



Islamia Primary School

Parent Information Presentation

Respect

Love

Patience

Striving

Sharing

Honesty



HOW CHILDREN LEARN

- Independent play based learning
- Whole class carpet sessions
- Small group focus activities
- Inside / Outside activities



Within the theme of Learning and Development there are seven areas. All areas are connected to one another and are **equally important**.

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding of the World
7. Expressive Arts and Design

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Prime areas of learning

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all another areas. The prime areas continue to be fundamental throughout the EYFS. Prime areas are fundamental, work together and support development in all other areas

Personal, Social and Emotional Development

Communication and Language

Physical Development

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Specific areas of learning

The specific areas include essential skills and knowledge for children to participate successfully in society. They grow out of the prime areas and provide important contexts for learning.

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Personal, Social and Emotional Development

Deen and Islamic Studies underpin this area. The children will be learning to:

- become self-confident;
- take an interest in things;
- know what their own needs are;
- dress and undress independently;
- become independent;
- tell the difference between right and wrong.



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Communication, Language and Literacy

The children will be learning to:

- communicate confidently and clearly
- enjoy listening to stories, songs and poems;
- identify, say and write letters in Arabic and recite simple Surahs from the Quran.
- hear and say sounds, and link them to the alphabet;
- read and write familiar words;
- learn to use a pencil effectively



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Physical Development



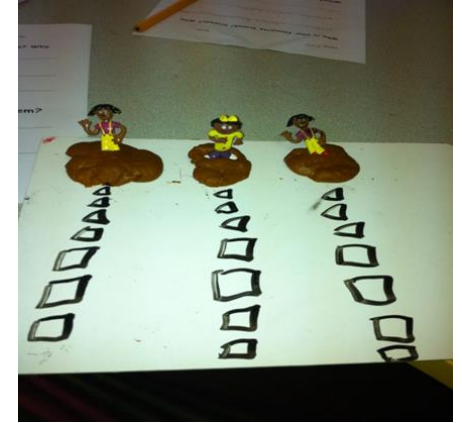
The children will be learning to:

- support their own healthy development.
- use a range of large and small equipment.
- develop a sense of space around themselves and others.
- balance on different body parts and equipment.
- develops practical skills such as dressing, undressing etc

Mathematical Development

The children will be learning to:

- count up to ten and beyond.
- use mathematical words such as greater, smaller, heavier, lighter, more, less etc
- develop skills in comparing and sorting objects.
- develop their understanding of shape and size including 2D and 3D shapes.



Understanding of the World

The children will be learning to:

- Explore and find out about the world around them , asking questions about it (science)
- build with different materials, know about everyday technology and learn what it is used for(ICT)
- find out about past events in their lives and their families' lives and changes over time(History)
- helps children to gain an understanding of their world (Geography)
- find out about different cultures and beliefs- Islamic Studies



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Expressive Arts and design

The children will be learning to:

- explore colour and colour changes.
- explore shape and texture using all of their senses.
- develop an interest in music, singing and music-making.
- develop confidence and imagination





Monitoring Progress

Each of the 7 areas of learning has its own set of [Early Learning Goals](#) which determine what all children are expected to achieve by the end of Reception Class. Throughout the year each child has an online learning journal which is used as evidence of their learning. The journal is contributed towards by staff, parents and children.



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Reception Baseline Assessment (RBA)

Starting school used to be about settling in, making new friends and learning to be independent. However, the Reception Baseline Assessment check will now be compulsory from September 2020.

It is due to take place within weeks of walking through the school doors and must be completed before the end of the first half term.

The focus of the RBA will be on communication, language and literacy, and maths. It will take around 20 minutes.

2.2 Parents as Partners

Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a **positive impact on children's development** and learning.



Respecting diversity

- All families are important and should be welcomed and valued in all settings.
- Families are all different. Children may live with one or both parents, with other relatives or carers, with same sex parents or in an extended family.
- Families may speak more than one language at home; they may be travellers, refugees or asylum seekers.
- All practitioners will benefit from professional development in diversity, equality and anti-discriminatory practice whatever the ethnic, cultural or social make-up of the setting.

Communication

- A welcoming atmosphere with approachable staff helps to create effective communication.
- Effective communication means there is a two-way flow of information, knowledge and expertise between parents and practitioners.
- All communication is important, including gesture, signing and body language. Actions can speak louder than words.
- Posters, pictures and other resources on display will show the setting's positive attitudes to disability, and to ethnic, cultural and social diversity. They will help children and families to recognise that they are valued.

Learning together

- Parents and practitioners have a lot to learn from each other. This can help them to support and extend children's learning and development.
- Parents should review their children's progress regularly and contribute to their child's learning and development record.
- Parents can be helped to understand more about learning and teaching through workshops on important areas such as play, outdoor learning or early reading. Some parents may go on to access further education at their own level.
- In true partnership, parents understand and contribute to the policies in the setting.



Parental Involvement

Some parents may be interested in helping in school. We are always keen to have extra help with things such as craft activities or hearing readers, and also love to have parents share their expertise and skills with the children. If you think you might like to help, please contact the school office or class teacher.



A typical day in Reception....

- 8.30-8.40- Duah and register.
- 8.40-8.50-Phonics /letters and sounds sessions
- 8.50-9.05-Carpet session(Literacy/Numeracy)
- 9.05-9.50- Cross curricular activities/Guided group work
- 9.50-10.10- Snack and Playtime
- 10.15-10.30- Carpet session(Literacy/Numeracy)
- 10.30-11.30- Cross curricular activities/Guided group work
- 11.40-12.40- Lunch
- 12.40-1.40-Quran/Arabic
- 1.40-2.00- Playtime
- 2.00-2.40-Guided Reading Carousel
- 2.40-3.10 -Story and Tidy up
- 3.15 -Home Time

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Uniform

- RUMBLES
- Please ensure that names are in EVERYTHING!!!
- Send coats EVERYDAY
- Sensible shoes and no jewellery
- P.E. kits worn from home on P.E. day
- A pair of wellies to stay in school
- A spare set of clothes to stay at school on your child's peg



COMMUNICATION

- Weekly letter and homework
- Termly parent teacher consultations
- Workshops : Phonics, Reading and Maths (DATES TBC)



“Adults who help children to play are adults who help children to learn”



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We are really looking forward
to getting to know you



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