



# Broxbourne CE Primary School

## EY2 Meet the Teacher Talk



# Our Principle Team

Teacher & Early Years Leader  
Miss Natalie Smith

Teaching Assistants  
Mrs Wilson  
Mrs Draper  
Mrs Costello



# Daily Routines

- Our day begins at 8.50 am. Doors will close at 9 am. After this time, children will be considered late.
- The end of the day is 3pm we will bring the children out to you.
- Children will be provided with a mid-morning snack of fruit. You will also be able to opt for your child to have milk with their fruit.
- 'Busy Finger' activities are set up each morning when the children come into class. These sessions are a valuable pre-writing opportunity and give children an excellent routine at the start the day.
- Please ensure that you have returned the form about collection arrangements for your child and that you update this if your situation changes. We can only release a child to an adult who is named on this form.
- Alternatively, if your child is going for a playdate or being collected by a different adult, please email us in a timely manner, giving your written permission for another parent or carer to collect your child.



# Curriculum

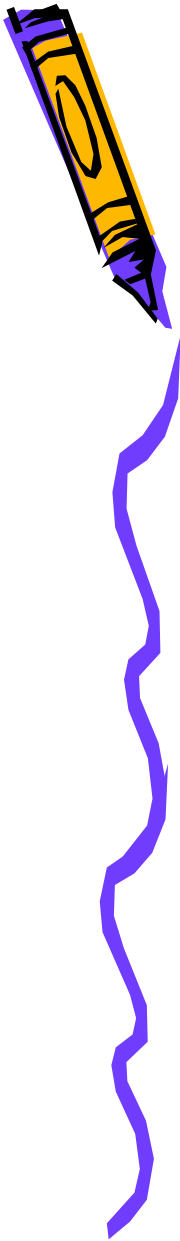
- Children will be learning skills, acquiring new knowledge and demonstrating their understanding through these seven areas of learning and development:

## *Prime areas of learning*

- Communication and Language
- Physical development
- Personal, social and emotional development

## *Specific areas of learning*

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design
- Children will learn through a mixture of adult-led and child-initiated activities which will take place within our indoor and outdoor learning environments.

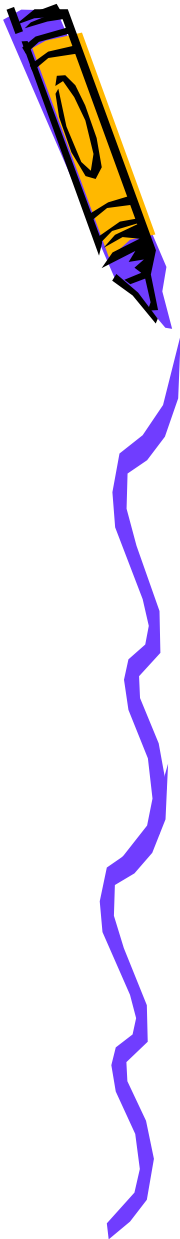


# Reviewing the children's learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. We focus more on the three characteristics of effective teaching and learning, which are:

- **playing and exploring (engagement)** - children investigate and show curiosity. They use their senses to discover the world around them. Through their play, they show a willingness to 'have a go'.
- **active learning (motivation)** - children concentrate on their chosen activities, persist when things are difficult and enjoy achieving what they set out to do. They show determination, resilience and satisfaction in their successes.
- **creating and thinking critically (thinking)** - children generate their own ideas, make links between experiences and use problem-solving skills to work things out. They think creatively, plan how to approach tasks and adapt their strategies to achieve their goals.

Statutory framework for the EYFS



# Reading

## Specific Area of Learning



- Children are not rushed through the early stages of reading. We focus on securing the essential teaching and foundational skills first, ensuring children develop confidence and understanding before taking home books containing words. This approach helps to build strong decoding skills and fosters a positive, successful love of reading.
- Reading books will be issued on a Thursday and Monday (please ensure you comment daily in the reading record to enable this to happen)
- Phonics - we will send the phonic sound books home each week as we teach the sounds. Please practise daily with your child
- Library - we visit the library every Friday and children are either read to OR explore the books for themselves.



# Writing

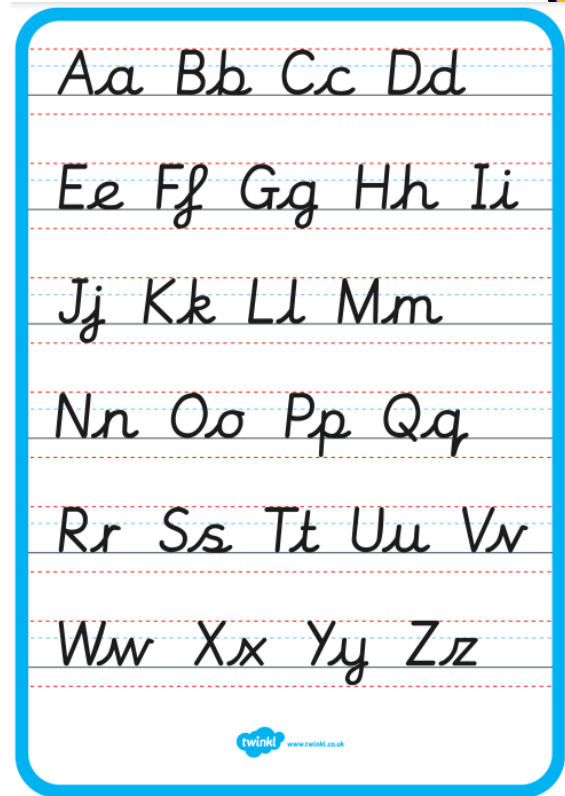
## Specific Area of Learning

We teach cursive script across EY1 and EY2.

Before we teach cursive writing, children need:

- Strong fine motor skills (Busy Fingers)
- Good gross motor skills (shoulder & arm - Stability - Dough Disco, climbing frame)
- Ability to form basic shapes (lines, circles, zig-zags)

We teach lowercase letters first.



# Parent Partnership

- The EY2 team is fully committed to working alongside parents throughout the academic year; parent partnership is very important to us!
- We will deliver parent workshops on various curriculum areas to assist you in the knowledge and understanding on how your child is being taught:
  - Phonics and Early Reading
  - Number and Mathematical Fluency
  - Early Years Foundation Stage Profile (EYFSP)
- Please ensure important information is conveyed to us via email; [office@broxbourne-pri.herts.sch.uk](mailto:office@broxbourne-pri.herts.sch.uk) for the attention of Miss Smith, as verbal messages may not be relayed to all staff members who work with your child.
- Tapestry - We no longer are required by the LA to record the children's learning in a learning journal. However, at Broxbourne we use this a tool for communicating great learning both at home and school. We also use it to communicate family celebrations that we then share with the class - children love seeing themselves on the big screen!



# Parent Partnership continued...



- Children will be allocated a Key Worker from the team. This person is responsible to ensure that all Tapestry observations are uploaded and that they check in on the well-being of the children regularly.
- It is therefore important that we know the 'little things' that could affect their emotional well-being when they are in school. These things include a parent working away, a poorly relative or pet etc. Nothing is too small!



# Transition

- Transition is very important for your children, even if they have been in EYI.
- For new parents to Broxbourne CE Primary School, a home visit will be arranged at the end of June, as well as a visit to the Early Years unit to explore their new environment and to meet the EY team.
- Transition books will be sent home electronically to you. It will also be available on our website.
- ½ days (including lunch) for the first two days of term in September for all children - collection at 1:10pm
- First full day to be Friday 5th September.



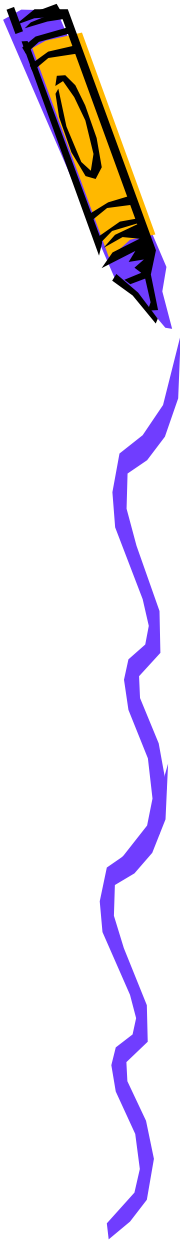
# Children Seeing Themselves Represented

It is important that children see images that represent themselves through-out the environment. This includes seeing their beliefs and cultures represented in

- Books
- Posters
- Languages

As a part of this, in your first week of school, could you please send in a family photo with your child which we will display in the role play area of the class.

This provides opportunities for the children to talk about their families and notice any similarities and differences.

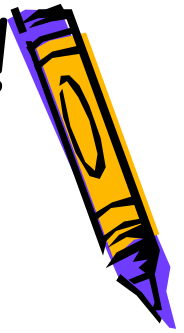


# Practical Details

- Please ensure all uniform is labelled with your child's name including their PE kit, plimsols and shoes.
- Please clearly label your child's book bag and water bottle. These can be decorated to make it easier for your child to identify. Please do not put key rings on their book bags.
- PE kits remain in school and we will send this home at the end of every half term to be washed.
- Art aprons are provided for children.
- Children need to have named wellington boots in school at all times. A named waterproof coat can also be left in school if this is possible.
- Packed lunches need to be in a named insulated style lunch bag/box



# What you can do to help!



- Practise holding a pencil with your child, encouraging them to use a tripod grip.
- Encourage your child to write their name using cursive script.
- Share a variety of books with your child.
- Sing nursery rhymes and counting songs.
- Play turn taking and counting games, e.g. Snakes and Ladders.
- Talk about the numbers and words you see when you are out and about.
- Encourage the development of fine motor skills, by getting creative!
- Practise changing in and out of school uniform so that children can become independent.
- Model back correct language when a child says something incorrectly.
- Practise independent toileting.
- Practise zips and buttons.

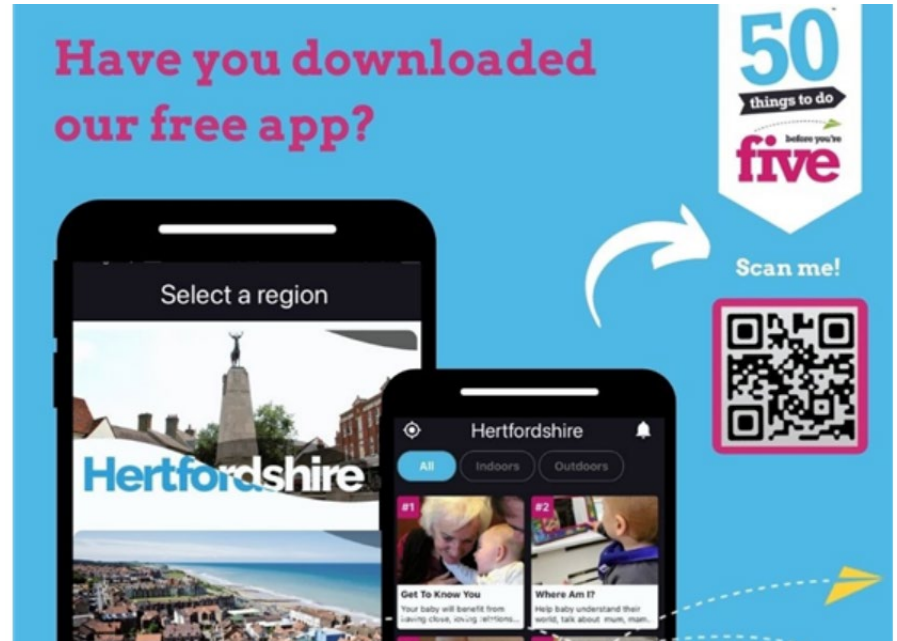


# 50 Things to do before you are five App



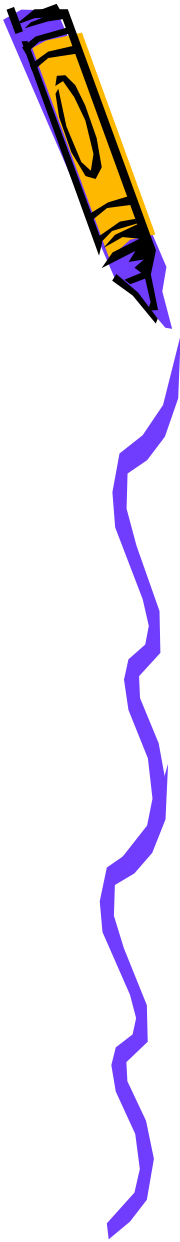
*“50 Things To Do Before You’re Five” is a menu of activities for early years settings and families with young children, contained within a FREE app, giving great suggestions for how to have fun and learn at the same time.*

- An exciting new initiative that supports children’s learning at home and in their Early Years setting.
- Inspired by parents and carers, each activity has been developed by Early Years experts and language specialists to create a fabulous resource for families and a range of early years settings to use.



# Other Information

- HOP Group - Hear Our Prayer Group. This is a prayer group for parents that is held on the first Thursday of each half term at 9:00-9:20am.
- EDI Meetings - Equality, Diversity and Inclusion Meetings. These are held each term and are a great opportunity to share and discuss issues around these topics. These are well supported by our school community and we have excellent, informative discussions.
- As a Church School, we attend our local church, St Augustine's, several times throughout the year. We begin school at church and attend as a whole school on a Sunday at key times during the year. Broxbourne Community Collective Worship is at 9:00am one Thursday per term, when the school day begins at church.



# Questions?



- If you have any questions, please email them to us at [office@broxbourne-pri.herts.sch.uk](mailto:office@broxbourne-pri.herts.sch.uk)
- If you have any personal concerns that you need to speak to us about, please call the school office and we can arrange to call you back outside of school hours.
- We look forward to working alongside you to support your children in their learning and development. EY2 is an amazing year, filled with so many opportunities for the children to learn and grow. We are excited and are loving all the wonderful learning that we are seeing so far.

Kind regards,  
The EY2 Team

