



Welcome to Millfield LEAD Academy



Welcome

- ▶ On behalf of everyone here, *welcome* to a new and exciting stage in your child's life.
- ▶ During this year your child will make lots of new friends and enjoy many exciting experiences.
- ▶ They will also learn the vital new skills of reading, writing and mathematics.
- ▶ Working as partners, we have the chance to ensure that your child will have a positive attitude towards their education as we provide them with the solid foundations needed to become independent and lifelong learners.

Outline of the Meeting

- ▶ To cover some general information that will be useful to know before starting.

INFORMATION

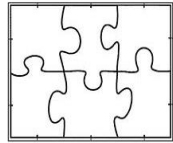
- ▶ To give a brief insight into the areas of the curriculum that your child will be covering in EYFS – Reception Year.



Millfield L.E.A.D. Academy
A L.E.A.D. Academy

EYFS Vision and Values

- ▶ We believe that each child deserves the best possible start in life and the opportunity to achieve their full potential.



- ▶ We intend to develop children from a holistic point of view and consider all areas of EYFS as important.



- ▶ We aim to nurture children and prepare for a successful future so they are ready for transition into Y1 and their journey through the school.



EYFS Vision and Values

- ▶ And finally, we believe that every child will become a respectful, confident and independent member of the community as we develop their creativity, curiosity and sense of belonging in the world around them.



School Times



Our school gates will open at 8:40
The school day will begin at 8:50

Lunch is between 11:30 to 12:30

School finishes at 3:20



- ▶ Please ensure you arrive at school at the start time . A prompt start to the day establishes good habits and learning routines.
- ▶ If you are arriving after the start of the school day, you must take your child to the office to sign in so we know they are on site.



Collection



- ▶ Please make sure all children are collected by a named, responsible adult.
- ▶ Inform the office if someone different from the usual, or not named on the collection form, is picking your child up.






- ▶ We will ask you to kindly send photos of the people on your collection forms, including yourselves, as this helps us to become familiar with faces quicker.
- ▶ We will line the children up outside the unit and then dismiss them to you from behind a barrier.





Medical Matters



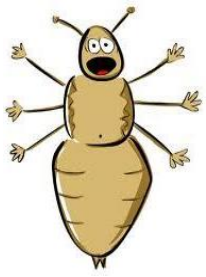
- ▶ Absences - if your child is unwell, please contact the school by telephone (2897151). Select an option and leave a message on the 24 hour answer machine.
- ▶ Medicines can only be administered by prior arrangement. Fill out a form at the office. 
- ▶ Medicines must be placed in a childproof container - clearly labelled with the child's name, dosage to be given, frequency and the name of drug.
- ▶ Inhalers - if your child suffers from asthma, please give the class teacher a labelled inhaler. 
- ▶ Allergies - please inform us of any allergies. 

Medical Matters

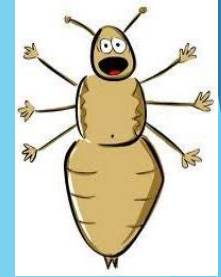
- ▶ If your child has the following:
- ▶ A cough
- ▶ A cold
- ▶ Hayfever
- ▶ A broken bone
- ▶ If they need antibiotics
- ▶ If they are tired



- ▶ They can come to school



Medical Matters cont.



- ▶ Head lice can be a common and unwanted nuisance at this age. Please check regularly and treat as recommended.



- ▶ Once your child has been treated they can come back to school - they do not need a day off for head lice

School Uniform

- ▶ We would be grateful if you could make sure ALL clothes are labelled with your child's name.
- ▶ Uniform is available to purchase from the office if you want items of clothing with the school logo.
- ▶ The Friends of Millfield also run a second hand uniform scheme.
- ▶ Alternatively, you can also purchase the appropriate colour uniform from any of the major supermarkets such as Asda down the road.
- ▶ We always encourage children to dress and undress themselves to develop their independence skills.



School Uniform

Uniform:

- ▶ White shirt, blouse or polo shirt;
- ▶ Navy jumper or cardigan;
- ▶ Grey skirt or pinafore dress;
- ▶ Grey trousers or shorts;
- ▶ Summer dresses or skirts (blue gingham)
- ▶ White socks or grey tights
- ▶ Black shoes



We encourage children to have a spare bag of clothes at school if possible, especially if your child is still prone to having toileting accidents.

PE Kit

- ▶ Children will need to come to school wearing their PE kit on their PE days.
- ▶ We again ask that their PE kit is clearly labelled.
- ▶ Children will do indoor PE in the hall and this will be in bare feet.
- ▶ Please do not allow your children to wear jewellery unless it is for religious reasons. If your children do have earrings, then these must be covered up or taken out.
- ▶ If they need to be covered up, we recommend parents use micropore tape which you will need to provide yourself.

PE Kit

Uniform:

- ▶ White T-shirt;
- ▶ Black shorts;
- ▶ White socks;



P.E.KIT





Book Bags



- ▶ Please ensure your child has their book bag at school everyday.
- ▶ Book bags can be purchased from the office.
- ▶ We ask that you get a standard sized book bag as it makes our job a lot easier when sorting out homework and reading books and they can be collected in a box.
- ▶ No key chains on bags please.

Monday ✓
Tuesday ✓
Wednesday ✓
Thursday ✓
Friday ✓





Healthy Me



- ▶ We ask that your child brings a water bottle with them everyday and that it is clearly labelled.
- ▶ We provide free milk until your child turns 5. You will need to register with Cool Milk if you wish them to receive this.
- ▶ Children will have a snack provided in the afternoon, which will be a piece of fruit.



- ▶ We are a nut free school and this includes no Nutella in children's packed lunches.



Lunchtimes



- ▶ Children are entitled to a free school meal in EYFS, year 1 and year 2.
- ▶ Meals will be served and eaten in the hall.
- ▶ Parents need to fill out the food menu form and return to the office at least 2 weeks in advance.
- ▶ If you haven't filled the form in already with regards to dietary issues and allergies, please inform the office.
- ▶ Children will wear a coloured band to help the kitchen staff know which food has been ordered for them on that day.



Packed Lunches

- ▶ If you choose for your child to have a packed lunch, they will eat in the hall also. Please make sure their bag is labelled.
- ▶ We are a healthy school so certain things are not allowed to be eaten at school.
- ▶ Please do not put fizzy drinks (or glass bottles) in your child's packed lunch box. Also NO sweets, chocolate and any kind of nut products (including Nutella).
- ▶ The children are looked after by lunchtime supervisors during this time.
- ▶ Children will have their own playground space to play on after eating and have access to play equipment.



Our Facilities

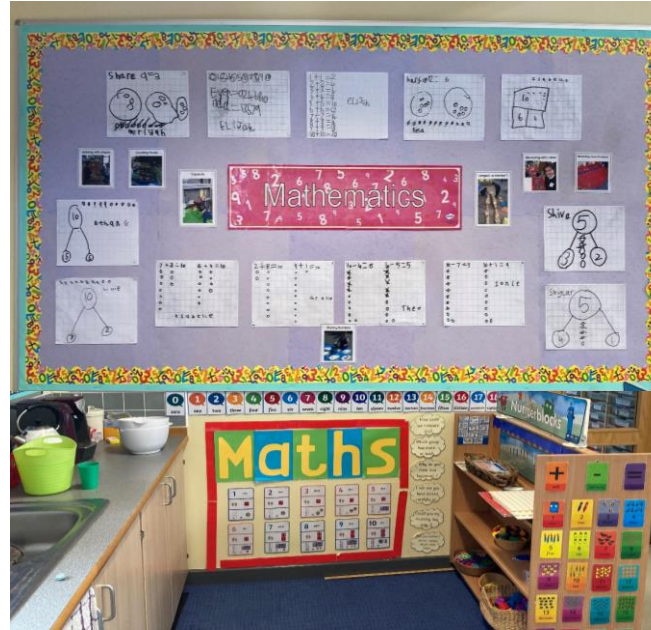
- ▶ We have a separate Foundation Stage open plan building.
- ▶ It's an open plan building with 2 carpet areas for class input and circle time sessions. Around the room are the different areas for learning such as; role-play, reading, investigation, creative, maths, construction and writing etc.
- ▶ We have two outdoor areas, one at the back of the building and a grass/trim trail area out the front. We are also fortunate enough to have a spinney area that we use for Forest School Sessions.
- ▶ The cloakroom and toilets are situated inside the classroom too.



Indoor Area



Writing Area



Maths Area



Creative Area



Role Play.



Small World



Reading Area



Outdoor Area



Play cabin



Performance Stage



Construction Area



Trim Trail



Water wall



Mud kitchen

Mix of adult-led and child initiated activities

- ▶ We have a mixture of adult-led and child initiated activities.
- ▶ All children will be expected to take part across the 7 areas of learning throughout the week.
- ▶ Where possible, activities will be linked around our theme for the week.
- ▶ A stimulating environment allows the children to rehearse the skills learnt in order to master them.
- ▶ Lots of activities will be presented in a practical way to support the children's concrete understanding of concepts.

How to help your child with the transition to school.

- ▶ Talk positively about all the fun they are going to have.
- ▶ Help them to practise getting dressed and undressed on their own.
- ▶ Encourage them to be less dependent on you by waving to them as you leave and by not extending the goodbye.
- ▶ Say to them that you will see them later at home time when you come to pick them up to reinforce this is a temporary stay.
- ▶ Help them learn to fasten their coat and do their shoes independently. Ideally we prefer children to have Velcro or buckles that they can quickly learn to do themselves as doing 60 pairs of shoe laces is very time consuming for staff.



ClassDojo



- ▶ We use ClassDojo as a secure way of creating an online whole class learning journey where you can see photos of some of the activities we do each week.
- ▶ Parents can upload videos and photos of activities and learning children do outside of school on a private story for just your individual child that only you and the teacher can see.
- ▶ We will use this information towards building a more complete picture of what your child can do when making judgements about how your child is progressing towards the ELGs.
- ▶ You will receive log in details once your child starts school and then you can set up an app on your phone to get updates about the dojo-smilies (rewards points) your child earns while at school.

What is the Early Years Foundation Stage?

- ▶ The Early Years Foundation Stage (EYFS) is the stage of education for children from birth to 5 years old.
- ▶ It is based on the recognition that children learn best through play and active learning.
- ▶ When ready, the children will be introduced to formal learning through small group adult lead activities.

The EYFS is based on 4 Themes

- ▶ 1. A Unique Child
- ▶ 2. Positive Relationships
- ▶ 3. Enabling Environments
- ▶ 4. Learning and Development

A Unique Child

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. Children mature in every area of development at their own pace and in their own individual ways.

Positive Relationships

- Children's learning is helped when they feel safe and secure and when their parents and the people in settings they attend work together to ensure that the child's needs are met.

Enabling Environments

- An enabling environment can contribute greatly to supporting children's learning and development in the early years.

An enabling environment is about providing a setting in which children can play, explore and learn in a safe, caring and supportive space.

Learning and Development

Children develop and learn in different ways and at different rates.

The EYFS learning statements are split up into different age bands.

Learning and development occurs best when all the previous 3 themes mentioned are securely in place.

Age Bands

- ▶ Birth to 3
- ▶ Three and Four Year Olds (Nursery)
- ▶ Children in Reception (4-5 Year olds)
- ▶ Early Learning Goal (ELG)

Fine Motor		
Age Band	Code	EYFS progress statements
Birth to 3	FM1	• Develop manipulation and control.
	FM2	• Explore different materials and tools.
	FM3	• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
	FM4	• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
Three and Four Year Olds	FM5	• Use one-handed tools and equipment, for example, making snips in paper with scissors.
	FM6	• Use a comfortable grip with good control when holding pens and pencils.
	FM7	• Start to eat independently and learning how to use a knife and fork.
	FM8	• Show a preference for a dominant hand.
Children in Reception	FM9	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
	FM10	• Develop the foundations of a handwriting style which is fast, accurate and efficient.
ELG	FM11	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	FM12	• Use a range of small tools, including scissors, paintbrushes and cutlery
	FM13	• Begin to show accuracy and care when drawing.

- ▶ We have designed trackers using Development Matters so we can identify what your child can do and plot the next steps.
- ▶ We'll provide you with a copy of each of the 17 ELGs so you can contribute to the acquisition of these statements.

7 Areas of Learning

- ▶ The curriculum is divided into the Prime Areas and Specific Areas of learning.

Prime Areas

- ▶ 1. Communication and Language
- ▶ 2. Personal Social and Emotional Development
- ▶ 3. Physical Development

Specific Areas

- ▶ 4. Literacy
- ▶ 5. Mathematical Development
- ▶ 6. Understanding the World
- ▶ 7. Expressive Arts and Design

The Prime Areas are embedded across the whole curriculum and are key to children's development.

Characteristics of Effective Learning

- ▶ The characteristics of effective learning are a key element in the early year's foundation stage.
- ▶ They detail the ways in which children should be learning from their environment, experiences and activities.
- ▶ Children up to the age of five should all be displaying the characteristics of effective learning every day.

Playing and
exploring
- engagement

Active learning
– motivation

Creating and
thinking critically
- thinking

A Typical School Day

- ▶ 8:40 – School Gates Open
- ▶ 8:50 – Register and spelling practice
- ▶ 9:00 – Phonics
- ▶ 9:30 – Carousel 1 Activities and Small group Adult-Led Learning
- ▶ 10:00 – Carousel 2 Activities and Small group Adult-Led Learning
- ▶ 10:30 – Carousel 3 Activities and Small group Adult-Led Learning
- ▶ 11:00 – Tricky Word Reading / Captions
- ▶ 11.30 – Lunch
- ▶ 12:30 – Register and Maths Mastery Groups
- ▶ 1:00 – Continuous Provision Activities + Little Wandle Reading Groups
- ▶ 2:00 – Playtime (milk and fruit)
- ▶ 2:20 – Continuous Provision Activities + Little Wandle Reading Groups
- ▶ 3:00 – Story Time
- ▶ 3.20 – Home Time

The First Few Weeks

- ▶ We find out what the children already know and can do and use this information to help us plan their next steps in their learning. We will have read all the transition pack information sent in.
- ▶ We build positive relationships with your children so they feel safe and secure and help them become familiar with where everything is in the environment.
- ▶ We complete the National Reception Baseline and use this information to organise our carousel groups, phonic groups, and maths mastery groups.

... And Finally

- ▶ If you would like to come in to school to help out in Foundation Stage we are always grateful for volunteers!!!
- ▶ Please speak to a member of staff at the start of the year or whenever convenient.
- ▶ If you have any worries or concerns please come in and see a member of staff and we will do our best to help you.

Early Years Quality Mark

- ▶ Last year, our school was in the top 7% in the country for children achieving a 'Good Level of Development' and has been above National and Local data outcomes for the past 9 years.
- ▶ In addition to this, our EYFS Setting achieved the prestigious Early Years Quality Mark after an external assessment.



Thank you for coming

- ▶ Thank you for coming. If you have any questions you are welcome to speak to any of us at the end and we'll do our best to answer them.