

Welcome to Early Years

Information Session for Parents and Carers

Tuesday 29th September 2020

www.morley.cambs.sch.uk



Who are we?

Teachers:

Ms Cecilia Del Corso (Gold Class)

Miss Tasneem Dil-Afruz (Silver Class)

Miss Beth Catchpool (Trainee Teacher)

Teaching Assistants:

Miss Beth Catchpool (cover teacher)

Ms Laura Green (cover teacher)

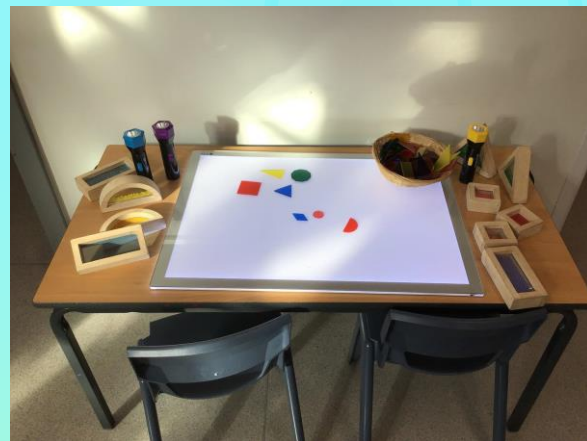
Ms Lucy Chapman

Miss Vavara Kladi

Ms Judith Stewart



Great Start



EY Essentials: Every Day

- Children should arrive and be picked up at their designated time:
- **Gold at 9:10 am - 3:15 pm**
- **Silver at 9:15am - 3:20 pm**
- Named water bottles should be brought into school daily.
- Named clothing suitable for the weather:
jacket/coat, sunhat (beanie/gloves in winter) and sensible shoes for playing and learning outdoors.
- *Named spare clothing to stay in school.*
- Book bag: Phonics booklet, Reading book & Reading Record Book (as of Autumn 2)
- PE Kit to be worn on PE days: **Wednesday**



EY Essentials: Every Day

Please do not bring in:

- Show and tell items
- Pencil cases
- Soft toys (or toys of any sort!)
- Big backpacks
- Unhealthy snacks in home packed lunchboxes
- Wear jewellery or inappropriate clothing
(we suggest covered shoulders)

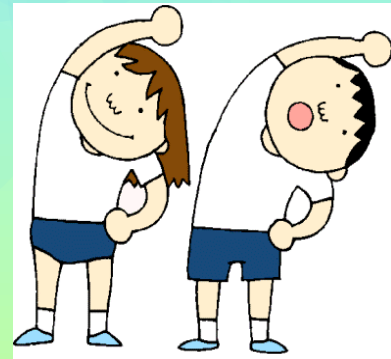
EY Essentials: PE kits

We will commence our physical development days this week (on 30th Sept).

Wear your Kit on: **Wednesday**

Children will need:

- A white t-shirt
- Dark blue long sleeved top for colder days
- Black/dark blue joggers or shorts
- Plimsolls or trainers (velcro straps please)



Long hair must be tied back, so come prepared with a hair band. Jewellery should not be worn in school on any day.

EY General info



- **Letters and notices:**

Most information will be via ParentMail.
Sign up if you have not already done so.
Check the website for more information.

- **Ensure the Office has your up-to-date contact details.**

- Inhalers and Epi/Jext pens should be in school and in date. It is your responsibility to check these. Complete an Asthma card, available from the Office.

- **Birthdays:** No sweets or cakes please.

EY General info

- **Snacks:**

A healthy snack (fruit or vegetable) is provided in school.

- **Milk:**

Milk is also provided free for children under 5. When your child turns five you will receive a letter from *CoolMilk* asking if you wish your child to continue receiving milk and to contribute to the cost.

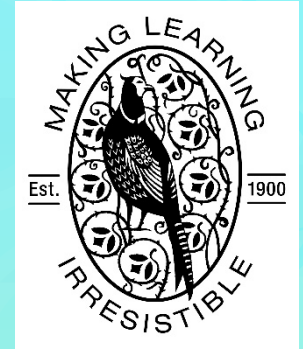
EY General info

- **Classroom expectations:**

We came up with 5 ways to 'be the best we can be' in class.

- Look and listen to each other.
- Kind words and gentle hands.
- Sharing and working together.
- Inside voices and walking feet.
- Look after our classroom.

Welcome to EY



Curriculum Topics

- Autumn 1 & 2: Marvelous Me, Wonderful You
- Spring 1: Morley Time Travel Machine
- Spring 2: Jack and the Beanstalk
- Summer 1: Living Creatures
- Summer 2: Splish Splash Splosh

EY Curriculum

Prime Areas	Specific Areas
Communication and Language Physical Development Personal, Social and Emotional Development	Literacy Maths Understanding the World Expressive Arts and Design

We will be holding an EY Curriculum workshop with more detailed information on our Phonics programme, reading and mathematics. This session will include strategies for you to support your child at home.

The EY Curriculum workshop is scheduled for
Wednesday 4th November 2020 (time TBC)

Visible Learning

This year we are continuing our work as a school on 'Visible Learning'.

What is Visible Learning?

Visible Learning is an approach to teaching and learning based on John Hattie's vast database of research in education. Its aim is to ensure that teachers are clear about what they are teaching and how and why they're teaching it; and, most importantly, children are clear about what they are learning, how and why they are learning it and what they need to do next.

What are the learning dispositions at Morley?

Our learning dispositions are the 'habits of thinking' we need to develop in order to be good learners.

At Morley, we want everyone to know that good learners are:

reflective, collaborative, resilient, curious, courageous and **motivated**.

Visible Learning

How can families help?

Talking about the learning rather than the doing

That could be as simple as asking: "What did you learn today?" instead of "What did you do today?" "What were you curious about? Did you ask any good questions?" "What was tricky in your learning? Did you have to be courageous?"

Using the terms & noticing the behaviours in different contexts

It can help to build a stronger understanding of what we mean by these terms if they are used in a variety of contexts. The following activities might help.

talking about characters in books and films

pointing out when your child shows resilience if they persist with a tricky lego model that keeps breaking or if they are courageous physically (on the monkey bars at the park) or socially (talking to somebody clearly and politely)

keeping a note of this to reflect on together or just complimenting them in the moment!

[discussing this booklet](#) (to help with breaking the dispositions into steps)

Encouraging their application

You can point out which disposition they'll need when finding something tricky in their homework: "Hmm that's not working. We'll need to be reflective and find a new solution."

"Wow! This is really tricky. We're going to need to be resilient and keep on working at it."

Eventually, you should be able to ask them to identify which dispositions they'll need to show.

EY Home Learning

Here at Morley Memorial Primary School we see home learning as an opportunity for children to practise skills, develop independence, consolidate and reinforce learning and as an avenue for children to pursue interests and be creative.

Home learning also provides unique opportunities for family learning and collaboration.

Daily reading

Daily Phonics consolidation

Weekly Newsletters with ideas

EY Home Learning

Home learning in EY may include tasks such as:

- Daily reading, ideally with an adult, to support blending sounds and develop comprehension.
- Key phoneme sound practise and letter formation.
- Consolidation activities based on what has been learnt in class. These are provided in the Friday Newsletters.

Helping at Home

We believe every child has the right to a childhood, opportunities to play and explore and time to develop their talents and interests. We therefore try to keep home learning to a level which allows an appropriate balance.



We will assign home learning where there will be benefits to children's learning rather than to fulfill an expectation of a particular number of hours a week. This approach we believe promotes effective home learning with activities which are meaningful and increase children's engagement and achievement.

Having said this, daily reading and daily practice of the new phoneme sound is highly encouraged.

Thank you for all your support!

Home/school communication is key to children's success: when children know that all adults around them are saying the same thing then they feel secure and are more likely to succeed.



- Questions or queries
- Email the office to make an appointment to speak to the teacher.

Finally – curriculum information which will be available on the website after our curriculum workshop (November):

www.morley.cambs.sch.uk

- Yearly Curriculum overview
- Phoneme sounds
- How to support your child with reading and maths at home

THANK YOU