



*Nursery & Reception
Welcome Evening
2015*

Meet The Staff

Class Teachers

Richard McLelland

Early Years Phase Leader

Froglets Nursery Teacher

Niamh Keating

Stickleback Reception Class Teacher

Laura Smith

Assistant Head Teacher

Newts Reception Class Teacher

Kyri Gregory

Newts Reception Class Teacher

Teaching Assistants

Susannah Tillocksingh

Fitore Veliu

Hayeser Zorbas

Abu Shahidullah

Stefania Cocco

Hannah McNamara

Additional Adults Working

Liz Ghamar & Mireille Alwan – Assistant Head Teachers

Mandy Aplicano – Leader of Learning for SEBN / Rainbow

Syra Sowe – SENDCO

Tom West – Music Teacher

Jordan Lawal – PE Coach

Alice Farrell – Art Teacher

Dean Farrell – PE Assistant

Settling In

Transition is a natural part of a child's school life, but is particularly important to and between Nursery and Reception.

Transition is really important at Primrose Hill and we want children's first experience of school to be a positive one.



The Early Years Foundation Stage (EYFS)



Four guiding principles in early years settings.

These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Planning

Areas of Learning	Aspect
Prime Areas	
Personal, Social & Emotional Development	Making Relationships Self Confidence & Self Awareness Managing Feelings & Behaviours
Physical Development	Moving & Handling Health & Self Care
Communication & Language	Listening & Attention Understanding Speaking
Specific Areas	
Literacy	Reading Writing
Mathematics	Numbers Shape, Space & Measure
Understanding The World	People & Communities The World Technology
Expressive Arts & Design	Exploring and Using Media & Materials Being Imaginative

Assessment for Learning

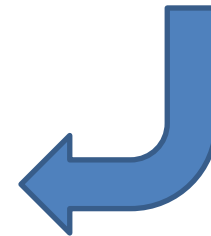
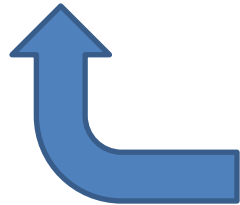
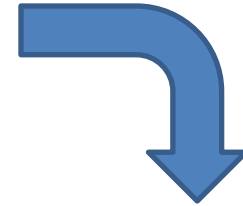
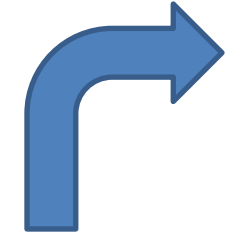
Adult works with / observes the children



sees what they can do

thinks about what the child needs to do next

plans another activity



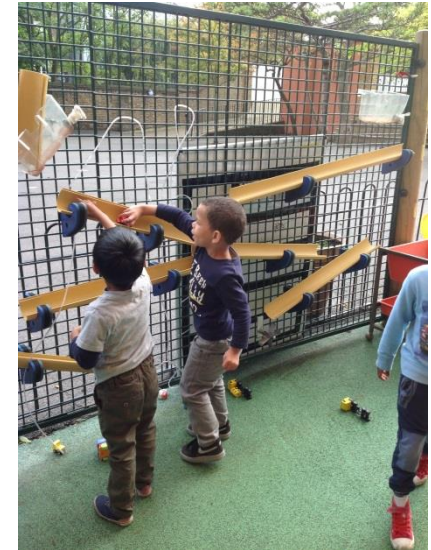
Encouraging independence, confidence and co-operation



Working with an adult



Working independently



Working and playing co-operatively



Learning Inside



Learning Outside

Behaviour expectations

Children are taught that they are responsible for their own behaviour

Children are aware of their rights and responsibilities.



High expectations

The School Rules

- Listen carefully
- Work hard
- Be gentle
- Be honest
- Look after property



Rewards

Positive Behaviour Approach

'Catching them being good.'

- Praise and positive phrases
- Celebration of their work in Assembly
- Showing their work to Robin
- Sharing the good with you
- Passports



What happens when things go wrong?

Children may need support.

- Given warnings to remind them of our expectations and gives them a chance to modify their behaviour.
- Thinking time
- Incidents book
- Reported to you
- Consistency



Inclusion



*Motivated, independent,
confident happy children*



Visit your child's class to find out more...



A Day in Reception

8.45 -9.05	Registration / reading with parents and carers / start of the day routine
9.05 – 10.30	Adult led activity free flow / choosing
10.30 – 10.45	Whole class carpet time Phonics activity fruit
10.45 -11.20	Adult led activity free flow / choosing
11.20 – 11.30	Recall and reflection on morning's activities
11.30 – 11.45	Tidy up time/ hand washing / story and songs
11.45 – 12.30	Lunchtime in the hall
12.30 – 1.30	Lunchtime play
1.30-1.40	Whole class session Numeracy activity
1.45 – 2.30	Adult led activity + free flow / choosing
2.30 -3.00	Big tidy up time (tidy up teams) Followed by book time / songs and rhymes on the carpet then milk
3.00 – 3.15	Outdoor play
3.15 – 3.30	Collect bags and coats Story, songs, home time.



Assessing Children Learning



2 build a profile iPad app

“Can concentrate for an extended period of time”



“Gives meaning to the marks they make as they draw, write and paint”



Reading – Book bags

Home Learning – Google Classroom

PE kits – Friday

Opportunities to be involved – trips, mystery reader, library visits, sharing talents and interests

Communication – Come and talk

Any
questions?