



# Welcome to our Parents' meeting

September 2022



# Meet the team



Miss Morris



Miss Porter



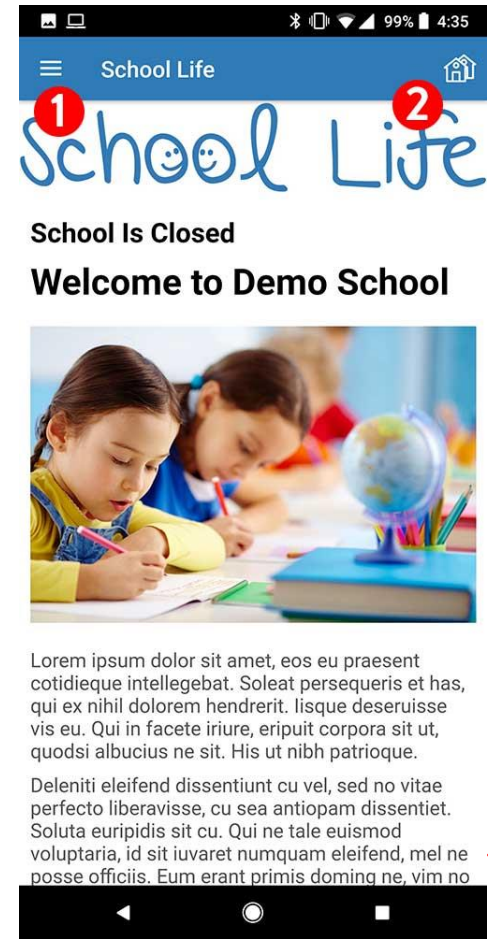
Miss Steadman



# Purpose and aims

- To meet your child's new teacher and to answer any questions you may have
- Provide the expectations for the end of the year in terms of the curriculum
- Clarify information about the school – based on parent questionnaire feedback

# School Life



# A typical school day



- 8:30 Children arrive at Nursery
- 8:40 Registration
- 8:45 Group time
- 9:00 Choosing time
- 10:45 Talking and Listening
- 11:00 Story Time
- 11:20 Children get ready for Home time or Lunch time
- 11:30 Home time

# Expectations of the academic year

- The Statutory Framework for Early Years was updated in September 2020
- By the end of the year we hope that children have achieved the majority of the Three to Four EYFS Development Statements.

The 7 areas of learning are:

**Prime areas of learning particularly important in the first 3 years**

**Personal, Social and Emotional Development**

**Physical Development**

**Communication and Language**

**Specific areas of learning**

**Literacy**

**Mathematics**

**Understanding the World**

**Expressive Arts and Design**

Tapestry



TAPESTRY  
ONLINE LEARNING JOURNAL

*What is*



?



# EYFS Curriculum



## Communication and Language

- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.
- Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
- Enjoy singing, music and toys that make sounds.
- Recognise and are calmed by a familiar and friendly voice.
- Listen and respond to a simple instruction.
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
- Babble, using sounds like 'baba', 'mamama'.
- Use gestures like waving and pointing to communicate.
- Reach or point to something they want while making sounds.
- Copy your gestures and words.
- Constantly babble and use single words during play.
- Use intonation, pitch and changing volume when 'talking'.
- Understand single words in context – 'cup', 'milk', 'daddy'.
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- Understand simple instructions like "give to nanny" or "stop".
- Recognise and point to objects if asked about them.
- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
- Listen to other people's talk with interest, but can easily be distracted by other things.
- Make themselves understood, and can become frustrated when they cannot.
- Start to say how they are feeling, using words as well as actions.
- Start to develop conversation, often jumping from topic to topic.
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- Use the speech sounds p, b, m, w.
- Pronounce:
  - l/r/w/y
  - s/sh/ch/dz/j
  - f/th
  - multi-syllabic words such as 'banana' and 'computer'
- Listen to simple stories and understand what is happening, with the help of the pictures.

## Communication and Language

- Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

## Personal, Social and Emotional Development

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- Find ways of managing transitions, for example from their parent to their key person.
- Thrive as they develop self-assurance.
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
- Learn to use the toilet with help, and then independently.

## Physical Development

- Lift their head while lying on their front.
- Push their chest up with straight arms.
- Roll over: from front to back, then back to front.
- Enjoy moving when outdoors and inside.
- Sit without support.
- Begin to crawl in different ways and directions.
- Pull themselves upright and bouncing in preparation for walking.
- Reach out for objects as co-ordination develops.
- Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Begin to walk independently – choosing appropriate props to support at first.
- Walk, run, jump and climb – and start to use the stairs independently.
- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Start eating independently and learning how to use a knife and fork.
- Develop manipulation and control.
- Explore different materials and tools.



# EYFS Development Matters 2020 Statements Birth to Three - Specific Areas

## Literacy

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy sharing books with an adult.
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.

## Mathematics

- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
- Take part in finger rhymes with numbers.
- React to changes of amount in a group of up to three items.
- Compare amounts, saying 'lots', 'more' or 'same'.
- Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- Climb and squeeze themselves into different types of spaces.
- Build with a range of resources.
- Complete inset puzzles.
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.

## Understanding the World

- Repeat actions that have an effect.
- Explore materials with different properties.
- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.
- Make connections between the features of their family and other families.
- Notice differences between people.

## Expressive Arts and Design

- Show attention to sounds and music.
- Respond emotionally and physically to music when it changes.
- Move and dance to music.
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- Explore their voices and enjoy making sounds.
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of sound-makers and instruments and play them in different ways.
- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas.

## EYFS Development Matters 2020 Statements Three and Four-Year-Olds - Prime Areas

### Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
  - some sounds: t, j, th, ch, and sh
  - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

### Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

### Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

# EYFS Development Matters 2020 Statements Three and Four-Year-Olds - Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>Understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> </ul>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> </ul>
<ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can:                             <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> </ul>	<ul style="list-style-type: none"> <li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> </ul>
<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</li> </ul>	<ul style="list-style-type: none"> <li>Explore how things work.</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> </ul>
<ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> </ul>	<ul style="list-style-type: none"> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and talk about different forces they can feel.</li> </ul>	<ul style="list-style-type: none"> <li>Explore colour and colour-mixing.</li> </ul>
<ul style="list-style-type: none"> <li>Write some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the differences between materials and changes they notice.</li> </ul>	<ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>
<ul style="list-style-type: none"> <li>Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs or improvise a song around one they know.</li> </ul>
	<ul style="list-style-type: none"> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle etc.</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	
	<ul style="list-style-type: none"> <li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>		<ul style="list-style-type: none"> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>

# Attendance



Above 97%: Less than 6 days absence a year – Less than 30 Hours of Learning Lost

Excellent attendance! These young people will almost certainly get the best levels/grades they can, leading to better prospects for the future. Pupils will also get into a habit of attending school which will help in the future.

95%: 10 days absence a year – 50 Hours of Learning Lost

These pupils are less likely to achieve their target levels/grades and will start to find it difficult to maintain a habit of attending school regularly. Pupils who take a 2-week holiday every year can only achieve 95% attendance.

90%: 19 days absence a year – 95 Hours of Learning Lost

The Government classes pupils in this group as “Persistent Absentees”, and it will be almost impossible to keep up with work and achieve their target levels/grades.

Parents of young people in this group could also face the possibility of legal action being taken by Dudley Council, including the issuing of Penalty Notices and Fines.



# Anti-bullying

S - Several

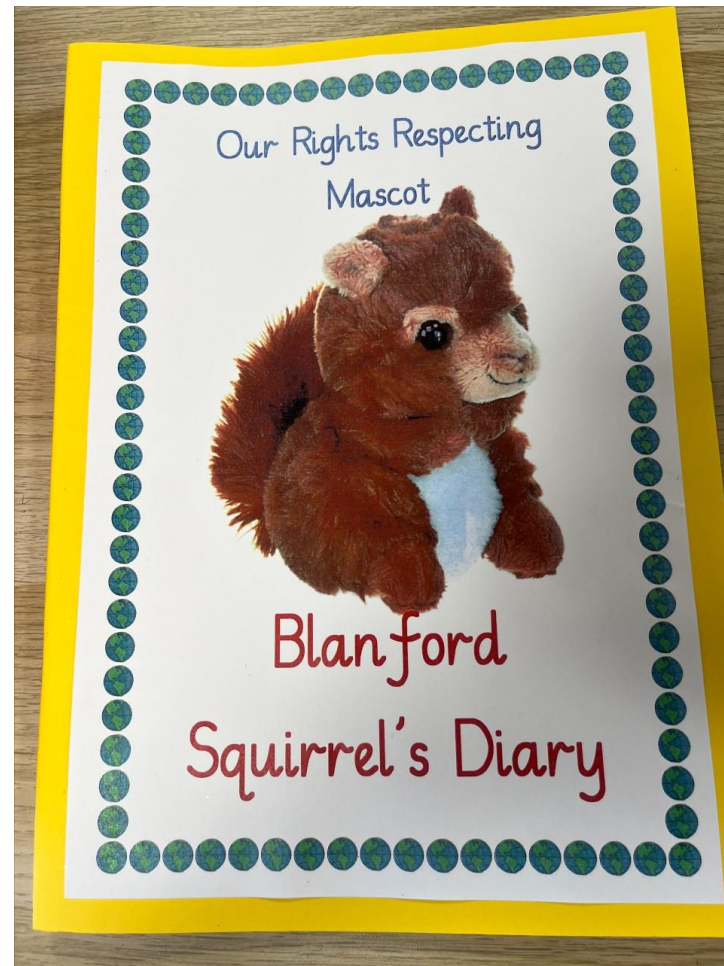
T - Times

O - On

P - Purpose



# Blanford the Squirrel



What will  
Blanford get up  
to at the  
weekend?


















# Online Safety

- ▶ Talking about online safety
- ▶ <https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/>
- ▶ Setting up parental controls
- ▶ <https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>

# Online Safety – Social Media

## APPS AND THEIR AGE RATINGS

13+		16+	
 Facebook	 Snapchat	 WhatsApp	
 Instagram	 Twitter		
 TikTok	 Kik	 Sarahah	 MeetMe
 YouNow	 Yubo	 YOLO	 LiveMe
 House Party	 Monkey		



# Online Safety

- <https://nationalonlinesafety.com/guides>

## What Parents & Carers Need to Know about YOUTUBE KIDS

YouTube Kids is a child-friendly version of YouTube which offers a colourful and easy-to-navigate environment that's suitable for young children. This app is easily accessible and available for mobile devices, which can be downloaded without needing the YouTube app on the device. Despite YouTube Kids seeming like a very child-friendly platform, it has raised concerns over its advertising and inappropriate content seeping through the curation process.

### SETTING UP

- 1 Download the YouTube Kids app and connect your own YouTube channel.
- 2 Input your child's name, age and birth month.
- 3 Select the types of videos you'd like to include for your child based on their age and your own personal choice.
- 4 If you decide to approve the content yourself, the app will present you with simple videos for you to accept and reject.
- 5 Once you've made your choice, you're ready to use the app!

### Advice for Parents & Carers

#### REMOVE ADVERTISEMENTS

YouTube Kids offers an ad-free experience if you decide you don't want your child being exposed to ads. This means you'll be using YouTube Premium which will remove adverts on YouTube Kids.

#### BE WARY OF UNSUITABLE CONTENT

YouTube Kids has a filter to block out any content that's deemed inappropriate. However, it's important to keep your child's device safe from inappropriate content. Doing this will also help you have control over what your child is watching. It's also worth noting that setting up your child's device to be safe from inappropriate content is not enough to protect your child from inappropriate content.

#### DISABLE SEARCH OPTION

YouTube Kids also allows you to disable the search feature, which may limit your child's ability to find content that's not appropriate for their age group.

#### RESTRICT VIEWING TIME

The YouTube Kids app provides you with the option of setting up a timer to restrict and limit your child's viewing time. This means you can automatically stop the app when the timer runs out. It's also worth noting that you can set up a timer to restrict your child's viewing time.

#### MONITOR WATCH HISTORY

YouTube Kids has also made it possible for you to monitor your child's watch history. This means you can see what your child has watched and how long they've spent watching each video.

#### WATCH TOGETHER

It's important to make YouTube Kids a fun and positive experience for your child. This means you should watch with your child and discuss any content that they see. It's also worth noting that you can set up a timer to restrict your child's viewing time.

**Meet Our Expert**  
 Claire Bennett is a former teacher and now works in the gaming industry. She has a passion for helping parents and carers understand the risks of online gaming and how to keep their children safe. She is the author of 'Gaming Safety' and 'Gaming Safety for Parents'.

**National Online Safety**  
 #WakeUpWednesday

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## What Parents & Carers Need to Know about WHATSAPP

WhatsApp is the world's most popular messaging service, with around two billion users exchanging texts, photos, videos and documents. It's used by most people and is available on a wide range of devices. However, it's not just a messaging app - it's also a social network. This means that your child can connect with people they don't know and share their location, which can be a risk.

### WHAT ARE THE RISKS?

WhatsApp is a world's most popular messaging service, with around two billion users exchanging texts, photos, videos and documents. It's used by most people and is available on a wide range of devices. However, it's not just a messaging app - it's also a social network. This means that your child can connect with people they don't know and share their location, which can be a risk.

### SCAMS

Scammers occasionally send WhatsApp messages pretending to be someone you know, asking for money or to click on a link to win a prize. These messages are often sent to people who have shared their phone number on social media or in a group chat.

### DISAPPEARING MESSAGES

WhatsApp has a feature called 'disappearing messages' which allows you to set a timer for how long a message will be visible. However, this feature can be used to hide evidence of a crime or to hide a message that is important to someone else.

### ENABLING FAKE NEWS

WhatsApp has unfortunately been linked to accelerating the spread of dangerous fake news. In India, for example, WhatsApp was used to spread fake news about a religious festival, which led to violence.

### ADVICE FOR PARENTS & CARERS

#### CREATE A SAFE PROFILE

Even though someone would need a child's phone number to contact them, it's still a good idea to create a safe profile. This means you should use a real name, a real photo and a real phone number. It's also worth noting that you should not share your location or contact information with anyone you don't know.

#### EXPLAIN ABOUT BLOCKING

If your child receives spam or offensive messages, they should block the sender. This means they should go to the contact's profile and tap the 'block' button. This will prevent the sender from contacting your child again.

#### REPORT POTENTIAL SCAMS

Young people shouldn't engage with any suspicious messages. If they do, they should report the message to WhatsApp. This means they should tap the 'report' button and follow the prompts.

#### LEAVE A GROUP

If your child is in a group chat that is not safe, they should leave the group. This means they should tap the 'exit group' button. It's also worth noting that you should not share your phone number with anyone you don't know.

#### THINK ABOUT LOCATION

If your child needs to use the 'live location' feature, they should think about their location. This means they should not share their location with anyone they don't know and should not share their location with anyone who is not a friend or family member.

#### DELETE ACCIDENTAL MESSAGES

If your child posts a message they regret, they should delete it. This means they should tap the 'delete' button and select 'delete for everyone'. It's also worth noting that you should not share your phone number with anyone you don't know.

#### CHECK THE FACTS

You can now fact-check messages that have been forwarded. This means you can tap the 'fact-check' button and see if the message is true or false. It's also worth noting that you should not share your phone number with anyone you don't know.

**Meet Our Expert**  
 Helen is a former teacher and now works in the gaming industry. She has a passion for helping parents and carers understand the risks of online gaming and how to keep their children safe. She is the author of 'Gaming Safety' and 'Gaming Safety for Parents'.

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## What Parents & Carers Need to Know about MINECRAFT

Minecraft is a beloved classic of modern gaming. First released in 2011, this open-ended 'sandbox' game of building and exploration still has over 140 million players who happily return to play it at least once every month. Minecraft has also been used for much more than just entertainment: it's sometimes used in schools to teach children coding, and it's also employed as a tool for computer-aided design, which is another valuable skill. Encouraging creativity and problem solving, Minecraft has plenty to offer gamers of all ages, and it's available on almost all video game platforms.

### WHAT ARE THE RISKS?

Minecraft is a beloved classic of modern gaming. First released in 2011, this open-ended 'sandbox' game of building and exploration still has over 140 million players who happily return to play it at least once every month. Minecraft has also been used for much more than just entertainment: it's sometimes used in schools to teach children coding, and it's also employed as a tool for computer-aided design, which is another valuable skill. Encouraging creativity and problem solving, Minecraft has plenty to offer gamers of all ages, and it's available on almost all video game platforms.

### PUBLIC SERVERS

Joining a public network (called a 'server') lets your child potentially interact with strangers through text chat. Some servers focus on building, while others are dedicated to role-playing - encouraging direct player interaction. Anyone can join public servers and connecting to one is relatively simple. Public servers in addresses (and therefore a server's location) are easy to find with search engines.

### SCARY ELEMENTS

The visual design and gameplay of Minecraft is pure fun. However, as there's nothing too unfavourable in the game, however, some of the features that can be encountered might prove a little too scary for very young players. In the game, certain enemies come out at night and are accompanied by audio - such as zombie moans and skeleton bone rattles - that may unsettle young ones.

### ADDITIONAL PURCHASES

After initially buying the game, players can make optional extra purchases for cosmetic items and other features. Minecraft Realms is an optional online subscription (requiring regular payments) that lets users run a multiplayer server to play with their friends. Most games consoles do not need an active subscription to enable online play - so online gaming can quickly become quite expensive.

### GRIEFING

Some people in Minecraft delight in purposefully damaging or destroying another player's creation. This is called 'griefing' and is a form of bullying. It's often intentional and spoils someone else's experience in the game by deleting hours of their work and forcing them to start from scratch. Many public servers treat griefing as a severe offence and frequently ban offenders.

### ADDICTIVENESS

Minecraft's gameplay is relatively simple, and the outcome (when a child has built something new, for instance) can be extremely gratifying. This can make the game highly addictive. It's easy to lose track of time while playing Minecraft, so parents should encourage young players to forget about other activities like homework or enjoying family time.

### ADVICE FOR PARENTS & CARERS

#### RESEARCH CONTENT CREATORS

There are a lot of Minecraft content creators who release helpful videos about the game on YouTube. It's a good idea to research these content creators' channels yourself first to be sure they're a good fit for your child's interests and your family's values. This also helps you learn more about the game itself, and how your child plays it.

#### CHOOSE THE RIGHT MODE

Selecting 'creative' or 'peaceful' mode allows children to play Minecraft without having to contend with enemies. It's also a great way for you to get used to playing the game with them, since the difficulty level is lower. This allows you to work together on a long-term project, creating something special without the threat of menacing zombies or creepers damaging your build.

#### HOST A PRIVATE SERVER

The easiest way to find a safe server for your child to play on is to make one yourself. Hosting a server gives you complete control over who can play with your child, and you can set up a private server that lets you control who's allowed to join. It's also a great way to spend time with your child, and you can set up a server that lets you control who's allowed to join. It's also a great way to spend time with your child, and you can set up a server that lets you control who's allowed to join.

#### ENCOURAGE BREAKS

It's easy for the hours to fly by while your child is playing Minecraft, so reminding them to take regular breaks is essential. This is a useful way for them to learn about time management, which they'll benefit from as they get older. It will also teach them to play their favourite games in moderation - limiting obsessive behaviour and allowing them to manage their day better.

#### TALK ABOUT STRANGERS

At some point in their lives, almost everyone needs to have contact with a stranger online. Talking to your child about online safety, therefore, is a normal 'part of growing up' in a place for dealing with any hostile or difficult strangers. Ensure that your child knows never to tell a stranger about themselves online, and that they should come to you straight away if they do encounter a problem.

**Meet Our Expert**  
 Claire Bennett is a former teacher and now works in the gaming industry. She has a passion for helping parents and carers understand the risks of online gaming and how to keep their children safe. She is the author of 'Gaming Safety' and 'Gaming Safety for Parents'.

**National Online Safety**  
 #WakeUpWednesday

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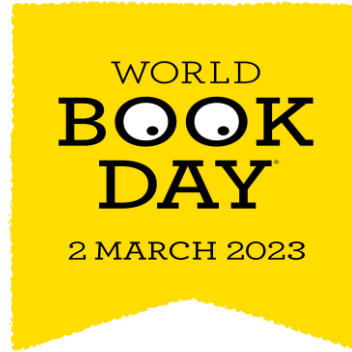
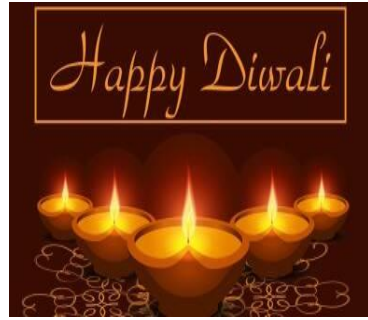


# Making an appointment

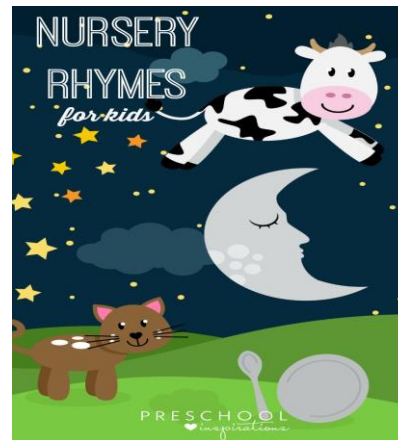




- ▶ We like to work together with parents; teachers may ask to see you at the end of the day to talk with you and your child. This may be to highlight things they've done well, support their learning or to discuss a behavioural issue. We work together to resolve issues.



Some Year ...  
fun to look  
forward to!



Finally...



Any questions?

