



Early Years Parent Information Session

August 16, 2023

Welcome Back!

Mrs Palmer and Mrs Pathak

Aims:

- Share our expectations
- Share Early Years areas of learning
- Answer any questions you may have

Meet our team



Mrs Palmer
F1 Class Teacher



Mrs Pathak
F2 Class Teacher



Ms Moulds
Deputy Head of Primary



Ms Yates
Assistant Head of primary
(EY/KS1)

Classroom Learning Supports



Mrs Pujari (F1)



Mrs Shakya (F2)



Mrs Thapa (F2)

Specialists Team



Mr Portsmouth
PE



Ms Gilbert
Music



Ms Titley
World Language



Mrs Joshi
Library



Mrs Shrestha
Nepali

Early Years Curriculum



Welcome to Early Years

Early Years Team:

Foundation 1



Mrs Palmer and Mrs Pujari

Foundation 2



Mrs Pathak

Mrs Thapa

Mrs Shakya

Early Years at TBS means love of learning through play. We achieve this through carefully planned opportunities which encompass our mission and vision. Through play, children develop confidence and compassion, explore creativity, face challenge and risk while developing a sense of community.

In the Early Years (Foundation 1 and 2) we follow the UK's Early Years Foundation Stage Framework. This framework sets out the learning and development for children up to five years of age. The structure of the EYFS framework consists of:

The Prime Areas

Personal, Social and Emotional Development

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

Communication and Language

- Listening and attention
- Understanding
- Speaking

Physical Development

- Moving and handling
- Health and self-care

The Specific Areas

Literacy

- Reading
- Writing

Mathematics

- Numbers
- Shape, space and measures

Understanding the World

- People and communities
- The world

Expressive Arts and Design

- Exploring media and materials
- Being imaginative

Early Learning Goals which the children work towards throughout F1 and F2

The Prime Areas

Personal Social and Emotional Development

- Self confidence and self awareness
- Managing feelings and behaviour
- Making relationships

Communication and Language

- Listening and attention
- Understanding
- Speaking

Physical Development

- Moving and handling
- Health and self care



Specific areas

Literacy

- Reading
- Writing

Mathematics

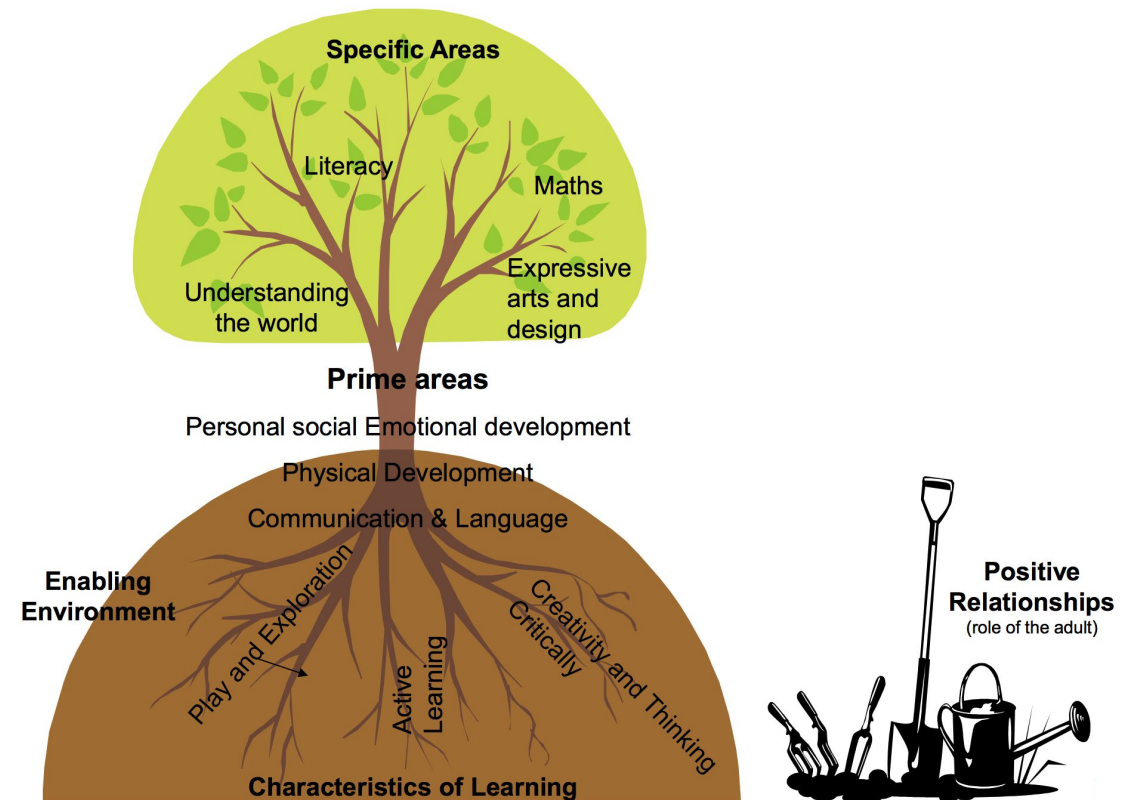
- Numbers
- Shape, space and measures

Understanding the world

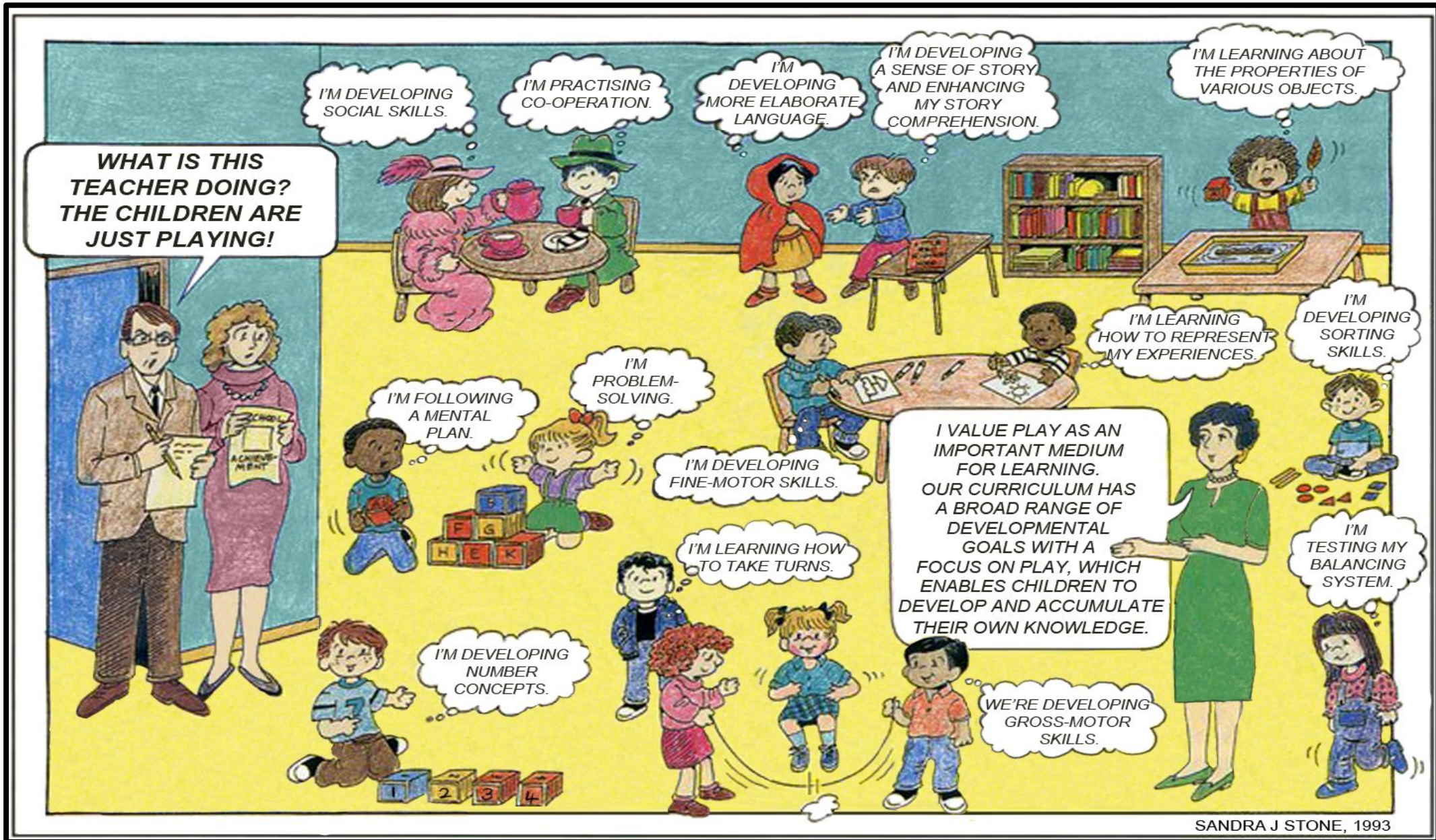
- People and communities
- The world

Expressive Arts

- Exploring media and materials
- Being Imaginative



Our focus is on learning through our play activities.





Weekly Timetable

Music -Monday

PAWS -Tuesday

PE -Monday and Friday

Library -Wednesday

Nepali- Thursday

Language Development-Tuesday

Children can either come in or bring in their PE kit on these days.

Please wear trainers or comfortable shoes (no crocs/sandals)

Outdoor Learning

Our Outdoor Learning approach is based on the Forest School movement. This is viewed as ‘an inspirational process that offers children, young people and adults regular opportunities to achieve, develop confidence and self esteem through hands-on learning experiences in a local woodland environment’ (Forest School England, 2004).

What are the Benefits of Outdoor Learning?

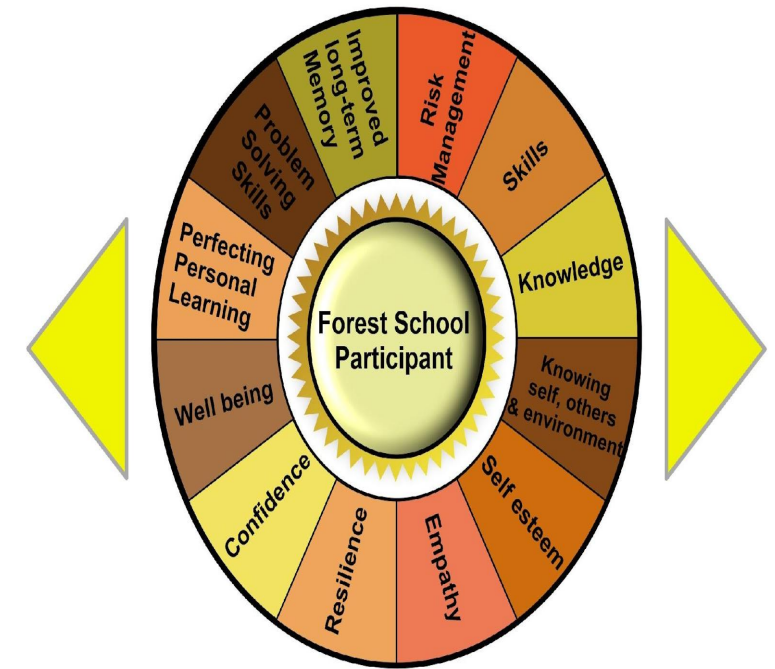
- Improves Confidence
- Improves Resilience
- Improves Physical Wellbeing
- Improves Empathy
- Gives an Insight into the Natural World
- Learner-led Learning
- Improves Physical Wellbeing & Motor Development (Forest School, 2019)



Outdoor Learning

Weekly visit to Chobar on Wednesday morning, leaving shortly after the school day begins and returning just before lunchtime. F2 will start their outdoor learning next week (week 2) and F1 to be confirmed.

We will visit the site in all weather conditions. Please make sure to send your children to school with appropriate clothing, closed shoes, hat, sun cream, mosquito repellent and a spare full change of clothes (including footwear) in case they get muddy or wet.



Focus child

- Focus Child approach in order to deepen our understanding of children's development.
- Each week, we will select 2/3 children to closely observe and follow their learning.
- Focus Child once every Term. During this time we will continue to work with and develop the learning with the rest of the class but will also focus specifically on particular children.
- Please add your own observations onto your child's learning journey through Tapestry.
- Observations may take the form of photographs, videos or even a simple write up.



TAPESTRY
ONLINE LEARNING
JOURNAL

Tapestry

- Ongoing observations throughout the year.
- Parents are encouraged to make observations regularly.
- Tapestry observations, PDF copy, will be available for download at the end of F2.

Phonics in EY/KS1

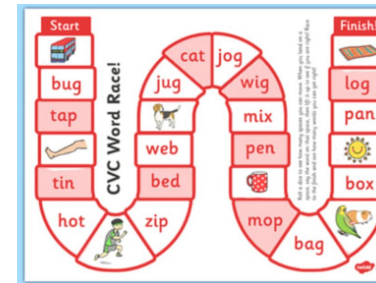


Foundation 1 - Chapter 1

Foundation 2 - Chapter 1 + 2 + start 3
(graphemes, lower case)
High Frequency Words

Year 1 - Chapter 3 and start 4a

Year 2 - Chapter 4a, 4b and 4c

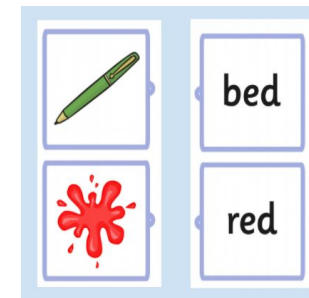


Board games

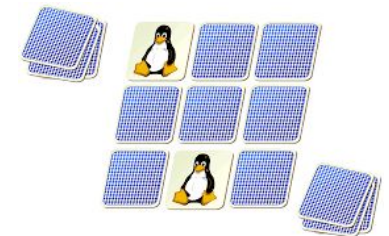
Word searches



Making words from letters



Matching words and pictures



Pairs



Chapter 1 Phonics

Chapter 1 phonics is all about developing listening skills and sound discrimination.

- Environmental sounds
- Motor Skills
- Our Bodies
- Instrumental sounds
- Stories rhythm and rhyme
- Our Voices
- From Left-to-Right
- Initial Sounds
- Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

How does F2 Phonics lesson look like?

Chapter 2 Sound Mat



Phonics Shed

Introduce a few new sounds each week (listen, say, write).

Phonics activities related to the new sound.

Sound differentiation
Segmenting and Blending

Segmenting / Blending

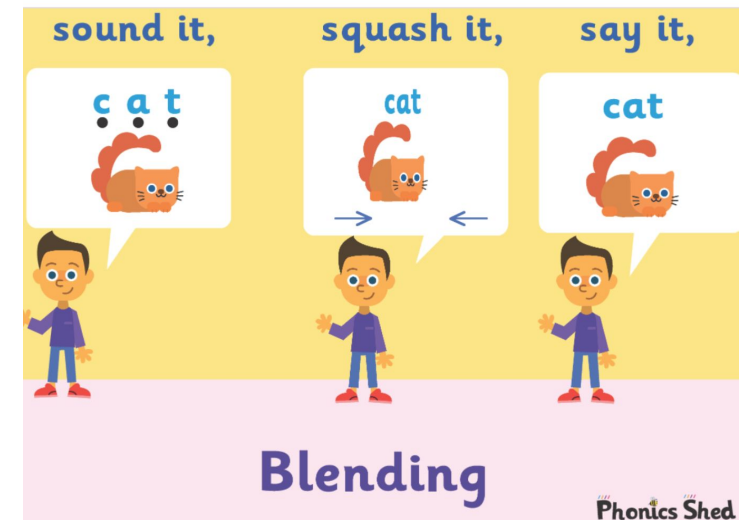
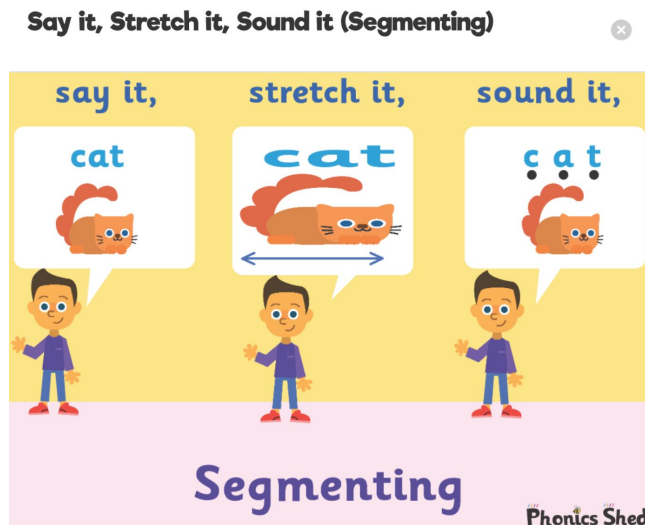
Once we finish first group of letters, we start blending and segmenting

-s, a, t, i, p, n

pat, sat, pin, tin, sit, tap, nap, pit, tap, pan

p-a-t

Sound it, Squash it, Say it (Blending)



Segmenting - for writing, breaking up the word into individual phonemes (sounds).

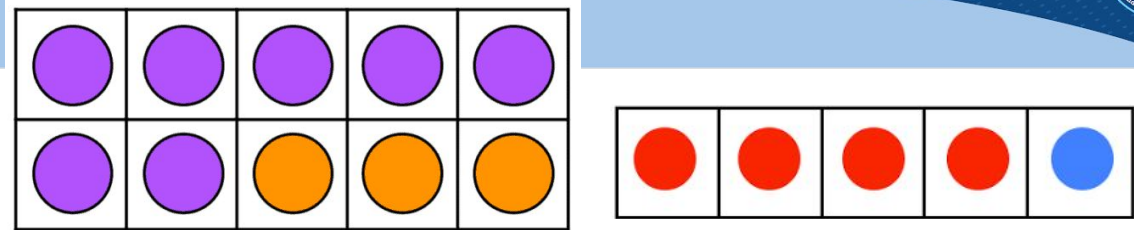
Blending - for reading, pushing the sounds together to make a word.

High Frequency Words

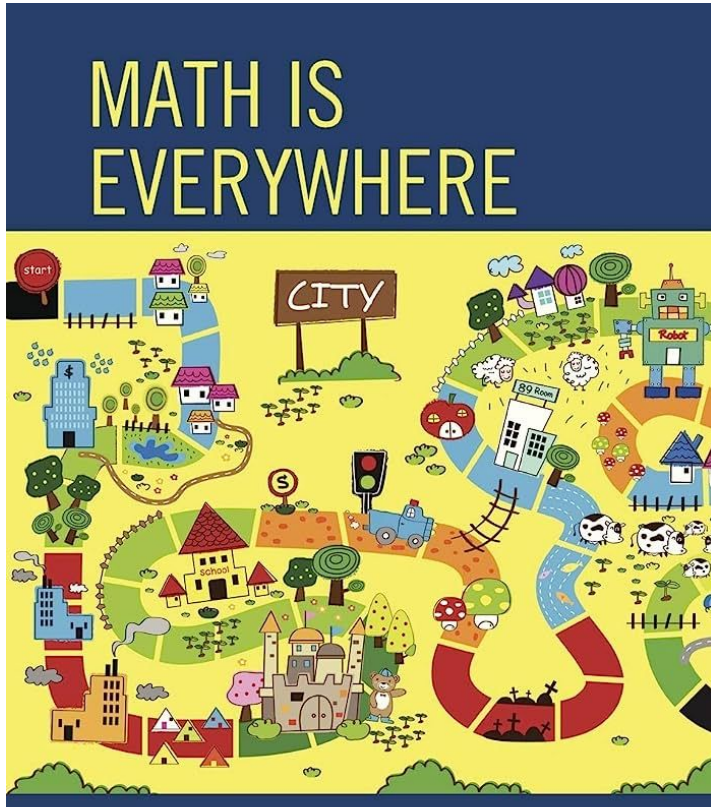
the to I go no

he she we be me into

Maths In Early Years



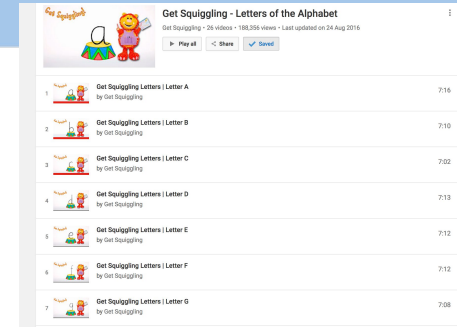
- Noticing and Observing
- Subitising
- Voting for their favourite book/song
- Self Registration
- Calendar time
- Use of 5 and 10 frames



Websites



[Mr Thorne and Geraldine the Giraffe](https://www.youtube.com/c/GetSquigglngTV)



<https://www.youtube.com/c/GetSquigglngTV>



[Alphablocks](https://www.alphablocks.com/)



<https://www.phonicsplay.co.uk/>



<https://www.phonicsplay.co.uk/>

Things you can do at home...

Reading

Read and talk about pictures with your child. Ask questions about the story.

Pointing out words and sounds in books.

Playing games

Writing

Making marks with chalk/paint/pens

Playdough

Threading/weaving

Pegs/tongs

Cutting/pasting

Washing clothes

Helping to make a shopping list

Baking

Play!



Key Informations

- Arrival time for EY is 8 to 8:20 am.
- Please remember - water bottles, sun cream, mosquito repellent/ patch, sun hats, raincoats, No flip flops please!
- Home Visit for F1 and F2
- After school schedule can be found [here](#)
- Medical conditions – keep child at home and alert school immediately.
- Medicine - should be left with school nurse.
- In case of absence please email class teacher and cc absence@tbs.edu.np

Snack and lunch –

We encourage children to bring healthy lunch and snacks.

Enough to fill your child but not too much!

Foods we encourage	Foods that are not encouraged, but may be OK in small doses or on special occasions	Foods we do not allow
Fruit, salads and vegetables Granola bars Low sugar foods Healthy sandwiches Pasta & Rice meals Fruit juices	High sugar foods - i.e. Sweets or Doughnuts Chocolate Nuts (care is needed due to possible allergies) Biscuits <i>NB - Birthday cakes, sweets, biscuits cannot be distributed to children in school</i>	Chewing gum Junk foods such as chips Excessively packaged goods Fizzy drinks

- Please apply sun cream/mosquito repellent in the morning before sending your child to school. You can send sunscreen in your child's bag and they should be able to apply it independently. However, if a child needs a help we need permission to apply it.
- Self care and independence- Please encourage your child to use the toilet, pack their bags and eat their snack and lunch independently. This will support them to be independent and confident learners.
- It would be helpful if each child could also bring a pair of wellington boots to leave in school.



Questions?