

# Welcome to River Bank Primary



**Early Years Foundation Stage  
Meet the Teacher Meeting  
25.09.24**

**“Putting the children at the centre of everything we do.”**



**Mrs Barton & Mrs Ahir**  
Bumblebee Class Teachers



**Miss Hussain**  
Butterfly Class Teacher

# Reception Teachers



**Mrs Shiels**  
Ladybird Class Teacher



**Mrs Muktadir**  
Dragonfly Class Teacher

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# Working in partnership

- Research shows children learn best when families and schools work together.
- This is our aim at River Bank Primary, to create a true partnership with you.
- During this presentation, we will share some ideas of how you can support your child to make the best possible start at school.
- Across the year, you will have opportunities to come into our classrooms, and learn alongside your child.

“Putting the children at the centre of everything we do.”

# Our School Day Starts at 8.30am- 3.15pm

## Daily lessons:

- Phonics- Read Write Inc
- Maths
- Literacy

## Weekly lessons:

- Physical Education (PE)
- Music
- Topic sessions
- Individual reading



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# Timetable

|       | 08.30-08.45   | 08:45 – 9.05 | 9.05-10.00  | 10.00-10.15 | 10.15 – 11.15   | 11.15-11.30   | 11.40-12.45 | 12.45 – 13.00             | 13.00-13.45  | 13.45-14.00 | 14.00-14.45  | 14.45-14.55                          | 14.55-15.15 |
|-------|---|--------------|---|-------------|---|---------------|-------------|---------------------------|--|-------------|--|--------------------------------------|-------------|
| Mon   | Morning challenge<br>Autumn 1- enter the classroom independently and participate in class activities. | RWInc        | Child initiated learning in continuous provision<br>Adult led phonic group time | Literacy    | Child initiated learning in continuous provision<br>Adult led literacy group time | Rhyme time    | Lunch       | Maths                     | Child initiated learning in continuous provision<br>Adult led maths group time | Topic       | Child initiated learning in continuous provision<br>Adult led topic group time | Learning how to tidy up and put away | Story time  |
| Tues  |   | RWInc        |   | Literacy    |   | Maths mastery |             | Maths                     |  | Music       |  |                                      | Story time  |
| Wed   |   | RWInc        |   | Literacy    |   | Rhyme time    |             | Maths                     |  | PSHE        |  |                                      | Story time  |
| Thurs |   | RWInc        |   | Literacy    |   | Maths mastery |             | Maths                     |  | Topic       |  |                                      | Story time  |
| Fri   |   | RWInc        |   | PE          |   | Rhyme time    |             | Children go home at 12.45 |  |             |  |                                      |             |

# Learning Through Play

In Reception, children access independent learning through play alongside taught lessons.



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# Learning Can Be Messy

Playing outside is so important. I run and jump and get lots of fresh air. Sometimes I might get grass or mud on my clothes.



Using a knife and fork at lunchtime is tricky! Sometimes I get food on my clothes!

I sometimes get pen and paint on my clothes! This is because I am developing creative skills and exploring lots of different ways of making amazing art!



Our mud kitchen is so much fun! I use all my senses, which is so important for my development. It also helps me use my imagination and practise playing with my friends nicely!

Exploring in the water tray is giving me lots of maths and scientific skills! I love pouring, filling and emptying! I usually wear an apron but sometimes my clothes get wet!



Exploring with playdough and other messy play resources like foam or food, helps me to develop fine motor control and build up muscles and coordination in my hands and fingers.



I will need these when I learn to write.

When I get messy, I have been showing curiosity, determination, persistence, imagination and confidence!

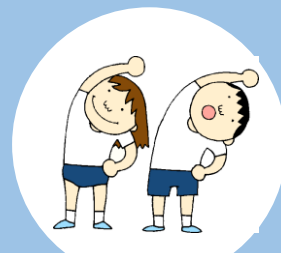
# Prime learning areas



Personal, Social  
and Emotional  
Development



Communication  
and Language



Physical  
Development

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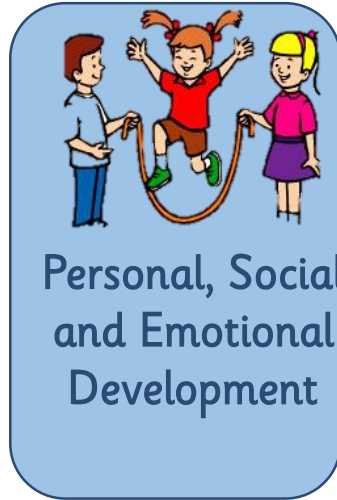
# Personal, Social and Emotional

Children's personal, social and emotional development (PSED) is crucial for children to lead **healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their **social world**. **Strong, warm and supportive relationships with adults** enable children to learn how to understand their **own feelings** and those of others. Children should be supported to **manage emotions**, **develop a positive sense of self**, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to **look after their bodies**, including **healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make **good friendships**, **co-operate** and **resolve conflicts**. These attributes will provide a secure platform from which children can achieve at school and in later life.

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# Personal, Social and Emotional

Co-operation



Making friendships



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# Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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# Communication and Language



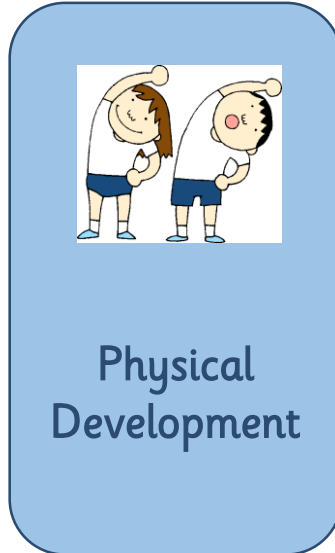
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# Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. **Gross** and **fine** motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's **strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility**. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

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# Physical Development



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# These lead into...



Literacy



Mathematics



Understanding  
the World



Expressive Arts  
and Design

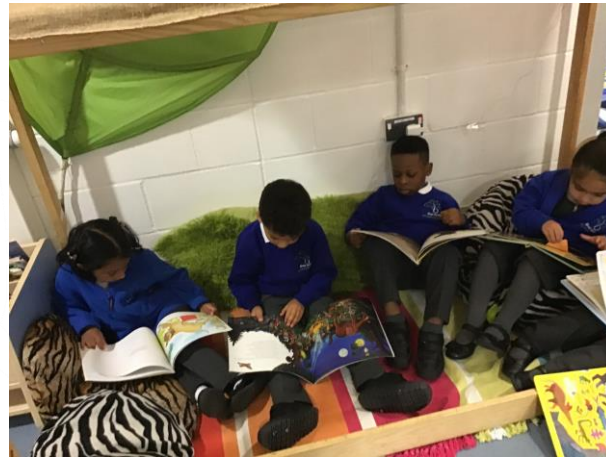
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# Literacy



Literacy

- Comprehension
- Word reading
- Writing

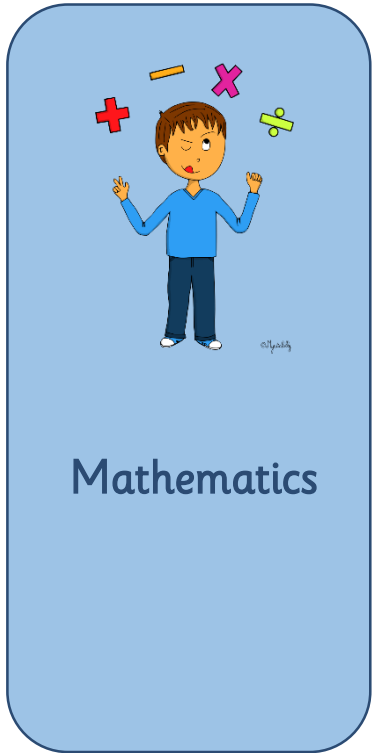


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# Mathematics

## Number and Numerical Patterns



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# Understanding the World



Understanding  
the World

- Past and Present
- People, Cultures and Communities
- The Natural World



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# Expressive Arts and Design



Expressive Arts  
and Design

- **Creating with Materials**
- **Being Imaginative and Expressive**
- Music lessons, singing rhymes and songs, playing instruments, painting, creating models and imaginative play.









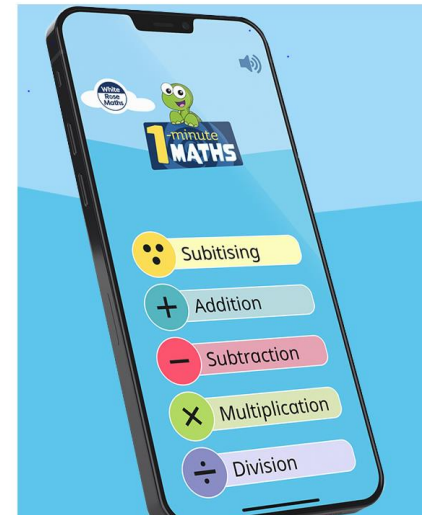
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# How can I help at home?

- Phonics daily
- QR codes
- Picture books/ phonic books
- Sharing stories
- Language
- Complete 'learning at home' stars
- Signing in their home school diary
- WRM one minute maths

(A free app that supports your child's learning in school  
Brilliant for building number confidence and fluency)

|  |  |  |
|--|--|--|
| <br>m<br>expires 25.12.24 | <br>a<br>expires 25.12.24 | <br>s<br>expires 25.12.24 |
| <br>d<br>expires 25.12.24 | <br>t<br>expires 25.12.24 | <br>i<br>expires 25.12.24 |



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# How can I help at home?

Child's name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

At home I have been learning...



## Ideas:

- To bake some cupcakes
- To ride a bike
- To take part in my first swimming lesson
- To go for a family walk in the park
- To take care of my new baby brother
- To write letters correctly
- To look at my new favourite book 'The Colour Monster'/'

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# How can I help at home?



<https://www.bbc.co.uk/bitesize/articles/z7kw92p>

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# Read Write Inc



Children receive daily phonics lessons. They learn letter sounds along with an action or rhyme.

These are the sounds children use to learn how to read and write.

There will be a phonics meeting on Thursday 10<sup>th</sup> October at 8.45am for parents.



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## River Bank Primary School 2024 - 2025

| SEPTEMBER 2024 |    |   |    |    |    |
|----------------|----|---|----|----|----|
| Monday         | 30 | 2 | 9  | 16 | 23 |
| Tuesday        |    | 3 | 10 | 17 | 24 |
| Wednesday      |    | 4 | 11 | 18 | 25 |
| Thursday       |    | 5 | 12 | 19 | 26 |
| Friday         |    | 6 | 13 | 20 | 27 |
| Saturday       |    | 7 | 14 | 21 | 28 |
| Sunday         | 1  | 8 | 15 | 22 | 29 |

| OCTOBER 2024 |  |   |    |    |    |
|--------------|--|---|----|----|----|
| Monday       |  |   | 7  | 14 | 21 |
| Tuesday      |  | 1 | 8  | 15 | 22 |
| Wednesday    |  | 2 | 9  | 16 | 23 |
| Thursday     |  | 3 | 10 | 17 | 24 |
| Friday       |  | 4 | 11 | 18 | 25 |
| Saturday     |  | 5 | 12 | 19 | 26 |
| Sunday       |  | 6 | 13 | 20 | 27 |

| NOVEMBER 2024 |  |   |    |    |    |
|---------------|--|---|----|----|----|
| Monday        |  |   | 4  | 11 | 18 |
| Tuesday       |  |   | 5  | 12 | 19 |
| Wednesday     |  |   | 6  | 13 | 20 |
| Thursday      |  |   | 7  | 14 | 21 |
| Friday        |  | 1 | 8  | 15 | 22 |
| Saturday      |  | 2 | 9  | 16 | 23 |
| Sunday        |  | 3 | 10 | 17 | 24 |

| DECEMBER 2024 |    |   |    |    |    |
|---------------|----|---|----|----|----|
| Monday        | 30 | 2 | 9  | 16 | 23 |
| Tuesday       | 31 | 3 | 10 | 17 | 24 |
| Wednesday     |    | 4 | 11 | 18 | 25 |
| Thursday      |    | 5 | 12 | 19 | 26 |
| Friday        |    | 6 | 13 | 20 | 27 |
| Saturday      |    | 7 | 14 | 21 | 28 |
| Sunday        | 1  | 8 | 15 | 22 | 29 |

| JANUARY 2025 |   |    |    |    |    |
|--------------|---|----|----|----|----|
| Monday       |   | 6  | 13 | 20 | 27 |
| Tuesday      |   | 7  | 14 | 21 | 28 |
| Wednesday    | 1 | 8  | 15 | 22 | 29 |
| Thursday     | 2 | 9  | 16 | 23 | 30 |
| Friday       | 3 | 10 | 17 | 24 | 31 |
| Saturday     | 4 | 11 | 18 | 25 |    |
| Sunday       | 5 | 12 | 19 | 26 |    |

| FEBRUARY 2025 |   |   |    |    |    |
|---------------|---|---|----|----|----|
| Monday        |   | 3 | 10 | 17 | 24 |
| Tuesday       |   | 4 | 11 | 18 | 25 |
| Wednesday     |   | 5 | 12 | 19 | 26 |
| Thursday      |   | 6 | 13 | 20 | 27 |
| Friday        |   | 7 | 14 | 21 | 28 |
| Saturday      | 1 | 8 | 15 | 22 |    |
| Sunday        | 2 | 9 | 16 | 23 |    |

| MARCH 2025 |    |   |    |    |    |
|------------|----|---|----|----|----|
| Monday     | 31 | 3 | 10 | 17 | 24 |
| Tuesday    |    | 4 | 11 | 18 | 25 |
| Wednesday  |    | 5 | 12 | 19 | 26 |
| Thursday   |    | 6 | 13 | 20 | 27 |
| Friday     |    | 7 | 14 | 21 | 28 |
| Saturday   | 1  | 8 | 15 | 22 | 29 |
| Sunday     | 2  | 9 | 16 | 23 | 30 |

| APRIL 2025 |   |    |    |    |    |
|------------|---|----|----|----|----|
| Monday     |   | 7  | 14 | 21 | 28 |
| Tuesday    | 1 | 8  | 15 | 22 | 29 |
| Wednesday  | 2 | 9  | 16 | 23 | 30 |
| Thursday   | 3 | 10 | 17 | 24 |    |
| Friday     | 4 | 11 | 18 | 25 |    |
| Saturday   | 5 | 12 | 19 | 26 |    |
| Sunday     | 6 | 13 | 20 | 27 |    |

| MAY 2025  |   |    |    |    |    |
|-----------|---|----|----|----|----|
| Monday    |   | 5  | 12 | 19 | 26 |
| Tuesday   |   | 6  | 13 | 20 | 27 |
| Wednesday |   | 7  | 14 | 21 | 28 |
| Thursday  | 1 | 8  | 15 | 22 | 29 |
| Friday    | 2 | 9  | 16 | 23 | 30 |
| Saturday  | 3 | 10 | 17 | 24 | 31 |
| Sunday    | 4 | 11 | 18 | 25 |    |

| JUNE 2025 |    |   |    |    |    |
|-----------|----|---|----|----|----|
| Monday    | 30 | 2 | 9  | 16 | 23 |
| Tuesday   |    | 3 | 10 | 17 | 24 |
| Wednesday |    | 4 | 11 | 18 | 25 |
| Thursday  |    | 5 | 12 | 19 | 26 |
| Friday    |    | 6 | 13 | 20 | 27 |
| Saturday  |    | 7 | 14 | 21 | 28 |
| Sunday    | 1  | 8 | 15 | 22 | 29 |

| JULY 2025 |   |    |    |    |    |
|-----------|---|----|----|----|----|
| Monday    |   | 7  | 14 | 21 | 28 |
| Tuesday   | 1 | 8  | 15 | 22 | 29 |
| Wednesday | 2 | 9  | 16 | 23 | 30 |
| Thursday  | 3 | 10 | 17 | 24 | 31 |
| Friday    | 4 | 11 | 18 | 25 |    |
| Saturday  | 5 | 12 | 19 | 26 |    |
| Sunday    | 6 | 13 | 20 | 27 |    |

| AUGUST 2025 |   |    |    |    |    |
|-------------|---|----|----|----|----|
| Monday      |   | 4  | 11 | 18 | 25 |
| Tuesday     |   | 5  | 12 | 19 | 26 |
| Wednesday   |   | 6  | 13 | 20 | 27 |
| Thursday    |   | 7  | 14 | 21 | 28 |
| Friday      | 1 | 8  | 15 | 22 | 29 |
| Saturday    | 2 | 9  | 16 | 23 | 30 |
| Sunday      | 3 | 10 | 17 | 24 | 31 |

- School Holidays
- Bank Holidays
- Staff training days (school closed to children)

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# Thank you

Please let us know if you have any questions.

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