

How can you help?



- You know your child better than anyone else
- You can make observations on any new learning you see at home and pass onto the teacher.
- We will give you observations to do, that we may not catch at school.
- Don't worry or feel under pressure to look for things that may not be there yet.
- Remember it is stage not

age! Children develop at different rates.

- Most learning is through purposeful play, not rote or memory.
- Encourage your child to be independent, they will learn quicker.



Most of all, enjoy your child they are not young for long.



Love children, love learning!

Two Gates
Community Primary School



The Learning Journey



Early Years practice

Starting points

When your child enters school and nursery we observe them for a few weeks to see what point of development they are at.

This is called a baseline assessment.

Using this information we plan their next steps and provide resources to challenge them and build on their development.



How do we know where they are?

- Through our own experience and knowledge of child development
- Using the Early Years practice guidance. This document puts development points into different age bands

Personal, Social and Emotional Development: Self-confidence and self-awareness	Communication and Language	Physical Development	Learning and Development
<p>2-3 years</p> <p>Children should be able to:</p> <ul style="list-style-type: none"> • name themselves and others • identify their own and others' feelings • follow simple instructions • play with others • play independently • play with a range of toys • play with a range of materials • play with a range of people • play with a range of objects • play with a range of people • play with a range of objects • play with a range of people • play with a range of objects 	<p>2-3 years</p> <p>Children should be able to:</p> <ul style="list-style-type: none"> • understand and use a range of sounds, words and phrases • understand and use a range of sounds, words and phrases • understand and use a range of sounds, words and phrases • understand and use a range of sounds, words and phrases • understand and use a range of sounds, words and phrases • understand and use a range of sounds, words and phrases • understand and use a range of sounds, words and phrases • understand and use a range of sounds, words and phrases 	<p>2-3 years</p> <p>Children should be able to:</p> <ul style="list-style-type: none"> • use a range of gross motor skills 	<p>2-3 years</p> <p>Children should be able to:</p> <ul style="list-style-type: none"> • understand and use a range of sounds, words and phrases • understand and use a range of sounds, words and phrases • understand and use a range of sounds, words and phrases • understand and use a range of sounds, words and phrases • understand and use a range of sounds, words and phrases • understand and use a range of sounds, words and phrases • understand and use a range of sounds, words and phrases • understand and use a range of sounds, words and phrases

The ones we use are the 22-36 months, the 30-50 months and 40-60 months. If your child has been to a different setting before attending our Nursery or Reception they will be using these development matters, but will have probably used other bands. Children are at different starting levels - **its stage not age!** Children are all different and may have

different levels in different areas. It is important that they have completed all the areas in each stage before they move to the next one.

OFSTED say for a child to be in line for their age, they must have completed one stage before they move to the next or they will not be in line.

How does the curriculum work?

There are 7 areas .

Every area is of equal importance

The 3 prime areas are:

- Personal, Social and Emotional Development -making relationships, self confidence and self control and feelings.
- Communication and Language - listening, understanding and speaking
- Physical Development - moving and handling and keeping healthy'



Why?

- A child needs to be happy and safe to learn
- He/she needs to be able to communicate and have an understanding of language to be able to read and write
- Physical development includes motor control - developing muscles for writing.

These areas need to be secure for the child to develop the other 4.

The other 4 areas are:

Literacy - reading and writing

Mathematics - number and shape space and measure

Understand the World - People and communities, The World and Technology

Expressive arts - Media and materials and being imaginative

How does this work in the setting?

Your child's day consists of carefully planned activities to cover all the 7 areas.

- Some activities will be teacher-led, where the teacher works with some children and does implicit teaching.
- Most activities will be child-initiated. These activities are where the teacher will find out if your child really understands the learning that has taken place.



- They are planned, and may look like the child is playing, but they have a purpose.
- The teacher or staff watch the children and record their learning, these are called Observations.



Observations

- These are where staff catch the children doing new learning.
- They are recorded and matched against the development matters.
- The observation form records next steps and how the children are learning called Characteristics of learning
- The staff will record how involved the child is in the activity.
- When the teacher is planning, she will use these observations to provide opportunities to develop the children further or to repeat activities in a different way for the child who has not understood.
- She will also use Adult led activities to build on the learning or tackle any learning that has proved difficult.
- These observations form your child's learning journey and a picture of your child, and how to develop your child's learning.

Characteristics of Effective Learning
<p>Playing and exploring - engagement</p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p>
<p>Active learning - motivation</p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p>Creating and thinking critically - thinking</p> <p>Having their own ideas Making links Choosing ways to do things</p>

