

Welcome to Baldwins Hill
6 weeks in Meeting



Purpose of Our 6 Weeks in Meeting

- Practical ways of helping your child at home.
- Finding out a bit more about learning through play in Early Years.
- Finding out ways you can be involved in the school.
- Important dates and information

Three Keys to Success at School

Ensure children are...

- Safe
- Happy
- Learning

...& supported at home



Our Core Values

Compassion:
show care and
understanding for
everyone

Courage:
be brave; believe
you can

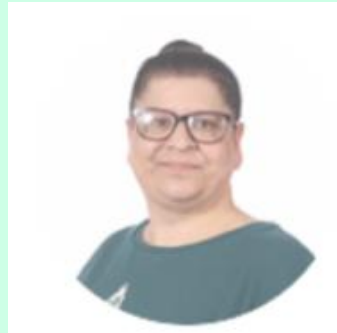
Respect:
value everyone
and everything in
how you listen,
speak and in what
you do

Responsibility:
make good choices
because your
actions matter

The Early Years Team



Mrs McCreadie
Class Teacher



Miss Malik
Class Teaching Assistant



Mrs Avlanmaz
Class Teaching Assistant



Mrs Lunt and Mrs Foster
Class cover teachers



Other members of the team...



Miss Barber
Phonics Teacher



Mrs Dabell
Class Teaching Assistant



Mrs Tidy
Class Teaching Assistant

Miss Dabell



SENDCO/Inclusion Team



Learning through play – How do the children learn and what do we teach?

Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development



Communication and Language

- Speaking
- Listening
- Taking turns in conversation



Early Learning Goals

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal Social and Emotional Development

- Sharing
- Developing relationships with peers and adults
- Self initiated learning
- Adapting to new experiences
- Self - regulation

Early Learning Goals

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

- Gross and fine motor skills
- Being healthy
- Getting dressed

Early Learning Goals

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Development of hands



Preschool
child's hand in
comparison to
a 7 year old

Specific areas

Literacy

Mathematics

Understanding the world

Expressive arts and design.

Literacy

- Reading
- Handwriting
- Funky fingers / dough gym
- Phonics

Early Learning Goals

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Phonics

Read Write Inc. Phonics is a structured literacy programme designed to help children learn to read and write confidently from an early age. In our classroom, we use it daily to teach children the sounds that letters make (phonics), how to blend these sounds to read words, and how to segment words to spell them. The programme includes engaging storybooks and writing activities that match each child's reading level, ensuring they build fluency and comprehension step by step. Through fun, interactive lessons and consistent routines, children develop strong foundations in reading and writing, setting them up for future success across the curriculum.

The logo for Read Write Inc. is located in the top left corner. It consists of the words "Read Write Inc." in a bold, yellow, sans-serif font with a blue outline, set against a blue rectangular background with rounded corners and a white border.

Read Write Inc.

Read write inc key phrases

- Sounds
- Special friends
- Fred talk
- Magnet eyes
- Blend
- Segment
- Fred Fingers

Phonics at home

- Reading diary stickers to highlight to parents which sounds your child needs to work on
- Sound mats are being made to send home to practice.
- Handwriting pack that has been sent home
- We recommend that Early Years children read for 5-10 minutes every day.
- To best support us in teaching your child how to read we ask that you support your child to read each decodable text provided by the school **4 times**. It is a key part of learning to read that children re-read words and sentences that they can decode (sound out) until they are fluent (read with ease and precision). By reading texts several times children have the greatest opportunity to achieve this fluency.
- •We change children's books once a week on a **Thursday**.

Mathematics

- Recognising numbers
- Counting amounts up to 20.
- Calculating using addition and subtraction
- Shape, space and measure
- Problem solving

Early Learning Goals

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

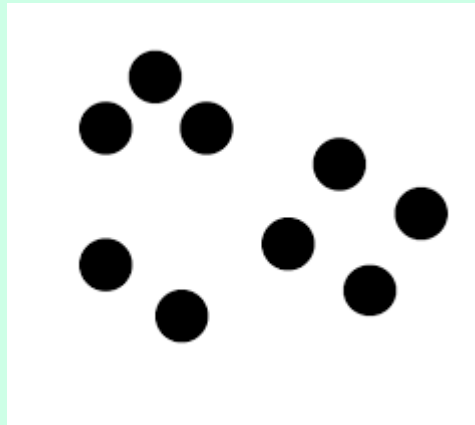
Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Mathematics

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Mathematics

Numerical Patterns

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- Compare quantities up to 10.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Expressive Arts and Design

- Using their imagination
- Using colour
- Song and dance
- Using different materials
- Making models
- Role play



Early Learning Goals

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Understanding the World

- Asking questions
- Investigating using senses
- ICT
- History, Geography, Science, RE.

Early Learning Goals

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

My Child's Day

- 8.40- Enter classroom and Morning work
- 8.50-Register
- 8:50–9.40 –**Open/child initiated learning and adult directed activities (Phonics books).**
- **9.45-Phonics**
- 10:00 – snack and **Drawing club**
- 10:15–11:30 –**Open/child initiated learning and adult directed activities (Phonics books).**
- 11:45–1:00 –lunch in hall then outside play
- **1.00-1.15 Maths**
- 1:15 –2.00 open/child initiated learning and adult directed activities
- 2.00- Drink break
- 2.10 – 2:40 outside open/ child initiated learning and adult directed activities or PE (Monday/Wednesday) or Buddies (Friday)
- 2:40 – 3:00 tidy and getting home things
- 3:00 – 3:10 story time / number blocks /alpha blocks
- 3:10 – Home time. Parents collect children from Outside area.

Rewards and Sanctions



Core values – class / individual dojo points



Children are given verbal reminders to show their core values. In some cases, children may be asked to have some 'time in' to calm or reflect on their choices.

Compassion:
show care and understanding for everyone

Courage:
be brave; believe you can

Respect:
value everyone and everything in how you listen, speak and in what you do

Responsibility:
make good choices because your actions matter

Coming soon- Celebration assemblies (Friday 2.30pm)

End of Year reporting

- Written report and termly report cards from class teachers.
- FLCs (family learning conferences) an opportunity to discuss your child's work with them and their teachers.

Characteristics of Effective Learning

Playing and exploring – engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas
Making links
Choosing ways to do things

How to Help Your Child Learn

- Help your child to relax - they are probably tired!
- Try to look at/read books together.
- Play word & number games.
- Talk about school.
- Spend time outdoors and in nature.
- Help them get enough sleep.
- Let us know if they are tired or under the weather!

Other ways you can support your child's learning!

- Observations from home – shining moments.
- TAPESTRY - Your Child's Learning Journal.
- Celebration of learning
- Home school diary (every day)

What to pack in your child's school bag.

- Lunch/snacks
- Water bottle
- Reading book and record
- Homework/Handwriting booklet
- Spare clothes

Buddies

- During the year we will enjoy learning alongside our year 6 buddies.
- We read together.
- They provide great role models for us and encourage us with our learning.
- We usually meet year 6 buddies on a Friday afternoon.

Thank You
For Coming to our Meeting

