

# Welcome to the Early Years Foundation Stage at Padstow School September 2020



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## **Introduction**

At Padstow School we understand the importance of the Reception year. We value the fact that every child is unique, aiming to celebrate and promote their particular skills, strengths and individuality. We also aim to support the children in all of their learning and to give them a secure foundation to build upon as they progress through school. Reception children are both curious and eager to learn so we want to capture those qualities of curiosity and enthusiasm by inspiring the children in a kind, caring and safe environment, encouraging them to question and discover as they go. In turn, this helps them to become resilient, confident and independent learners, who are not afraid of making mistakes as they aspire to achieve their very best in all that they attempt and as they move their learning forward.

## **Overarching principles**

There are four guiding principles that shape practice in Early Years settings:-

- Every child is a unique child, constantly learning, resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and where there is a strong partnership between practitioners and parents and/ or carers.
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in Early Years provision including children with special educational needs and disabilities.

## **Teacher and Support Staff in Puffin Class**

In September, Mrs McColville will be the teacher in Puffin Class and Mrs Bray will be the class Teaching Assistant.



## **What you need to know about the everyday routine**

The classroom door opens at **8:35am** and the children start their morning activities as soon as they arrive. The register is taken at **8:50am** promptly; after this time the classroom doors are closed and you will need to take your child to the office to be signed in. Please try to be as prompt as you can in the mornings as it can be unsettling for your child and for the class if there are late arrivals.

Puffin Class have snack time during the first morning session of the day. Fruit is provided by the school but children are welcome to bring a healthy snack from home if they wish. Milk is also provided to children under 5 and water is always available.

Break time is between **10.15am- 10.30am**

Lunch is between **11.50am - 1.00pm**

The school day ends at **3.15pm**.

It is important for you to collect your child on time as children can become upset if they are left. If you are going to be late, please let us know as soon as possible by contacting the school office.

### **\*Please note:**

**For the safety of your child, we must know who is picking them up. If you cannot collect your child yourself, please let the teacher or office know who is coming in your place. We cannot let children go home with someone other than yourselves unless you have authorised us to do so.**

## **Attendance**

If your child is unable to attend school, please telephone the office to let us know as soon as possible. Please remember, if your child has suffered from sickness and/or diarrhoea, you need to keep them away from school for 48 hours from the time of the last episode to avoid passing any infection to other children.

## **Homework**

We will provide the following for you to do at home to support your child's literacy and maths:

- Initially, a picture book to share at home, then, when ready, a phonetically decodable reading book for your child to read themselves (we advise trying to read a little every day).
- A book with the sounds they have been learning to practise.
- A half-termly homework based on the current topic your child is learning about.

## **What will my child be learning?**

The Early Years Foundation Stage curriculum is organised into 7 areas of learning. All areas of learning and development are important and inter-connected.

### **There are 3 prime areas:**

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

### **There are four specific areas:**

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design



Your child's sessions will be organised to include each of these areas, often through a topic or theme. Children will mainly learn through practical activities as it has been shown that this is the most effective way for young children to learn. They will also have more structured times to their day which are often adult initiated and/or adult led, e.g. phonics and carpet times.

## **Personal, Social & Emotional Development**

One of the most important things that your child will learn at school is how to work with others. Before starting school, they will already have begun to share toys with siblings and friends. At school they will have to share not just toys and equipment but the attention of the teacher and other staff. This means developing sensitivity to others, learning to take turns and listen, but also being able to express their own needs and thoughts.

We try to encourage children to be considerate and caring towards others and towards the school environment. We also encourage them to organise themselves and to tidy up after activities, expecting them to develop responsibility for their own belongings and for classroom equipment. Please support your child by ensuring that their uniforms and belongings are all labelled with their name - including shoes.

In addition, we expect that, when they start school, they will generally be able to take care of their physical needs independently. This includes being able to dress themselves, to use a knife, fork and spoon as well as going to the toilet, flushing it and washing their hands.

## **Communication, Language and Literacy**

Talking is our main means of communication and talking to children is one of the most valuable activities we provide for them. Through conversations with adults, children learn about the world and about language itself. They also learn a lot about language through rhymes and songs.

Reading and writing are other forms of communication taught in school. Most of us learnt to read and write so long ago that we rarely remember how we did it. In fact, there is a whole host of skills that a child needs before he/she can begin to read or write. Eyes have to pick up small differences in letters (for example, between p, d, b), while ears need to hear separate sounds in words and often the difference between these sounds is very small (for example saying the sounds made by the letters t and d).

Children also need to develop good hand control before they are able to write for themselves (see the Physical Development section below).

As hand control develops, your child will be taught the correct way to form letters. We start with lower case letters and encourage children to 'have a go' at writing from the very beginning. Their earliest writing may look like scribbles or random marks but, as they gain confidence in their knowledge of letter sounds and patterns, words will become apparent. Children are also introduced to common words and how to spell them.

## **Reading & Read Write Inc**

We teach reading through a scheme called Read Write Inc in which introduces children to phonemes (sounds) in a systematic approach and helps them to progress through oral blending (hearing & identifying sounds in words) through to word blending and then sentence reading. Children are given a sound book to take home detailing sounds learned and we expect parents to practise these sounds at home daily. More information can be found on the Read Write Inc website:

<https://www.ruthmiskin.com/en/find-out-more/parents/>

## **Physical Development**

There are two aspects to this area:

- Fine motor skills are the small, fiddly movements with the hands, which are needed to manipulate tools such as pencils, scissors and paintbrushes. These are developed through a variety of activities which include construction toys, playdough, threading and tracing.
- Gross motor skills are all the larger movements you would expect to use in P.E. and when using large play equipment. These develop the children's spatial awareness and agility as well as helping them to keep healthy.

## **Mathematics**

It is well known that maths involves learning to count and matching a digit to the correct number of times or objects in question. However, 'number work' is only one aspect of the maths your child will be experiencing at school.

In the early stages, children need to sort items into groups based on similar features such as shape. They also make patterns, learn the appropriate words to compare items (long/short, light/heavy, more/less etc.) and undertake comparisons by observing, feeling, weighing and measuring. Children need plenty of experience of doing and talking about what they have done to provide a sound foundation for later work.

## **Understanding the World**

This aspect encompasses Science, History, Geography, IT and R.E. It starts with the child's own experience of the world and aims to gradually broaden their view. For example, they may be searching for mini-beasts, melting ice-cubes, playing with Victorian toys, making fruit kebabs or designing boats for the water tray. Children will be exploring similarities, differences, growth and changes.

## **Expressive arts and design**

This part of the curriculum includes Dance, Music, Art and imaginary play activities. Children will be listening and moving to music, singing, exploring musical instruments, painting, drawing and modelling. Role play opportunities will be provided to promote creative and imaginative play.

## **How will I know how my child is doing?**

- As soon as your child starts school, we will keep a record of their learning journey through Tapestry. Tapestry is an online record of what they can do in relation to each of the seven areas of learning.
- Tapestry will be available for you to access online so you can see what your child is doing. We encourage you to contribute by commenting on things your child does at home. This gives us a complete picture of what your child can do.
- We will continue to assess your child through every day class activities. Their progress will be assessed against the Foundation Stage Profile.
- During the year there will be opportunities for you to come into school and discuss your child's progress, both at formal parents' evenings and informally with the class teacher.
- You will receive a written report at the end of the school year.
- Puffin Class also has a page on the school website with information about the children's learning activities.



### **What does my child need to wear and bring to school?**

All children are expected to wear a school uniform. Your child will need:

- Maroon school jumper / school cardigan / school sweatshirt
- White polo shirt
- Dark grey trousers or shorts, dark grey skirt or pinafore or a blue checked summer dress.
- Plain black/grey tights or black/grey/white socks
- Flat black shoes—with Velcro (no laces)
- Wellies (to remain at school)
- Sun hat (when appropriate)
- Waterproof coat
- A spare set of clothes which can be kept in your child's P.E. kit

Your child will need a P.E. kit that stays in school in a drawstring bag; we will send home kits for a wash during holidays only. Your child will need:

- Blue polo shirt/ blue Padstow P.E. T- shirt
- Black shorts
- Optional plain black hoodie and plain black tracksuit bottoms
- Plimsolls or trainers
- Socks if your child is wearing tights during the rest of the day

If your child has long hair, please ensure that it is tied up for school. This is because head lice can be a real problem, spreading very easily among young children.

Your child will also need a book bag that comes to school with them every day. The school will be providing this for you.

Finally, your child will need to bring a water bottle to school every day with fresh water in. Please ensure that the water bottle has a sports top lid as this helps to prevent spillages. It is essential for children's health and wellbeing that they keep hydrated throughout the day.

***It is essential that you ensure all clothing is labelled with your child's name.***

All uniform, including PE kit, is available from Vivienne's in Wadebridge. Sweatshirts, cardigans, polo shirts and P.E. T-shirts embroidered with the school name can be ordered directly from [www.wovina.com](http://www.wovina.com). For those without access to the internet, order forms are available from the school office.

### **School Lunches**

All children in Foundation Stage and Key Stage One (up to the end of Year 2) are entitled to a Free School Meal each day. School lunch menus are available on the school website. If you would prefer your child to have a packed lunch, we simply ask that it is as healthy as possible. No sweets or fizzy drinks are allowed.

### **What can I do to help my child?**

You can help your child by ensuring that they can fasten and unfasten the clothes that they are wearing (this includes coats and shoes).

You can prepare your child for reading by sharing books, reading to him/her, talking about the story and its characters. Draw attention to the words, so your child begins to realise that the print tells the story to accompany the pictures.

If your child is familiar with using mark making tools such as pens, crayons and pencils, you may wish to start writing their name with them (in lower case letters). At first, your child could trace or copy their name before attempting to write it alone.

Your child will be provided with a summer holiday pack which includes activities such as a name writing card which can help support their learning.

Once children are ready, they are given a reading book. You will also be given a reading record where you are encouraged to comment when you've read at home and about how your child has got on. Please feel free to comment - it helps the teacher to know which books you've enjoyed together, which you did not like and how well you feel your child reads.

**We hope you have found the information in this booklet useful.**



**If you have any further queries, please do not hesitate to get in touch. We are looking forward to meeting you and your child.**