Year R parents' welcome session

Please come in and take a seat!





Welcome to Mayfield!

Our school ethos:

- 'Beeing' kind to everyone in our school community
- Developing the 6Rs:
 - Respectful,
 - Reflective,
 - Responsible,
 - Ready,
 - Resourceful
 - Resilient.



Welcome to Mayfield!

Normal days ... entrance via the main gate and first black gate on the left.

- 8.30 gates open
- 8.45 gates close
- LUNCH TIMES! hot dinners in the canteen
- 3.30 home time (start of clubs)
- 4.30 collection after clubs

Wrap around care options:

- 7.45 breakfast club
- 4.30 6-pm teatime club



Uniforms

Our branded uniform can be purchased from

Skoolkit (www.skoolkit.co.uk/school-uniform/1086)

or from Penelope Ann Schoolwear

(https://www.pa-schoolwear.co.uk/)

The uniform at Mayfield for all pupils, is as below:

Mayfield branded items:

- Mayfield branded blazer;
- Mayfield branded tie (Plain for Year R);
- •Mayfield branded PE top for PE (Plain for Year R)

Other items that do not have to be branded:

- •Black trousers (not leggings/jeans/jeggings/tracksuit bottoms);
- White short or long sleeved shirt;
- Black or white socks;
- •Black or skin coloured tights;
- •Black, polishable shoes with no visible logos or tags;
- •Black shorts or jogging bottoms for PE;
- •Trainers or plimsoles suitable for outdoor and indoor PE.







School shoes

• The following are **NOT** acceptable



Preloved uniform shop

Monday, Tuesdays, Wednesday & Friday

15.35-16.25

Bradshaw-kim@mayfield.portsmouth.sch.uk





Extra-Curricular

Each child has the opportunity to sign up for extra-curricular clubs which run from 3.30pm – 4.30pm free of charge.

Several weeks before the end of each half term, the clubs available can be booked via our online system.





If a child is not booked onto an extra curricular club, we also run a chargeable 'tea time' club from 3.30pm – 4.30 and from 4.30 - 6.00pm each day.



Keeping in contact with you

- Teachers and yR staff every day
- Special events to share our learning and school
- Reports to parents
- Parents' evening

How do you pay for anything: ScoPay





Attendance Expectations

All children are expected to be in school every day unless they are very unwell; You must notify the school as soon as possible when your child is unexpectedly absent e.g. sickness. You can do this by:

- calling the school directly on 02392 693432
- sending us a message via the StudyBugs app
- calling or texting the attendance mobile number on 07908 676745

You should only request leave of absence from school in exceptional circumstances. Term time holiday leave of absence requests will not be authorised.

Attendance Expectations

90% attendance means that your child is considered persistently absent.

50% attendance means that your child is considered severely absent.

You MUST work with us if there are barriers to your child attending school.

If we have any concerns at all, we will visit your home and contact Portsmouth City Council.

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The Year R Staff Team

- Miss Percival Seahorse Class Teacher/Year R Lead
 - Percival-Jessica@mayfield.portsmouth.sch.uk



Moore-Laura@mayfield.portsmouth.sch.uk

- Mrs Farrell Jellyfish Class Teacher (Weds-Fri)
 - Farrell-Aisha@mayfield.portsmouth.sch.uk





The Year R Staff Team



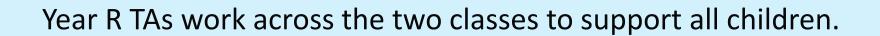
Miss Martin



Miss Uddin



Mrs Davies





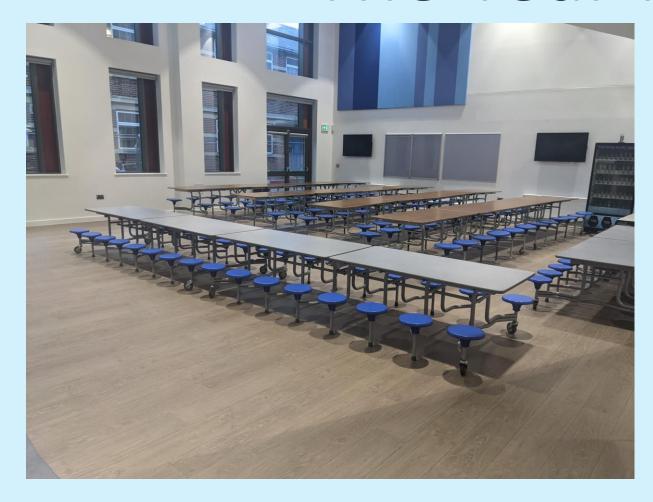
Seahorse Class





Jellyfish Class





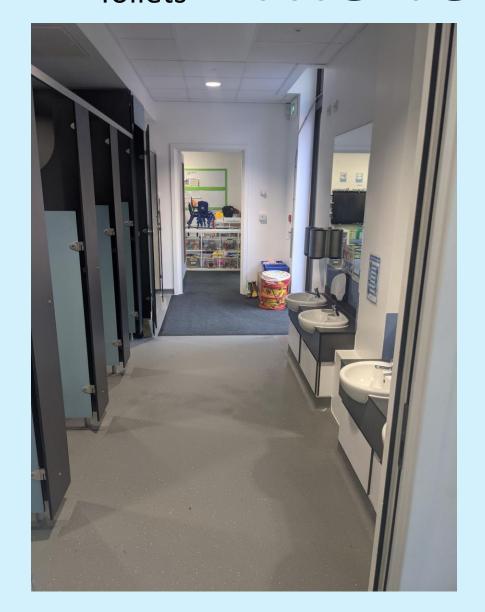
Canteen



Playground



Outside Area







Topics

- Autumn 1 Marvellous Mayfield
- Autumn 2 Adventures
- Spring 1 MOLIMA (My Only Limitation Is My Ambition)
- Spring 2 Our Wonderful World
- Summer 1 All Creatures Great and Small
- Summer 2 To Infinity and Beyond

- In Year R, we have topic titles that are broad. We may begin to explore our topic, but find that the children's interests lead us somewhere else. The magic of play!
- The 17 areas of learning tend to fit anything that the children wish to learn about
- Trips will be decided as we move through topics, with lots of notice given





Managing Self:

Confident to try new activities and show independence, resilience, and perseverance in the face. of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.

Personal, Social and Emotional Development

Self-regulation:

Understanding of own and others' feelings, and able to regulate their behavior accordingly.

Set and work towards simple goals. being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.

Building Relationships:

Work and play cooperatively and take, turns with others. Form positive attachments with adults and friendships with peers. Show sensitivity to their own and others' needs

Literacy

Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary.

Anticipate - where appropriate key events in stories.

Use and understand recently introduced vocab, during discussion about stories, nonfiction, rhymes and poems and during role-play.

Word Reading

Say a sound for each letter of the alphabet and at least 10 diagraphs. Read words consistent with 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 simples phrases and sentences and can be read by others.

Understanding the world

Past and Present:

Talk about lives of people around them and their roles in society

Know some similarities and differences between things in the past and now - drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

The Natural World

Explore and make observations of the natural world. Similarities and difference in the natural world. Understand important process and changes, including seasons and changing states of matter.

People, Culture and Community:

Describe their immediate environment using knowledge from observation, stories, nonfiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.

Communication & Language

Listening, Attention and Understanding

Listen attentively and respond appropriately to what they hear with relevant questions, comments and actions during whole class and small group discussions. Comment on and ask questions about what they heard to clarify understanding.

Hold conversation when engaged in back and forth exchanges with teachers/peers.

Physical Development

Fine Motor:

Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.

Use a range of small tools i.e. scissors, paintbrushes, outlery...

Begin to show accuracy and care when drawing.

Gross Motor:

Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance, and coordination

Participate in small group, class, and 1:1.

Offer explanations for why things might

Express ideas and feelings about their

recently introduced vocab.

and poems when appropriate.

from their teacher.

discussions, offering their own ideas, using

happen making use of recently introduced

vocabulary from stories, non-fiction, rhyme:

experiences using full sentences, including

use of tenses and conjunctions. With support

Move energetically such as running, jumping, dancing, hopping, skipping and climbing...

Maths

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts. recognising when one quantity is greater than, less than and 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.

Have a deep understanding of numbers to 10, including the composition of each number.

Subitise up to 5

Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.

Expressive Arts and Design

Creating with materials:

Numerical Patterns:

Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, pattern, texture, form, and function.

Share creations, explaining the processes they have

Make use of props and materials when role plaving characters in narratives and stories.

Being imaginative and Expressive:

invent, adapt, and recount namatives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others and - when appropriate - try to move in time with music.

Our 6 Learning Superpowers





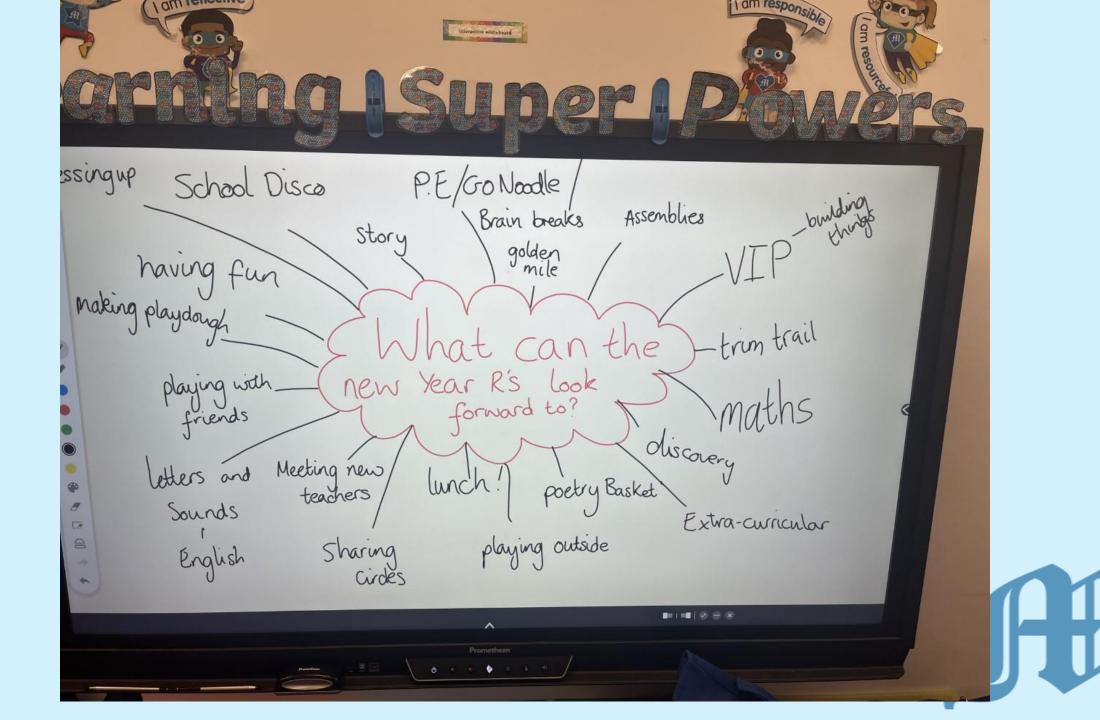


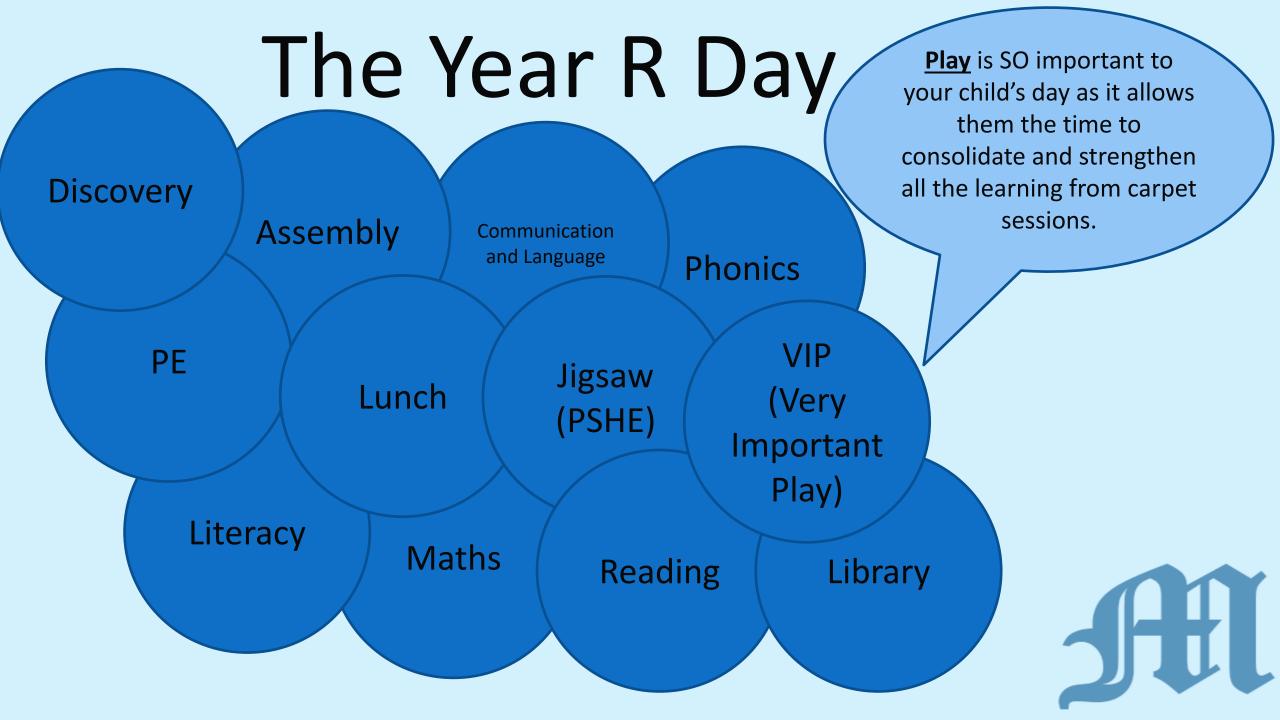












The Year R Day

Jellyfish Class

- The gates open for children to enter school at 8.30am
- Year R children can enter the school gates with their adults to walk to their classroom
- Pick up time is 3.30pm from the external classroom doors



Seahorse Class



Reading

- We ask for each child to read 5 times a week at home. Your child will be issued with a decodable book and a library book each week.
- Your child will receive their planner when they start school, this
 documents their reading and will be checked by an adult weekly. In
 school, we will be doing group reading sessions with your child 3
 times per week. Occasionally, we will read 1:1 with your child to
 assess their progress.
- For early reading and phonics, we follow 'Little Wandle Letters and Sounds Revised'. We begin teaching Phase 2 as soon as your children have settled. There are some great resources to support your child's progress at home on the website below.

https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/



Homework and support at home

- Daily reading is the most important thing to support your child's progress. We ask all Year R parents to focus on this as a priority as it supports all areas of learning and is a key skill to developing their confidence across the curriculum.
- There will be a half-termly grid filled with home learning challenges that will cover all areas of learning. We challenge the children to complete at least one activity per week to support their learning journey.



Homework and support at home

- Other skills to work on at home and over the holidays:
 - Using a knife and fork
 - Getting dressed
 - Putting shoes on
 - Putting a coat on and fastenings (zips, buttons)
 - Name writing (capital letter for the first letter, lowercase letters for the rest)
 - Cutting with scissors
 - Most importantly... We want your child to feel confident and happy!



Lunches, Snack and Water

When can my child eat and drink?

- All Year R, 1 and 2 children have the school meal in the canteen.
- You will order your child's lunches on ScoPay. Any issues with this, please email Danny Backhouse: <u>backhoused@mayfield.portsmouth.sch.uk</u>
- In Year R we have a 'rolling snack', which means the children can have a fruit or vegetable snack whenever they are feeling hungry. They can have 1 snack in the morning and 1 in the afternoon.
- Water bottles are in the water trolley, which children can access all day, every day. If their bottle runs out, they can fill their own bottle up at the taps.



Assessment Information

- The Reception Baseline Assessment. In the first half-term that your child joins school, we complete baseline assessments which will help schools and the DfE to measure the impact of the support given from Year R all the way to Year 6, where children take SATs. Please visit the link below to read more about this or read the letter inside your pack.
- Information for parents: reception baseline assessment (publishing.service.gov.uk)
- At the end of Year R, the EYFS Profile is completed by class teachers. Your child will be assessed against the 17 Early Learning Goals:
 - Emerging working towards the expected level for the end of EYFS
 - Expected working at the expected level for the end of EYFS



Home Visits and Start Dates

- These are our first home visits post-lockdown.
- Please **sign up for a slot** at the end of this session for a date and time that suits you. This should be a date before your child starts school.
- Home visit slots will be morning and afternoon on Monday 5th and Tuesday 6th September or afternoon slots on Wednesday 7th, Thursday 8th and Friday 9th September.
- In order to schedule enough time for home visits, your child's first few days of school will be mornings only.
- If your child is born after the 25thof February 2018, they will be in group A.
- Group A will begin school on Wednesday 7th September (morning only-home for lunch),
 Thursday 8th (morning only-home for lunch) and Friday 9th (morning only-stay for lunch).
 Group A will be full-time from Monday 12th.
- If your child is born before or on the 25th February 2018, they will be in group B.
- Group B will begin school on Monday September 12th (morning only home for lunch), Tuesday 13th (morning only - stay for lunch). Full-time from Wednesday 14th

Please subscribe to the Mayfield Messenger on the school website.

