



Miss Joel's Fledglings
Nursery and Reception Class

WELCOME TO MY CLASSROOM

Transition Support Booklet



This booklet will tell you all about our class, if you have any more questions please feel welcome to come and ask one of the Reception team at any time. We are always happy to help.

Adults in Our Class



Miss Joel
Class Teacher



Mrs Dorling
Support Staff



Mrs Jocelyn
Support Staff

Key Workers

These are the adults your child will see in their classroom on a daily basis. Your child will have a key person. A key person has special responsibilities such as working with a small number of children, giving them the reassurance to feel safe and cared for as well as building relationships with their parents. Your child will have a Tapestry account with details of your child's key person (see below for Tapestry information).

Starting Fledglings Class

Starting Nursery or Reception is an exciting time for children and we aim to make it as happy as possible.

On Tuesday 3rd September Fledglings parents should drop off and pick up from the playground when there is an opportunity to talk to staff briefly Fledglings staff will be out on the playground at 8.55am. Should you need a further conversation, we are happy to arrange an appointment.

In the first week, we will be setting new children up on Tapestry (our online portal for sharing updates with parents and you will be sent login details when these are ready).

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. In our Early Years classroom our Montessori approach and ethos underpins and complements the statutory national curriculum.

In the Fledglings class, children will have a range of planned, purposeful play through a mix of adult-led and child-initiated learning experiences in both the indoor and outdoor environments. The way in which a child engages with other people and their environment; playing and exploring, active learning and creating and critical thinking underpin learning and development across all areas and supports the child to become and remain an effective and motivated learner.

The E.Y.F.S is made up of 3 Prime and 4 Specific areas of learning and development.

Prime Areas

Communication and Language

This involves giving children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.



Personal, Social and Emotional Development

This area involves helping children to have a positive sense of themselves and others and to form positive relationships and respect for others. Children develop their social skills and learn how to manage their feelings and have confidence in their own abilities.



Physical Development

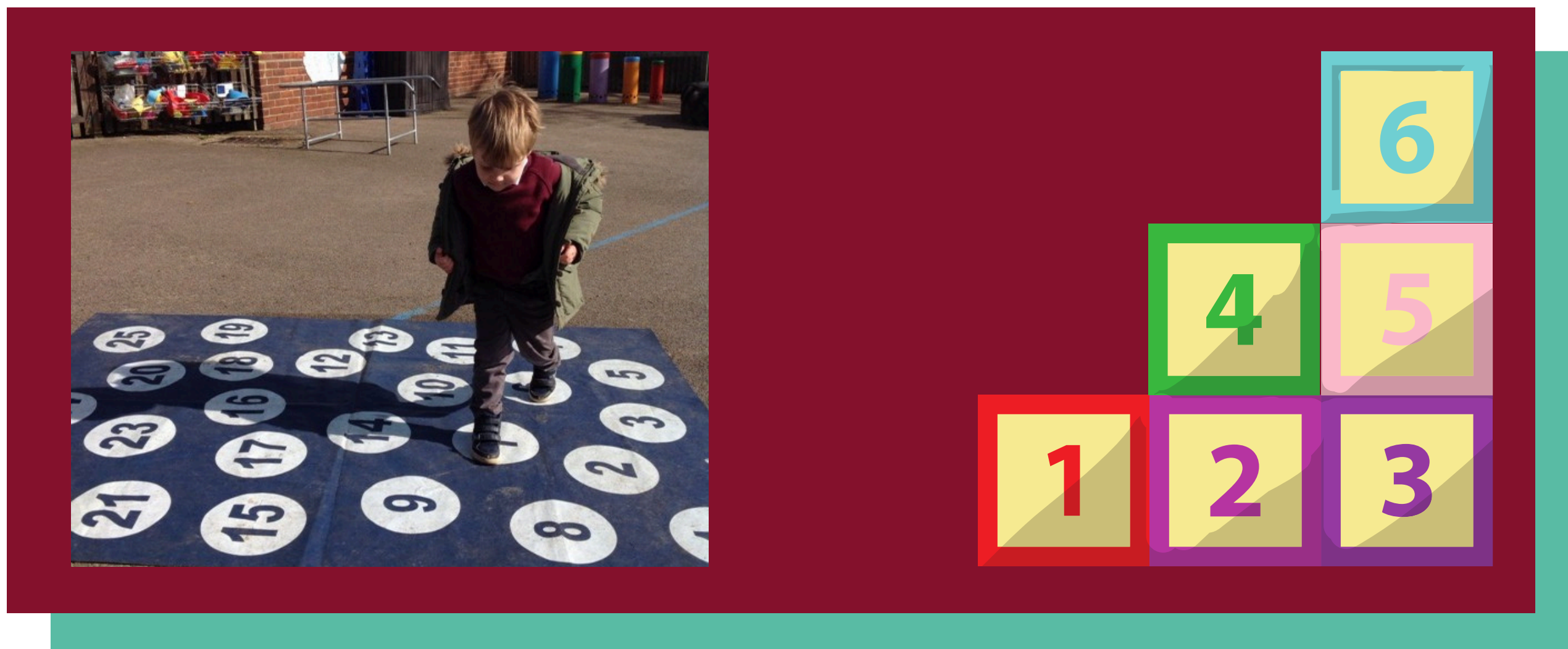
Physical development provides opportunities for children to be active and interactive and develop their coordination, control and movement. Children will also learn to make healthy choices in relation to food and begin to understand the importance of physical activity.



Specific Areas

Mathematics

Children's maths is developed through everyday practical experiences to develop their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and learning about shape, space and measures.



Literacy

Children are encouraged to link sounds and letters and begin to write. Children have access to a wide range of reading materials to ignite their interest.



Understanding the World

In this area of learning, children are making sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and their environment.



Expressive Art and Design

In this area, children will explore and play with a range of materials, providing opportunities and encouragement for sharing their thoughts, ideas and feelings. We do this through a variety of activities in art, music, movement, dance, role-play and design and technology.



The Montessori Approach Means.....

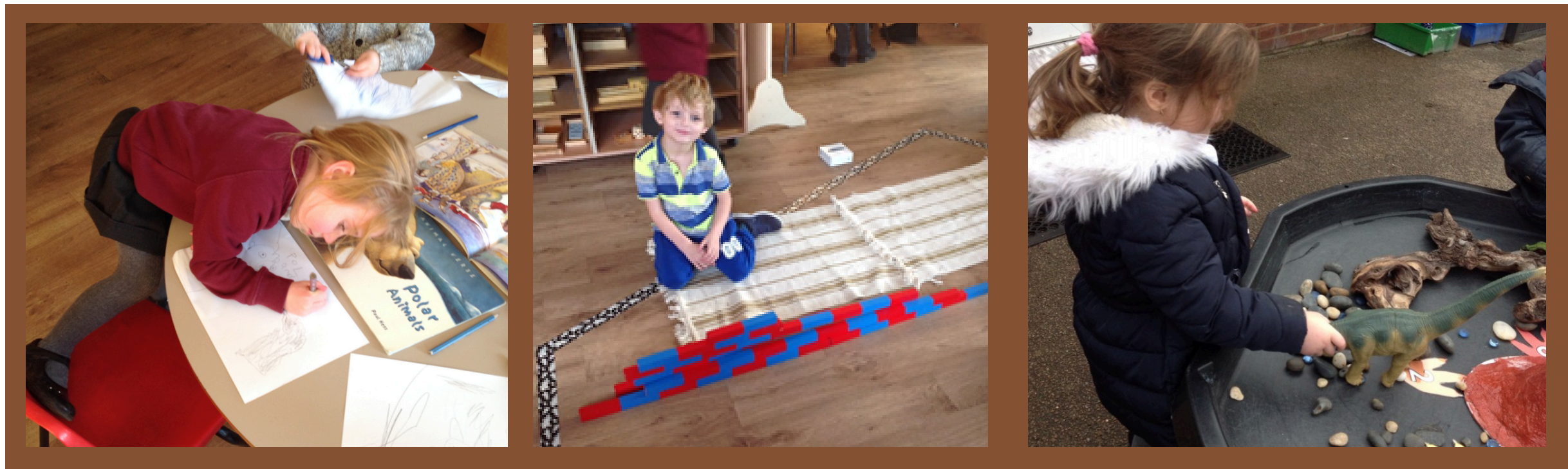
Children are given the freedom to make independent choices in the prepared classroom environment, choosing their work and their materials, dependent upon individual abilities.

They develop at their own pace, repeating activities as often as necessary and as a result they are able to reach each developmental milestone as and when they are ready.

Through the use of practical life activities, children learn how to independently carry out tasks required to live their daily lives, whilst also improving their focus and concentration levels in preparation for more structured academic work later in the year.

All classroom materials are multi-sensory and have a built-in control of error, allowing children to correct their own mistakes, further contributing to their independence.

Children learn to care for their environment by putting away materials they have been using and caring for plants - showing respect for their surroundings and for other children.



The First Few Weeks

For the first few weeks of the new term children will be learning new routines and settling in. This will give us the opportunity to get to know new children - what they already know and where their interests lie. This will help us to develop individual learning plans for each child. We would value any contributions you would like to make to help us get to know your child better and identify their needs.

You will be invited in to a parent meeting in October to discuss your child's progress.

Our Daily Schedule - Autumn Term

- 9.00-9.05 - Handover and registration (after which gates are locked)
- 9.05-9.30 - Group Time (Good Morning, schedule, calendar, Montessori resource)
- 9.30-9.50 - Phonics Session
- 9.50-11.30 - Independent Work Cycle, to include rolling snack (key workers working with small groups and observing the children's learning)
- 11.30-12.00 - Group Time (Story, Singing, Music)
- 12.00-1.15 - Whole school lunch time
- 1.15-1.45 - Relaxation/Reading
- 1.45-2.15 - Theme Session
- 2.15-3.10 - Free flow
- 3.10-3.25 - Story Time
- 3.30 - Handover

This schedule will change slightly in the Spring Term to reflect the needs of the children as they develop.

Literacy and Phonics at Anstey.

Children will listen to stories at least once a day as part of the daily routine. These stories will be discussed as a group to confirm the children's understanding and extend their language skills. Reception phonics teaching is currently taught through the very successful Rocket Phonics programme, a Systematic Synthetic Phonics programme - essentially a method of teaching where words are broken up into the smallest units of sound. Children are taught how to break up words, or 'decode' them, into individual sounds, and then blend all the way through the word.

A Rocket Phonics workshop will follow later in the term to introduce it properly and give you access to online resources, books and flashcards to support your child's learning at home when they are ready. We also use the Montessori materials and the use of interactive phonics games to support our children's phonics learning.

Nursery phonics is taught through play using sounds in the environment, musical instruments, rhyming and initial sounds eg on the farm, what can you hear?

Montessori materials focus on listening to key sounds using sound pouches (containing items that begin with each letter sound) associating the sound with their symbol using Sandpaper letters and "writing" using the Movable Alphabet.



Maths at Anstey.

Maths in the early years will be taught predominantly using Montessori materials as they give a concrete representation of maths concepts (including shape) and the decimal system.

The decimal system is also indirectly introduced when children work with pouring activities and Sensorial materials. Children seem to be particularly drawn to using the Montessori maths materials as they are beautiful to look at and to touch.



Forest School and PE

Fledglings have both their PE and Forest School sessions on a Friday to simplify the days for bringing kit into school. Children will need a PE kit which you can buy on our website and trainers or plimsolls (drawstring PE bags are also available from the uniform section of the school website and are designed to fit on the coat pegs). Forest School takes place in all but extreme weather. Parents are asked to provide a forest school kit to include wellies, waterproofs (top and bottoms), hat, gloves, scarf and an extra layer such as joggers and a fleece if needed according to the weather. The Forest clothes should come in to school on a Friday in a tote bag that can fit onto their peg - rucksacks are too wide. Wellies can stay in school - put your child's name inside and they can live on the wellie pegs outside the classroom door.

Relaxation/Reading time

Each afternoon our children take part in whole class relaxation. Children will often listen to a story being read by staff, an audio story or a children's guided relaxation. We find that 20-30 minutes of calm time helps children learn to refine their self-regulation skills, support development of imagination and just generally rest. Often this relaxation can help to cement the morning learning and activities in the brain. Some children will doze off, especially our younger children in the beginning of learning to navigate longer school days. Please let us know if you prefer your child not to doze longer than our relaxation session. At times, with our older children, this will be a time when our teachers can do one to one reading sessions with children and change reading books.



Lunch Times

Nursery children need to bring in a home packed lunch. From Reception age, children up to and including Y2 are entitled to Universal Infant Free School Meals. Reception parents will be sent a copy of the menu for children to make a menu choice for each day of a 3-week rolling menu - our meals are brought in to school so we will use these choices until the next menu change at October half term. Nursery children and any Reception children who bring their lunch from home are encouraged to bring a healthy lunch. We would ask that you do not pack chocolate or sweets and to also cut in half foods that are common choking hazards such as grapes or cocktail sausages. Your child will play in the supervised designated area for early years over the lunch break.

If your child is picked up at 1.15, they will be ready at the side gate (nearest the village hall) with staff. We ask that parents try their best to be prompt for pick up as staff are required to support children in the afternoon session. Please call our office if you should be delayed for any reason.

Snack Times

Snacks are provided daily for children. We use this as a practice in being independent, encouraging them to make snack choices and prepare their own snack, pour their drinks and wash up on their own. Parents are asked to pay a £25 contribution for snacks for the year. We try to make sure we have a variety of textures and tastes for the children to try over and above the piece of fruit provided by the government. We offer fruit and vegetables which are more suitable for the children to cut or spread themselves e.g. buttered crackers, cheese and cucumber and other more interesting foods such as at Chinese New Year.

Milk is provided free up until they age of 5 (and can be paid for until the end of Year 2) - please let us know if your child does not want milk or is allergic to it. You can send in (a named carton of) milk alternative if you wish.. Permission for your child to receive milk must be given on The Gateway - our school online payment system details will be supplied from the office.

Please make sure your child has their own named water bottle (containing water only) in school so that they can get a drink at any time they need one, especially when playing outside in warm weather.



Homework

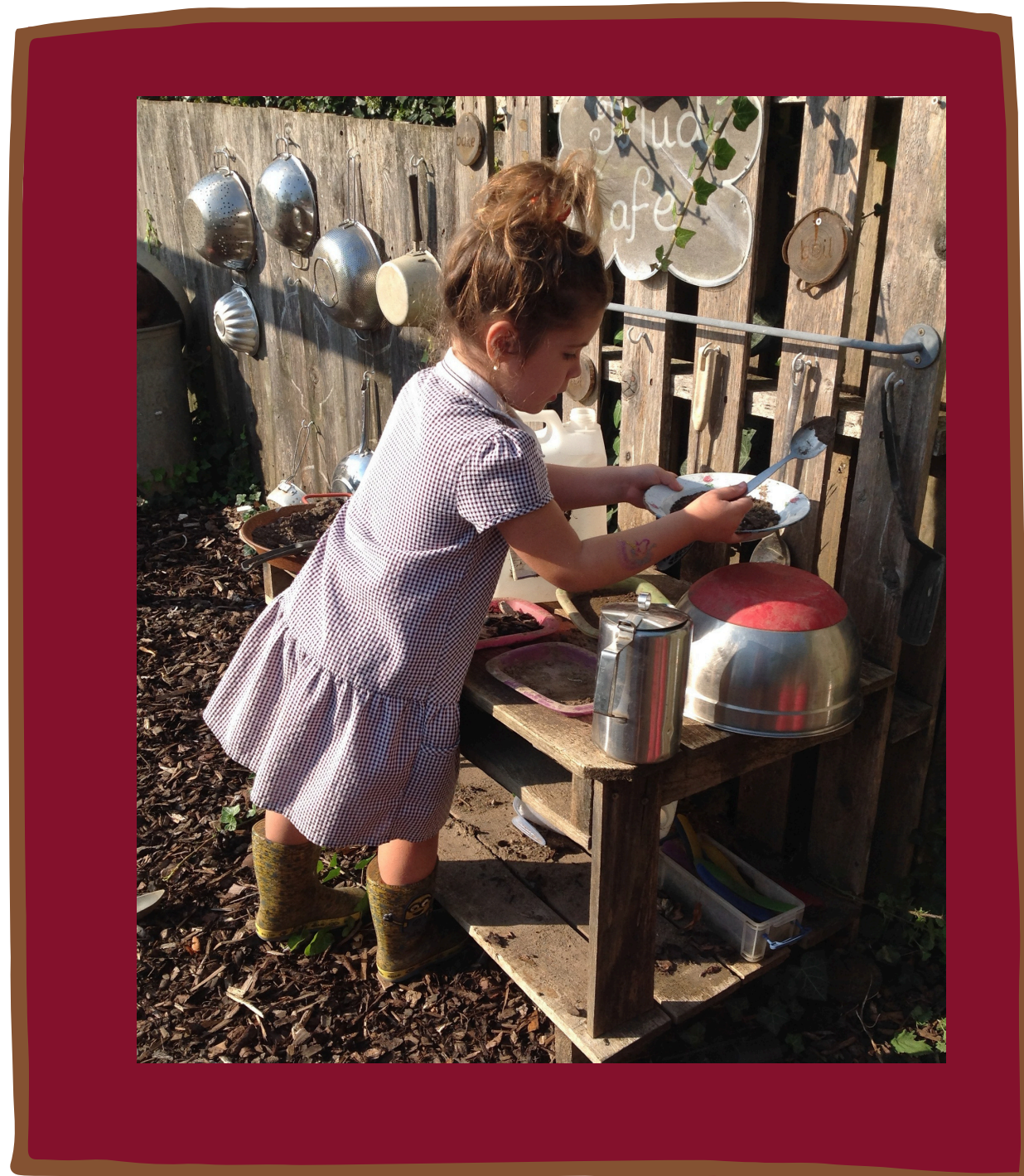
Reception children will be provided with a reading book and a Reading Record. We encourage you to establish reading time every night and ask you to write a comment in the Reading Record. According to your child's development throughout Fledglings, the books may be ones the children are reading (or sounding out) themselves or initially these may be picture books that you can talk about as part of their development towards reading. Children should bring in their book and Record to School everyday and books will be changed weekly.

Gradually over the year, Reception children will be able to complete activities at home to support their learning in School.

Nursery children are not given any formal homework but may be given books that they want to share with you and will bring home their mark-making and pictures to show you.

Supporting Your Child's Learning at Home

- Encourage your child to get dressed themselves and manage their own personal hygiene as much as possible.
- Talk to your child about what they have done at school, their interests and about everyday activities.
- Share stories with your child and once they start to bring reading books home, listen to them read and talk about what they have read.
- Use every day experiences as appropriate opportunities for counting - climbing the stairs, laying the table, shopping etc.



Tapestry.

Tapestry is a secure online learning journal to record photos, observations and comments in line with the Early Years Foundation Stage. This system allows us to work with parents and carers to share information and photographs and record the children's learning and progress.

New parents will receive log in details during the first week or two of term. When an account is set up for you (existing Anstey children will already have one). Miss Joel will use Tapestry to let you know plans for the week and you will see photographs as the week goes on. Observations of your child will be carried out and you will be able to see these on your child's account. You can also use Tapestry to share developments and photographs with us.

Inclusive Practice

All learning experiences are provided to give both boys and girls equal opportunities to play and to develop their full potential. Gender and racial stereotypes are challenged and resources are used which promote equality and diversity. Children have a right to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.