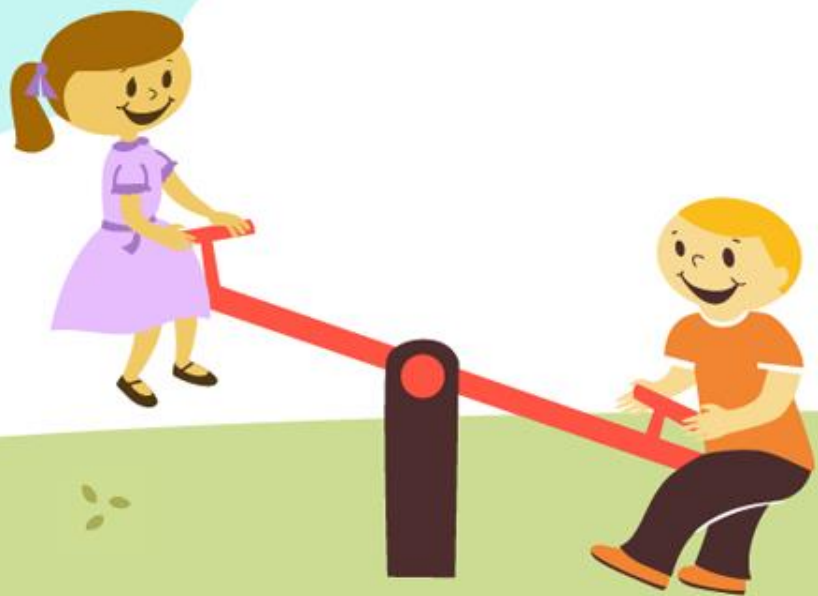


Welcome to EYFS



A little bit about us...

Class teacher - Overall responsibility for the class

Miss Roper

Mrs Thomas/Miss Hallam

Additional Adults

Mrs Yates will cover the class when the class teachers have planning time.

Teaching Assistants

Consistent additional adults will support learning in our classroom.

Miss Jones

Mrs Yasmin

Miss Anthony

Mrs Callaghan

Mrs Bushell



EYFS' learning this year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Topics	Marvellous Me My Body/Senses Where we live Autumn Harvest	Bonfire Night The Magic of Science (colour) Winter Christmas	New Year Chinese New Year Frozen Planet Big Garden Bird Watch Spring	Growing and Changing		Places to Explore Out into Space Under the sea Animal Safari
				How have I changed? Life Cycles: Animals &Plants Easter	People that help us The World of Imagination Summer	
Role Play	Home Corner Shop	Home Corner Post Office	Home Corner Restaurant Food Delivery Service	Home Corner Garden Centre	Home Corner Hospital	Home Corner Airport/Travel Agent Spaceship
Enrichment and Community Links	What is in our school grounds? What is in our local area? Where is our local Church? Church Trip: Harvest	Where do we post our letters? What is a nativity? How do we perform on a stage? Where is our local Church? What is in our local area? Church Trip: Christingle Nativity Assembly Residential home: Trip to visit and share Art/Songs	Where is our local library? What can we see growing in our school grounds and local area? What shops are in our local area? What restaurants are in our local area? Reception Class Assembly Library Trip	What shapes can we see in our local area? What can we see growing in our school grounds and local area? What shops are in our local area? How do we perform songs to an audience? (Easter Sing Song) Local Area Walk	Where is our local fire station? What buildings are there in our local area? Local Area Walk	Where is our local park? What is an assembly? (Reception Class Assembly/Nursery Celebration) Nursery Trip: High Lane Park Local Park Trip Reception Trip: Fireground

Communication and Language

How can I describe myself?
How can I describe my friends and family?
Who is in my family?
Where do I live?
Can I join in with stories and rhymes about friends and family?
What 'why' questions can I ask about my friends and family?

Personal, Social and Emotional Development

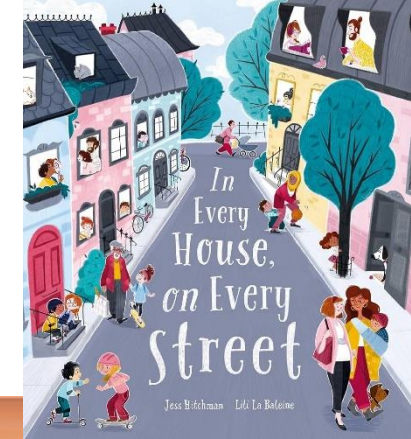
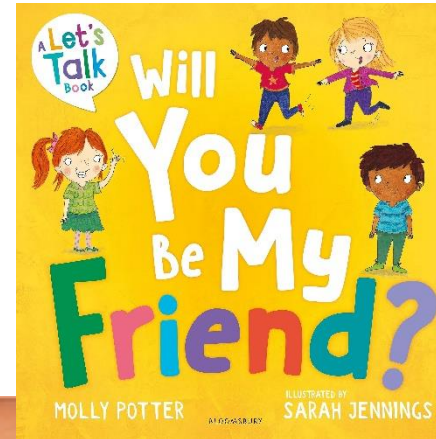
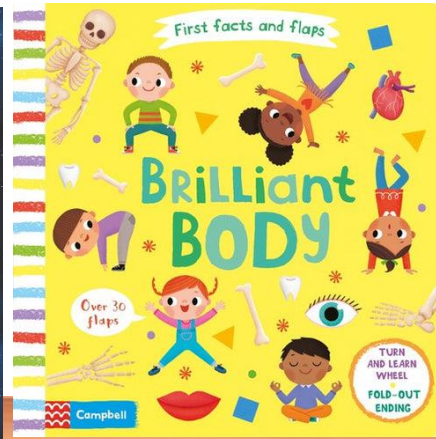
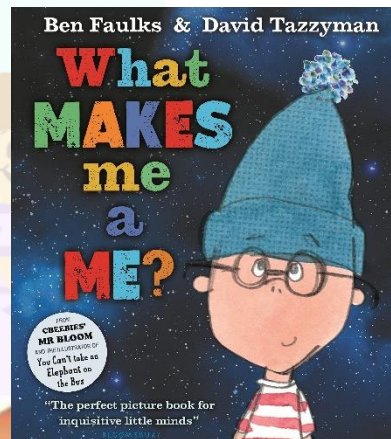
What do I like to play with?
What does special mean?
Who is special to me?
What makes me feel happy, sad, safe, angry or calm?
How can we see feelings in others?

Physical Development

How can I move my body in different ways?
What happens to our bodies when we move?
Can I put my coat and shoes on myself?
How can I work with others?

Understanding of the World

Who am I?
What body parts do I have?
What is a family?
How are families different?
Where do I live?
What is a map?
How are houses and buildings different?



Literacy

Can I recognise my name?
Can I find rhyme in the books
we are reading?
Where can I use mark making
in my play?
Can I hear sounds at the
beginning of words?
What stories do I enjoy?

Mathematics

What patterns can I make?
What do the numbers 1 to 3 look
like?
How can we make the number 1
to 3 with different materials and
objects?
What do the numbers 1 to 3 look
like on our fingers?
Can I say one number for each
item up to 3?

Expressive Arts and Design

What materials can I use to
make a portrait of myself or
a friend?
What materials can I use in
my artwork?
How can I use handprints to
make art?
What materials can I use to
make a house?

Key Information

***Nursery have PE on Friday.
Please send children in trainers
and sports clothing.***

***On Woodland
Wednesday(afternoons),
children need to wear clothes
for the outdoors.***

***Please bring one healthy, nut-
free morning snack. Please cut
grapes in half.***



Communication and Language

How can I describe myself?
How can I describe my friends and family?
What do I bring to my family?
Where do I live?
Can I join in with rhymes and retell stories about friends and family?
What questions can I ask about my friends and family?
How can I find out more about myself, friends and family in non-fiction books?

Personal, Social and Emotional Development

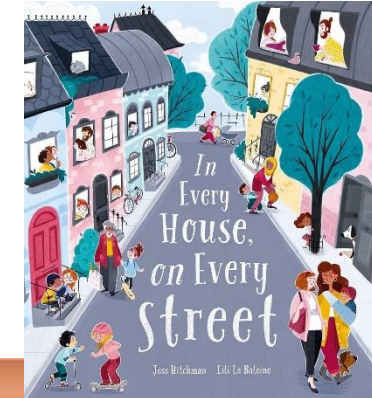
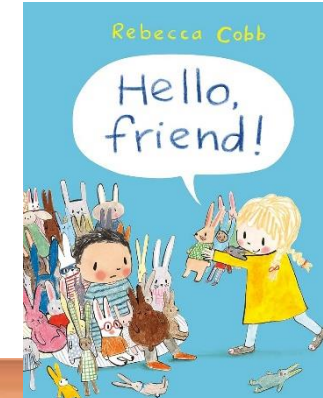
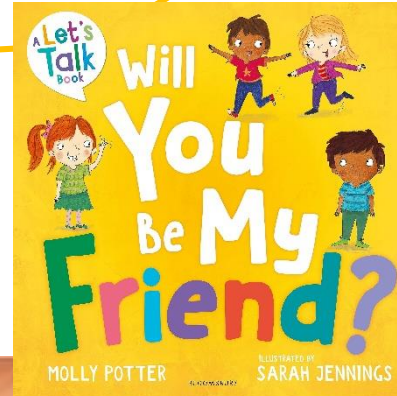
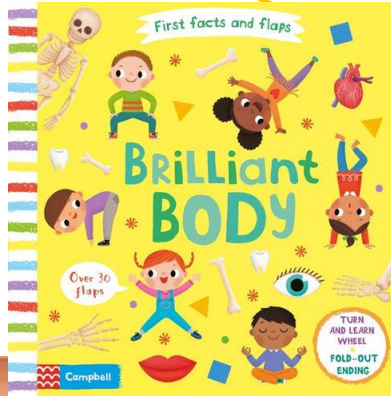
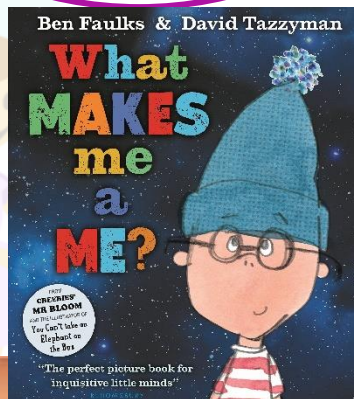
What am I interested in?
What am I good at?
What does special mean?
What are feelings?
What do different feelings look like?
What makes me feel happy, sad, safe, angry or calm?
How do our special people make us feel?
How can we change our feelings?
How can we see feelings in others?

Physical Development

How can I move my body in different ways?
What is the 'best' way to move my body for different activities?
What happens to our bodies when we move?
Can I dress and put my coat on myself?
How can I work with others?

Understanding of the World

Who am I?
What body parts do I have?
What is a family?
How are families different?
Where do I live?
What is a map?
How are houses and buildings different?



Literacy

Can I write my name?
Can I recognise, say and write sounds?
Can I find rhyme in the books we are reading?
Can I retell a story?
Where can I use my reading and writing in my play?

Mathematics

Can I count forwards and backwards to 10?
Can I show finger numbers up to 5?
Can I recognise, match and order numbers to 5?
Can I make numbers to 5 in different ways?
Can I match objects and pictures?
Can I identify a set?

Expressive Arts and Design

What materials can I use to make a portrait of myself or a friend?
What materials can I use to make a house?
What materials can I use in my artwork?
What different materials can I join?
How can I join different materials?

Key Information

Reception have PE days on a Thursday. Please send children in trainers and their PE kit.

On Woodland Wednesday (afternoons), children need to wear clothes for the outdoors.

Please bring one healthy, nut-free morning snack. Please cut grapes in half.



What will a day in EYFS look like?

9:00-9:10

Welcome, Register, Calendar, Morning Song, Visual Timetable/ Now & Next

9:10- 10.30

Continuous Provision (Adult Led Maths Tasks)

Outdoor: Nurture Nest

Rotate children approx. every 20 mins

10:30-10:45

Snack & Story

10:45 – 11.20

Continuous Provision (Adult Led Phonics and English Tasks)

Outdoor: Creative Cave

11:20 – 11:35

All children - Outdoor Provision: Creative Cave (Adult Led Physical Tasks)

11:35 -11:50

Nursery Rhymes and Hand Washing

11.50-12.45

Lunch/Outdoor Provision

12:45-13.00

Register & Story (Super Six)

13:00 - 14:00

Continuous Provision (Adult Led PSED, UTW and EAD Tasks)

Outdoor: Nurture Nest

14:00-14:30

Snack & Milk – EYFS join KS1 for Playtime on Tuesday & Friday

14:30-15:00

Continuous Provision (Adult Led PSED, UTW and EAD Tasks)

Outdoor: Creative Cave

15:00 – 15:15

Home Time Routine & Songs

Continuous provision is the resources and areas (*construction, sand and water, mark-making, role play, small world*) that stay available to children all day, letting them lead their own learning through play. It supports problem-solving, as children can test an idea, get it wrong, and try again in their own time; and consolidation, as repeating a skill over several days is what makes it truly stick. We also model learning in and enhance these areas based on children's individual next steps, so their play keeps building on what they're working on.

Adult-led tasks are small-group or 1:1 activities where staff plan and guide learning directly, alongside continuous provision. This supports direct teaching, introducing new skills through playful, hands-on activities matched to what children are ready to learn next; consolidation, securing learning that's already begun; and assessment, as working closely with each child shapes their individual next steps.

Daily Routines/Timetables

P.E.

Children work on physical development everyday.

Our PE days are on: **Thursday for Reception and & Friday for Nursery**

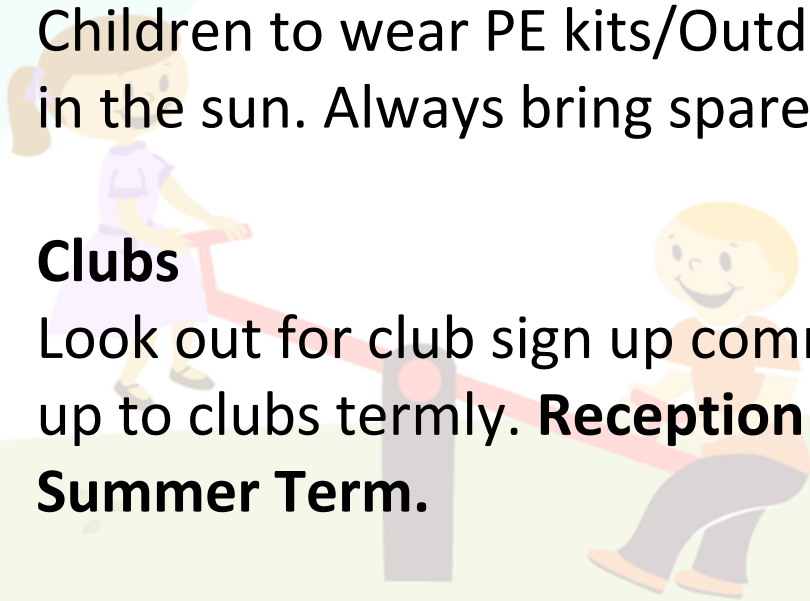
Your child will need to come into school in their school PE kits on these days.

Woodland Wednesday

Children to wear PE kits/Outdoor clothing. Dress appropriately for the weather e.g. hats in the sun. Always bring spares.

Clubs

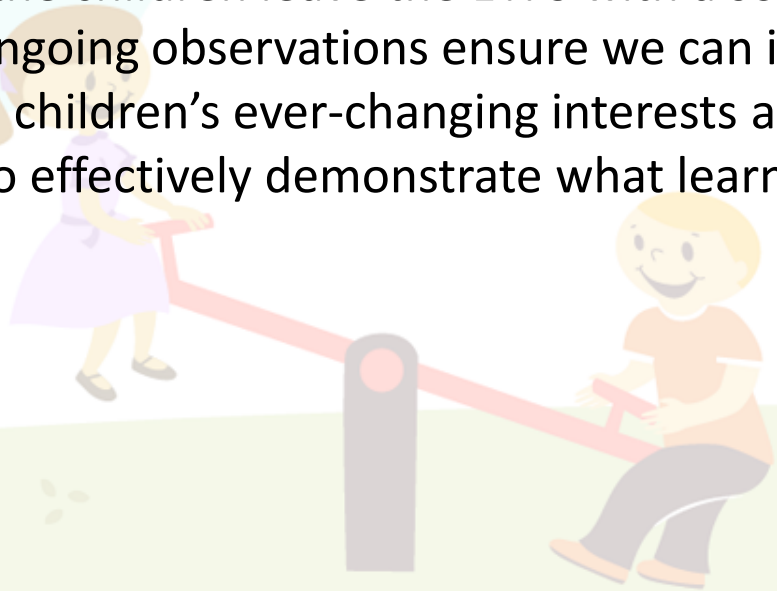
Look out for club sign up communication going out the end of September. You can sign up to clubs termly. **Reception are invited to start some clubs (if they are ready) in the Summer Term.**



The EYFS Curriculum

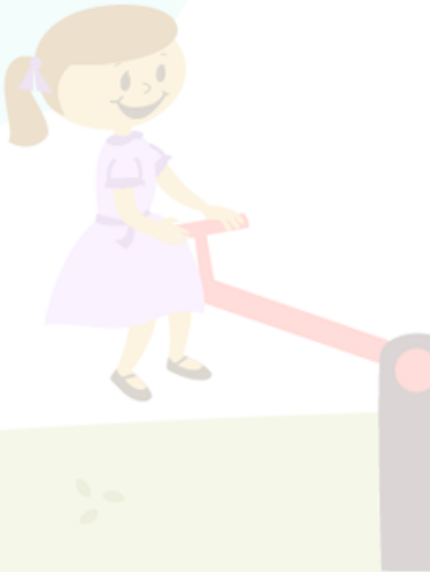
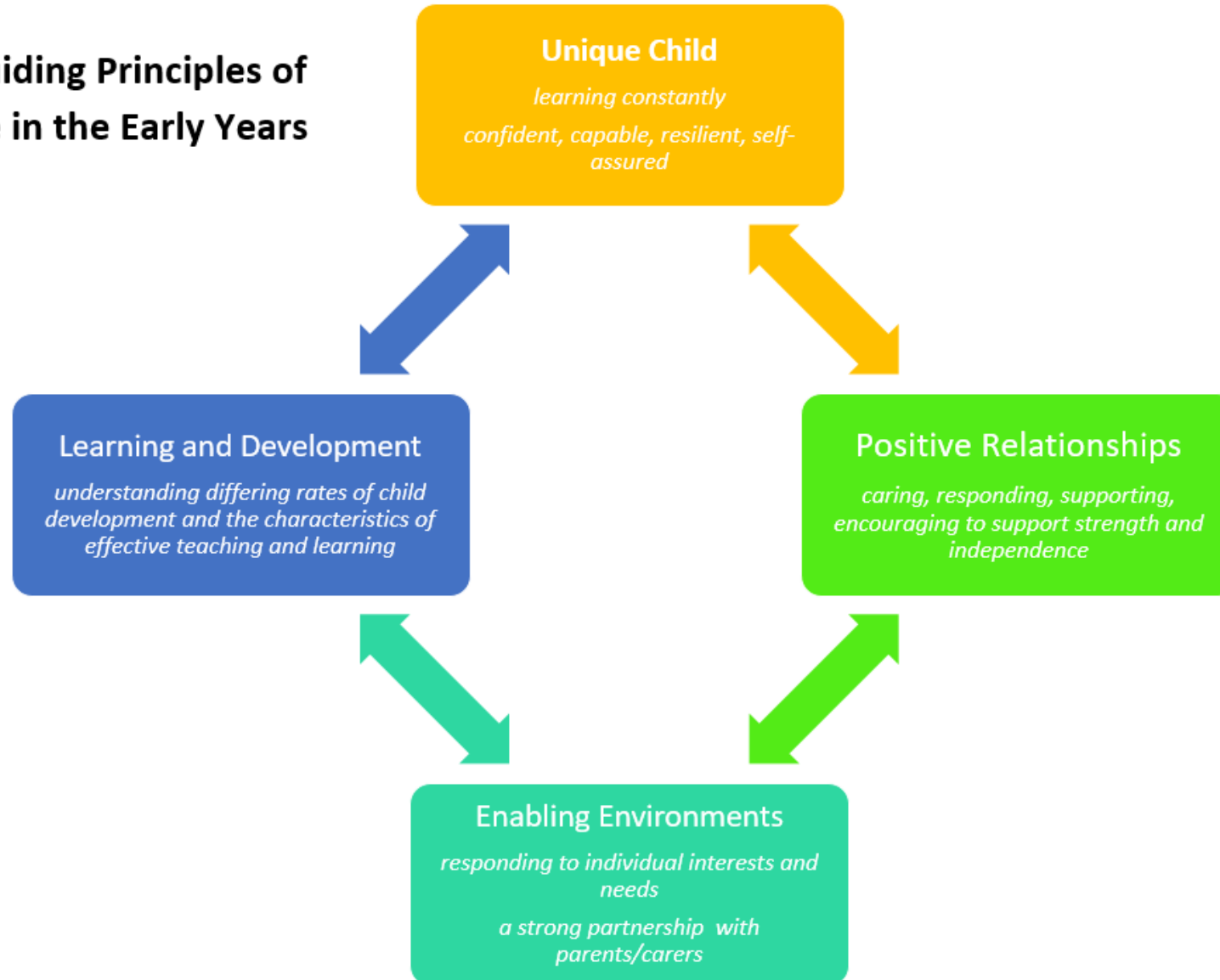
What do we want to achieve?

Children within our EYFS provision will grow to be confident, curious, capable lifelong learners who feel a sense of belonging in their school and wider community. Through their ability to manage their emotions, our reflective learners will demonstrate resilience and a sense of pride when achieving challenges. Progress towards the ELGs will ensure well-rounded, independent communicators with a love of learning. The children experience a smooth transition between Nursery, Reception and beyond. Effective communication and collaboration ensure the children leave the EYFS with a solid foundation of learning of which to build upon. Our starting point and ongoing observations ensure we can identify individual rates of development and areas of need quickly as well as children's ever-changing interests and fascinations to inform planning. Our assessment procedures enable us to effectively demonstrate what learning is taking place and how each child is progressing in all seven areas of the EYFS curriculum.

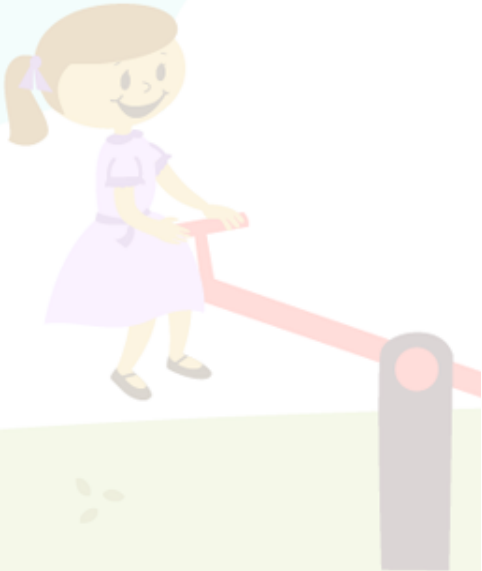


The EYFS Curriculum

Four Guiding Principles of Practice in the Early Years



The EYFS Curriculum



The EYFS Curriculum

Personal, Social and Emotional Development

- Crucial for happy and healthy lives and cognitive development
- Understanding own and others' feelings through strong, warm and supportive relationships with adults
- Managing emotions
- Developing a positive sense of self
- Confidence in their own abilities
- Develop good friendships knowing how to cooperate and resolve conflict
- Persistence, Patience and Attention
- Learn how to look after their bodies, eat healthily and independently manage personal needs

Communication and Language

- Foundations of language and cognitive developments
- High quality interactions and conversations
- Language rich environment
- Effective building of children's language
- Reading a range of texts
- Opportunities to use and embed words in a range of contexts
- Roleplay and storytelling
- Opportunities to express points of view, articulate ideas and extend and elaborate upon ideas
- Large repertoire of songs and rhymes

Physical Development

- Children's all round development enabling them to live happy, healthy and active lives
- Gross Motor skills to develop healthy bodies and social and emotional well-being
- Fine Motor precision to support hand-eye co-ordination
- Strength, stability, spatial awareness, co-ordination, agility and positional awareness
- Developing proficiency, control and confidence

Prime
Areas of
Learning



The EYFS Curriculum

Supporting your child in the prime areas of learning

Communication & Language

- Talking about the day's activities
- Discussing the day of the week
- Songs and rhymes
- Reading
- Playing describing, guessing and turn taking games
- Encourage pretend play
- Modelling and encouraging a wider range of vocabulary

Physical Development

Fine motor skills:

- Providing interesting experiences to support your child. E.g., helping with cooking, gardening, threading, fixing and making things
- Activities that involve using tools and small movements with accuracy and precision
- Practicing pencil control

Gross Motor skills:

- Outdoor equipment such as bikes, trikes, scooters and climbing frames
- Dancing, yoga

Personal, Social & Emotional Development

- **Managing self to show independence and resilience:** toileting, hand washing, getting changed
- **Building relationships:** practice working and playing collaboratively and taking turns with others
- **Self-regulation:** having regular conversations about feelings

The EYFS Curriculum

Mathematical Development

- A strong grounding in number
- Confident counters
- Deep understanding of numbers including the relationships and patterns between them
- Positive attitudes and interest in Mathematics
- Spatial Reasoning: Shape, Space and Measure
- Solving real life problems

Understanding the World

- Making sense of the physical world through exploration
- Making sense of their community starting with family, special places and celebrations
- Frequent range of experiences to increase knowledge and sense of the world both past and present
- Listening to a broad range of stories to foster curiosity and understanding of our culturally, socially, technologically and ecologically diverse world
- Building new vocabulary to support understanding of the world including similarities and differences

Literacy

- A lifelong love of reading
- Meaning and purpose of print
- An enjoyment of rhythm, rhyme and sound
- Language comprehension
- Skilled word reading (Phonics)
- Early writing: spelling, handwriting and composition

Expressive Arts and Design

- Development of children's artistic and cultural awareness
- Supporting children's imagination and creativity through the **arts**: drama (role play), music, dance and art
- Developing understanding, self-expression, vocabulary and ability to communication through the **arts**
- Imaginative storytellers, artists and performers
- Interpreting and appreciating the **arts**
- Explore and play with a wide range of media and materials
- Creating and improvising through singing and playing instruments and movement

Specific
Areas of
Learning



The EYFS Curriculum

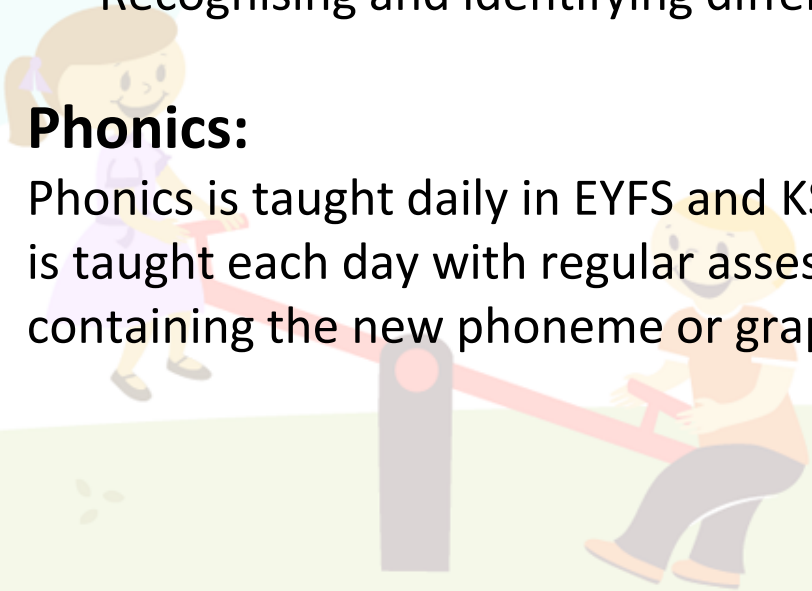
Supporting your child in the specific areas of learning

Literacy:

- Practising name recognition and writing
- Mark making letters and sounds
- Reading and exposing your child to a variety of different types of books/print
- Becoming familiar with different nursery rhymes
- Recognising and identifying different rhyming words

Phonics:

Phonics is taught daily in EYFS and KS1 – this links into spelling into Y2 and KS2. A new phoneme/ grapheme is taught each day with regular assessment and recap lesson. Lessons include reading and spelling words containing the new phoneme or grapheme.



The EYFS Curriculum

Supporting your child in the specific areas of learning

Home Reading (Reception):

Phonetically Decodable Book – includes graphemes that have previously been taught and that children should be able to read successfully and confidently. Because of this, we must ensure the children have covered enough sounds to be able to read words. Books will begin to come home when the children have covered enough sounds.

Shared read book – a non decodable book at links to the colour band your child may be on. Contains a mix of grapheme taught and tricky words containing grapheme not yet taught (therefore is not yet decodable). Your child may be able to read some words but need more support reading others. Sometimes the shared read book is sent home as a 'challenge'. This may be for children to practice fluency and expression or with more challenging vocabulary they can find the meaning of with your support.

We will send two decodable books home to begin with. However, one will be slightly more challenging.

Library book (Nursery and Reception) - Books for you to enjoy together and promote a love of reading. Any books you share at home, please take a photograph and share this on your child's portfolio.

The EYFS Curriculum

Supporting your child in the specific areas of learning

Home reading - Enjoying books with you child

Developing Early Comprehension Skills

Recalling Key Facts

At the end of the page, ask them one of these questions. Let them read back through the text, or read the text aloud to them, allowing them to find or hear the answer.

What is happening in the picture? Who are the characters in the book? Where do they live? How is the character feeling? Where does the story take place? When did the story take place? Tell me about the main character - (Young, old, friendly, miserable, lonely, popular...)

Predicting and Explaining

After the children have read a few pages, can they predict what will happen next? OR explain why something has happened. If they find this difficult, give them suggestions.

What do you think will happen next? Why do you think the character did that? Why do you think the character did that? Does the character remind you of anyone?

Reflecting

Discuss the ending of the book with the children. Give them some time to digest what they have read with you.

What happened in the story? How does the story make you feel? What do you think about the ending of the story? What was your favourite part of the story? Why?

Reading

Reading is one of the most important parts of your child's development!

- It is important for your child to read aloud daily to an adult. This can be a book from school or a book from home.
- Please complete the reading record with your child wherever possible. This helps us to understand the range of books your child is reading.
- Reading Owls Website can be used for additional electronic books.
- Wherever possible, read with your child and develop their love of reading through visiting the library or book shops

Useful websites:

<http://www.lovereadings4kids.co.uk>

<http://www.readingzone.com/>

<https://www.booksfortopics.com/booklists/recommended-reads/>

Percentile Rank	Minutes of Reading Per Day	Baseline - Words Read Per Year	Plus 10 Minutes - Words Read Per Year	Percentage Increase In Word Exposure
98	65	4,358,000	5,028,462	15%
90	21.1	1,823,000	2,686,981	47%
80	14.2	1,146,000	1,953,042	70%
70	9.6	622,000	1,269,917	104%
60	6.5	432,000	1,096,615	154%
50	4.6	282,000	895,043	217%
40	3.2	200,000	825,000	313%
30	1.8	106,000	694,889	556%
20	0.7	21,000	321,000	1429%
10	0.1	8,000	Based on reading level, ~300,000 words	
2	0	0		

Distribution of time spent reading books outside of school, with estimated words read per year and projection of increased words per year if each child's average daily time spent reading were increased by ten minutes. Adapted from *Adams (2006)*, with baseline data from *Anderson, Wilson and Fielding (1988)*.

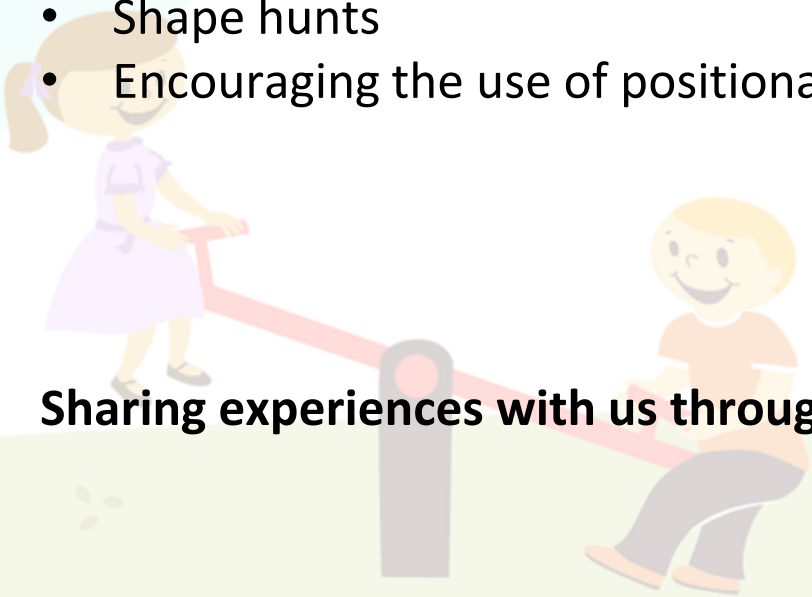
The EYFS Curriculum

Mathematical Development

Providing frequent and varied opportunities to build and apply mathematical understanding:

- Collecting loose parts for organising and counting
- Mark making numbers and shapes
- Counting rhymes and songs
- Playing games
- Shape hunts
- Encouraging the use of positional language to describe where something is

Sharing experiences with us through Class Dojo



The EYFS Curriculum

Supporting your child in the specific areas of learning

Understanding the World:

- Talking about the weather and what clothes we should wear
- Talking about what we can see and encouraging the use of a wider range of vocabulary
- Looking at family photographs and talking about different family members
- Exploring the natural world
- Helping with outdoor activities such as gardening
- Caring for plants and animals

Expressive Arts and Design:

- Encouraging role play, block play, pretend play or musical activities to build on their experiences of the real world
- Singing and listening to songs and rhymes
- Providing opportunities for your child to be imaginative and use materials and resources in an open-ended way e.g., junk modelling

Sharing experiences with us through Class Dojo

The EYFS Curriculum

Effective Characteristics of Teaching and Learning



Engagement

Playing and Exploring

Finding out and exploring

Engaging curiously in open-ended activity
Using their senses to **investigate** and explore the world around them
Make independent choices

Playing with what they know

Pretend objects are things from their own experiences
Represent their experiences in their play
Take on a role and act out experiences with others
Think ahead, sequence and plan their activities and thinking using visual aids

Being willing to 'have a go'

Showing a 'can do' or 'give it a go' attitude
Gaining confidence in taking risks
Initiating activities and seeking challenge
Showing **curiosity** about new experiences



Resilience

Active Learning

Being involved and concentrating

Maintaining attention on an activity
Showing high levels of curiosity
Becoming less easily distracted
Paying attention to details

Overcoming challenges or difficulties

Persisting when challenges occur
Showing belief that more time, effort or another approach will pay off
'Bouncing back' after difficulties by using self-regulating strategies (zones of regulation)

Enjoying achievements

Showing satisfaction in meeting their own goals
Being proud of **how** they achieved something
Enjoying meeting challenge for themselves



Thinking

Creative and Critical Thinking

Developing and having their own ideas

Using what they know more about to think of their own ideas with confidence
Finding ways to solve real problems through the increasing ability to control attention and ignore distractions
Finding new ways to do things by concentrating on achieving something that is important to them

Making links

Make links between ideas and noticing patterns
Making predictions by thinking beyond the here and now
Developing ideas for grouping, sequencing explaining cause and effect

Choosing ways to do things

Planning, making decisions about how to approach a task, solve a problem and reach a goal
Checking how well their activities are going and changing their approach if necessary
Reviewing and reflecting on how well an approach has worked

Characteristics of Effective Teaching and Learning in Early Years

The EYFS Curriculum

Effective Characteristics of Teaching and Learning

How can you support your child in gaining these positive learning behaviours?

Playing and exploring:

- Providing opportunities for finding out and exploring
- Encouraging your child to make independent choices
- Represent lived experiences through play

Resilience:

- Maintain a growth mindset – **‘I can do it!’ ‘A mistake is a learning step!’**
- Encouragement to persevere when a challenge occurs
- Praising when your child has overcome challenges and obstacles

Thinking:

- Encouragement to develop their own ideas

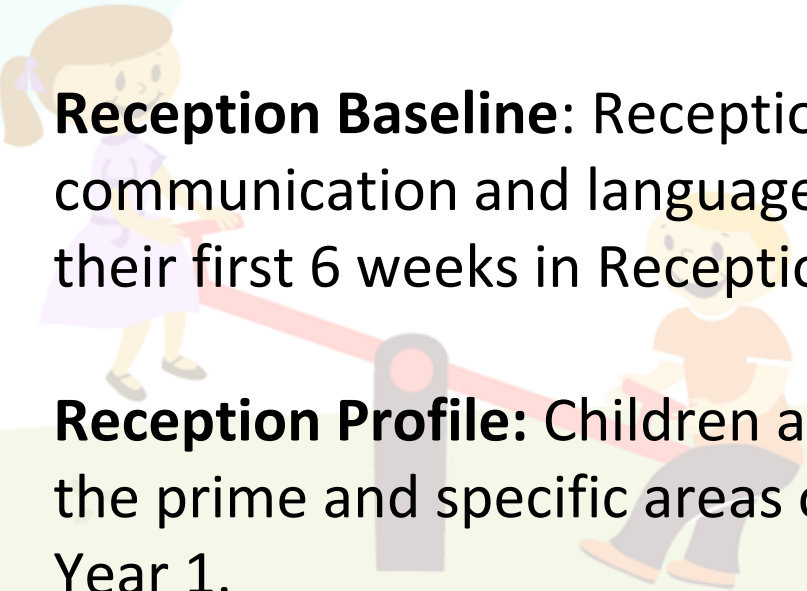
Sharing experiences with us through Class Dojo

Assessment at High Lane

At High Lane, our priority is happy, healthy children who reach their full potential. We spend lots of time getting to know your children to better understand their strengths and areas where they may need more practice and support.

To help us to assess your child's understanding and progress we use:

- On-going assessment during observations interactions in class
- Recordings of independent application of knowledge and skills in a range of activities

An illustration of two children on a seesaw. A girl with brown hair in a ponytail, wearing a purple dress, is on the left side of the seesaw, which is currently down. A boy with blonde hair, wearing an orange shirt and grey pants, is on the right side, which is currently up. The seesaw is red with a grey pivot point. The background is a light green field with some small yellow flowers.

Reception Baseline: Reception children complete a series simple questions focusing on communication and language, literacy and mathematical development. This is completed in their first 6 weeks in Reception.

Reception Profile: Children are assessed against 17 'early learning goals' which focus on all the prime and specific areas of learning. The purpose of this is to support their transition to Year 1.

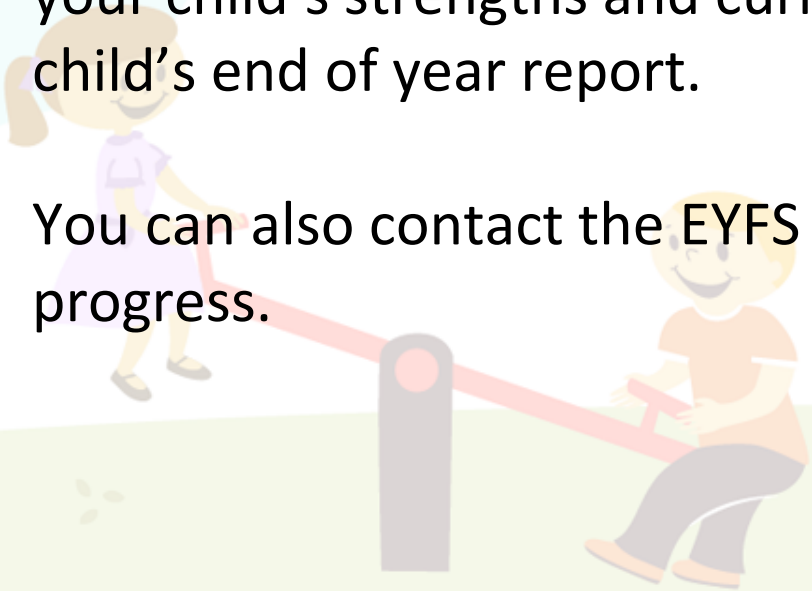
Assessment at High Lane

Reporting your child's attainment and progress

We make judgements as to whether your child is on track to meeting their early learning goals at the end of Reception.

We will talk to you about your child's progress at two parents' evening throughout the year, where you will also receive a copy of your child's interim review report that outlines your child's strengths and current areas of focus. Additionally, you will also receive your child's end of year report.

You can also contact the EYFS teachers at any time in the year to discuss your child's progress.

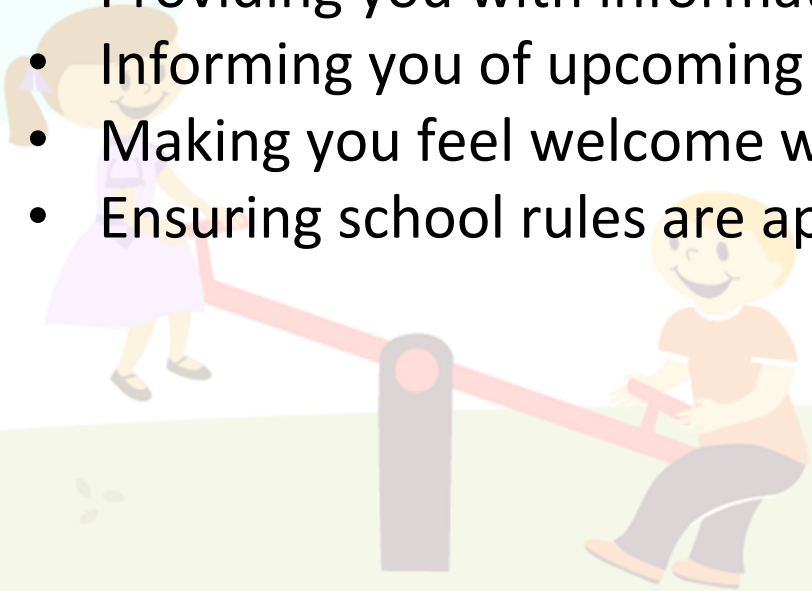


Parents as Partners

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **we** can help:

- Making sure your child is safe, happy, cared for and learning well whilst at school
- Keeping communication channels open
- Providing you with information like this
- Informing you of upcoming events
- Making you feel welcome when you visit
- Ensuring school rules are applied consistently



E-Safety

School Platforms

Purple Mash, Ed Shed, Google Suite, Class Dojo

There are systems in place to monitor activity on all of our platforms whether children access these platforms at school or at home. Children should never share their own login information with others or use anyone else's login information to access these platforms. All children learn how to and are expected to use our platforms responsibly.

Age Ratings and Restrictions

It is important to educate your children about age ratings and restrictions on apps and media. We are seeing increased cases of children accessing content not designed for their age group. This can often lead to irresponsible use of apps or children not being able to regulate their emotional responses to what they have seen.

School Website

Parents: Useful information for parents including guides about screen time and app specific information including age ratings and guidance

10 Top Tips for Parents and Carers ONLINE SAFETY FOR UNDER 5S

According to Ofcom's most recent research, a significant proportion of children are already online by the time they start school, with 17% of 5-year-olds owning their own mobile phone and 50% using messaging platforms. There is an increase in parents of 3-5-year-olds who say their child uses social media apps or sites. In 2021 and 2022 about a quarter of 3-5 year olds whose parents have said their child used social media apps or sites has risen to three in ten (29%) in 2023, and almost four in ten (37%) this year. As becoming familiar with technology is generally encouraged in younger children – and has been essential for education during the pandemic – it is now more than ever essential that trusted adults recognise both the benefits and the risks of infants and toddlers going online. We've compiled our top tips to help the under-5s start their online safety journey.

1 USE DEVICES TOGETHER

This lets you monitor and control what your child is using the device for. Co-viewing also provides the interaction that supports children's understanding of what they are seeing, discussing content – allowing them to ask you questions, and so on.

2 ACTIVATE PARENTAL CONTROLS

Most digital devices have built-in parental controls that can limit the type of content they have access to and can support, rather than replace, active supervision. Social media and AI toys should be avoided. If your child uses any device (even borrowing yours), it is a good idea to explore what controls the device has and enable them whenever they have access to it.

3 MANAGE SCREEN TIME

This can be tricky, especially if your child is interested in a certain video, app or game. Try to agree on some ground rules and get your child into a routine which includes certain times of the day without devices. According to the new guidance, you need to limit total screen time for young children, wherever possible. Under 2 years: screen time should be avoided, other than for shared activities with family that encourage bonding, interaction and conversation. 2-5 years: should try to keep screen time to 1 hour a day and even less if possible.

4 IF IN DOUBT, ASK

The easiest way to find out what your child is doing online is usually just to talk about it with them. Developing an open dialogue at an early age helps them grow up feeling able to talk to you about their digital life – providing opportunities to intervene if you're concerned.

5 SET A GOOD EXAMPLE

Children often learn by watching and copying those around them, and using digital devices is no exception. When you're around your child, try to follow the same rules that you've set for them. Let them see you balancing your time online with interacting with people in real life, too. Try to keep routines such as meals or bedtime screen-free, alternative suggestions can be background music, simple conversations, table games, colouring or "I Spy" with colours or letters.

6 BLOCK IN-APP PURCHASES

If your child uses a device that's linked to a payment method (such as a bank card), use the parental controls to block buys from app stores, as well as in-app purchases. That will prevent your child from accidentally spending money while on your device.

7 CHOOSE SAFE APPS AND SITES

There are some fantastic apps and platforms that are specifically designed to be safer for children. Always check the PEGI age rating before downloading and app and test it yourself before allowing your child to use it. Choose slow-paced, age-appropriate content and being mindful of risks such as autoplay features, algorithm-driven content, and in-app adverts or purchases.

8 INVOLVE THE FAMILY

If your toddler has older siblings, it's likely that their rules for device use will be different – and that they'll access content that isn't appropriate for younger ones (a particular worry if they share devices). Encourage your whole family to be good role models and help little ones stay safe online.

9 TALK ABOUT BEING SAFE ONLINE

Just like we teach children about being safe in the real world, we need to educate them about how to stay safe online. Use age-appropriate language to help them understand, and plenty of hand gestures can reinforce what you're telling them.

10 SUPPORT CREATIVE AND ACTIVE PLAY

Physical and creative activities are important for a child's wellbeing, and there are plenty of ways to incorporate technology into that. For example, you could encourage games that require physical movement; dance and sing along to songs your child loves; and follow step-by-step crafting videos. Screens should not replace key aspects of early development, such as sleep, physical play, and interaction with adults.

Meet Our Expert

Konstantina Moustaka is an Early Years Mentor and In-house Trainer at an 'outstanding' nursery school in London. She has been working as a nursery and early years practitioner, both in the UK and internationally, for the past 18 years.



What Parents & Carers Need to Know about TODDLERS & SCREEN TIME

The toddler years are full of excitement, exploration and energy. It's a critical time in children's development, when brain connections are rapidly forming. Youngsters often begin to discover devices around this age, as they learn to communicate with friends, play games and watch videos (Ofcom recently found, for example, that one in five 3-4-year-olds in the UK uses social media). These activities can make a child happy and relaxed but have a damaging impact if overused. Setting screen time limits for toddlers can be a challenge, so we've pulled together some suggestions for making sure your little one is interacting with the online world in a safe, healthy way.

ONLINE SAFETY CHECKLIST

✓ PARENTAL CONTROLS

Children need to be shielded from content that's not age appropriate. You can do this by adjusting parental controls and safe search settings on the devices, apps and games they use.

✓ ONGOING SUPERVISION

Try to stay engaged and present in what your child is doing digitally. Make time to talk about what they enjoy and how they can stay safe online.

✓ OFFERING HELP

Teach your toddler to ask for help – and that they should always tell a trusted adult if they're unsure about anything to do with a device, or they see or hear something that makes them scared or upset.

✓ COMMUNICATION IS KEY

Emphasise that your child should check with you before they do anything online for the first time – such as watching a new show, playing a new game or exploring a new app.

✓ FACE TO FACE IS ACE

Support toddlers' development of language and other skills by prioritising games or apps that encourage face-to-face interaction – like learning to read or count with an adult.

Advice for Parents & Carers

MODEL IT

Your toddler is watching and learning from you whenever you pick up your phone. Even babies are aware of screens and the attention their parents give to them. By showing you know when to put your phone down and focus on something else, you're modelling an important behaviour for them.

CONTROL IT

Use tech to control tech. Most devices and individual apps have settings that allow you to restrict screen time, decide on the right length of time and use the settings or a timer to block access. This is especially useful for very young children, who simply see it as the device 'turning off'.

ANNOUNCE IT

When a toddler's screen shuts off suddenly, it can lead to frustration and tears. Let your little one mentally prepare for the end of screen time by announcing they have five minutes left, two minutes left and so on. You could also set an egg-timer, alarm or buzzer to go off just before time's up.

DELAY IT

Try to avoid letting children start their day with screen time. Once they're online, it can be hard to get them back offline – and can set a negative tone for the rest of the day. Routine and structure are important for toddlers, so encourage them to enjoy some other activities before the screens go on.

TRADE IT

You could try offering rewards and alternatives in exchange for screen time – for example, having a device-free day to get a playmate with a friend at the weekend, or skipping screen time one evening in return for a trip to the ice cream parlour tomorrow.

EARN IT

Screen time can definitely be used as a reward. You could opt for the classic 'no screen time until you've tidied up your toys' or you could get creative and award screen time in relation to successful tasks: eating all of their vegetables earns 10 minutes on their device, for example.

REMOVE IT

Keep family mealtimes, social gatherings, children's bedrooms and other important occasions and places screen-free. Remember to turn off TVs that you aren't watching, because even background noise can distract from you spending quality face-to-face time with your young ones.

SWAP IT

Put together a bag of things that your children love playing with – and get them to help choose what goes in there (items like stickers, pens, small toys, Lego or teddy bears are ideal). Then encourage them to pick something to play with from "the special bag of fun" instead of staring at a screen.

Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa: a reporting system currently being used to combat bullying in schools and businesses around the world. FaceUp helps to give a voice to bystanders by encouraging them to speak up against unacceptable behaviour.



Parents as Partners

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **you** can help:

- Read the 'Information for Parents' Booklet
- Ensure your child has all the equipment/uniform they need - including in date inhalers/medication
- Reinforce school rules when on school grounds (keeping your child with you at all times, no mobile phones, vapes or dogs on school grounds)
- Ensuring child's reading and homework books are in school on the correct days
- Keep communication channels open - Check Class Dojo regularly!
- Attending meetings like this
- Support school fundraising where possible
- Read with your child – develop their love of reading through visiting the library or book shops
- Practise key skills with your child at home – for example developing independence in toileting, getting dressed and organising themselves
- Tell us about experiences your child has at home through Class Dojo portfolios

What to do if you have a question or concern

- **First** – Please make an appointment to speak to see us. **Contact us through Class Dojo or phone the school office so we can arrange a time that is best to talk over the phone.** We will be able to take action to address it or suggest who can help.
- **Second** – If you feel that you need to take your concern further, you can make an appointment with Mrs Humphries.

If something happens at home that you feel we need to know about (e.g. family bereavement):

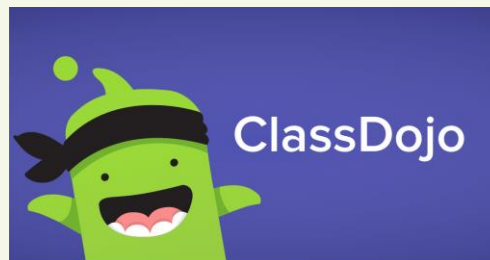
- Please let us know as soon as possible if you are able. This information will be handled sensitively and confidentially - it will only be shared on a 'need to know basis'.
- Please contact the school office straight away if there are changes to contact details or your child's medical information

Class Dojo

Class Dojo allows families to become part of our school community and is a great communication tool between home and school.

So that everybody can really make the most of Class Dojo, please remember these important points:

- Please ensure that any comments made are positive and linked to your child's learning or wellbeing.
 - Teachers will try to respond to you within 3 working days. During the evenings and weekends, teachers may set their Dojo to 'quiet time' so do not expect a response during these times.
 - **Do not** share photographs from Class Dojo on social media, when other children other than your own are in the photograph.
 - Please **do not** use Class Dojo to inform teachers of absences or appointments.
- If in doubt of who to contact, please refer to the **Information for parents** leaflet sent home at the beginning of the year.



What does your child need to have in school?

School Uniform: Reception children should wear school uniform on all days except PE days.

Nursery children can wear uniform or their own clothes suitable for play indoors and outdoors

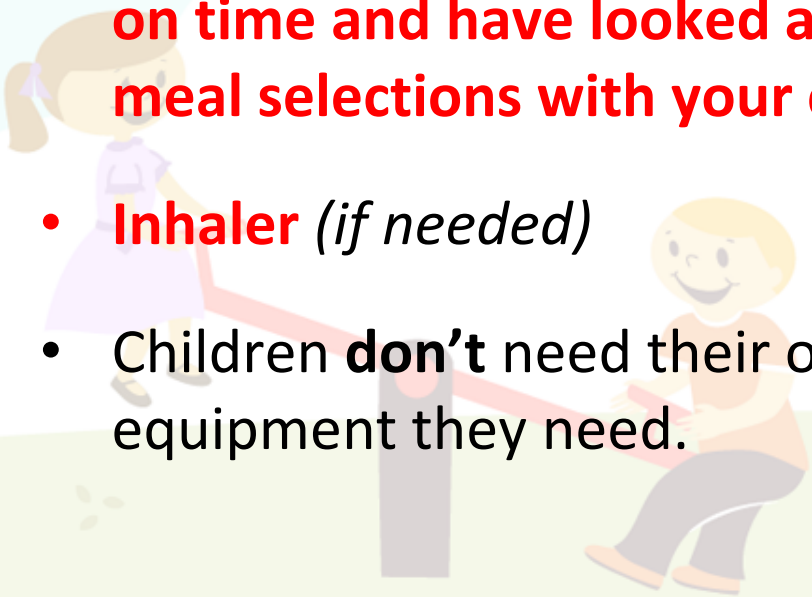
- Long hair should be tied back and only stud earrings can be worn.
- On PE days, Reception children must wear **school** PE kit and Nursery children can wear PE kit or active wear and trainers suitable for indoors and outdoors:
 - Red school jumper
 - White shirt
 - Black joggers, leggings or shorts
 - Trainers - that your child can fasten themselves
 - Earring should be removed for PE.

Please be mindful of the weather as we move into winter

- Your child needs a jumper or cardigan **every day**
- Your child needs a waterproof coat **every day**

What does your child need to have in school?

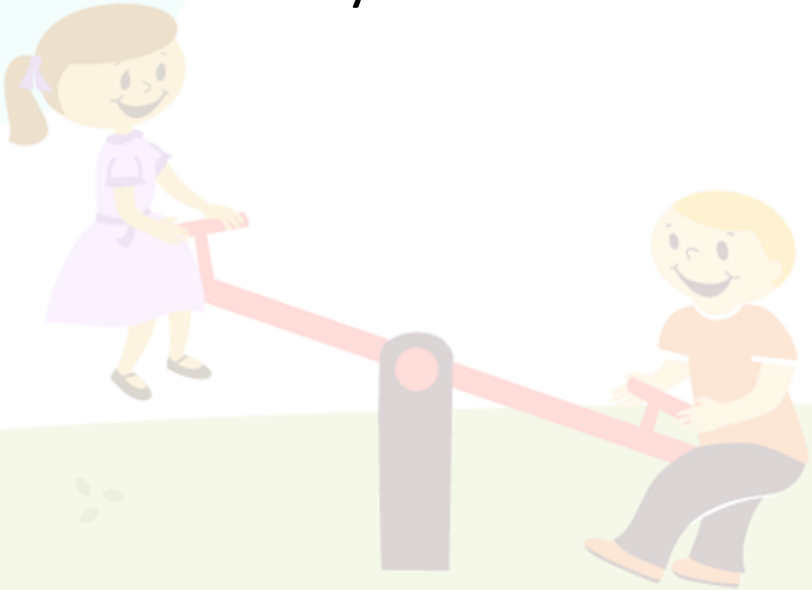
- A healthy **nut-free** snack in their coat pocket.
- A named lunchbox if your child has packed lunches.
- **If your child has a school dinner, please ensure you have made the menu selections on time and have looked at the menu with your child. We recommend making the meal selections with your child where possible.**
- **Inhaler** (*if needed*)
- Children **don't** need their own stationery, we have provided your child with all the equipment they need.



Water Bottles

Children need to bring a clean, named water bottle to school everyday.

- Only water should be put in the water bottles
- Only 0.5l water bottles with wide necks should be sent into school – this is to ensure your child is confident filling their water bottle if necessary



Special Educational Needs and Disabilities

Children and young people with SEND have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. Around one in five children has SEND at some point during their school years. Some children have SEND right through their time in school.

There are four broad areas of need within SEND:

Communication and interaction

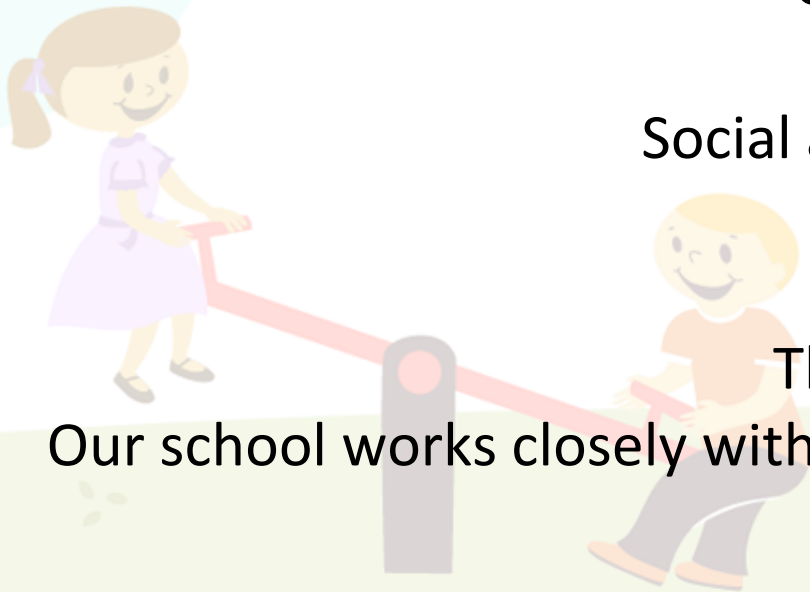
Cognition and learning

Social and emotional mental health (SEMH)

Sensory and physical

The school SENDCo is **Miss Lloyd**.

Our school works closely with the Stockport Neighbourhood Inclusion team and the Four Rivers Trust.

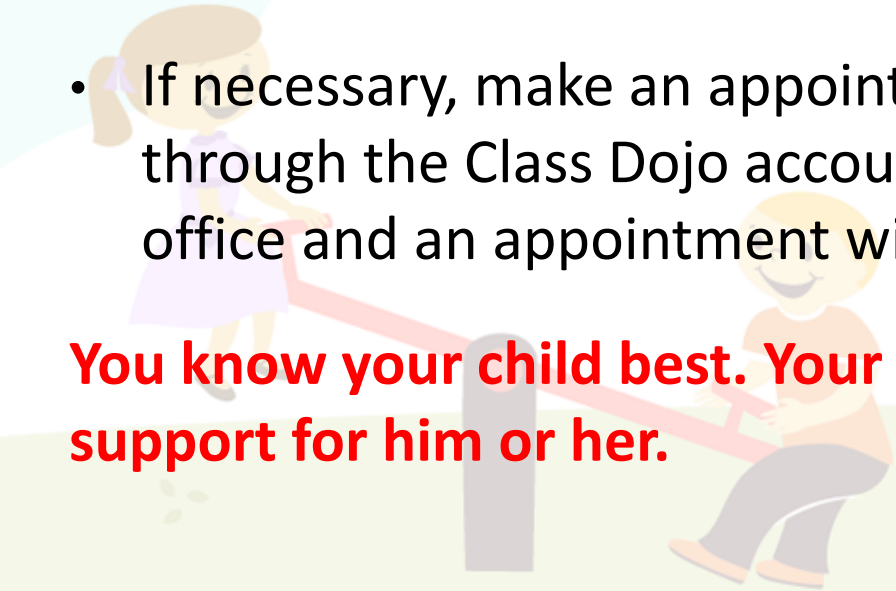


What to do if you think your child may have SEND?

Don't worry! There is a lot we can all do to make sure they are happy and learn well at school. Our team are passionate and skilled in supporting **all** children.

- Speak to your child's class teacher. They will make a note of your concerns and work **with you** to monitor your child's progress. They will work in partnership with our SENDCo to ensure your child is supported.
- If necessary, make an appointment to see our SENDCo. Miss Lloyd is contactable directly through the Class Dojo account for all year groups. Alternatively, you can contact the office and an appointment will be made.

You know your child best. Your opinions are invaluable in helping us to find the right support for him or her.



What will we do if we think your child may have SEND?

- We will talk with you about your child's progress and support we feel they may benefit from. We may also ask you if you would like to share any background information from your child's early childhood that you feel is relevant to us understanding and supporting your child's needs.
- We may carry out additional assessments to help us personalise his/her learning.
- **Together**, we will create a SEND Support Plan that details your child's strengths, and the support they require in order to work towards their full potential academically, emotionally and/or socially.
- They may be offered time in one of our intervention groups. These are usually led by your team of trained and experienced teaching assistants. **Please note**, not all children receiving support via intervention groups have SEND support. We use interventions to support children of **all** abilities.
- We may ask for additional input from external experts. You will always be asked for your permission before this happens and we will discuss with you their input.

You can find out more about the school's approach to SEND from:

- The school's website

<http://www.hIGHLANE.stockport.sch.uk>

- Stockport's Local Offer Website – a 'one stop shop' for all things SEND.

<https://stockport.fsd.org.uk>

Or search 'Stockport SEND'



Thank you for your time.

Please do not hesitate to contact us via Class Dojo with any questions you may have.

