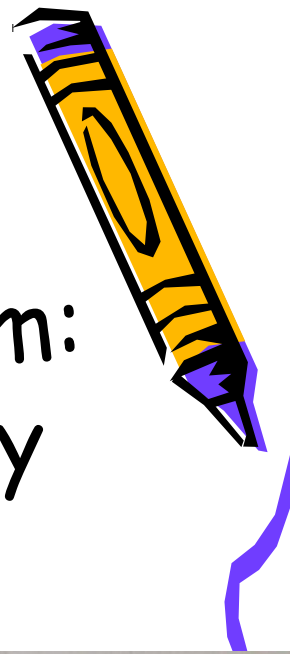


# Rabbit Classroom: Discovery





# Rabbit Classroom: Discovery





# Rabbit Classroom: Cosy Corner

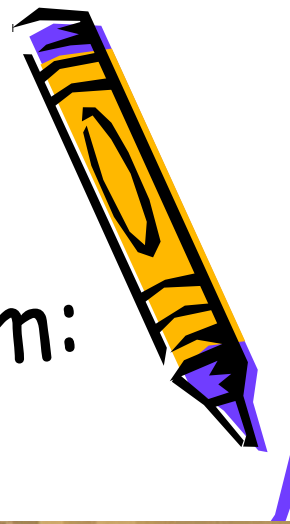


## Small World



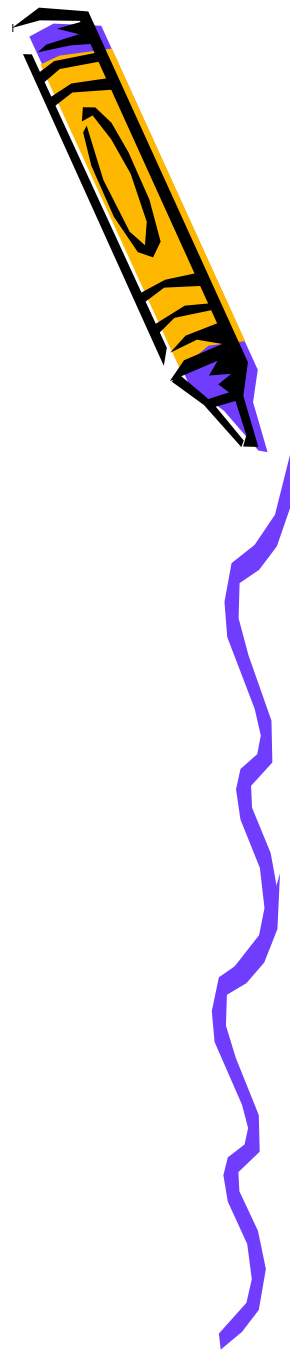


# Rabbit Classroom: Creative

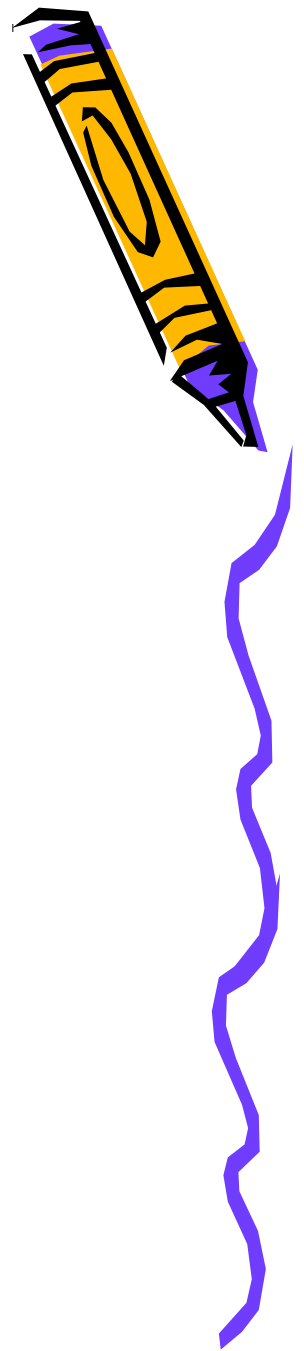




# Rabbit Classroom: Funky Fingers



# Rabbit Classroom: Investigation Station

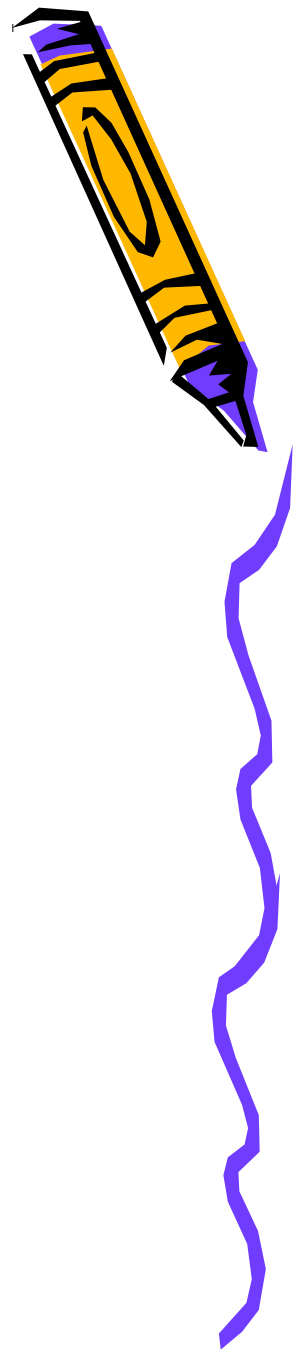


# Rabbit Classroom: Line of Enquiry

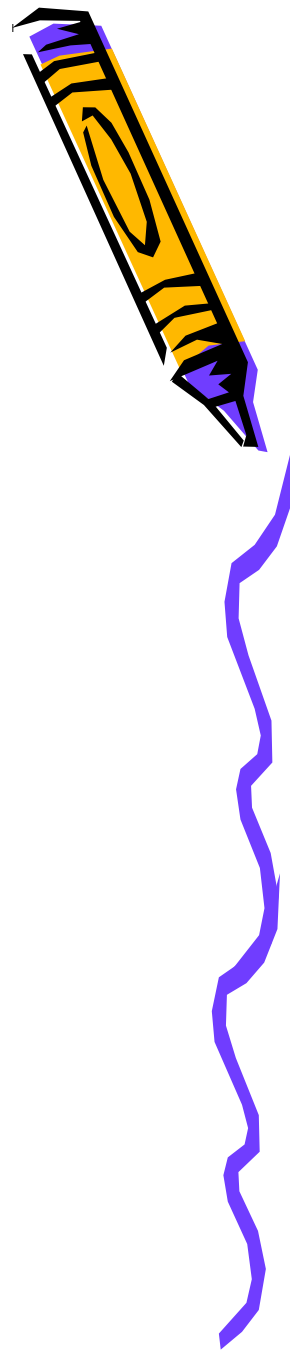


Rabbit Classroom:  
Talk4Writing

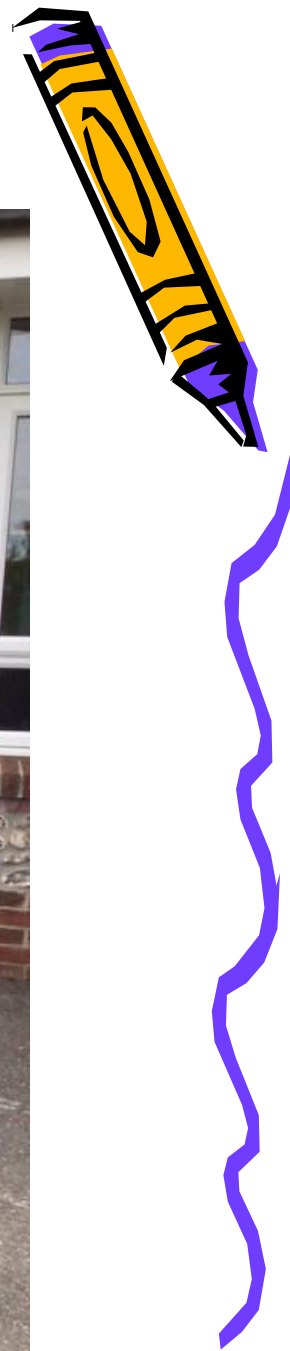
# Rabbit Classroom: Message Centre



# Outdoor Area: Water

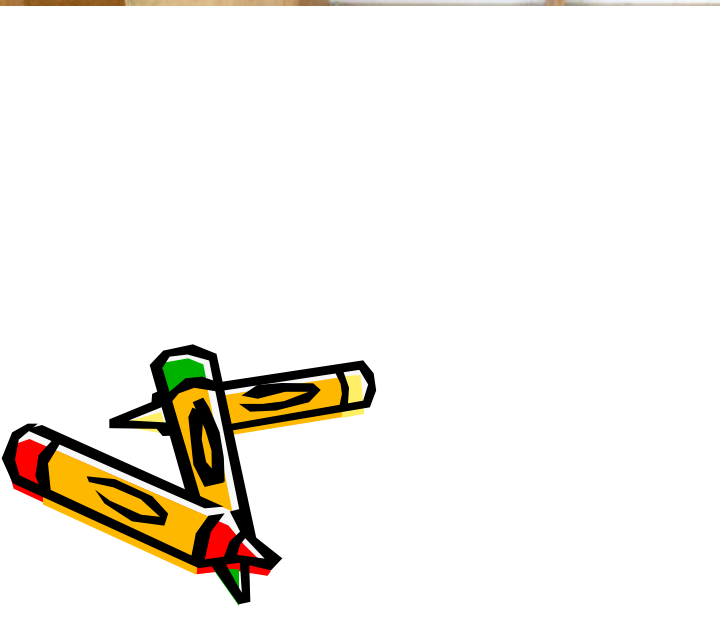


# Outdoor Area: Scrap Pod

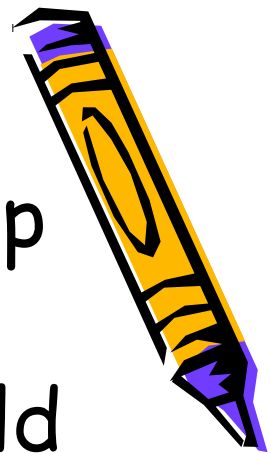




# Outdoor Area: Play House



- We understand that your child starting school is a massive step for you and for your child
- We know that bringing up a child is one of the hardest things to do particularly in terms of Social media and IT use
- We have looked at ways that we might be able to help
- We have done this before many, many times and we want to build a trusting respectful relationship with you

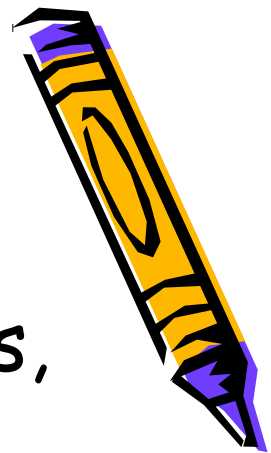




# What we do at school....

- Mentally and physically Healthy School (Fit Friday, Active lessons, Castaway camp)
- Have high expectations of children's behaviour
- Provide clear boundaries with known consequences used consistently by all staff
- Establish calm environments where children feel safe

Create an environment that prioritises relationships and consistency



# PARTNERSHIP

"A QUALITY LEARNING EXPERIENCE FOR CHILDREN REQUIRES A QUALITY WORKFORCE." EYFS FRAMEWORK 21'



Everyone will work in PARTNERSHIP to promote the learning and development of all children. ALL adults - Staff, parents and outside agencies, WILL ensure that each child is as ready for year 1 as POSSIBLE. It's all about TEAM work. ALL Practitioners are integral in this progress and communication is KEY!

# What we expect from you....

- Reading and sharing Tapestry and being an active part of your child's learning and journey through school
- Spend time reading and learning together EVERY day. It's about building a forever bond as much as it is about learning.
- Play games with your child teaching them how to win and how **to lose**
- Respect, trust us and support us- consistency is **KEY**
- Sleep - less than 9 hours is likely to cause your child to develop anxiety and struggle with worries (Place2Be survey 2019)

We all want what is best for your child and together we can have a significant impact  
**I can remember the days...**



# What is the Early Years Foundation Stage?

The Early Years Foundation Stage (E.Y.F.S.) is the stage of education for children from **birth** to the **end of the Reception year**.

It is based on the recognition that children learn best through **play and active learning**.

**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.**



# TIME FOR CHANGE

*TIME FOR CHANGE*

## EYES REFORMS 2021



# Framework

- The EYFS Framework exists to support all professionals working in the EYFS to help your child, and was developed with a number of early years experts and parents.
- In 2021 the framework was revised ...



# CHANGES

The DfE state that the aims of the EYFS reforms are to IMPROVE OUTCOMES for children; To strengthen their language development, particularly for children from disadvantaged backgrounds AND to reduce workloads so that practitioners can spend more time with the children, supporting their learning. Change was also necessary as some elements of the document were so out of date.

The New Framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

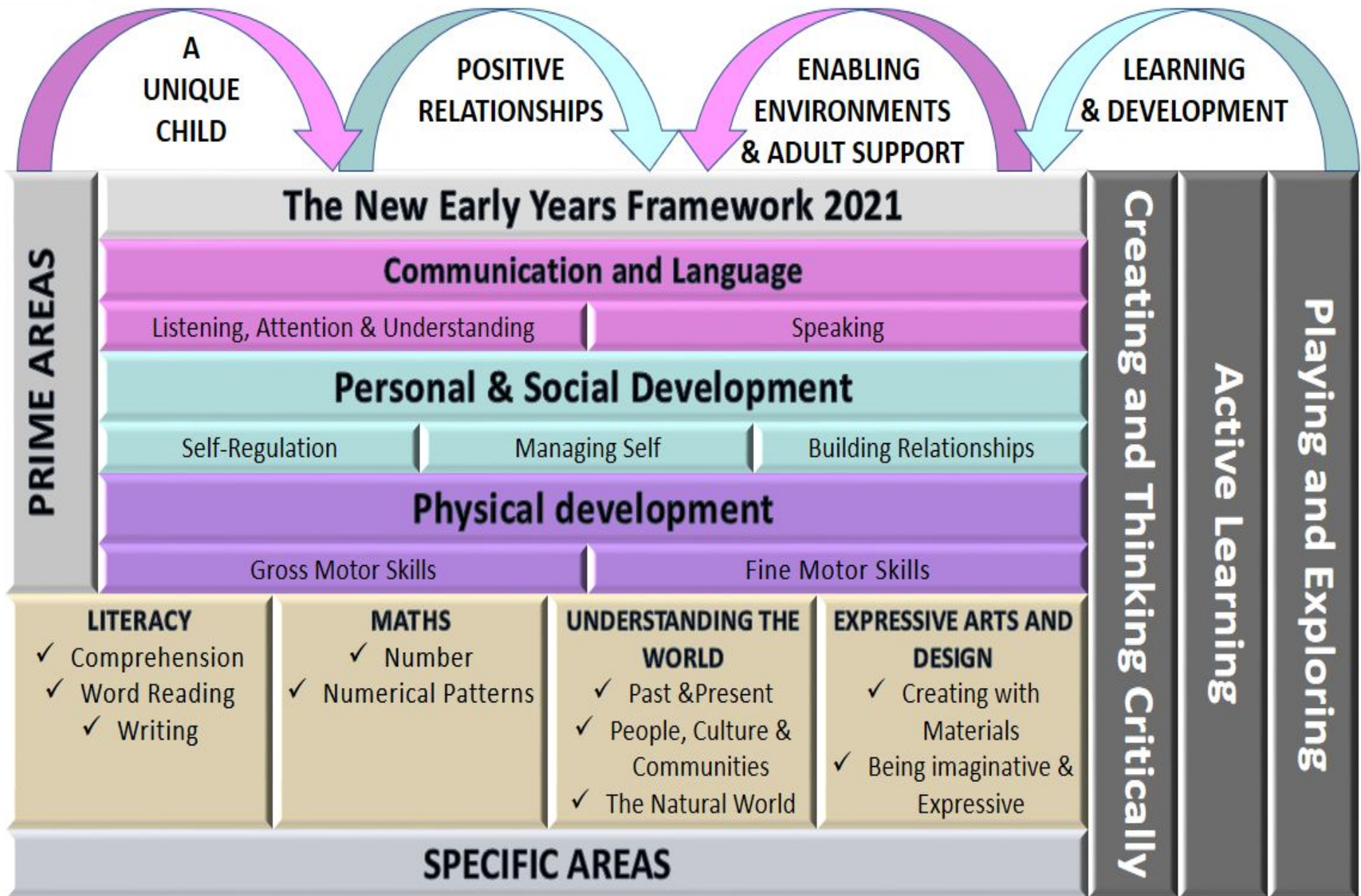
Present Curriculum	New Curriculum September 2021
Listening and Attention . Understanding and Speaking	Listening and Speaking
Moving and Handling	Fine and Gross motor development
Managing Feelings and Behaviour	Self-regulation
PD- Health and Self-Care	Managing self
Personal, Social and Emotional Development - Making relationships	Building relationships
Literacy- Reading	Reading - Comprehension and word reading
Literacy- Writing	Writing - more focus on handwriting simple phrases not just sentences
Mathematics - Number and Shape, Space and Measure	Mathematics -Number and Numerical Patterns
Understanding the world - People and communities, Technology and The world	Understanding the world - Past and Present, People, Culture and Communities, The Natural World
Expressive Arts and Design - Exploring and using media and materials, Being imaginative	Expressive Arts and Design- creating with materials, Performing

A photograph of two young girls standing on a wooden path in a garden, holding hands. The girl on the left has braided hair and is wearing a white dress with small floral patterns. The girl on the right has braided hair with pink bows and is wearing a dark dress with a colorful pattern. The background is a lush green garden with various plants and flowers.

EVERY CHILD DESERVES THE BEST POSSIBLE START  
IN LIFE AND THE SUPPORT THAT ENABLES THEM  
TO FULFIL THEIR POTENTIAL.

EYFS FRAMEWORK 21'





A CHILD'S EXPERIENCES BETWEEN BIRTH AND AGE  
FIVE HAVE A MAJOR IMPACT ON THEIR FUTURE LIFE  
CHANCES.

EYFS FRAMEWORK 21'

The background of the slide features a warm, golden sunset or sunrise. In the foreground, several children are silhouetted against the bright light, actively playing with hula hoops. The children are in various stages of motion, some with hoops around their waists and others with them on the ground. The overall atmosphere is one of joy and active play.

WE MUST ENSURE THAT ALL CHILDREN LEARN AND DEVELOP WELL AND ARE KEPT  
HEALTHY AND SAFE AT ALL TIMES.

The three characteristics of effective learning- how young children learn- these are taken into account when we plan and guide children's activities.

1 Playing and exploring

2 Active learning

3 Creating and thinking critically

# CHARACTERISTICS OF EFFECTIVE LEARNING

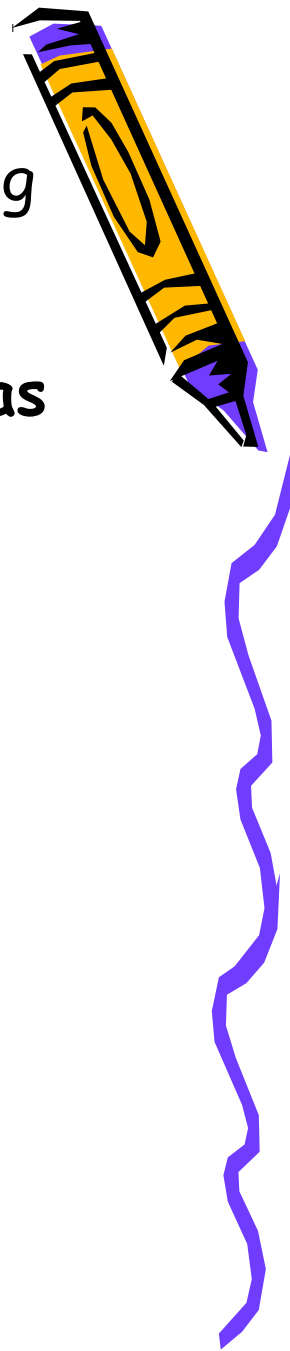
**PLAYING AND EXPLORING** - children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**ACTIVE LEARNING** - children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**CREATING AND THINKING CRITICALLY** - children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

THE HOLISTIC NATURE OF LEARNING DEVELOPMENT IN THE EYES (AND BEYOND) SHOULD ALWAYS BE ACKNOWLEDGED AND CELEBRATED. HOW CHILDREN LEARN AS WELL AS WHAT THEY LEARN. ALSO, DO NOT CONSIDER SOME AREAS OF LEARNING MORE WEIGHTED THAN OTHERS I.E. LITERACY & MATHS.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**



Children should mostly develop the **3 prime areas** first. These are:

1. Communication and language
2. Personal, social and emotional development.
3. Physical development

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

1. Literacy;
2. Mathematics;
3. Understanding the world; and
4. Expressive arts and design.



# 7 AREAS OF LEARNING

UNDERSTANDING THE WORLD



EXPRESSIVE ARTS AND DESIGN



LITERACY



MATHEMATICS



EYES

PERSONAL, SOCIAL & EMOTIONAL  
DEVELOPMENT



PHYSICAL DEVELOPMENT



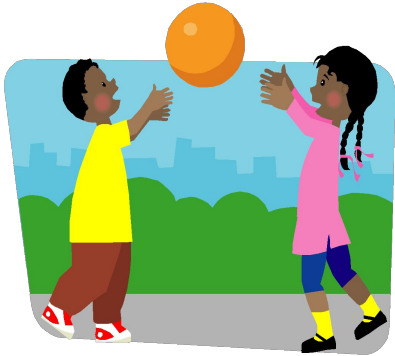
COMMUNICATION AND LANGUAGE



# Personal, Social and Emotional Development



The children will be learning to:



- become self-confident;
- have awareness of their own feelings and feelings of others;
- take an interest in things;
- become independent;
- tell the difference between right and wrong.









# Communication and Language



The children will be learning to:



- talk confidently and clearly;
- enjoy listening to stories, songs and poems, showing good attention;
- follow instructions;
- answer questions about stories



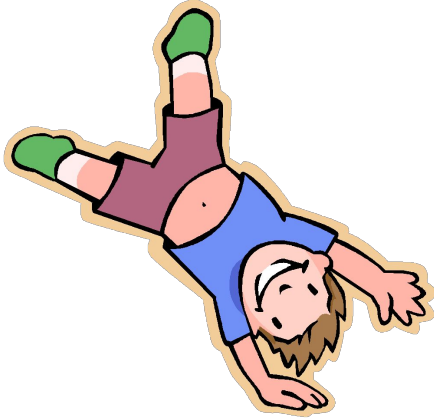




# Physical Development

The children will be learning to:

- move confidently;
- control their body;
- handle equipment.
- manage their own basic hygiene personal needs including dressing and undressing independently







# Literacy



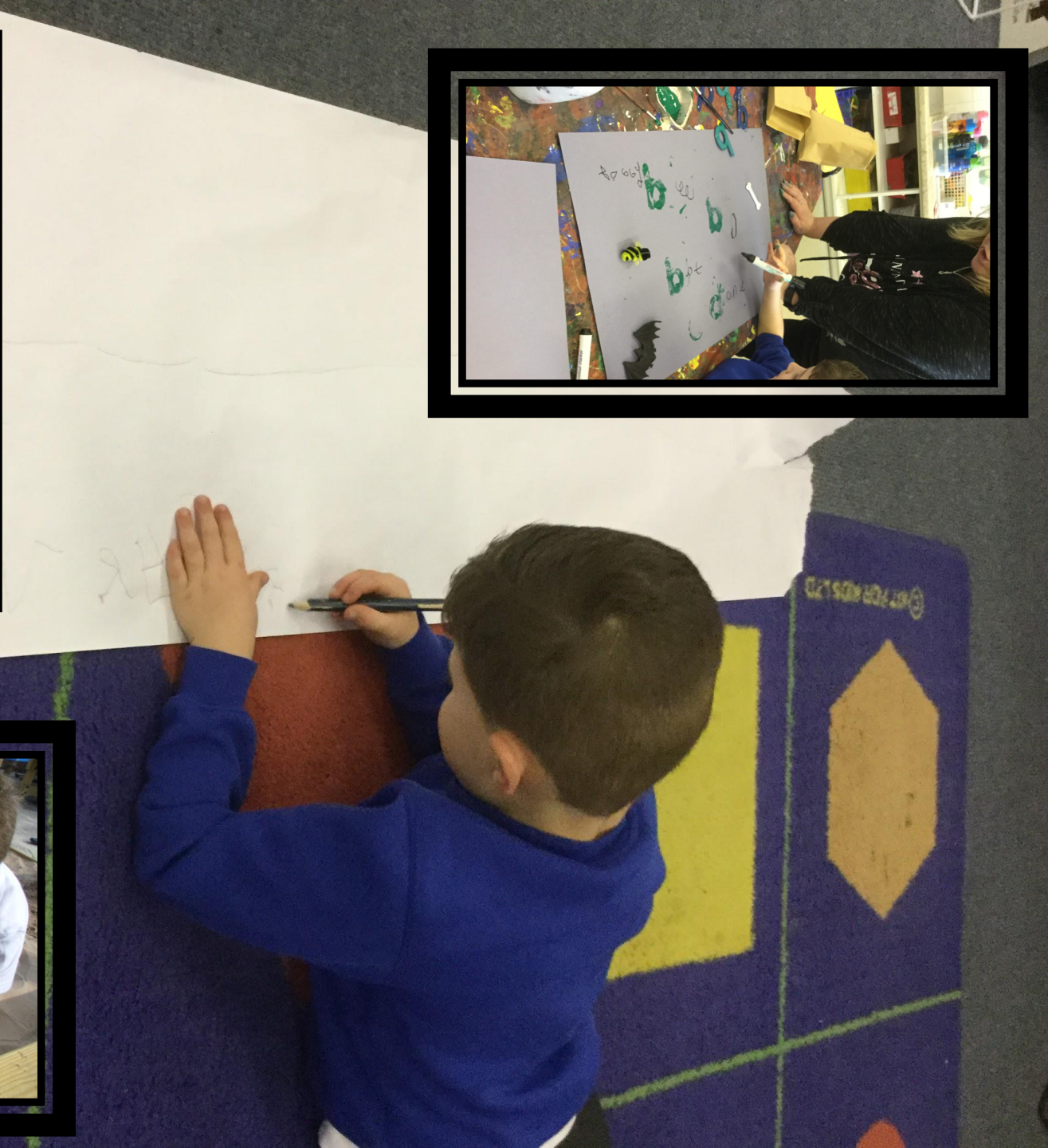
hear and say sounds, and link them to the alphabet;

read and write familiar words and sentences;

learn to use a pencil effectively.









# Reading Books

- Children will start off with a sharing book. Once they are able to blend and segment, they will be given a reading book. Along with their sound scrapbook, it must be brought to school every day.
- You will be given a diary to record comments in, when you share/read a book with your child.

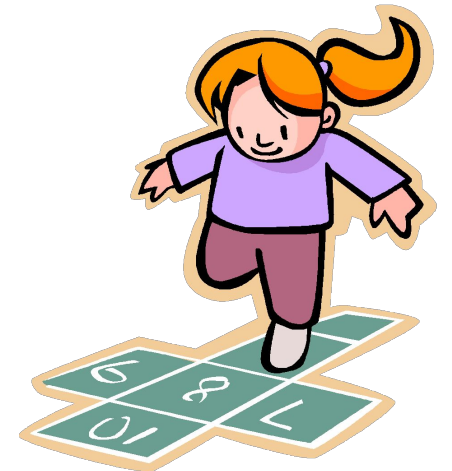




# Mathematics

The children will be learning to:

- develop an understanding of maths through stories, songs, games and imaginative play;
- become comfortable with numbers and with ideas such as 'heavier than' or 'bigger';
- be aware of shapes and space.











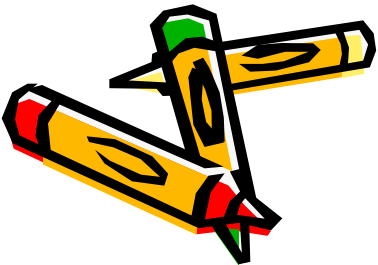
# Understanding the World



The children will:



- explore and find out about the world around them, asking questions about it;
- find out about past events in their lives and their families' lives;
- find out about different cultures and beliefs.









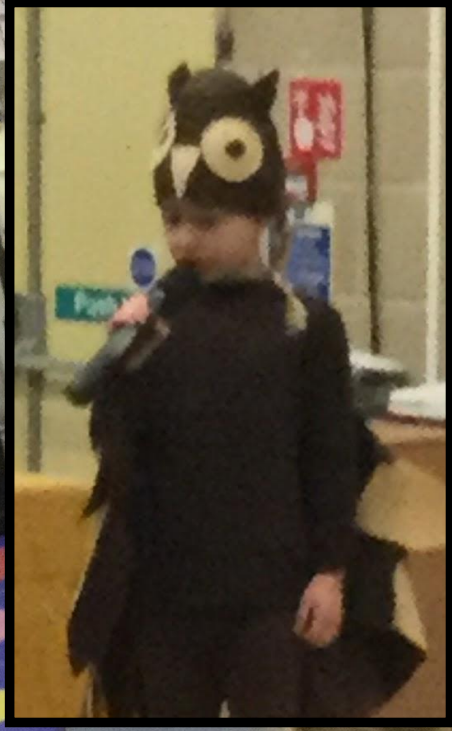
# Expressive Arts and Design



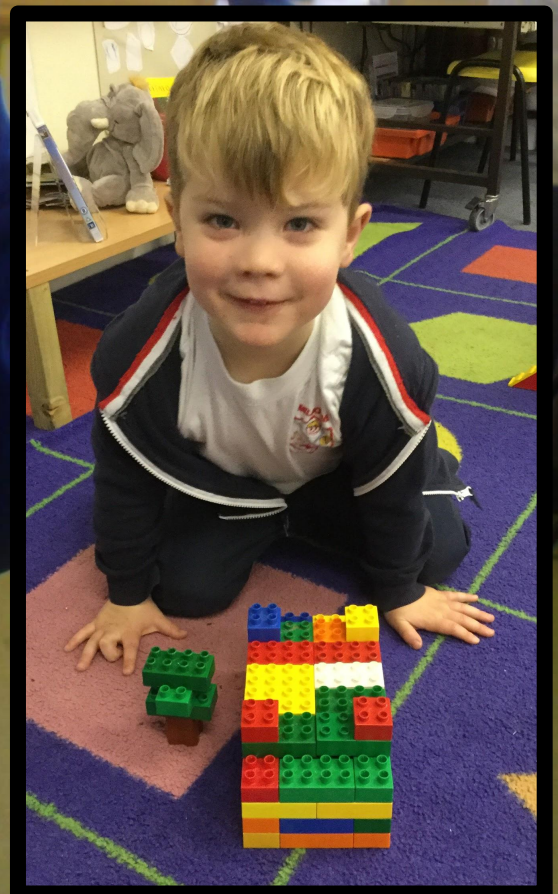
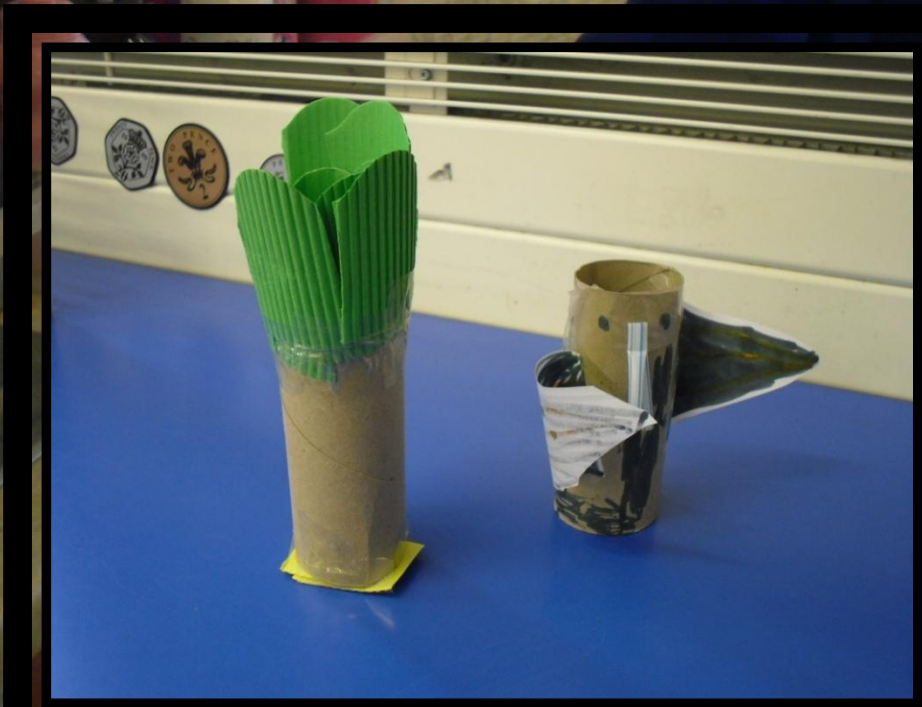
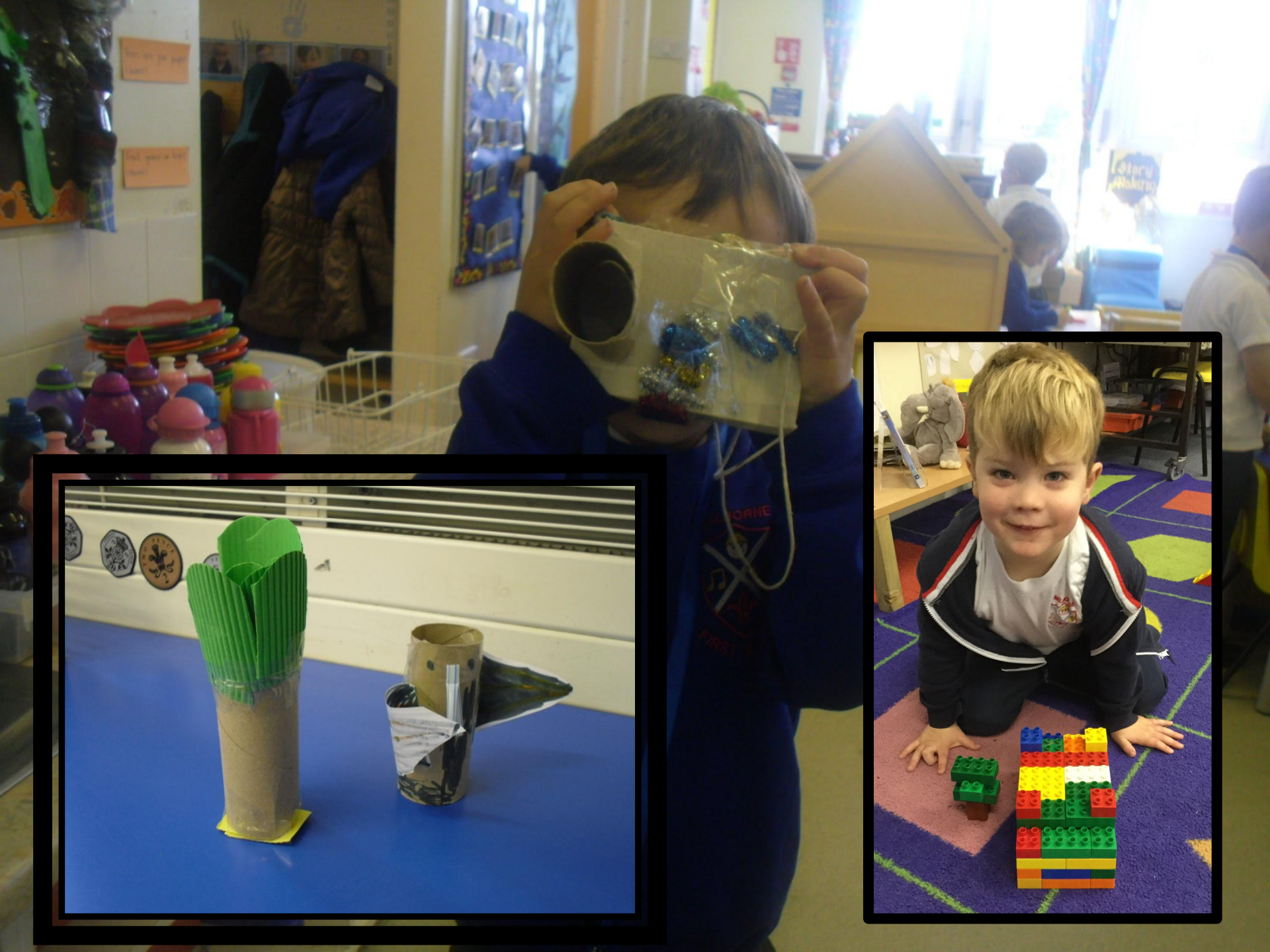
The children will explore:

- colours and shapes;
- making things;
- role play;
- making music and singing songs



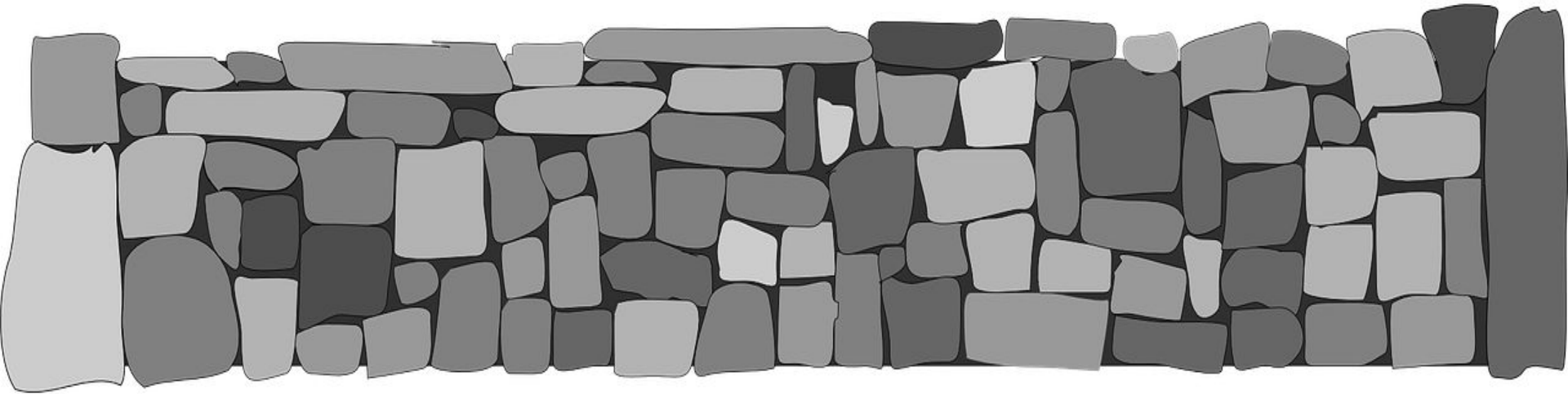




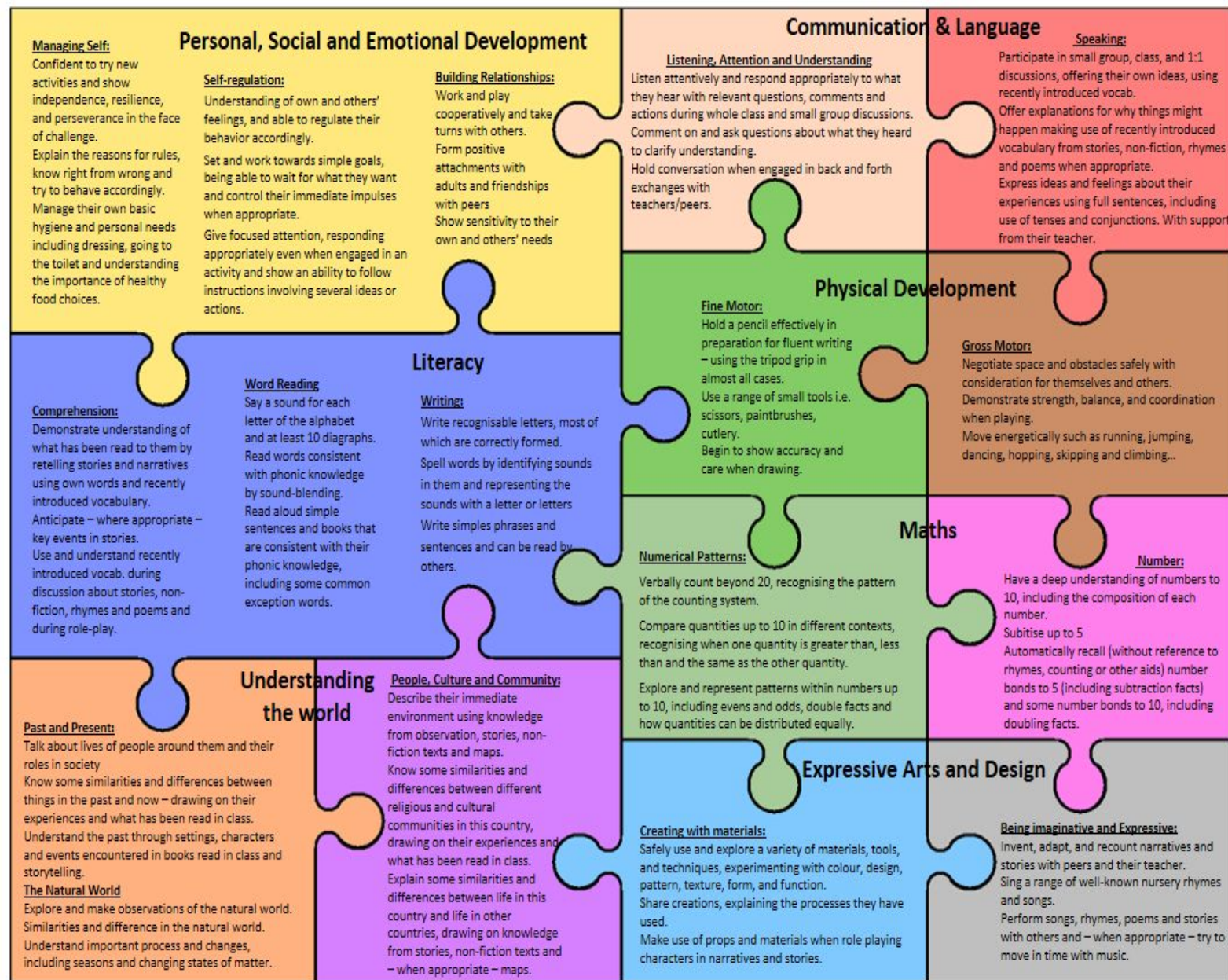




# A SECURE FOUNDATION

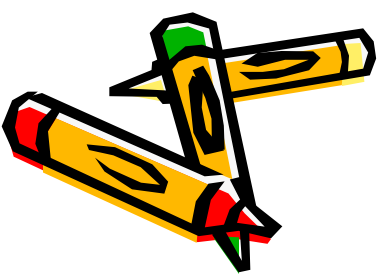


Carefully planning for the learning and development of each individual child and frequently assessing and reviewing what they have learned will ensure that WE KNOW - without doubt, that each child is making progress from a well established starting point.



# WHAT MATTERS?

PLAY is essential for children's development across all areas. This is a strong philosophy of Milborne St Andrew First School. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.





# THE IMPORTANCE OF PLAY

BE YOURSELF. ASK FOR  
HELP. ONE THING AT A  
TIME. IT'S OK TO SAY NO.  
PRIORITISE. ENJOY EACH  
DAY WITH WONDERFUL  
CHILDREN. HAVE A VOICE.  
ASK QUESTIONS. WORK  
HARD. PLAY HARD. SMILE.  
LAUGH. REDUCE PAPER  
WORK. MAKE TIME TO PLAY.  
ENCOURAGE CHILDREN TO  
LOVE LEARNING.....

Rebecca Underwood

*“Children learn by leading their own play, and by taking part in play which is guided by adults.” EYFS FRAMEWORK 21’*

Play acts as a catalyst for active learning! If you have ever been lucky enough to have watched children play (I mean REALLY play) and become totally engrossed in what they are doing, you will know the great value of them being deeply immersed within their own spontaneous activities, how much of their own precious understanding they bring to each session and how they exude enjoyment and genuine pleasure alongside like-minded peers. Yes, we can steer this play down new and exciting avenues by tactfully placing new resources and stimuli around the setting, by asking timely questions or making exciting suggestions of how to take their ideas further. As practitioners, we must also model the learning and rejoice and smile as the children become our mimics (we all know how children love to copy us). In my eyes, play leads to learning 100% of the time. By changing the contexts and resources and allowing them the freedom to explore and discover, imaginations will certainly thrive.

# EMBED THE LEARNING

We must ensure that children have secure understanding, before we start introducing them to new activities or ideas. Lay those foundations, dig deep, model, scaffold and allow children repeated opportunities to tackle the same activities . . .



DEVELOPMENT MATTERS 17'



"We have often put a lot of focus on making sure they are progressing up through the age-bands, or covering bullet points in *Development Matters*. We have wanted 'evidence' that children's play or activity exemplifies a particular bullet point in a particular age-band.

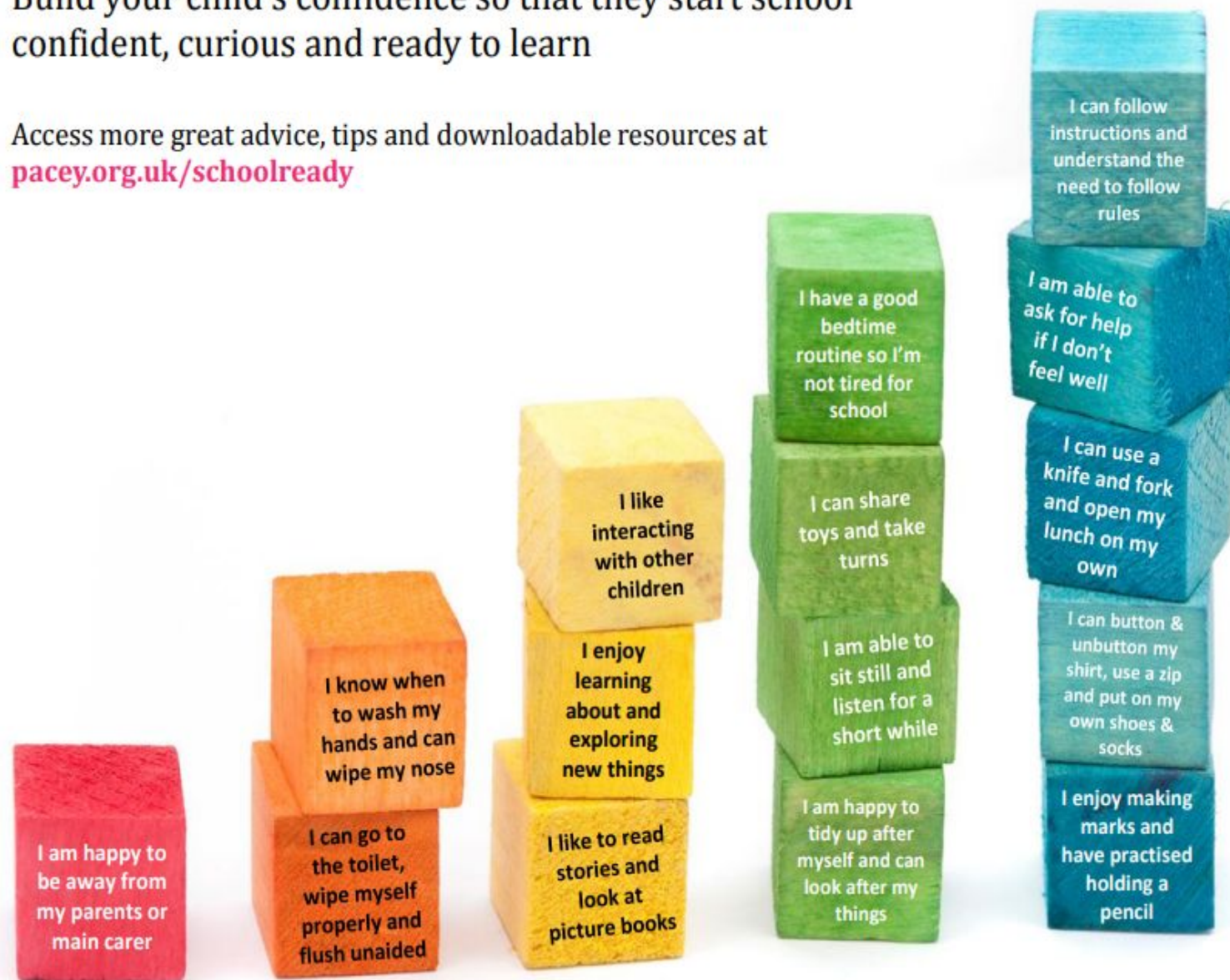
That's taken over from a more important aim: ensuring that children have secure understanding, before we start introducing them to new activities or ideas. I think it's well understood that a big part of our role is to make sure that children have strong foundations in their early learning and development. But we've been taken away from that by the focus on age-bands, levels and data." **Julian Grenier: Inside the Secret Garden, 20'**



# Steps to starting school

Build your child's confidence so that they start school confident, curious and ready to learn

Access more great advice, tips and downloadable resources at  
[pacey.org.uk/schoolready](https://pacey.org.uk/schoolready)



## More top tips:

- ★ Get your child ready for their new routine by switching their meal times to match those of the school day
- ★ Encourage your child to explore new environments and interact with new people
- ★ Talk to your child about what they are most looking forward to at school
- ★ Let your child practise putting their new school uniform on and taking it off
- ★ **And remember**, every child is different and starts school with different abilities



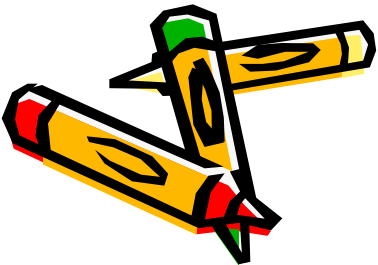
# How you can find out how your child is getting on?



It is important that parents and the staff caring for your child work together. We want you to feel comfortable about exchanging information and discussing things that will benefit your child. These conversations will be with Miss Wittman who:

Is your main point of contact within the setting  
Helps your child to become settled, happy and safe  
Is responsible for your child's care, development and learning

Takes a careful note of your child's progress, sharing this with you and giving you ideas as to how to help your child at home



# The first few weeks

We will find out what the children  
already know and can do  
and use this information to help us develop an  
individual learning programme  
for each child.

*We would value any contributions  
you would like to make in helping us  
get to know your child's needs.*



You will be invited to discuss  
your child's progress & adjustment  
to school within the first term at parent  
consultation.



# SUMMARY

Each and every child has only ONE CHANCE at their early education and it is CRUCIAL that everything that we intend for them adheres to the core EYFS principals at every opportunity. Be careful of fads and schemes that can limit learning. We hope that the EYFS framework can develop into a strong and holistic curriculum for every setting nationwide that puts early language development at its heart. We then need to focus our assessments on the key milestones within that curriculum. We need to be sure that children are secure in what they know and can do, before introducing them to something new.

It has been far from a normal year in education. Some may argue that this still not the right time for a new way of thinking. Yet, maybe COVID 19 is a catalyst for change — and maybe for the better? Is there now a greater emphasis on well being - and not just for the children? Let's support each other to go forward positively on this ever changing journey and make sure that the children across the UK get the best early childhood experiences possible. Together, we will succeed!

CHILDREN, UNIQUE AS THEY ARE, HAVEN'T CHANGED. THEY ARE AT THE CENTRE OF ALL WE DO, AND ALWAYS WILL BE...

Child centred at every opportunity



SOME SEE A WEED  
SOME SEE A WISH

We are very excited to share with you our logo which is a dandelion. We believe in the power and beauty of nature at Milborne. This is a natural symbol of hope, childhood and inclusion.



To see a dandelion's potential, you need to look at it differently. This is how we approach every unique child, getting to know their story and nurturing them to grow and learn