

# The Early Years Cricket

Parents Induction Meeting  
2025 - 2026



# Meet The Early Years Team



Miss Hall



Mrs Khan



Mrs Elmes

# The Nursery Day...

- ♦ For the first half term, there is no set timetable –the children are **learning to learn** in the indoor and outdoor environment and getting to know their new teachers, teaching assistants and class friends
- ♦ The children spend their time with their class teacher and teaching assistant



# Timings ...

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- ◇ Doors open at 8.45 am
- ◇ Morning session ends at 11.45 am
- ◇ Afternoon session ends at 3.15pm
- ◇ Coming in independently, when ready
- ◇ Picking up – different adults



# Uniform...

- ◇ Please ensure that names are labelled in **EVERYTHING!!!**
- ◇ Please send coats in **EVERY DAY**
- ◇ Please send children in with sunhats on warm days
- ◇ Sensible shoes and no jewellery
- ◇ Sun cream – apply before school
- ◇ Children are active for most of the day
- ◇ Book bags and lunchboxes



# Independence...

Please continue to encourage your children to independently practice;

- ♦ Going to the toilet and wiping their bottom independently
- ♦ Getting dressed and undressed; jumpers & cardigans, shirt and coat buttons & zips, shoes and socks
- ♦ Recognising their own name and initial sound
- ♦ Pouring water and drinking from an open cup



# Behaviour Expectations ...

- ♦ At John Hampden School, we encourage children to follow the school's behaviour expectations to help keep everybody happy and safe.

Do be kind and helpful

Do work hard

Do listen

Do be honest

Do be polite

Do be gentle

Do look after property





# School Values and British Values ...

## Our Values

Perseverance

Collaboration

Respect

Good Manners

Independence

Belonging

Reflection





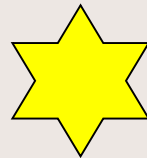
# Expectations, Incentives and Recognition ...

- ♦ Stickers awarded by Teachers, Teaching Assistants and support staff to children
- ♦ Children's learning being displayed on the class 'Loving To Learn' board
- ♦ 'M.O.V.E Time' weekly activities that help the children to develop and enrich their understanding of the behaviour expectations and the school values
- ♦ Positive role modelling including 'Wonderful Walking', 'Super Sitting,' 'Legendary Lining up'.



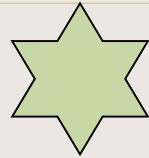
# Golden Stars ...

- ❖ Children's learning is displayed on the 'Loving To Learn Board' or on another display board
- ❖ A gold star accompanies the 'learning' with an explanation
- ❖ The star is then transferred into individual learning journals



# WOW Moments ...

- ◇ 'WOW' moments



- ◇ Your child will bring home a sheet of blank WOW moments (stars) These are for you to fill in with anything your child has done at home that has make you say 'WOW' eg. Trying a new food, sleeping in their own bed, riding their bike for the first time.
- ◇ WOW moments are displayed and transferred into Learning Journals
- ◇ The children will also be awarded the Scroll of Honour for being spotted doing something special
- ◇ We have a little Celebration on a Friday morning to recognise these achievements .



# Communication ...

- ♦ Please ensure that your child brings in their book bag every day
- Home / School Diary
- ♦ Please sign and comment when your child has shared their book and at the end of every week
  - ♦ Your child could draw a happy, sad or unsure face in the relevant box each day
  - ♦ Please let us know if there is a message for us as we only check diaries on a Friday .

## Going Home

- ♦ Please let us know on the door in the morning if your child is being collected by someone other than you or your named person/people.



# What We Are Learning ...

- ♦ What We Are Learning Sheets – A brief preview of what the children will be learning about the following week will be available on the Class Page on the school website.
- ♦ This half term our theme is "This is Me."
- ♦ We will be finding out about one another, our families and the things we like/dislike



# Healthy Eating ...

## Healthy Eating Policy

- ♦ We encourage healthy eating in school and ask that you provide children with a 'healthy lunchbox' – no chocolate or fizzy drinks please.
- ♦ Please cut up grapes, cherry tomatoes, olives etc lengthways



## 'No Nuts' Policy

- ♦ There are several children who have an allergy to nuts within the school, so please do not put nut products / ingredients in your child's lunchbox





# Allergens ...

## Allergens

- ♦ We will inform you of the allergens that will be in resources or ingredients. Playdough is a resource that we use continually.

Malleable playdough flour, pasta and rice – contains Gluten (wheat)



# Snack and Lunchtimes...

- ◇ Milk, water and fruit is available at every morning snack time
- ◇ Water is always available throughout the day from the Hydration Station
- ◇ Packed lunch only
- ◇ The children will bring home what they haven't eaten



# Voluntary Contributions and Wish list ...

- ♦ To help us continue to provide exciting and stimulating activities and experiences for the children, we ask for a small voluntary contribution towards some experiences and resources
- ♦ A letter detailing contribution areas is sent out termly
- ♦ We also always welcome any items you have at home that you do not use – ranging from books, to unwanted telephones, to pallets, cable reels and teapots, spoons, baking trays etc



# First Aid...

## First Aid

- ♦ We have qualified first aiders both in the Early Years and the main school.

## Head Bumps

- ♦ Any child who has a head bump during the day will bring home a 'Head Bump' note and have a 'Head Bump' sticker on their jumper



# superSonic

## Phonic friends

### Firm Foundations in Phonics 1

- Firm Foundations in Phonics offers experience, exposure and enjoyment of sound awareness.
- This phase is purely about securing a strong sound processing system which is critical to enjoyment and success in children's later reading and writing skills.
- It is solely about sound through the use of objects and pictures.
- It gives children playful daily repeated experience, exposure and enjoyment of General Sound Discrimination (Environmental Sounds, Instrumental Sounds and Body Percussion) & Phonological Awareness (Rhythm and Rhyme, Alliteration & Oral Blending and Segmenting).
- The children will need to demonstrate that they are able to tune in to, listen to and remember and talk about sounds. They will need to be skilled in Rhythm and Rhyme, Alliteration and Oral Blending and Segmenting before they start to look at the shapes of the letters and begin their systematic, synthetic phonics journey in the next phase Basics 1.
- Look out for information sheet coming home later this term



# Firm Foundations in Phonics 1

Firm Foundations in Phonics 1		
General Sound Discrimination		The Strands
Aspect 1	Environment Sounds	<ul style="list-style-type: none"><li>• Tuning into sounds (auditory discrimination)</li><li>• Listening and Remembering sounds (auditory memory and sequencing)</li><li>• Talking about sounds (developing vocabulary and language comprehension)</li></ul>
Aspect 2	Instrumental Sounds	
Aspect 3	Body Percussion	
Phonological Awareness		
Aspect 4	Rhythm and Rhyme	
Aspect 5	Alliteration	
Aspect 6	Voice Sounds	
Aspect 7	Oral Blending & Segmenting	



# Firm Foundations in Phonics 1

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We will teach through activities like:

- ◇ Music and movement
- ◇ Sound games
- ◇ Rhymes
- ◇ Rhyming stories
- ◇ Poetry Basket





# Signs and logos...

There are, of course, words in the English language that you cannot sound out. These are tricky words and need to be learnt by memory. Before words are introduced, children need to develop the skill of recognizing logos.



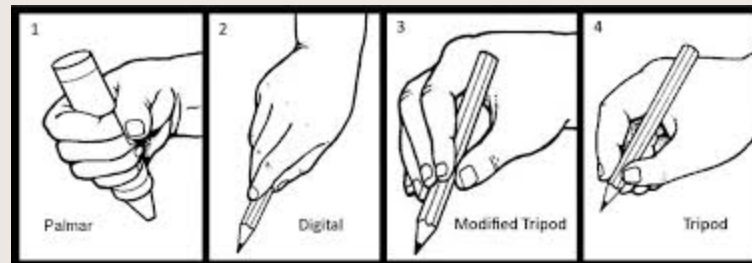
# Library Book Club



On a Friday there will be an adult led opportunity to share the love of stories and encourage communication about favourite books. The children will choose a book from our class box and bring it home for the duration of a week to share with their family. The books will be returned on a Friday each week. As the year progresses the children will also start to bring home other school story telling books.

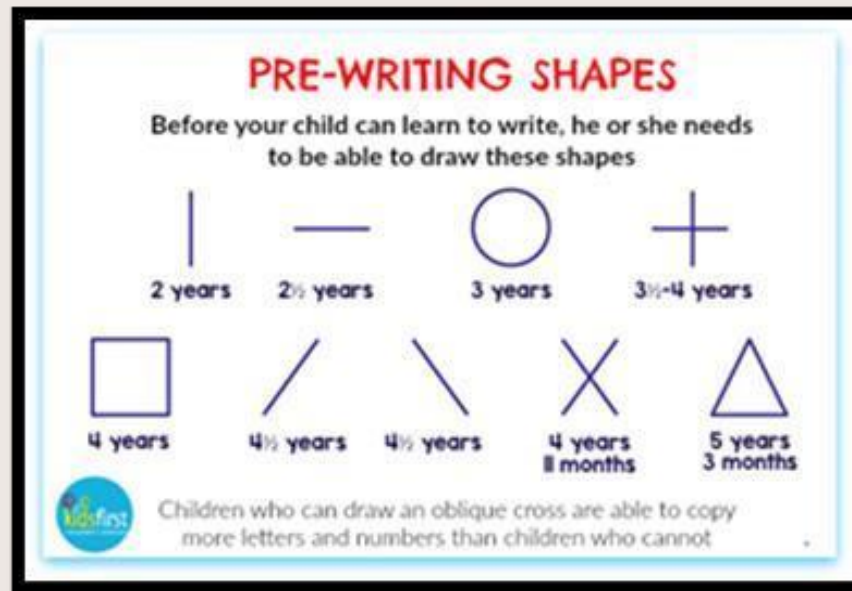
# Writing...

To be able to write successfully, children need to develop gross and fine motor skills, hand-eye co-ordination and pencil grasp development.



# Pre-writing Shapes ...

- ◇ We teach children to draw particular shapes so that they will be able to form letter shapes.







# Drawing ...

- ♦ It is important to give drawing the same recognition that we give writing.



# Handwriting ...



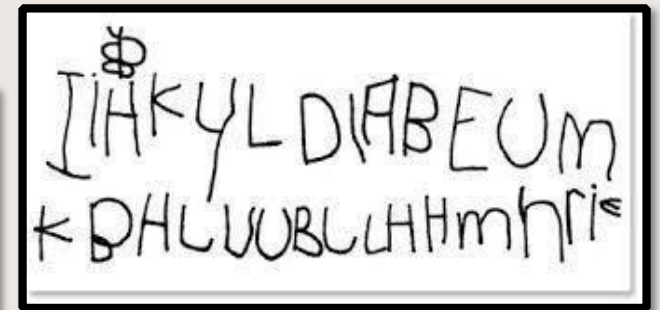
- ♦ We then teach children to form letters with the help of Curly Cal and his Handwriting Pals. We start with letters in their name.





# Mark Making ...

- ♦ As children are learning all of these new skills, it is important that they have the freedom to make marks and explore putting pen/pencil/chalk/paint to paper.



# What can you do to help your child's mathematical development?

- ♦ Subitising – to identify the number of things in a set simply by quickly looking at them – not by counting them one by one.
- ♦ This is perhaps one of the most important skills to develop before counting. It is crucial in giving children true fluency and understanding of calculation later on in their mathematical journey.



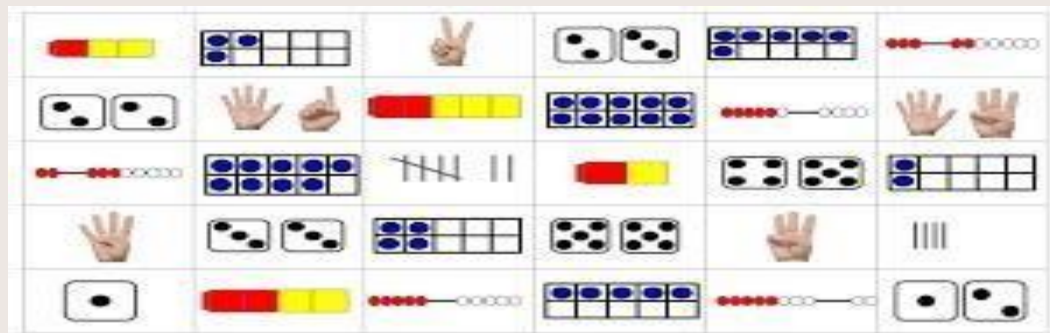
# Subitising ...

- ♦ We need to give children opportunities to see and label whole amounts without counting.



# What else can you do to help your child's mathematical development? ...

- ♦ Number recognition up to 10 (out of order)
- ♦ Counting objects up to 10
- ♦ Record numbers in different ways ie. Marks, pictures, tallies...
- ♦ Shapes, colours and patterns.
- ♦ Weighing and measuring
- ♦ Maths in the 'environment'



# Learning Journals ...

Children in The Early Years have their own 'Learning Journals' where we record some of the ways in which your child is travelling along a learning journey which is unique and special to them. The aim is to:

- ♦ Celebrate achievements
- ♦ Monitor the skills that the children are developing
- ♦ Show progression
- ♦ Capture how children learn as well as display experiences of children who are active thinkers
- ♦ Record children's viewpoints
- ♦ Highlight discoveries children make
- ♦ Illustrate how learning is underpinned by supporting and evaluating children's sense of wellbeing and engagement in their learning .



# Partnership with Parents



To help your child fulfil their potential in The Early Years, it is vitally important that we work together to provide a consistent and positive approach to your child's learning, both at school and at home.

We operate an open-door policy and are always happy to talk to you about any concerns or issues that you may have.

## Settling In Meeting

You will be offered the chance to meet with me later this term to find out how well your child has settled in. More details will be provided shortly.





# And Finally ....

We look forward to working with your child throughout the school year.

The Early Years Team ☺

