



Dear Parents

Please help us to share information regarding your child's development so that we can work together to support their next steps of learning and recognise the importance of self-reflection and progress.

So what is a 'wow moment'?

You may have heard the term 'Wow Moment' and wondered what this actually means. By association, it can often refer to significant milestones in life such as riding a bike for the first time or receiving a medal in a dance competition. These are important moments and we like to celebrate them. However, we would also like to know about other moments in your child's development that are just as significant and give an insight into your child's interests out of school and also moments that we would otherwise miss if not shared by you!

The Early Years Foundation Stage curriculum makes specific reference to the importance of a collaboration between school and home and this can be done through many different platforms. In order to maintain communication, we encourage face-to-face conversations wherever possible to share information and concerns and this can also be through email contact where applicable. However, 'Wow Moment' are more than just informing us about something you need to let us know about. 'Wow Moments' are a way that we can reaffirm the learning that has taken place in a supportive and encouraging way at school, sharing the moment with us and the children's peers and often modelling and inspiring further learning opportunities for others. For example; when we receive a 'Wow Moment' from home, we ask the children to explain to the class what they have done, we then encourage them to express how they felt about their achievement and we then congratulate and reinforce the praise together. This is a lovely way of emphasising a positive experience that has occurred out of school and it further consolidates the understanding of what learning is all about. The 'Wow Moments' that are shared often result in a number of other children initiating similar experiences as a result; such as trying new foods, sleeping

through the night without waking their parents, tidying up their rooms without being asked and many more moments like these!

We hope that you recognise the value in our 'Wow Moments' and we ask that you could try to share at least one 'Wow Moment' a term. There is no limit on how many we receive, although it is worth noting that if there are too many at one time for a child, it may undervalue the impact.

Please refer to the example 'Wow Moment' which includes the Characteristics of Effective Learning. These are learning traits that we look for in line with the EYFS and will help you to focus your comments. We will put a folder of spare 'Wow Moment' sheets on the wall outside the classroom for you to collect when you are next in, alternatively, there is an electronic version on the website under our class page. If you have a 'Wow Moment' that you would like to share and don't have a spare copy, please feel free to write it on a piece of paper for your child to bring in. Despite the efficiency of emailing, it can sometimes make it a slower process for us and the children don't share the same sense of delivering a 'hand written' message, adding to the sense of excitement and pride!

Thank you for your support in this. We look forward to hearing about the many wonderful things that are happening at home and out of school!

Kind regards

Mr Poote and the FS Team

WOW! Moment

My Child's 'Wow' moment (learning opportunity)

Name of child: <i>Benjamin</i>	Date: <i>October 2nd</i>	Photo (if applicable) <i>See attached</i>
What happened? <i>Benjamin has been showing a keen interest in construction using a range of resources such as Lego and Mechano. He recently asked to 'have a go' at making a Mechano campervan (which is intended for ages 10+). He independently followed the instructions and concentrated for a sustained period of time, revisiting over the course of a week. He was able to use the tools with fine-motor control and only needed help when he couldn't tighten some of the bolts. He also managed to sequence the steps reading the numbers in order. He was so proud of himself when he had finished and couldn't wait to share his achievement with his Grandparents over the phone! We were all very proud of him too and wanted to share this moment with his class.</i> <i>Daddy</i>		

Characteristics of Learning* (Please tick)		
Playing & Exploring engagement	Active Learning Motivation	Creating & Thinking Critically Thinking
<ul style="list-style-type: none"> • Showing curiosity • Exploring • Using senses ✓ Engaged/focused ✓ Showing particular interests • Risk taking ✓ New activity/challenge ✓ Self-Belief • Imaginative/role play • Joining in /team work 	<ul style="list-style-type: none"> ✓ Motivated • Enthusiastic/excited • Making choices ✓ Persevering • Attentive/focused • Confident/I can attitude ✓ Self-satisfaction /pride • Energetic ✓ Achieving 	<ul style="list-style-type: none"> ✓ Thinking of ideas ✓ Problem solving/logical ✓ Adapting /changing • Predicting/estimating ✓ Ordering/sequencing • Describing • Planning • Evaluating • Collaborating
*Please refer to definitions of characteristics of learning overleaf.		

Playing and Exploring <i>engagement</i>	A Unique Child: Observing how a child is learning	Positive Relationships: What adults could do
	Finding out and exploring <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests 	<ul style="list-style-type: none"> • Play with children. Encourage them to explore, and show your own interest in discovering new things. • Help children as needed to do what they are trying to do, without taking over or directing. • Join in play sensitively, fitting in with children's ideas. • Model pretending an object is something else and help develop roles and stories. • Encourage children to try new activities and to judge risks for themselves. Be sure to support children's confidence with words and body language. • Pay attention to how children engage in activities -- the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. • Talk about how you and the children get better at things through effort and practice, and what we all can learn when things go wrong.
	Playing with what they know <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people 	
	Being willing to 'have a go' <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error 	
Active Learning <i>motivation</i>	Being involved and concentrating <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details 	<ul style="list-style-type: none"> • Support children to choose their activities – what they want to do and how they will do it. • Stimulate children's interest through shared attention, and calm over-stimulated children. • Help children to become aware of their own goals, make plans, and to review their own progress and successes. <p>Describe what you see them trying to do, and encourage children to talk about their own processes and successes.</p> <ul style="list-style-type: none"> • Be specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas. • Encourage children to learn together and from each other. • Children develop their own motivations when you give reasons and talk about learning, rather than just directing.
	Keeping on trying <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties 	
	Enjoying achieving what they set out to do <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	
Creative Thinking <i>thinking</i>	Having their own ideas <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things 	<ul style="list-style-type: none"> • Use the language of thinking and learning: think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do. • Model being a thinker, showing that you don't always know, are curious and sometimes puzzled, and can think and find out. • Encourage open-ended thinking by not settling on the first ideas: What else is possible? • Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea. • Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play. • Give children time to talk and think. • Value questions, talk, and many possible responses, without rushing toward answers too quickly. • Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences. • Model the creative process, showing your thinking about some of the many possible ways forward. • Sustained shared thinking helps children to explore ideas and make links. Follow children's lead in conversation, and think about things together. • Encourage children to describe problems they encounter, and to suggest ways to solve the problem. • Show and talk about strategies – how to do things – including problem-solving, thinking and learning. • Give feedback and help children to review their own progress and learning. Talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time. • Model the plan-do-review process yourself.
	Making links <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect 	
	Choosing ways to do things <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked 	



My Child's 'Wow' moment (learning opportunity)

Name of child:	Date:	Photo (if applicable)
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What happened?	
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