



Welcome to Year R 2023



Year R – Willow Class Staff



Mrs Cooper

Willow Class Teacher

Early Years Leader/Senior Leadership team



Mrs Tigwell

Higher Level Teaching Assistant

Speech and Language Assistant



Mrs Pelling

Teaching Assistant

Emotional literacy support Assistant



Mrs Ann Griffin

Teaching Assistant



Mrs Michelle Wood

Teaching Assistant/Speech and Language therapy Assistant



Mrs Leach

Teaching Assistant/Occupational therapy Assistant

Year R Elm Class Staff



Mrs Grimes

Elm Class Teacher



Mrs Leach

Teaching Assistant

Occupational therapy Assistant



Mrs Wood

Teaching Assistant

Speech and language therapy Assistant



Mrs Pelling

Emotional Literacy Support Assistant



Mrs Tigwell

Higher Level Teaching

Assistant/PPA cover

Speech and Language Assistant

SEN YEAR R TEAM



Mrs Hill-Venning
SENCO
Senior Leadership team



Mrs Vanessa Allen
Learning Support Assistant

Staff covering Year R Planning Time



Miss Lambert

Intervention Teacher

WILLOW CLASS



Mrs Tigwell

Higher level teaching
Assistant

ELM CLASS

Notices

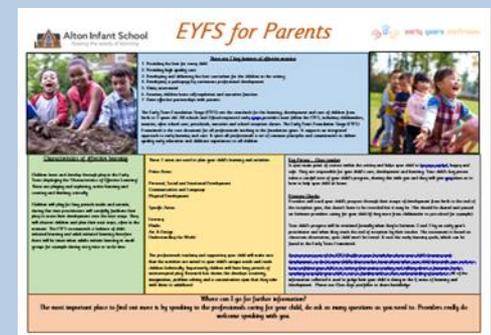
- Please check ClassDojo texts from school, emails, newsletters and our website for up to date information.
- You can contact the school office for general queries or Dojo message your class teacher.
- Absences should be reported to the school office.



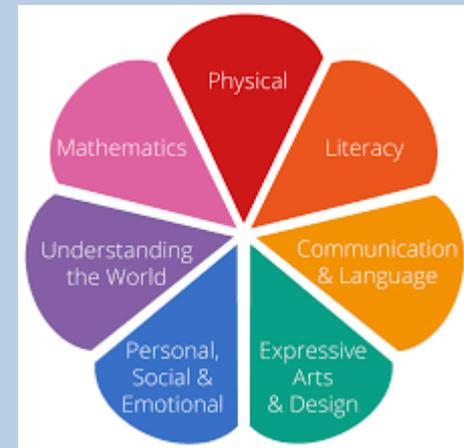
Please also refer to the Parents booklet – given in your child’s book bag for general school information.

EYFS Curriculum

Your children will be completing their last year of this curriculum with us in Willow and Elm Class.



These essential years are the building blocks/foundations to a strong and healthy education system making them life long learners with excellent characteristics which support them throughout life.



We look forward to our parents information evening in October to fully explain the curriculum we offer to your children.

THE SCHOOL DAY



- Doors/gates open : 8.45am
- Morning Session Year R : 8.55 am – 12.00pm
- Afternoon Session : 1.15pm – 3.15 pm



Teachers will be at the gates at 8.45am. You may use this time to have a quick word with the adult on the playground/gate. If you need a longer discussion, please make an appointment for a mutually convenient time with the class teacher. Please do not leave children unsupervised on the school grounds before they have been seen into school.

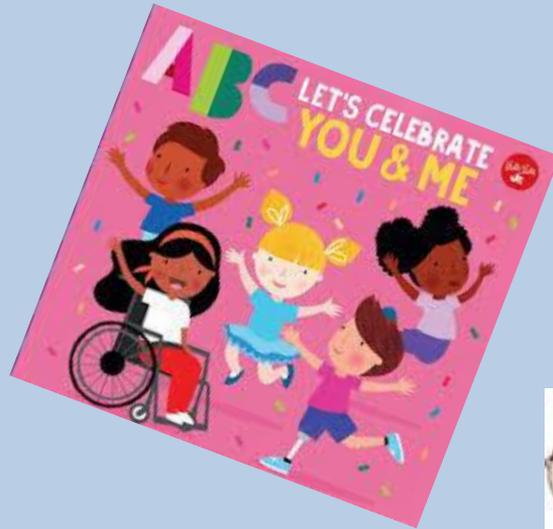
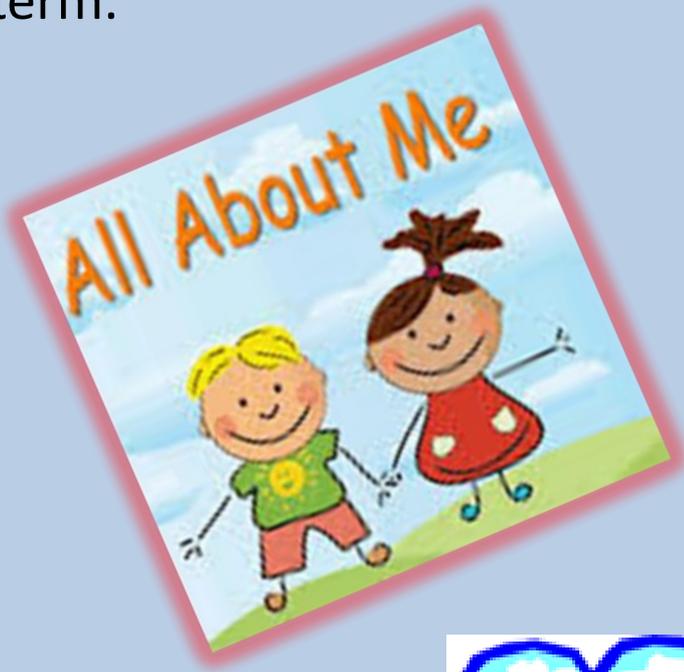
School finishes at 3.15 pm. Your class teachers will bring your child to their class door/gate.

- Please inform us of going home changes by contacting the school office or informing the adult on gate so this can be written in each class book. Children will only go home with a different adult if we have been informed.



Topics

Curriculum information will be mailed to you at the start of each half term.





Learning Behaviour Characters

We encourage the children to try to be like the characters to improve their own learning and to understand what they need to demonstrate as a positive member of our school community. Be the best they can be!

Resilient Tortoise

I keep on trying and don't give up. It doesn't matter how hard I find my learning. When things get tough I use my resilience to stick at a task and always try my best. By being resilient I find that learning becomes easier than I thought.



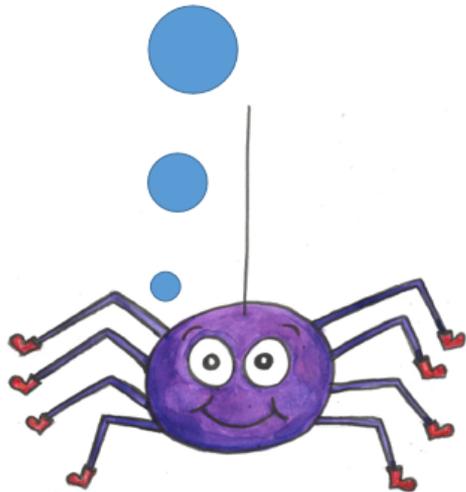
Curious Cat

I think, wonder and ask questions about my learning. This means that I can find out about things and use these ideas in my learning. I really like to investigate and explore to find the answers to my questions.



Brave Spider

I am not afraid to take risks. I love to try something new and never say no, even though I might think it is something scary. I am not afraid of making mistakes as these help my learning. By taking risks I feel really good about myself and realise I can do things when I try.



Reflective Ladybird

I think about my learning and wonder what I have done well. I then think about how I can improve my learning or what I can do differently to make my learning even better.



Concentrating Caterpillar

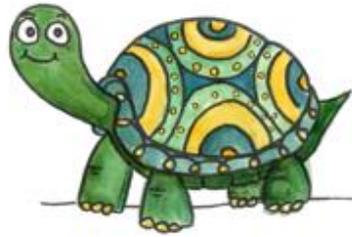
I concentrate on what I need to do even when my friends are trying to get me to do something different. By concentrating I know I can improve my learning.



Considerate Hedgehog

I consider the feelings of my friends to ensure that they can learn in a caring environment. I know my UNICEF Rights and use these to help my own thinking and to help respect other children and the planet.





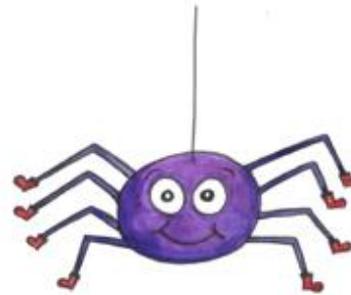
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Reflective Ladybird



Concentrating Caterpillar



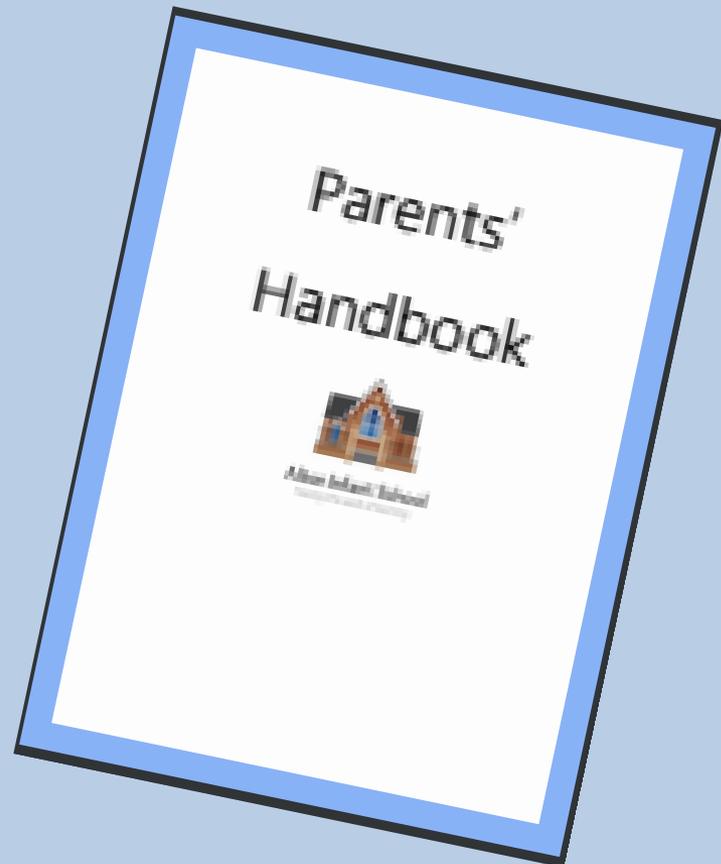
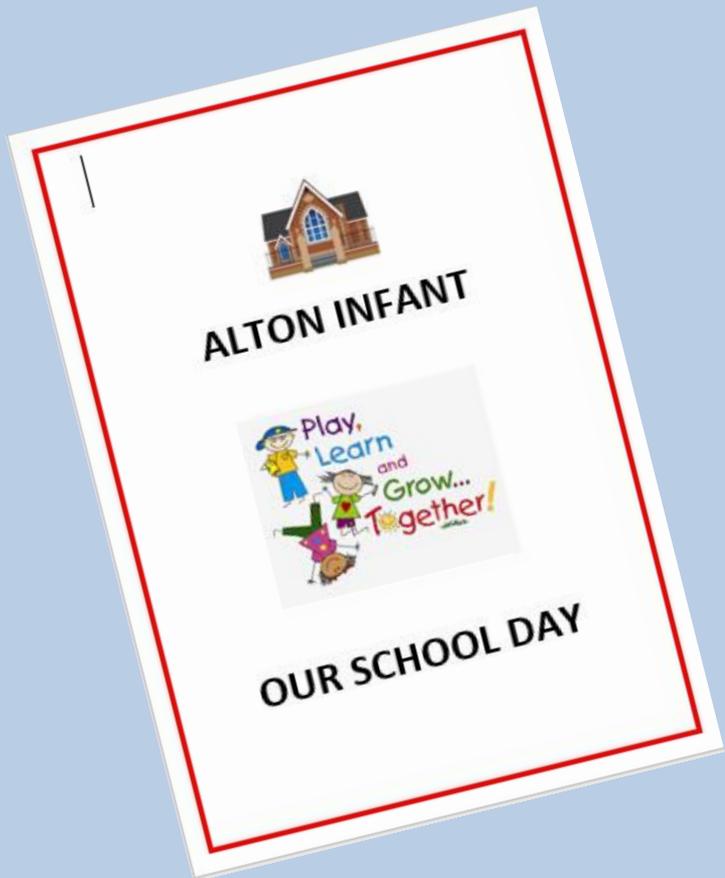
Positive Behaviour System

Willow and Elm class follow – Sun/Rainbow and Cloud system. This is to support and encourage individual children on their education journey. Every day our children start on the sunshine for a new beginning. We look for individual attributes to praise and reward them and to place them onto the rainbow.



Starting School Booklet/Parents Booklet

Take time to share these booklets





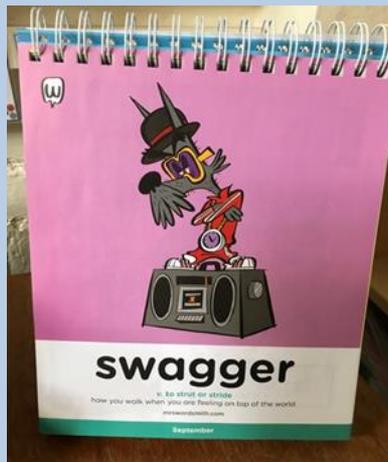
We like to celebrate individual achievements from home.

We like to collect 'WOW' moments and add these to our growing Willow and Elm trees. We will send home leaves for you to fill in these achievements..



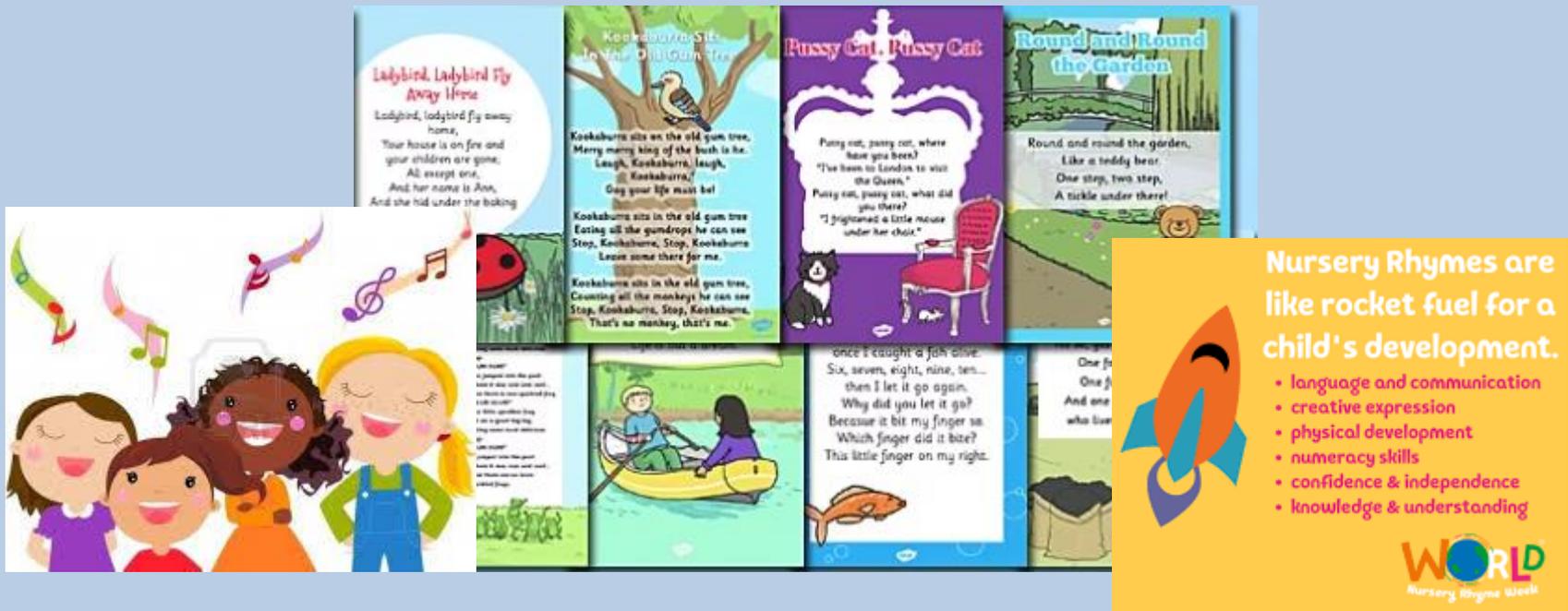
Word of the day

We will introduce a 'Word of the day' – It is one way of developing spoken language to your children. Communication is at the heart of learning. It is instrumental in enabling your child to succeed in their learning. Please spend as much time as you possibly can talking to your children.



Morning gate rhymes and words

When you come into school in the mornings you may notice that there is a rhyme or word for you to read with your children on the outside fence. Please share these with your children.



Ladybird, Ladybird Fly Away Home
Ladybird, ladybird fly away home,
Your house is on fire and your children are gone.
All except one,
And her name is Ann,
And she hid under the baking.

Kookaburra Sits in the Old Gum Tree
Kookaburra sits on the old gum tree,
Merry merry king of the bush is he.
Laugh, Kookaburra, laugh,
Gag your life must be!
Kookaburra sits in the old gum tree
Eating all the gumdrops he can see
Stop, Kookaburra, Stop, Kookaburra
Lemon some there for me.
Kookaburra sits in the old gum tree,
Counting all the monkeys he can see
Stop, Kookaburra, Stop, Kookaburra,
That's no monkey, that's me.

Pussy Cat, Pussy Cat
Pussy cat, pussy cat, where have you been?
"I've been to London to visit the Queen."
Pussy cat, pussy cat, what did you there?
"I frightened a little mouse under her chair."

Round and Round the Garden
Round and round the garden,
Like a teddy bear,
One step, two step,
A tickle under there!

Once I Caught a Fish Alive
Once I caught a fish alive,
Six, seven, eight, nine, ten...
then I let it go again.
Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on my right.

One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten
One for a daisy
One for a rose
And one who lives
in the house above

Nursery Rhymes are like rocket fuel for a child's development.

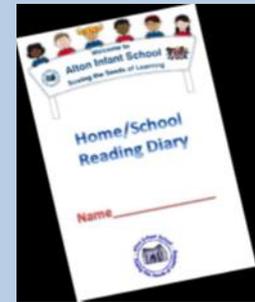
- language and communication
- creative expression
- physical development
- numeracy skills
- confidence & independence
- knowledge & understanding

WORLD
Nursery Rhyme Week

Book bags



Your children will be bringing home their 'Red' school book bag. Inside the book bag will be a reading diary for you to record and comment this sharing. Please return the book bag daily.





Independence



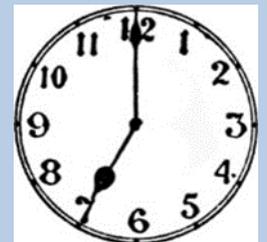
- Let your child practise getting dressed and undressed in his/her school clothes.
- Help them by sending in the correct belongings: waterproof coat/book bag.
- If you would like to send a named pair of wellington boots and waterproof trousers – We go outside in all weathers!
- Please add name labels to all clothing.
- Help your child to recognise their whole name
- There maybe children who have the same initial letter.



Laura Lola Luke Logan Lottie Lucas

Good Routines for School

- The children will begin to become more tired as this term progresses. This is normal for starting school. It is a big environment with lots of new instructions and jobs for them to do. It is physically and mentally exhausting for a 4/5 year old. Please do not worry if your child regresses slightly in their development for a little while whilst they adjust: sleeping patterns, bladder control, home behaviour. Please speak to us if you have any ongoing issues.

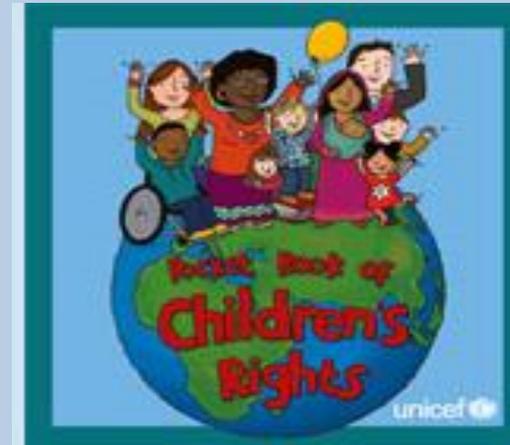


Rights Respecting School – we will send home the class UNICEF bears with a diary. Please pop a photo or picture in the dairy/Class dojo telling us about a right.

A SIMPLIFIED VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD.



- 1** Everyone under 18 years of age has all the rights in this Convention.
- 2** The Convention applies to everyone wherever their race, religion, abilities, whatever they speak or do, whatever they do for a living, wherever they live.
- 3** All governments concerned with children should work towards what is best for each child.
- 4** Governments should make these rights available to all.
- 5** Governments should respect the rights and responsibilities of families to guide their children as they grow up, they learn to use their rights properly.
- 6** Children have the right to live a full life. Governments should ensure that children survive and develop healthily.
- 7** Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.
- 8** Governments should respect a child's right to a name, a nationality and family life.
- 9** Children should not be separated from their parents unless it is for their own good. For example, if a parent is abusing or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.
- 10** Families who live in different countries should be allowed to meet between those countries so that parents and children can stay in contact, or get back together as a family.
- 11** Governments should take steps to stop children being taken out of their own country illegally.
- 12** Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.
- 13** Children have the right to get and to share information, as long as the information is not damaging to them or to others.
- 14** Children have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from exercising their rights. Parents should guide children on these matters.
- 15** Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from exercising their rights.
- 16** Children have the right to privacy. The law should protect them from attacks against their way of life, their parent names, their family and their home.
- 17** Children have the right to receive information from the media. Where media such as newspapers, radio and television should provide information that children can understand and should not promote matters that would harm children.
- 18** Both parents share responsibility for bringing up their children and should share together what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.
- 19** Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.
- 20** Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.
- 21** When children are entrusted the final decision should be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.
- 22** Children who come from a country as refugees should have the same rights as children who are born in that country.
- 23** Children who have any kind of disability should receive special care and support so that they can live a full and independent life.
- 24** Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they all stay healthy. Health services should help prevent countries achieving this.
- 25** Children who are looked after by their local authority unless their parents should have their education reviewed regularly.
- 26** The Government should provide extra money for the children of families in need.
- 27** Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.
- 28** Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.
- 29** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their culture and other cultures.
- 30** Children have the right to learn and use the language and culture of their family, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.
- 31** Children have the right to play, and to join in a wide range of leisure activities.
- 32** Governments should protect children from work that is dangerous or that might harm their health or education.
- 33** Governments should provide ways of protecting children from dangerous things.
- 34** Governments should protect children from sexual abuse.
- 35** Governments should make sure the children are not abused or sold.
- 36** Children should be protected from any activities that could harm their development.
- 37** Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.
- 38** Governments should not allow children under 18 to join the army. Children in war zones should receive special protection.
- 39** Children who have been registered or allowed should receive special help to return their self respect.
- 40** Children who are accused of breaking the law should receive legal help. Police authorities for children should only be used for the most serious offences.
- 41** If the laws of a particular country protect children better than the articles of this Convention, then those laws should override the Convention.
- 42** Governments should make the Convention known to all parents and children.



unicef 

The Convention on the Rights of the Child has 44 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights. Go to www.unicef.org/crc to read all the articles.

Internet Safety



- We talk to the children about keeping themselves safe on the Internet.
- We discuss how passwords should not be shared with anyone other than parents/carers.
- Please be aware of which sites your child uses so you can chat to them about staying safe when at home.

Give me e-5



Don't share your password

Never tell people your personal details

Tell an adult if you think something is wrong

Ask a grown up before using the internet

Don't open messages from strangers

Staying safe online



ClassDojo



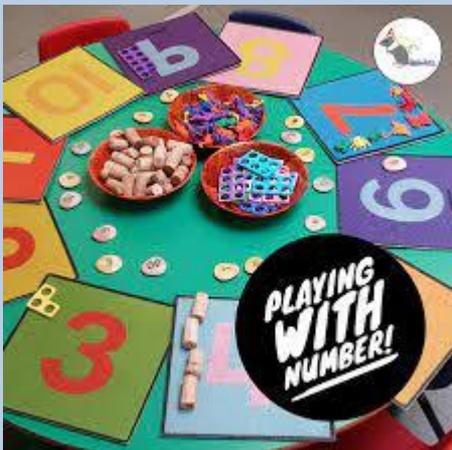
We use ClassDojo to share whole school and class stories. These are information notices and photographs of your children within the classroom. There is also a messaging system to be able to contact the teachers and school leaders. If you want to share something that you have done at home, with your teacher, this can be uploaded into your child's individual portfolio.

We are very approachable and happy to chat on the gate but are still encouraging everyone to keep some distance to keep us all safe. Please also contact us on ClassDojo through the message system.



WATCH OUT!

- We will be holding further presentations on:
- EYFS CURRICULUM
- PHONICS/EARLY READING
- MATHS



THANK
YOU!