



F2 Parent/Carer information presentation

What the presentation will cover:

- What a 'typical' day in F2 looks like
- What your child will be learning in F2
- How we will record your child's learning and your part in that
- How you can help your child at home
- Our expectations

What does a 'typical'
day in F2
look like?



8.50-9.00: Arrive with carer – self register – change books
– choose where to play – chat to adults/friends

9.30: Phonics or Writing session

(Pond and Beyond, Music & PE one morning a week)

10.30: Free-flow in provision + self-serve snack (in/out)

11.20: Number session

12.00: Lunch

1.00: Return to the Unit – time in provision

1.30: Philosophy/Helicopter stories

2.00: Free-flow in provision + self-serve snack (in/out)

3.00: Story – then home at **3.20**

What will your child
be learning
in F2?



Learning in F2 is focussed on both the **Prime** and **Specific** areas of learning and will be taught through focussed sessions and structured play.

These are **Prime**:

Personal, social and emotional development

Communication and language

Physical development

These are **Specific**:

Literacy

Mathematics

Understanding the world

Expressive arts and design

Early learning goals for 5 year olds:

You might notice that...

Early learning goals or ELGs outline the level of learning and development that children are expected to have reached by the end of the reception year at school. We list here the ELGs for 5 year olds across the 7 areas of learning and development in the EYFS.

Personal, Social and Emotional Development	Physical Development	Communication and Language
<p>Making relationships</p> <ul style="list-style-type: none">I can take turns when I am playing with toys with my friends.I listen to their ideas and use them in our play to help make it more fun or to try out a new idea.When my friends are sad, cross or worried I try to help them feel happy by giving them a hug or sharing my toys with them.I can make friends and like to talk and play with grown ups. <p>Self confidence and self awareness</p> <ul style="list-style-type: none">I like to try out new things. I can tell you what things I like to do best of all.I can talk in a group when I am with my friends and grown ups that I know.When I am making a picture or building a model, I can tell you what I will need or can go and get the things I need. I will ask you for help when I need it. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none">I can talk to my friends about feeling happy, excited, sad, cross or worried.I can talk to my friends about how I feel when they make me sad or cross.I know what I should do about sharing toys and keeping safe.I know that when I am playing with my friends I have to take turns and share toys and that sometimes I might have to wait for the toy I want or play with something else.I know that when I play with my friends I might run, be busy or be noisy and at other times I might be quieter.When things change that I wasn't expecting to happen I don't get worried or upset.	<p>Moving and handling</p> <ul style="list-style-type: none">I can use my legs and feet in lots of different ways, like running, climbing, jumping or hopping.I can slow down or change the way I am going to stop myself from bumping into my friends or things.I can throw, catch, roll and kick different things like large balls, hoops, beanbags and balloons.I can use pens, pencils and paintbrushes to make the marks and write the letters I want to.I can use scissors to cut paper.I can thread beads onto a piece of string. <p>Health and self care</p> <ul style="list-style-type: none">I can tell you about different ways of keeping healthy, like doing exercises like running and jumping; eating fruit and vegetables and drinking water or milk and washing my hands.I am able to go to the toilet by myself.I can get dressed and undressed by myself.	<p>Listening and attention</p> <ul style="list-style-type: none">I can listen to what my friends and grown ups say as I am doing something else, like playing with toys or looking at a book.I can tell you what has happened and what might happen next as you share a story with me. <p>Understanding</p> <ul style="list-style-type: none">I can follow long instructions where I have to do two or more things.When you ask me questions like "Why did the boat tip over?" or "How did the aliens get home?" I can tell you what I think by using things I have seen or heard about. <p>Speaking</p> <ul style="list-style-type: none">I can talk and listen to my friends and grown ups.I can use words and word endings like "I went" or "I am going" instead of "I go" to tell you about things that I have done or that I am going to do.I can make up my own stories.I can tell you about things in the right order when I am telling you about something I have done.

F2 work towards achieving these Early Learning Goals by the end of their F2 school year.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Reading</p> <ul style="list-style-type: none"> I can read short sentences that are made up of words like "go" and "you". I can read words that I can say each of the sounds in like "pig" or "pen". I can tell you about the characters in a story and what happens in the story after I have read it. <p>Writing</p> <ul style="list-style-type: none"> I can say the sounds I hear in a word like "bag" and know which letters I need to match the sounds. I can write other useful words like "the" and "was". I can write short sentences like "I can skip" that my friends and grown ups can read. I can write some words and sometimes I use what I know about sounds and letters to try and write words. 	<p>Numbers</p> <ul style="list-style-type: none"> I can use numbers from 1 to 20 in the right order when I am counting things or singing rhymes. I can tell you what "one more" or "one less" is when you say a number. I can add groups of 2 things together and tell you how many I have got altogether and take things away from a group to tell you how many things I have got left. I can solve problems that are important to me like sharing snacks between me and my friends so that we all have the same number of pieces of fruit. <p>Shape, space and measure</p> <ul style="list-style-type: none"> I can use words like "big", "small", "heavy", "light", "in", "under", "pound", "pence", "morning" and "night" when I am playing with groups of things. I can make patterns and tell you about them. 	<p>People and communities</p> <ul style="list-style-type: none"> I can talk about my family and special times that we have had, like holidays or when my new baby sister arrived. I know that my friends might do things differently to how I do things, like living in a flat or living in a house. I can talk about things that I do that are the same as or different to my friends like celebrating Eid or celebrating Diwali. <p>The world</p> <ul style="list-style-type: none"> I can talk about how things such as buildings, plants, insects, animals and people look the same and how they look different. I can talk about how different places like the beach, the park and the shops look. I can talk about what things like plants and babies need to grow and how they change as they grow. <p>Technology</p> <ul style="list-style-type: none"> I can use different types of technology like remote control toys, a recordable book, a CD player, a camera, a tablet or a computer. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> I can sing songs, dance and use instruments to make music. I can use my own ideas to change the words, dance moves or rhythm. I can use different things like brushes, rollers, scissors or hole punches to make pictures and build things. <p>Being imaginative</p> <ul style="list-style-type: none"> I can use different things like paint, paper and material to make my own picture. I can show you my ideas by drawing or painting pictures, making models using boxes, singing songs, dancing to music, dressing up and pretending to be other people and telling you stories.

From the document '**What to expect when?**' available on the school website.

F2 children learn to:

- Read and write
- Count and calculate
- Ask and answer questions
- Be imaginative and creative
- Be active
- Solve problems
- Share ideas
- Listen to others
- Show empathy and kindness
- Persevere and be resilient



- Explore and investigate
- Follow the behaviour expectations in school
- Be independent
- Share, take turns and compromise
- Understand their own and others' feelings
- Communicate clearly in sentences
- Make sense of the world around them



Learning in F2 continues to be play based for much of the time, with adults scaffolding children's learning through their own interests and play.

Focussed sessions take place in the F2 Learning Room and build up slowly over the first term.
Children are supported to develop at their own pace.



How we record children's learning



Our recording of children's development takes different forms:

- We continue to use **Tapestry** to make observations and these form part of the child's **Learning Journey**.
- Parents have access to this and are really encouraged to add to it from home.
- All you need to do is give us your email address.



- We build knowledge of each child in our heads each day in our play and conversations with them.
- We collect evidence of each child's learning through photographs, by writing down what they say and by keeping things they make.
- We talk to parents/carers to get a full picture of each child.



How you can help your child's learning at home.



We will give you some more detailed information about this during the year but for now you could:

- Encourage your child to be more independent – put on their own coat and shoes, manage the toilet, pour a drink, use cutlery, set the table, tidy up...
- Talk to your child and model back the answer in a full sentence if they don't.
- Support your child to listen and respond when someone is talking to them.

- Give them lots of physical activity to build their shoulder, arm, wrist and finger muscles ready for writing.
- Read stories together and talk about them.
- Count everything and begin to ask '1 more' questions.
- Look for letter sounds on signs and notices when you go out.
- Draw alongside them and encourage them to 'tell the story' of the drawing.
- Talk to them about coming to school and what it will be like.
- Buy a special school bag and/or lunch bag.

What are our expectations?



That parents **will work in partnership** with school to support children in their learning and development.

We need you to:

- Bring your child to school everyday unless they are unwell.
- Contribute to your child's Tapestry learning journey.
- Collect your child on time so that they don't become anxious.
- Make sure your child is 'equipped' to learn
(not tired - not hungry or thirsty - not sad)
- Remember that **all** children say they've done **nothing** at school!!
- Talk to us if you have any worries or concerns.

Safeguarding

We have a legal duty of care to your child and as part of our responsibility we must ensure that your child is safe and well, not only while they are with us at school, but also at home.

From time to time children will sustain injuries or unusual marks and bruises out of school and it is very important that you communicate with staff about these, so we can support your child appropriately.

If staff observe a child with an unusual mark and you have not shared this with us, then we will always contact parents to get further details.

We hope your child will have a really settled start to F2 and enjoy a fun, exciting and successful year with us.



This is what we want our little learners to look like...



...and they do!

Thank you

