



17.05.18

Cyfnod Sylfaen a'r Blynyddoedd Cynnar - Cofnod Dysgu Cartref

Annwyl Rieni/Gwarchodwyr,

Un o'r ffyrdd y mae'ch plentyn yn cael ei asesu yn y Meithrin a'r Dosbarth Derbyn yw trwy gasglu tystiolaeth o bethau y maent wedi'u dweud neu eu gwneud. Rhoddir y rhain mewn 'cofnod dysgu', sef llyfr o gyflawniadau eich plentyn. Trwy gydol y Meithrin a'r Derbyn, defnyddir hyn i asesu dysgu eich plentyn a'u camau nesaf. Mae Cofnod Dysgu eich plentyn yn dathlu ei brofiadau. Dros amser bydd yn adrodd stori am eich plentyn - ei ddysgu, ei ffrindiau, a'r profiadau y mae'n ei fwynhau rhannu ag eraill.

Bydd staff yn arsylwi pob plentyn i'n helpu ni i ddeall a chefnogi eu lles a'u datblygiad unigol. Rydyn ni'n dod i adnabod y plant a'r mwyaf yr ydym yn ei ddeall am eich plentyn, y gorau y gallwn eu cefnogi yn y ffordd sy'n iawn iddynt hwy.

Fel rhan o hyn, mae Ysgol Gymraeg Llundain yn gofyn am fewnbwn gan y rhieni yn y cofnod dysgu - golyga hyn ein bod am wybod beth allwch chi weld eich plentyn yn ei wneud gartref! Mae cynyddu cyfraniadau'r rhieni i'r cofnod dysgu a datblygu cyfathrebu ymhellach gyda rhieni / gofalwyr yn un o'n blaenoriaethau allweddol yn ein Cynllun Datblygu Ysgol. Mae mewnbwn y rhieni felly'n hanfodol gan y gall ddangos sgiliau sydd, am ba reswm bynnag, ddim wedi ei sylwi yn yr ysgol.

Pan fyddwch yn dweud wrthym am eich plentyn, fe gawn ddarlun cliriach a gyda'n gilydd, gallwn ni gynllunio'n fwy effeithiol i helpu dysgu a datblygiad eich plentyn. Pan fydd y plant yn barod, gallant hefyd ddewis rhoi pethau sy'n bwysig iddynt yn eu Cofnod Dysgu Cartref.

Gallai'r Cofnod Dysgu gynnwys y canlynol:

Lluniau - Mae'r rhain yn cydio amseroedd a dilyniannau profiadau eich plentyn, eu diddordebau a'u harchwiliadau. Gallwch chi eich hun ychwanegu rhywfaint o'r cartref. Gallech ysgrifennu yn union beth y mae eich plentyn yn ei ddweud am y ffotograffau, felly rydym ni'n gwybod safbwynt eich plentyn. Mae hon hefyd yn gofnod cywir o ddatblygiad iaith. Bydd lluniau o bobl bwysig a phethau o gartref yn helpu'ch plentyn i deimlo'n ddiogel wrth wneud y cysylltiad rhwng eu cartref a'u lleoliad addysgol. Gallech hefyd ysgrifennu enwau aelodau o'r teulu neu ffrindiau sydd yn y lluniau a byddwn wedyn yn gallu siarad â'ch plentyn am y pethau sy'n bwysig iddynt. [Cofiwch na allwn dderbyn ffotograffau drwy e-bost am resymau diogelu plant.](#)

Arsylwadau - Dyma nodiadau cyflym o gyfnodau arwyddocaol rydych wedi sylwi arnynt yn dysgu eich plentyn.

Creadigaethau eich plentyn - Gellir hyn fod yn lluniau o fodolau, lluniau o'u chwarae rôl, marciau neu arlunio maent wedi eu gwneud, gyda sylwadau yn esbonio'r hyn ddywedodd eich plentyn.

Straeon dysgu neu arsylwadau manwl - Mae'r arsylwadau yma yn rhoi cipolwg i ni o'r dysgu mae'ch plentyn wedi cychwyn ei hun. Gall y staff wedyn feddwl am beth a sut mae'ch plentyn yn dysgu a'u datblygiad a'r ffordd orau i'w cefnogi ymhellach.

Cyfeiriwch hefyd at y daflen sydd ynghlwm *Ideas to include in EYFS Home Learning Journal*

Wedi ei gynnwys yn ffolder EYFS eich plentyn fydd eu Cofnod Dysgu Cartref: llyfr A4 i chi gydio dysgu eich plentyn a'i *gyflwyno fel y dymunwch*. Y Cofnod Dysgu hwn fydd llyfr Gwaith Cartref eich plentyn yn ystod blynyddoedd y Meithrin a'r Derbyn (Bydd y Derbyn yn derbyn gwaith cartref gan Mr Evans hefyd). Fe hoffwn weld y llyfr **o leiaf unwaith yr wythnos**, felly gofynnwn yn garedig i chi ei gwblhau yn wythnosol a'i osod yn y drôr gwyrdd (sydd wedi'i labelu fel *Cofnod Dysgu Cartref*) yn y ddesg wrth y fynedfa). Gellir ei ddychwelyd adref ar yr un diwrnod. **Gan fod EYFS (Early Years Foundation Stage) yn statudol yn Lloegr yn unig, gofynnwn i chi gwblhau'r Cofnod Dysgu Cartref yn Saesneg os gwelwch yn dda.**

Moment WOW!

Pan fyddwn yn gweld bod eich plentyn yn cyflawni un o'u hamcanion yn yr ysgol, byddwn yn cwblhau arsylwad, ac o bryd i'w gilydd byddwn yn anfon taflen arsylwi 'Moment WOW!' gartref.

Cwblhewch y blwch *Sylwadau Rhiant neu Ofalwr (yn Saesneg)* a'i ddychwelyd i'r ysgol os gwelwch yn dda. Byddwn yn cynnwys yr arsylwad ym mhroffil eich plentyn (Cofnod Dysgu Ysgol).


Gobeithiwn y byddwch yn mwynhau cyfrannu i Gofnod Dysgu eich plentyn! Os oes gennych unrhyw gwestiwn, mae croeso i chi ofyn i Weithiwr Allweddol eich plentyn.

Gwerthfawrogwn eich help a'ch cydweithrediad yn hyn. Mae'n yn rhoi gwedd ychwanegol i ni o'ch plentyn ac rydym yn mwynhau darllen am yr hyn maent yn eu gwneud gartref!

Yn gywir,

Mrs Thomas a Miss Roberts

Gweithwyr Allweddol y Cyfnod Sylfaen a'r Blynyddoedd Cynnar




Da iawn / Well done _____!

 Adroddiadau Gofalwr / Parent Feedback

Kelli - Cymraeg / Communication and language	Dim Awdrodd yr Ods / Not Met	Dim Awdrodd yr Ods / Not Met
Sefydlogrwydd / Physical Development		
Datblygiad Emosiwn, Cymdeithiol ac Emosiwn / Personal, Social and Emotional Development		
Llythrennedd / Literacy		
Mathemateg / Mathematics		
Deallusrwydd o'r Byd / Understanding the world		
Celfyddydau a Chyflwyno Mynegol / Expressive arts and design		

Sylwadau Rhiant neu Weithiwr
 Parent or Carer Comments


 LLŷDION WLEISH SCHOOL
 YSGOL CYMRAG LLUNDAIN



17.05.18

EYFS (Early Years Foundation Stage) – Home Learning Journal

Dear Parents/Carers,

One of the ways in which your child is assessed in nursery and reception is through collecting evidence of things they have said or done. These are put into a 'learning journal', which is simply a scrapbook of your child's achievements. Throughout nursery and reception this is used to evidence your child's learning and to identify their next steps. Your child's Learning Journal celebrates their experiences. Over time it will tell a story about your child - their learning, friends, and the experiences they enjoy sharing with others.

Staff will observe each child to help understand and support their individual wellbeing and development. We really get to know the children and the more we understand about your child, the better we can support them in the way that is right for them.

As part of this, London Welsh School requires parental input in the learning journals – this means we want to know what you can see your child doing at home! Increasing parental contributions to learner journals and further developing communication with parents/carers is one of our key priorities in our School Improvement Plan. Parental input is vital as it can demonstrate skills that, for whatever reason, might not have been observed at school.

When you tell us about your child a clearer picture unfolds and together we can plan more effectively to help your child's learning and development. When children are ready, they can also choose to put things that are important to them in their Home Learning Journal.

The Learning Journal could include the following:

Photographs - These capture moments and sequences of your child's experiences, their interests and explorations. You can add some of your own from home. You could write down exactly what your child says about the photographs, so we know your child's point of view. This is also an accurate record of language development. Pictures of important people and things from home will help your child to feel secure when making the link between home and their educational setting. You could also write down the names of family members or friends pictured in the photos and we will then be able to talk with your child about things that are important to them. **Please be reminded that for safeguarding reasons we cannot accept photographs via email.**

Observations - These are quick notes of significant moments you notice in your child's learning.

Your child's creations - These could be photos of models, photos of their role-play, marks they have made, or art-making – with an observation to explain what your child did or said.

Learning stories or detailed observations - These detailed observations give snapshots of learning that your child has initiated themselves. Staff can then think about what and how your child is learning, their development and how best to support them further.

Please also refer to the attached sheet *Ideas to include in EYFS Home Learning Journal*.

Included in your child’s EYFS folder will be their new Home Learning Journal: an A4 book for you to capture your child’s learning and *present as you wish*. The journal will also be also be your child’s homework book during Nursery and Reception years (Reception class will also receive homework from Mr Evans).

Your child’s Key Worker would like to see the book **at least once a week**, therefore please complete on a weekly basis and place in the green drawer in the desk by the school entrance (labelled *EYFS Home Learning Journals*). It can be returned home on the same day. **We kindly ask you to complete the Home Learning Journal in English as EYFS is statutory in England.**

WOW Moments!

When we see your child achieving one of their goals at school, we will complete an observation to go in their Profiles (School Learning Journey), and from time to time we will send a ‘WOW Moment!’ observation sheet home.

Please complete the *Parent or Carer Comments* box (in English) and return one copy to school.

WOW! ☆ 🌐 😊

Da iawn / Well done _____!

Adroddi Gofalwr/iâ Penodiada / Key Worker Feedback

100% = Gwblwedd / Communication and language	100% = Gwblwedd / 100% / Adult Led	100% = Gwblwedd / 100% / Child Led
Gwblwedd / 100% / Physical Development		
Gwblwedd / 100% / Personal, Social and Emotional Development		
Gwblwedd / 100% / Literacy		
Gwblwedd / 100% / Mathematics		
Gwblwedd / 100% / Understanding the world		
Gwblwedd / 100% / Expressive arts and design		

Sylweddau Rhiant neu Warchodder / Parent or Carer Comments

Llwynon Wellen School, Ysgol Gyhoeddus Llanidloes

We hope you enjoy contributing to your child’s Learning Journal! If you have any questions, please ask your child’s Key Worker.

Finally, we would like to emphasise how much we appreciate your help and co-operation on this front. It really does give us another view of your child and we enjoy reading all the things they get up to at home!

Yours Sincerely,

Mrs Thomas and Miss Roberts
EYFS Key Workers



Ideas to include in EYFS Home Learning Journal

Examples of observations

Criteria in brackets as guidance – parents/carers don't have to do this.

- Lizzie chose to water the plants this morning (selecting and using activities and resources independently)
- Maria made me a birthday card this morning because it is my birthday! (selecting and using activities...)
- Because you are doing a topic on transport, Tom has drawn a picture of all his favourite types of transport! (continues to be interested and motivated to learn)
- Jamie brushed his teeth by himself this morning (personal hygiene)
- Charlie got hot during a game and took his jumper off. Later he remembered to pick it up again. (personal hygiene)
- We went to Arundel Castle. Lydia had a great time trying on all the suits of armour and told Grandad all about it! (confident to try new activities and speak in a familiar group)
- Jessica told me 'you have to wear a hat outside when it's sunny or you might get sunburnt' today (understanding there are codes of behaviour)
- Frankie told her brother off this afternoon for dropping his banana skin on the floor because it made a mess (understanding codes of behaviour)
- Fred said 'This music is very sad, isn't it?' whilst listening to music from The Titanic (responds to significant experiences, showing a range of feelings)
- Ruby and Layla spent hours recreating the pantomime we went to see (uses language to imagine and recreate roles and experiences)
- Jay always speaks really slowly and clearly for Granny (speaking clearly showing awareness of the listener)
- Jo-Jo used a deep voice for the goat when she was acting out 'Three Billy Goats Gruff' (showing an understanding of elements of stories)
- Stu swung across the monkey bars in the playground by himself! (using large or small equipment, showing fine and gross motor control)
- Pete recognised the McDonalds writing on the happy meal (recognising familiar words)

Other ideas

- Showing a developing awareness of own needs and sensitivity to the needs of others

- Respecting different needs, views, cultures and beliefs, knowing that their own values and beliefs should be respected
- Taking turns and sharing fairly
- Considering the consequences of words and actions of their own and others
- Understanding what is right and wrong and why
- Interacting with others, negotiating plans and activities and taking turns in conversation
- Enjoying exploring the meanings or sounds of new words
- Linking sounds to letters, naming the letters of the alphabet, hearing and saying sounds in words, blending sounds in words, reading simple words
- Showing an understanding of how information can be found in non fiction books
- Retelling stories in the correct sequence
- Writing anything at all – shopping lists, stories, captions, labels, typing etc
- Shows them interacting with or considering the thoughts of others
- Counting, recognising numbers, putting numbers in the right order, knowing bigger or smaller numbers, sharing out, estimating, adding, taking away, identifying shapes or patterns, describing qualities or position (using under, over, in, out, between) comparing two things
- Asking questions about why things happen or how things work, looks at similarities, differences, patterns or change.
- Finding out about / talks about the past and present
- Shows logic, reasoning, independence, creativity or interesting ideas
- Any craft or creativity – dances, art, modelling, building, games, songs, play. Exploring colour, sound or texture
- Using something they have learnt before, either in school, at home, or elsewhere
- Shows them improving skills such as hand control, body control, or language

Communication, Language and Literacy

- Sharing stories together, drawing pictures about stories. Things your child have said about stories.
- Rhymes your child can recite without help, for example; Today, Joe sang, ' Twinkle Twinkle Little Star'.
- Pictures and comments children make about books and visits to the library.

Problem Solving, Reasoning and Numeracy

- Songs, games and imaginative play; playing shops at home, making shopping lists, ordering toys and explaining position of toys-first ,second, last, next to, in-between, in front of.
- Be able to make patterns and explain them using a variety of things and objects (take photographs and stick in patterns made on paper).
- Be aware of shapes and name flat and solid shapes. Name shapes of objects found in and around the home (Take photographs and record child's response).
- Count and recognise numbers to 10 and then 20. Examples of what your child has done, games they enjoy playing. Photographs are great evidence, with a comment written next to them.

Knowledge and Understanding of the World

- Explore and find out about the world around them, asking questions about how and why things happen in nature. Pictures and information from holidays and days out.
- Build with different materials.
- Know about everyday technology and learn what it is used for.
- Games children play on the computer, models they make.
- Family/events the children have been to-christening, wedding, party.
- Find out about different cultures and beliefs. Places visited, people they know.

Creative Development

- Things the children make. Photographs of them are great.
- Role play activities, quotes or names of games the children play at home.
- Making music; What music does your child like to listen to ? Do they enjoy dancing ?
- Paintings and pictures they have made.

Physical Development

- Does your child enjoy climbing ? Where and what do they climb on ? Write in where you have been together.
- What clubs does your child attend ?
- Have they won any awards ?

Personal, Social and Emotional Development

- They are confident.
- They take an interest in things.
- Dress and undress independently. Perhaps they can get ready for school in five minutes?
- Become independent when doing things. They have learnt to do up their top button or put their coat on.
- Tell the difference between right and wrong.
 - Perhaps something happened, and they could
- Explain why someone felt happy or sad.

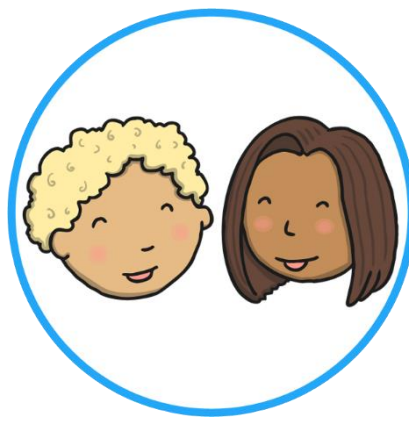
This EYFS curriculum is planned around four main themes:

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.	The environment plays a key role in supporting and extending children's development and learning.	Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

There are then 7 areas of learning and development:

3 Prime Areas

Personal, Social and Emotional Development (PSED)	Communication and Language (C&L)	Physical Development (PD)
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4 Specific Areas

Literacy (L)	Mathematics (M)	Understanding the World (Utw)	Expressive Arts and Design (EAD)
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The 7 areas of learning and development are further divided into strands and age bands. Your child's progress is recorded in order to support and encourage them throughout their journey in the EYFS. For example 'PD 30-50 months' - this tells us that the child is currently demonstrating an activity or skill that relates to Physical Development within the age band of 30-50 months.

Alongside these areas of development there are also the Characteristics of Effective Learning which describe **how** your child learns best.

The 3 Characteristics of Effective Learning are:

1. **Playing and Exploring** - Engagement - Finding out and exploring, playing with what they know and being willing to 'have a go'.
2. **Active Learning** - Motivation - Being involved and concentrating, keep trying, enjoying achieving what they set out to do.
3. **Creating and Thinking Critically** - Thinking - Having their own ideas, making links, choosing ways to do things.

Staff will refer to these areas of learning and characteristics when planning and preparing activities and also when assessing and observing your child. Adults will consider the Characteristics of Effective Learning within the observation, assessment and planning cycle of the EYFS.