



**Welcome to  
Roe Green Infant  
School**

# Contact Information

- We will be sending you a child discussion form that will give us information about your child's likes and dislikes. This will help us to settle your child into school.
- The following forms are essential-
  - Emergency contact form
  - Collection form (pink)
  - Photo consent form
  - Home school agreement

# Important dates for September

- Wednesday 6<sup>th</sup> September

Full time RGI Nursery children and Non Nursery Children - half days until 12.15pm

- Week 2 beginning 11<sup>th</sup> September

Full time RGI Nursery in all day

Non Nursery and RGI Nursery in for Half days until 12.15pm

- Week 3 beginning 18<sup>th</sup> September

All children start full days

# Reception Times

- Reception - school starts at 8.50 am and finishes at 3.20 pm.
- Doors are closed at 9.00 am. If you are late please go to the main office to sign in your child.
- Late children in the afternoon (after 3.25pm) will be taken to the welfare room where they will be looked after by a member of staff.



# School Meals

- There are 2 options packed lunch or school lunch.
- Packed lunch needs to be provided from home and it needs to be healthy. (Sheet provided)
- School lunch – these meals are free for children from Reception through to the end of Year 2
- All school lunches are cooked on site, in our new kitchen – follows a 3 week cycle – provider is Lunchtime Company.
- There are 3 options – meat, vegetarian or pasta/jacket potato
- Children choose their meal on a daily basis, the day before and wear a wristband to indicate choice.
- Menus are available on the school website – <https://www.rgreeninf.brent.sch.uk>

# House Keeping

- First Aid
- Bump head letters - phone calls home
- Suitable clothing/ footwear/ jewellery
- All clothing including coats, hats, scarves, gloves should be clearly labelled
- Toilets
- Snack and water

# What is the E.Y.F.S?

**Learning and Development**  
**Creativity and Critical Thinking**  
 The Early Years Foundation Stage  
 Every Child Matters

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.



**Transforming Understanding**

- When conceptual talk is robust, an understanding that you offer can be a progression.
- For example, children might come to see that a well through scaffolding lines to check out what happens in the way they begin to understand that the effect of force is water is felt. They begin to see that they can use that on a robot under a CD. They might make a film or a story about water (EYF) or use a pump such as 'Water Truck' (EYF).
- Children progress when the children that they are through. They will be expected to see the children's thinking and learning. Both children and adults can then talk about the learning that has taken place.

**Missing connections**

- Being creative involves the whole curriculum, not just the arts. It is not necessarily about making or creating but about thinking and doing.
- Children will have easily made connections between things. For example, if a child has a toy car, they will be able to see that it is like a car. They will be able to see that it is like a car. They will be able to see that it is like a car. They will be able to see that it is like a car.
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- It is not difficult for children to make these connections. It is learning after thinking is a step that is missing. Check that all connections are made.

**Sustained shared thinking**

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**Learning and Development**  
**Active Learning**  
 The Early Years Foundation Stage  
 Every Child Matters

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.



**Decision making**

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**Mental and physical involvement**

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**Personalised learning**

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- The Early Years Foundation Stage focuses on the distinct needs of children from birth to five or until the end of their reception year.
- The Early Years Foundation Stage has its own curriculum which emphasises learning based on play and hands-on experiences.
- It is a broad, balanced and purposeful curriculum, delivered through planned play activities to help ensure all children have the opportunity to reach their full potential and experience the best possible start to their education.
- Whether your child is at a child minder, private nursery, full day or half day, they will be following the EYFS.



# What will my child be learning?

- There are 7 areas of learning in the EYFS curriculum.
- The 3 prime areas include:
  - Personal, Social and Emotional Development
  - Communication & Language
  - Physical development
- The 4 specific areas include:
  - Literacy
  - Mathematics
  - Understanding the World
  - Expressive Arts & Design

**All seven areas of the curriculum are connected and are equally important.**

# Other opportunities for learning in school

- Workshops and visits from external companies
- Weekly visits to our school library
- Foundation Footsteps Day - each class will have an allocated teacher and they will follow a topic-based day, on a Wednesday every fortnight
- Topic work projects

# How will my child be assessed?

- A reception Baseline Assessment will be carried out in the first half of the term.
- A mixture of teacher assessment and continuous observations.
- Every child will have a online 'Learning Journey', which is on Tapestry. This is where we record evidence of their significant learning and observations.
- Focus adult activities are recorded in their writing books, maths books and handwriting books.
- The EYFS stresses the importance of communication with parents - we want to take on board what you know about your child.
- There will be 2 parent- teacher meeting during the course of the year. These meeting are held during the day, until 5.30pm



# English as an additional language

- Provide opportunities to reach a good standard of English during the EYFS
- Assess children in communication, language and literacy skills in English
- Promote use of home language in school and home:
  - ✓ tell stories in your home languages
  - ✓ send in/upload onto Tapestry photos/ comments about special celebrations within your community



# Behaviour expectations at RGI

- RGI Golden rules
- Traffic lights
- Praise
- Sticker chart/Dojo points
- Weekly awards - Pupil of the week, Fitness, Value leaf & Handwriting
- 2 entries in the Green Book =Head teacher award-letter home

# Home School Communication

- SchoolPing - regular updates on relevant information
- Class Dojo
- Talk to your child about what they have been doing during their day
- Email your child's class teacher
- Any special events or achievements that you wish to share with us can be uploaded onto Tapestry -our online learning Journal.

# How can Parents help?

- Keep talking to the staff - let us know if you have any worries before they become real concerns.
- Let a member of staff know of any significant achievements, as this information can be added to your child's learning journey, e.g.
  - Sharing family events or outings
  - Children retelling stories or singing songs
  - You will have opportunities to see these at parents' evening or at another convenient time.

# Parent contribution to Outdoor Curriculum

- Twigs, leaves, conkers, pine cones, sycamore seeds, acorns
- Daddy's old shirt
- Junk modelling materials - Empty cereal boxes, kitchen roll tubes, clean yoghurt pots, clean milk cartons
- News paper, squeezezy bottles (hair dye bottles)



# Nothing!

When children come home at the end of the day,  
The question they're asked as they scurry to play is,  
"What did you do at school today"?  
The answer they give makes you sigh with dismay,  
"Nothing, I did nothing today!"  
Perhaps nothing means that I played with blocks,  
Or counted to ten or sorted some rocks.  
Maybe I painted a picture of red and blue,  
Or heard a story of a mouse that flew.  
Maybe I watched the fish eat today,  
Or went outside on the swings to play.  
Maybe today was the very first time,  
That my scissors followed a very straight line.  
Maybe I sang a song from beginning to end,  
Or played with a special brand new friend.  
When you are in school and your heart has wings,  
'Nothing' can mean so many, many things!



# www.foundationyears.org.uk

The screenshot shows a web browser window displaying the homepage of [www.foundationyears.org.uk/](http://www.foundationyears.org.uk/). The browser's address bar shows the URL and the page title "Foundation Years | From pr...". The website header features the "FOUNDATION YEARS" logo with a stylized baby face icon and the tagline "Great early years & childcare". A search bar is located in the top right corner. Below the header is a navigation menu with links for "Home", "About", "News", "Resources", "Knowledge Hubs", "Events", and "Parents". Underneath the menu are social media icons for Facebook and Twitter, along with the text "Follow". The main content area displays three featured articles:

- HEALTH & INTEGRATION IN PRACTICE**  
**THE HEALTHY CHILD PROGRAMME**
- EYFS**  
**STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION STAGE**
- EYFS**  
**LEARN ABOUT CHANGES FOR OUT OF SCHOOL CHILDCARE PROVIDERS**

The browser's taskbar at the bottom shows the Windows Start button, several application icons, and the system tray with the time "13:25" and date "13/10/2014".