

Brandesburton Primary School

Together We Believe, Together We Achieve

Welcome to The Foundation Stage



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We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best. This prospectus aims to provide you with an introduction to Brandesburton Primary School, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs.

The Early Years Foundation Stage focuses on the distinct needs of children aged 3 to 5 years. Hence it includes children of both Nursery (Foundation 1) and Reception (Foundation 2) age. The Foundation 1 and Foundation 2 children are taught together in the Foundation classroom. Here at Brandesburton Primary School our staff work closely to provide a rich, stimulating, happy and secure environment which supports the development and learning of each child.

Our setting aims to:

- Provide high quality care and education for children below statutory school age;
- Work in partnership with parents to help children to learn and develop;
- Add to the life and well-being of the local community;
- Offer children and their parents a service that promotes equality and values diversity.

Staff

Miss S McIntyre - Foundation Stage Teacher

Mrs K Gardner - Foundation Stage Teacher

Mrs A Laughton – Foundation Stage Teacher

Mrs J Gell - Teaching Assistant

Mrs Atkinson – Teaching Assistant

If you have any queries or concerns that you wish to discuss, please contact any member of the Foundation Stage team. If we are unable to speak to you immediately we will always arrange a time when one of us can be available. We are always happy to help.

Starting Foundation Stage 1

We aim to provide the best possible start for your child in their education journey.

In order to help the children settle into Foundation Stage we will offer a number of visits and stay and play sessions in the Summer term to help your child become familiar with the setting and staff and feel as comfortable as possible to ensure a smooth transition.

Timings

Foundation 1 (Nursery)

- The children should arrive at school at 8.45am.
- The Foundation staff will help them to 'self-register' in the Foundation Stage classroom.
- Depending on the session you have chosen for your child, the morning session will finish at 11.45 am when children can be collected from the gate outside the main school reception. The full day session will finish at 3.15pm and children are collected from outside the Foundation Stage unit where you drop them off.

Foundation 2 (Reception)

- The children should arrive at school by 8.45 am and 'self-register' in the Foundation Stage classroom.
- Lunchtime is from 12.00 – 1.00pm.
- The children will leave school from the Foundation Stage playground at 3.15 pm.

Collecting your child.

In order to ensure everyone is safe, please inform us if the usual arrangements alter.

If your child is to be collected by an adult unfamiliar to the school staff, a password system will be used.

The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2014):

- *A Unique Child*

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- *Positive Relationships*

Children learn to be strong and independent through positive relationships.

- *Enabling Environments*

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

- *Learning and Development*

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.

Development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

Prime Areas

- Personal, social and emotional development
- Physical development
- Communication and language

Specific Areas

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

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The *Early Years Outcomes* (DfE March 2017) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

How will your child learn?

To help each child achieve these goals we plan and deliver adult-led activities based on specific themes generated by the children's interests which change each half term. You will receive a newsletter at the beginning of each half term and there is an information board in the classroom which will give you further information regarding news events and ways you can help us.

In the early years of a child's life play is crucial to the child's development and learning. Play is a child's work and the means by which a child grows and develops. Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

At Brandesburton Primary School, children in the Foundation Stage access areas of learning through all areas of provision, both indoors and outdoors. Activities may include sand, water, construction, computing, art activities and role play. Your child will be able to share books, write or be involved in the maths area. Your child will learn through both free play and a carefully planned programme of structured play. Each day your child will be encouraged to work with staff on small group "focus" activities and will also participate in some short, whole class activities. Staff work alongside the children and are able to adjust teaching to meet the needs of individuals. As your child progresses through the Foundation Stage the level of focus activities and whole class teaching gradually increases, although learning through play is still central.

Your child's progress throughout the Foundation Stage in all areas of learning will be continually assessed through observation and ongoing record-keeping. Each child's development and achievements will be recorded against Development Matters statements using the Early Years Foundation Stage Profile. Your child will not be aware that they are being assessed and there will be no formal tasks or tests to be completed. This leads to the final assessment made at the end of the Foundation Stage, called the "Foundation Stage Profile". All of our ongoing assessments help us to plan to meet your child's needs and to carry them forward in their learning and development. We also welcome any information that you can provide about your child's learning at home. Parents' Evenings are held throughout the school year and provide an opportunity to discuss your child's progress with their class teacher as well as share these ongoing assessments. Foundation Stage staff see parents on a daily basis and are pleased to talk about any celebrations/issues concerning your child. There is also an open classroom come and play session weekly that is an opportunity to see your child's work and displays in the classroom. Informal discussions about your child's progress can be easily arranged either before or after sessions. If you have any concerns or questions please come and ask and we will do our best to help.

Phonics and Reading

The teaching of Phonics is an essential aspect of learning in Foundation Stage. We use the Read, Write, Inc (RWI) phonics programme to do this.

FS1: In autumn term your child will take part in early phonics activities such as listening games, Fred talk games and initial sound activities. In spring term they will begin to learn the picture cards and rhymes from RWI. In summer term they will begin to learn some of the Set 1 sounds.

FS2: We begin teaching RWI phonics in the first few weeks of the children starting. This is done in groups in a structured format that includes reading and writing opportunities. Children will then be sent a reading book home which links to the sounds they have been learning. An assessment will be done at the end of each half term and this will be used to inform groupings and track the progress of each child.

More information about our RWI Phonics programme can be found on the School website.

Parents as Partners

A strong partnership with parents is vital. We build on the learning that has taken place at home with you and by working together we can ensure your child becomes a successful learner. You are your child's first and most important teacher. Talking and playing with your child as much as possible is the best way that you can help him/her to learn and develop. Activities such as drawing, jigsaws, ball games, helping around the house, counting, playing with play dough or Lego are all ideal ways to learn. Singing nursery rhymes and enjoying books together are crucial to the all-important first steps in reading and writing and most importantly have fun! We will regularly inform you of the activities your child has been involved in so that you can follow these up at home if you wish. Below is a list of some of the ways you could help your child at home.

Personal, Social and Emotional Development

- Practice dressing and undressing, for example taking off and putting on shoes and socks, putting on and fastening own coat.
- Use the toilet independently and wash own hands.
- Practice taking turns and sharing.
- Talk about personal experiences and feelings.

Communication and Language

- Practice taking turns in conversation and using 'please' and 'thank you'
- Recall, sequence and role play stories.
- Join in with rhymes and songs.
- Talk about the world around you.

Literacy

- Identify the initial sound in words, Play 'I spy'.
- Use a range of non-fiction and fiction books.
- Talk about characters and events in stories.
- Engage in activities requiring control and co-ordination such as threading, puzzles and using scissors and glue.
- Encourage your child to draw/paint pictures and talk about their pictures and mark making.

Mathematical Development

- Join in counting rhymes and count everyday objects.
- Begin to recognise numbers and put them in order.
- Find one more or one less than a group of objects.
 - Sort objects according to colour, shape or size.
- Make patterns and pictures with shapes.
- Use everyday words to describe quantities – heavier, lighter, more, less etc

Special Needs

It is important that we identify each child's specific needs as soon as possible in order to develop a programme of support. For a small number of children our provision may need to be adapted. We liaise with other agencies such as speech and language therapists, health visitors and pre-school support teachers, to help us do this. We will always work together with you to help your child and keep you informed of any changes to provision. The school follows the National Code of Practice for Special Educational Needs and a copy of the school's Special Educational Needs policy is available to any parent who requests to see it. The school's Special Education Needs coordinator is Mrs K Gardner.

Equal Opportunities

In the Foundation Stage we provide equal access to the Early Years Curriculum irrespective of their gender, ethnic and social background, religious affiliation, physical or academic ability. A copy of the school's Equal Opportunity policy is available to any parent on request.

Attendance

If your child is unable to attend school for any reason please contact the school office as soon as possible so that their absence can be authorised. Contact Details Telephone – 01964 542472 point of contact Mrs Holland e-mail – brands@eastriding.gov.uk

Authorised and Unauthorised Absence

From Reception Onwards Children in FS2 - Absences may only be authorised in exceptional circumstances. The Headteacher is not able to authorise absences for children in FS2 due to holidays. We ask that our FS1 parents follow these procedures in preparation for routines once your child reaches statutory school age.

Health

If your child has any medical problems, such as asthma or allergies, please inform the school and advise us of any special arrangements. If your child becomes ill or is injured at school, a member of staff will inform you or a prearranged adult carer. Please remember to let us know if any contact details change. Any child who suffers from vomiting and/or diarrhoea should remain absent from school for a full 48 hours from the time of the last episode. If your child has an illness such as measles or chicken pox, please inform the school office.

Uniform

Winter: Red/white polo or shirt
Black/grey joggers, trousers or skirt
Red sweatshirt, jumper or cardigan

Summer: As for winter or: Red/white dress
Grey/black shorts,
Cap

On entry into school your child will be given a red book bag which should be brought to school every day. Any letters that need to be sent home will be put inside your child's bag along with a yellow home/school links book.

Outdoor play

Children are involved in outdoor play activities on a daily basis whatever the weather. It is therefore important that your child has a suitable coat and appropriate footwear. If wet or wintry weather please send your child to school with wellies if they do not have a pair already in school.

In sunny weather please send your child in a hat and apply sun cream before school. Children can bring additional sun cream to apply at lunchtime themselves. We recommend that children do not wear open toe sandals/crocs for health and safety reasons.

PE – FS2 (Reception) Pupils only

On a PE day your child will need to come to school dressed in PE kit.

PE Kit: Black Shorts / tracksuit bottoms
White/red t-shirt
Trainers

We also request that long hair is tied back and earrings are removed. Please ensure that all clothes are marked with your child's name.

School Meals for FS2 Pupils (Reception)

School lunches have been offered free of charge to all children in FS2. All school meals are prepared on site and details of the menus are sent home on a regular basis. If you would prefer your child may bring a packed lunch. We do not allow glass bottles, fizzy drinks or sweets. We ask that children continue with the same lunch arrangement throughout the course of a week. Children may be collected at 12.05pm and taken home for lunch, to be returned at 1.00pm, if you prefer. All children staying for lunch are sympathetically supervised by experienced supervisors. Children are encouraged to eat a balanced meal and use good table manners.

FS1 Pupils (Nursery)

We are unable to provide a hot school lunch for these children so if they are doing a full day session they will need to bring a packed lunch.

Snack time

As part of a Government scheme to encourage healthy eating, the children will receive a piece of fruit each day. Milk is available to all children on a daily basis. All children are asked to bring in a water bottle each day and this can be an alternative to milk at snack time.