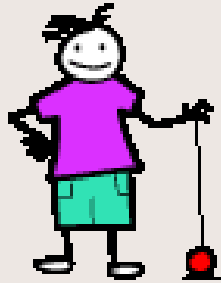




A silver metal spiral binding is visible on the left side of the notebook, with the wire looping through a series of holes in the brown cover.

Welcome to The Early Years 2021-2022



Induction Information Presentation



Meet the Early Years Team



Mrs Taylor



Mrs Wheeler



Mrs Kearney



Mrs Khan

The Nursery Day ...

- ❖ For the first half term, there is no set timetable –the children are **learning to learn** in the indoor and outdoor environment and getting to know their new teachers, teaching assistants and class friends.
- ❖ The children spend their time with their class teacher and teaching assistant. Children learn through a mixture of play, child initiated exploration and adult led teaching.

Uniform

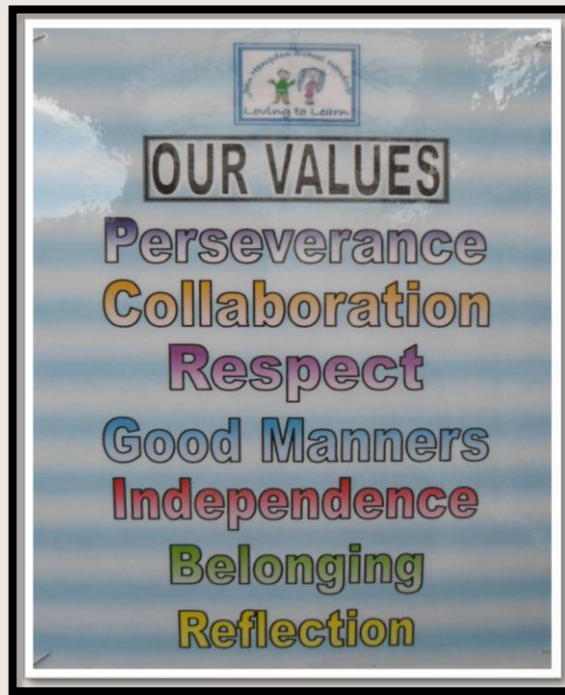
- ◇ Please ensure that names are in EVERYTHING!!!
- ◇ Please send coats EVERY DAY.
- ◇ Sensible shoes and no jewellery.
- ◇ Children are active for most of the day.

Behaviour Expectations...

At John Hampden School, we encourage children to follow the school's behaviour expectations to help keep everybody happy and safe.

- Do be kind and helpful
- Do work hard
- Do listen
- Do be honest
- Do be polite
- Do be gentle
- Do look after property

School Values and British Values



Expectations, Incentives and Recognition

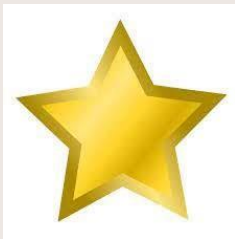
◊ 'Loving To Learn' board, stickers.

We are always looking for ways to recognise and praise children for their positive attitudes, fabulous learning and for following The John Hampden behaviour expectations or demonstrating our school values. This may be in the form of:

- stickers awarded by Teachers, Teaching Assistants and support staff to children
- children's learning being display on the class 'Loving To Learn' board

Golden Stars.

Children's learning is displayed on the 'Loving To Learn Board' or on another display board. A gold star always accompanies the 'learning' with an explanation. The star is then transferred into individual learning journals.



WOW Moments

◇ 'WOW' moments -



Your child will soon bring home a sheet of blank wow moments. These are for you to fill in with anything your child has done at home that has made you say 'WOW' e.g. trying a new food, sleeping in their own bed, riding their bike for the first time.....

- ◇ WOW moments are displayed and transferred into Learning Journals.

Communication...

Please ensure that your child brings in their book bag every day.

Home / school diary

This is a useful communication tool. Please sign when your child has read their book and at the end of every week.

Please let us know if there is a message for us as we only check diaries on Monday & Friday otherwise.

Communication Sheet

A brief preview of what the children will be learning about the following week will be available on the Class Page on the school website.

Going home

Please let us know if your child is being collected by someone other than you or your named person/people.

Healthy Eating...

Healthy Eating Policy

We encourage healthy eating in school and do not allow children to eat solid chocolate bars as part of their packed lunch.



'No Nuts' Policy

There are several children who have an allergy to nuts within the school, so please do not put nut products / ingredients in your child's lunchbox. Thank you

Allergens

Allergens

We will inform you of the allergens that will be in resources or ingredients. Playdough is a resource we use continually.

	Containing
Activity- Malleable/Cooking	Gluten
Malleable	v (Wheat)
Playdough flour	
Malleable	v (Wheat)
Pasta	
Malleable	
Rice	v (Wheat)

Voluntary Contributions and Wish List

Voluntary Contributions

To help us continue to provide exciting and stimulating activities and experiences for the children, we ask for a small voluntary contribution towards some experiences and resources. A letter detailing contribution areas is sent out termly.

Wish List

We may sometimes ask for donations of items that you may have at home. E.g. left-over Christmas cards/wrapping paper, straws, tissues, cups. We also always welcome any items you have at home that you do not use – ranging from books, to unwanted telephones, to pallets, cable reels and teapots. Due to the current circumstances, we will leave items for a period of time before we clean them.

Resources That Have Been Donated In Recent Years



First Aid...

First Aid

We have qualified first aiders.

Head bumps

Any child who has a head bump during the day will bring home a 'Head Bump' note and have a 'Head Bump' sticker on their jumper.



A Polite Request...

Toys

Due to the circumstances we face at this time, please do not send your child into school with toys, key rings or other valuable or sentimental items unless it is for a specific 'Show and Tell' session, as advised by the class teacher.

Phonics

The ability to read has truly become a necessity to survive and thrive in today's society. Phonics is the most successful way to teach reading.

There are 3 main stages that we teach in the Autumn term:

- ◊ Speaking and Listening Skills
- ◊ Sound Discrimination
- ◊ Rhythm and Rhyme

- ♦ Oral Blending and Sound Recognition

Phase One Phonics

- ♦ This phase of teaching is essential in teaching the listening and discrimination of sounds that allows children to go on to Oral Blending
- ♦ We teach this through activities like:
 - ♦ Music and movement
 - ♦ Sound Safari
 - ♦ Rhyming Stories
 - ♦ The Poetry Basket

Sound recognition

We teach the children the sound that the letter makes, not the letter name. At this stage we do not even say the name of the letter as that is confusing.

We need to be careful that we teach the correct pronunciation – no schwaring!!!

j-u-m-p not j-u-m-(per)



* More information on Phonics will be provided later in the term*

Tricky Words

There are, of course, words in the English language that you cannot sound out. These are called tricky words and need to be learnt by memory. Before words are introduced, children need to develop the skill of recognising logos.



Phonics

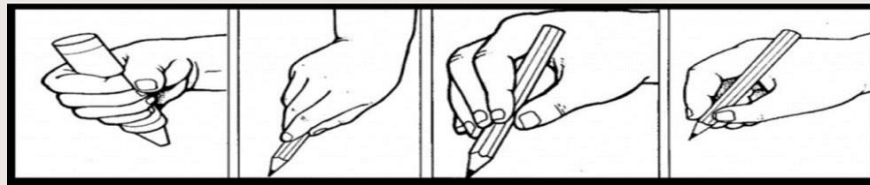
Soon, we will send home a phonics activity sheet every Friday. This will enable you to see exactly what your child has learnt in the week, and what they will be learning the next week.

Please can we ask for you to spend a **short time** practising oral blending, sound recognition, blending or tricky word reading.

Little and often is most helpful

Writing

- ♦ To be able to write successful, children need to develop gross and fine motor skills, hand-eye co-ordination and pencil grasp development.



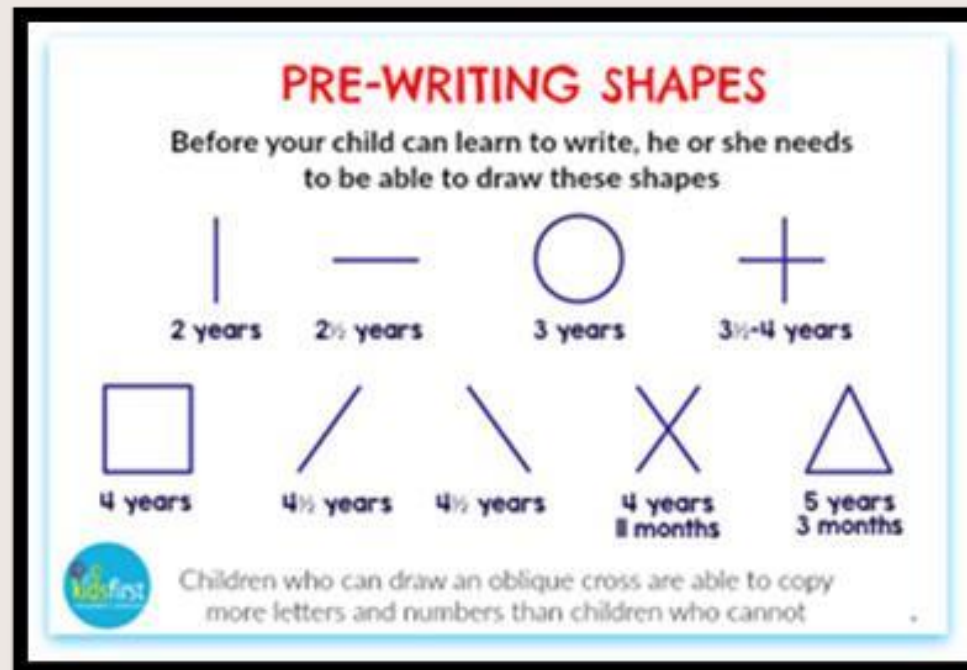
Drawing

- ♦ It is important to give drawing the same recognition that we give writing.



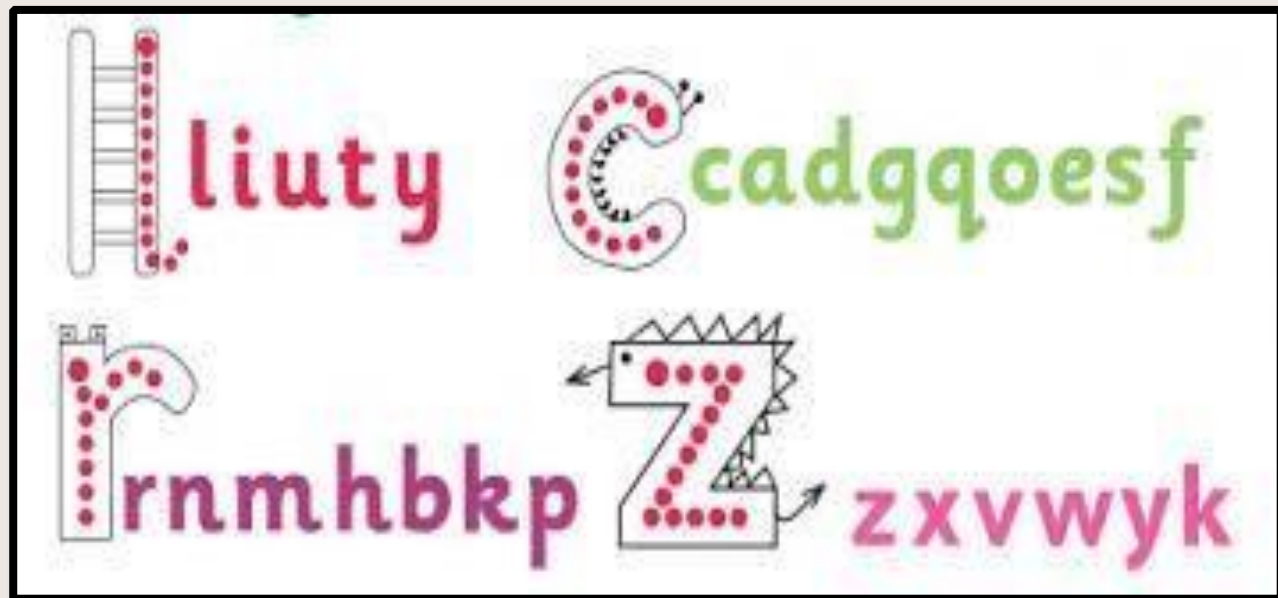
Pre-writing Shapes

- ♦ We teach the children to draw particular shapes so that they will be able to form letter shapes.



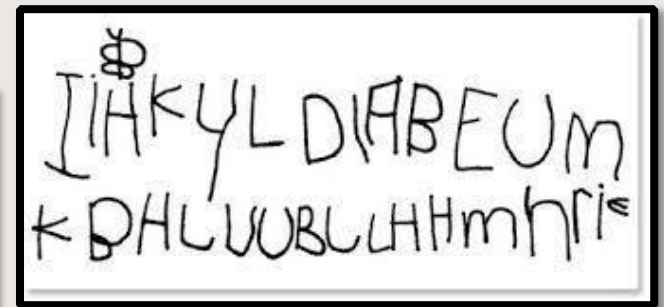
Handwriting Families

We then teach children to form letters through handwriting families.



Mark Making

As children are learning all of these new skills, it is important that they have the freedom to make marks and explore putting pen/pencil/chalk/ paint to paper.



What can you do to help your child's mathematical development?

Subitising- to identify the number of things in a set simply by quickly looking at them—not by counting them one by one.

This is perhaps one of the most important skills to develop before counting. It is crucial in giving children true fluency and understanding of calculation later on in their mathematical journey.

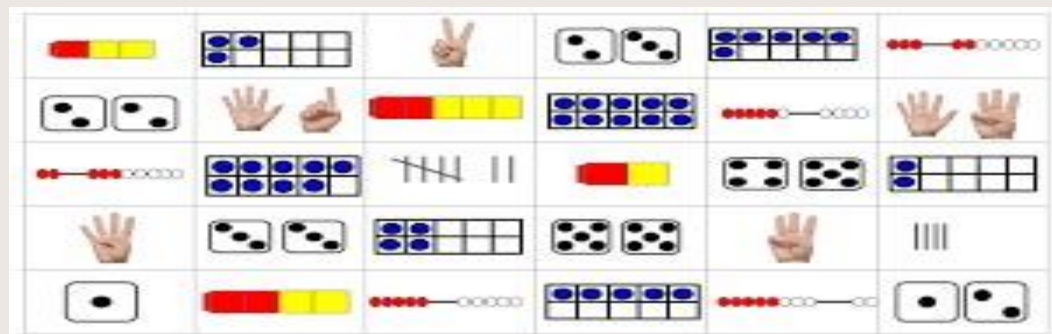
Subitising

We need to give children opportunities to see and label whole amounts without counting.



What can you do to help your child's mathematical development?

- ◇ Number recognition up to 10 (out of order)
- ◇ Counting objects up to 10
- ◇ Record numbers in different ways i.e marks, pictures, tallies....
- ◇ Shapes, colours and patterns
- ◇ Weighing and measuring.
- ◇ Maths in the 'environment'



Learning Journals

Children in The Early Years have their own 'Learning Journals' where we record some of the ways in which your child is travelling along a learning journey which is unique and special to them. The aim is to:

- ◇ Celebrate achievements
- ◇ Monitor the skills that the children are developing
- ◇ Show progression
- ◇ Capture how children learn as well as display experiences of children who are active thinkers
- ◇ Record children's viewpoints
- ◇ Highlight discoveries children make
- ◇ Illustrate how learning is underpinned by supporting and evaluating children's sense of wellbeing and engagement in their learning.

Partnership with Parents



To help your child fulfil their potential in The Early Years, it is vitally important that we work together to provide a consistent and positive approach to your child's learning, both at school and at home.

We operate an open door policy and are always happy to talk to you about any concerns or issues you may have. Due to the current COVID-19 situation, indoor meetings are restricted but we will endeavour to either meet with you outside or have a telephone conversation at an agreed time.

Settling in Meeting -

You will be offered the chance to meet with your child's class teachers during the Autumn Term to find out how well your child has settled in. More details will be provided shortly.

And Finally...

We look forward to working with you and your child throughout the school year.

The Early Years Team ☺

