EYFS Parent Information Briefing

*Teaching staff in Nursery and Reception
*Teacher-Parent communication
*A day in EYFS
*Important dates
*Uniform
*Learning Powers
*Phonics
*Homework/reading
*Year group expectations
*How to support
*Readiness to learn
*Q&A

EYFS (Early Years Foundation Stage)
= Nursery and Reception

Nursery Team
Mr Harding
Ms Sood

Reception Team
Ms Crowley
Ms Gill

A typical Tuesday in Early Years

Nursery

09:00-09:15	Soft start – child-initiated play and register
09:15-09:30	Topic focus carpet session
09:30-11:00	Child initiated play and focused tasks
11:00-11:20	Music
11:20-11:30	Lunch time routine
11:30-13:00	Lunch
13:00-13:20	Maths
13:20-15:10	Child initiated play and focused tasks
15:10-15:20	Story and songs
15:20-15:30	Home time routine
15:30	Home time

Reception

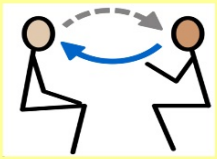
9-9:05	Register
9:05-9:15	Maths Meeting
9:15-9:35	Language & Topic focus
9:35-11:00	Child initiated play and focused tasks
11:00-11:40	Phonics
11:40-1:00	Lunch
1PM-1:30	Maths
1:30-2:00	library
2:00-3:10	Child initiated play and focused tasks
3:10-3:30	Story and songs
3:30	Home time

Snack time

- *Children can bring a fruit or veg snack of their own choice, but we provide snacks too.*
- *Social side- snack is a time for talking!*
- *Sitting- children are sat down to encourage mindful eating and safe practice.*

Please slice any grapes!

Teacher - Parent Communication



- Informally at start/end of each day
- Through the office, parents can request a meeting
- Formally during parents' evenings and the annual (end of year) report
- **Tapestry**

Half termly, we also share:
*Timetable
*We are looking forward to... (key dates)
*Curriculum information which gives details of what your child is learning across the half term.
*The Brackenbury Buzz!

EYFS Important dates

Parents' evenings: 10th or 12th November
2nd or 4th February

***Annual report: 20th July**

Stay up to date on Brackenbury news and events throughout the year: read the Buzz.

www.brackenbury.lbhf.sch.uk/News/Newsletters/

UNIFORM

Brackenbury School Uniform

Years R - 6

Core Uniform

- Red school sweatshirt or cardigan with school logo
- White polo shirt
- Black or dark grey tailored school trousers, tailored shorts, pinafores or skirts (no jeans or tracksuit bottoms)
- Red/white gingham summer dresses or playsuits (optional in the summer term)
- Black, dark grey, red or white socks or tights
- Black shoes or completely black trainers (no other colours on trainers)

PE Kit

- Red T-shirt (plain)
- Black shorts appropriate for sport (no cycling shorts or tight-fitting fashion shorts)
- Plain black leggings or black tracksuit trousers (for colder weather, no logos or branding)
- Completely black trainers suitable for physical activity

Reception wear PE kits on Fridays.

NURSERY UNIFORM

Nursery children wear the same school uniform.

Jogging bottoms

Leggings

School trousers

Nursery children wear the same school uniform.

Black jogging bottoms or leggings may be worn. They are easier for children to manage independently.

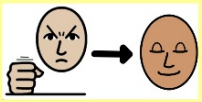
Plain black trainers are preferred.

This September at Brackenbury, we have launch four learning powers to help us be successful learners. We develop these powers every day at school and use them in every lesson.

We use our learning powers every day to help us learn and achieve our best.

We want every child to become a confident, successful learner.
To support this, we are developing key skills.

Being punctual



Stay calm when things feel difficult

Work well with others and take turns

Listen attentively

Hold pen/pencil appropriately

independence (changing, toileting etc)

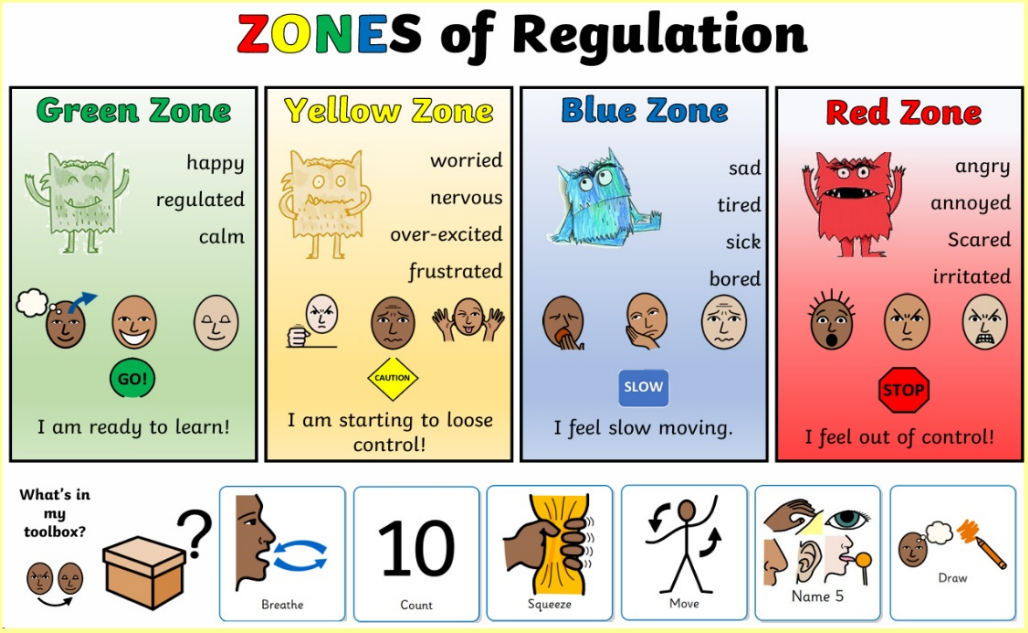
Form letters and numbers correctly

BRACKENBURY PRIMARY SCHOOL

Phonics

The chips are fresh and hot!

At Brackenbury, we use the Zones of Regulation to help children understand and talk about their feelings. We support every child to develop strategies to manage their emotions and feel ready to learn and play.



Year group expectations

By the end of the year, Nursery children working at age related expectations will be able to

Reading

- Engage in extended conversations about stories, learning new vocabulary
- Phase 1 phonics: helps children develop the listening skills they need before learning letter sounds. Through songs, rhymes and games, children learn to hear and recognise different sounds, rhythms and rhyming words.

Writing

- Write some letters accurately.
- Use some of their letter knowledge in their early writing. For example: writing 'm' for mummy.
- Write some or all of their name.

Maths

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Show 'finger numbers' up to 5.
- Link numerals and amounts.
- Solve real world mathematical problems with numbers up to 5.
- Talk about and explore 2D and 3D shapes

Year group expectations

By the end of the year, Reception children working at age related expectations will be able to

Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

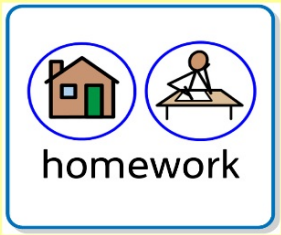
Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Maths

- Subitise (recognise quantities without counting) up to 5
- number bonds up to 5 (including subtraction facts) and some number bonds to 10
- verbally count beyond 20,
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

EYFS home learning expectations



Daily: Reading (5 minutes)

Weekly: Home learning books (Reception)
Reading records and phonics books (Reception)
Library books (Reception)

How can I help at home?

You don't need to be a teacher - your interest and encouragement make a difference.

1) Talk about learning: ask specific questions and encourage your child to explain or teach you.

2) Practise & revisit: short, regular practice of reading and 'sight words' in Reception goes a long way.

3) Encourage independence: support homework and routines, but let your child have a go, make mistakes and try again.

4) Promote healthy technology habits:minimal screen time.

3) Embrace the mess! Children in the EYFS learn through multi sensory learning. A messy uniform is the sign of a brilliant day.

EYFS Parent Information Briefing

*Teaching staff in Nursery and Reception
*Teacher-Parent communication
*A day in EYFS
*Important dates
*Uniform
*Learning Powers
*Phonics
*Homework/reading
*Year group expectations
*How to support
*Readiness to learn
*Q&A