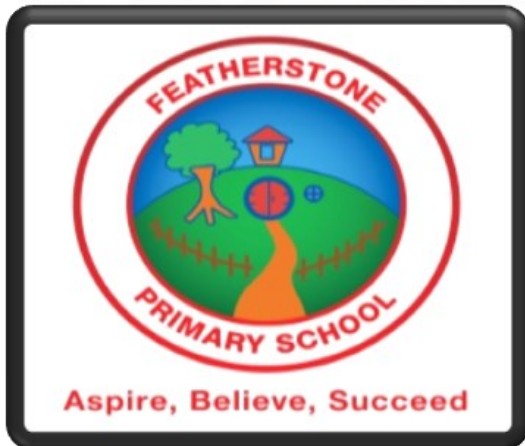


Early Years Foundation Stage Information Pack



www.featherstoneprimaryschool.co.uk

Welcome to Featherstone!

Dear Parents/Guardians,

Welcome to The Early Years Foundation Stage here at Featherstone Primary School. Some of you will already know us, but for some this will be your first contact with us.

This information pack, which we hope you find useful, will provide information about our department.

We have made every effort to ensure that all the information you will need is included in this booklet. However, if you have any further queries please do not hesitate to contact us.

Mr D Gravell and The EYFS Team



Transitions

Transition from Pre-School to the Foundation Stage:

We aim to make the transition between Pre-School and Reception as smooth as possible. It is important that we make the right impression so that the children are excited and eager to come to school everyday. We do this in a number of ways:

- We discuss children coming to us with their current Pre-School key worker or teacher.
- Parents and Children are welcome to attend Open Days where tours of the school will be offered.
- Parents of prospective children are invited to a meeting to talk through the transition process at Featherstone.
- Parents receive an 'Induction Pack' with information about the school.
- We invite you and your child to visit school for a morning during the term before they start, to become familiar with their new school and setting
- Through observations, a baseline record is completed within the first few weeks of entry to EYFS. This will also highlight the needs for any early intervention
- A meeting for parents during the Autumn Term is arranged to explain the teaching of early reading and writing through the 'Read, Write Inc' program.
- We are proactive in talking to parents about any known issues with individual children.

Transition from Foundation Stage to Year One:

Towards the end of your child's first year, we set up meetings between EYFS staff and the teachers in Year One. We discuss your child's progress and general behaviour, as well as inviting the Year One teachers to take part in transition events such as story reading. This allows the children to get to know their new teachers.

As part of transition, we change routines and begin to work a little more formally so that when the children go into Year One, they are prepared for the next part of their learning journey. Throughout the year, we aim to make subtle changes so that when we finish the last term of the year, the children will be ready for Year One.

We review the classes as part of our Transition Policy. Before we move the children into Year One, we may review and mix both classes taking into account gender, ethnicity, academic ability, needs of the children and any issues relating to behaviour. Using all this information and having got to know the children better throughout the year this will enable us to make the right decisions. We will inform you in advance so that you are aware.



The School Day

Start and end of the School Day

More information will follow with regards to the start and end of the school day times for the Autumn

A typical day in EYFS (subject to change)

<u>8:45-8:55am</u>	Arrive at school
<u>8:55am</u>	Registration, go through the 'daily dashboard' (day/date/month/season/weather)
<u>9:00am</u>	Read, Write, Inc. phonics
<u>10:00am</u>	Snack Time. We come together and sit in a circle. We will have a piece of fruit and use this time for socialising, talking and listening.
<u>10:15am</u>	Literacy. A 10 minute whole class carpet input. Children then either work with an adult on a focus activity or access continuous provision both indoors and outside.
<u>11:00am</u>	Maths. A 10 minute whole class carpet input. Children then either work with an adult on a focus activity or access continuous provision both indoors and outside.
<u>11:50am</u>	We come together for a story or singing while we get ready for lunchtime.
<u>12:00pm</u>	Lunch time. For the first few weeks, the staff go with the children so that they are settled and encourage them to eat. Once they have finished their lunch, children will be able to go outside onto the main playground (during wet weather, the children return to the classroom).
<u>12:45pm</u>	Register
<u>12:50pm</u>	Topic. A 10-15 minute whole class carpet input. Children then either work with an adult on a focus activity or access continuous provision both indoors and outside.
<u>2:15pm</u>	Snack Time/ Yoga and Dance.
<u>2:30pm</u>	Speedy Sounds. We go through our sounds that we have learnt so far really fast to develop children's recognition and pace.
<u>2:40pm</u>	Pre-writing skills (funky fingers, finger gym, dough disco)
<u>2:50pm</u>	We use this time to do a variety of holistic activities including Mindfulness, Makaton and Oracy.
<u>3:05pm</u>	Story in small groups. Children will choose a story to have read to them.
<u>3:25pm</u>	Home Time.

Our Curriculum

The Early Years Foundation Stage:

At Featherstone Primary School, we follow The Early Years Foundation Stage (EYFS) framework. The Early Years Foundation Stage is the statutory framework that sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school and gives children a broad



range of knowledge and skills that provide the right foundation for good future progress through school and life. It is a play based curriculum for children from birth to the end of Reception.

There are 7 Areas of Learning:

- ◆ Personal, Social and Emotional Development
- ◆ Communication and Language
- ◆ Physical Development
- ◆ Literacy
- ◆ Mathematics
- ◆ Understanding the World
- ◆ Expressive Art and Design

We plan and deliver the areas of learning through play based opportunities. Throughout the year, we cover 6 topics with the children so that their vocabulary, knowledge and understanding is enhanced. The topics we cover are underpinned by a whole school approach which we call- “So what?” and “Big Idea”. Please note our topics may change as we use children’s interests to inform what we teach.

- Autumn 1** **“I will be 5, so what?”** An all about me topic which explores who the children are when they arrive at school, what they like/dislike, their interests and what they can do.
- Autumn 2** **“The sun and moon are the best of friends but they never see each other.”** This is a big idea exploring light and dark, including festivals we celebrate during this time.
- Spring 1** **“What makes a superhero?”** In this big idea topic we explore what it means to be a superhero, including real life heroes in our community.
- Spring 2** **“Dinosaurs are extinct, so what?”** A so what exploring the past and comparing dinosaurs to animals of today.
- Summer 1** **“We can travel all over the world, but what can we use?”** Another big idea that explores transport and journeys.
- Summer 2** **“I have changed so much in the past year, so what?”** Our final topic brings together everything we’ve learnt as well as preparing for the transition to Year One.

Our Curriculum

Phonics:

Children will learn to read through our phonics programme Read, Write Inc. (RWI).

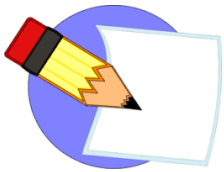
They begin learning sounds that will allow them to read and write simple words.

RWI starts off as a short 20 minute whole class lesson, building to an hour. Throughout the year, children are regularly assessed and moved to groups that match their reading ability. As children move through RWI, they will begin to read books and bring books home.



Literacy:

Reading– Children are encouraged to use their phonetic skills to decode and read simple sentences. We also teach children comprehension skills to demonstrate their understanding of a story or text.

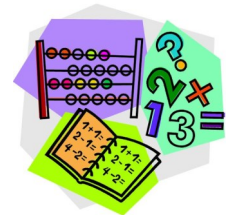


Writing– We focus on the skills needed to think and compose a piece of writing. We use the termly topic focus as a stimulus so that there is a purpose to the children's writing. We then consider the skills we want the children to learn. This could be listening to the initial sounds they can hear in certain words, writing simple C-V-C words or using a capital letter at the start of their writing and a full stop at the end. As

we move through the year, the children progressively develop their ability to write a sentence that can be read by themselves and others.

Mathematics:

Our maths lessons focus on number; including number recognition, counting, the number system, and calculation (addition, subtraction, doubling and halving). We also develop the children's understanding of shape, space and measures, focusing on key language and vocabulary. We deliver maths through play and real life situations (e.g. counting the fruit at snack time) as well as develop children's problem solving skills.



Topic:

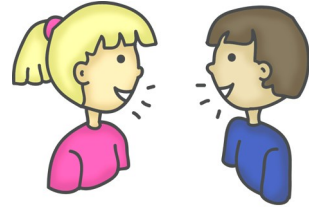
During our topic lessons, we develop children's knowledge and understanding of the world and their interests through expressive art and design. Children learn a set of fun facts each week, linked to the weekly theme and have the opportunity to be creative, imaginative and curious through a focus activity as well as through free choice activities linked to the weekly focus.



Our Curriculum

Oracy:

Our oracy sessions develop children's speaking and listening skills. We use language functions such as description, comparison, retelling and explanation, to support children's ever growing knowledge and vocabulary so that they are competent and confident speakers. These sessions are carefully planned so that they link to our topic focus of the week as well as exposing the children to different examples so that these functions are securely embedded.



Emotional Well-being:

Children will have regular opportunities to express how they are feeling as well as having weekly sessions to support their self-regulation. These sessions will be delivered through circle time discussions as well as our weekly Healthy Mind, Healthy Body times. Activities include defining different emotions, why we feel different emotions and how to regulate their emotions.

Healthy Mind, Healthy Body:

Our Healthy Mind Healthy Body sessions explore the values of the school, as well as self-care such as staying safe and personal hygiene. Within our values sessions, we use our class bears– Vinnie and Violet, who reinforce the value of the month and as a reward for demonstrating the monthly value, the children take it in turns to take Vinnie and Violet home for the weekend.



PE:

We have PE once a week. Our PE lessons help develop children's balance, coordination and gross motor control. During the first term, children learn to dress and undress themselves. The children learn to listen to instructions and how to be safe when performing new skills. As the year moves on, the children learn throwing and catching, dance, gymnastics and multi-skills. We will use the hall to begin with and as the weather improves, we will also use the playground and the field. It is important that the children have their PE kit in school each week.



Technology:

Technology is all around us and children come to school with a good understanding of how to use iPads and interactive games. We use different technology such as BeeBots, the Interactive White Board, iPads and cameras. We also develop children's understanding of e-safety so that they learn to stay safe when they use the internet.

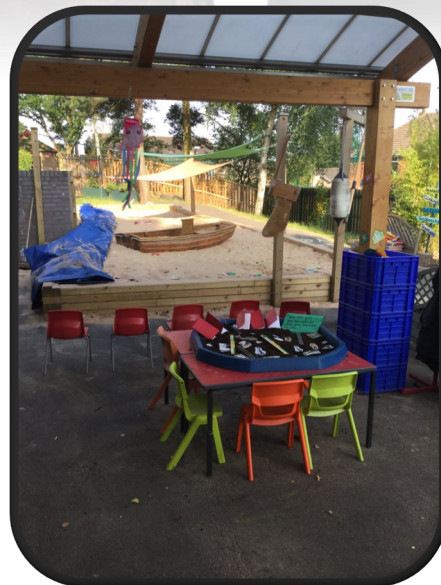


Our Curriculum

Outdoors:

Our outdoor environment is a true pride of the school. The children are able to explore, investigate and be as creative as they can in the different areas available. We are fortunate to have a covered area so that we can go outside in all weathers. The outdoors is an important part of EYFS as the children learn about nature, the changing seasons and develop their gross motor muscles to aid their fine motor abilities. We have waterproof jackets and wellington boots so that children's clothes are protected during wetter times of the year or water based activities. The different areas available are:

- Creative café
- Large sand pit
- Water tough and water wall
- Role play house
- Stage
- Forest area
- Science and investigation panels
- Maths area
- Writing area
- Climbing frame
- Reading garden area



Assessment in the EYFS

Baseline:

As we spend the first few weeks getting to know your child, we complete the statutory Reception Baseline Assessment in the first few weeks of your child starting. We also complete our own baseline assessment of the different areas of learning. We use the information from these assessments, as well as the information given to us from nurseries and other pre-school settings, to make a judgement of the children's overall development. This helps us to plan our provision and the support needed for your child to make good progress during their time with us.

Assessments:

Throughout the year, we assess your child to ensure we are moving their learning along and so that we can provide support for them if we feel they need it. This is done through observations of learning to see what the children can do independently. We monitor our assessments by coming together as a department and moderating our judgements. We use Tapestry to collect our observations and share these with you. Children will also be assessed by Miss Lacey, our English Leader, for Read, Write Inc so that they are in the group that matches their phonic ability.

Early Years Foundation Stage Profile:

At the end of the year, we make overall judgments of the children's development. The children are judged emerging, expected or exceeding in each of the 17 Early learning Goals. These judgements are shared with you in their end of year report, as well as being submitted to the local authority and shared with the Year One teachers.

Interventions:

If a child is falling behind we may put in place intervention strategies to ensure that they have the best opportunities to reach their potential. This might involve some extra teaching time or discussing with you ways in which you can assist with homework etc. It is quite usual for children to move in and out of target groups during a year to support their progress and we would not normally inform parents of changes in classroom groupings.



Special Educational Needs (SEN) in the EYFS

Special Educational Needs and Disability Coordinator (SENDCo)

Early intervention and support can prevent some difficulties from becoming much greater life-long challenges. If you have any concerns about your child's development in the first instance speak to your child's teacher, or our SENDCo who is happy to arrange a meeting with you to discuss your concerns. Please ring the school office or email enquiry@feathstn.bham.sch.uk to arrange a meeting.

Information regarding our full SEN offer can be found on our website however below you can find some information most relevant to EYFS.

Speech, Language and Communication (SLCN) support

A lot of young children find it difficult to produce sounds, construct sentences or understand vocabulary. It is important that when it is identified that a child is having difficulties we act promptly to identify whether these difficulties are normal for your child's age or stage of development. We use a number of tools to aid us in the identification of potential difficulties. All children are 'screened' using Language Link to identify any potential difficulties in their understanding of language, children with difficulties producing certain sounds or making themselves understood are screened using Speech Link. The results of these then support discussions with parents and wider professionals about the support we can put in place. Miss Williamson provides additional support for children who require it.

It is common place for children in EYFS to require some additional support in SLCN so please don't panic if your child's teacher or Miss Beach speaks to you regarding this.

Makaton

Makaton is a communication aid that we use to support children with communication difficulties. A number of our EYFS team have received Makaton training and will be teaching the children some simple signs to aid their communication with children who rely heavily of signs to support their understanding. Makaton does not replace speech and children are encouraged to speak alongside using the signs to develop their oracy skills.

Autism friendly strategies

Within school we deploy a number of autism friendly strategies to support our children. Autism friendly strategies benefit all children whether they have a diagnosis of autism or not as they support predictable routines and visual cues. Children will be introduced to now and next task boards alongside a visual timetable. This will support them in understanding their daily routine and predicting what will be happening next. They will have access to sensory aids both to calm and stimulate their senses. The environment has been designed to offer a calming and supportive environment minimising unnecessary distractions that can make it difficult for children to focus on their learning opportunities.

School Meals and Lunchtime Arrangements

Snacks at Playtime

In EYFS, we love our fruit and vegetables! We are lucky to have toast three times a week and free fruit provided every day. If your child prefers to, they can bring their own fruit/vegetable snack in. We also have milk once a week. If your child has an allergy or cultural/religious reason not to have milk, they can bring in an alternative (e.g. soya milk, coconut milk). If they prefer, they can have their water bottle.



School Meals

All our school meals meet high nutritional standards to ensure pupils have a healthy, nutritious and balanced diet. Our Kitchen staff can cater for all pupils' individual needs; this includes Halal, Vegetarian, Nut Allergy and Gluten Free. They always ensure that separate cooking utensils are used for Halal and non-Halal foods.

[Please see the school website for the menu selection.](#)

Our Kitchen also prepare special menus when we celebrate different festivals such as Eid, Christmas and Diwali.

Lunchtime Arrangements.

Lunchtime for EYFS takes place from 12:00– 12:45. The children have a designated Lunchtime Supervisor who takes them to the playground after lunch and reports back to class teachers any messages such as accidents.

During bad weather, the children will come back to their classroom with their Lunchtime Supervisor and have access to colouring, singing and stories.

Water

Staying hydrated is really important for learning. It helps the brain to stay alert and engaged therefore children always have access to fresh water. It is best for children to bring their own water bottle to school, however we do have cups and sinks available if they forget to bring it in. We would like to ask that your child does drink water as it is easier to clean up than juice or squash as it doesn't leave a sticky or stained surface.

Communication with Parents

Parents and the School

In EYFS we find it very useful to have regular contact with parents. We value our parents and ensure there is a clear dialogue between school and home. We operate an 'open door' policy so that if you have any worries or concerns, you can come and speak to one of us.

There are regular times throughout the year that you will be able to meet with us including parents evenings and workshops. Our parent events include:

- Phonics workshop
- Birmingham Children's Hospital Charity event
- Maths workshop
- Bedtime Story workshop (this will happen after school)
- Junk model workshop
- Graduation
- Nativity play
- Mother's Day assembly
- Father's Day assembly
- Easter Bonnet parade
- Dinosaur dig workshop
- Superhero fashion parade

Head Teacher's Newsletter

Every two weeks the Head Teacher circulates a newsletter by email which gives information on school developments, activities and special mentions.

Letters

Letters sent home from school for parents' attention will only be sent out by email. A hard copy of letters are only handed out if we are collecting reply slips from parents. Letters are also saved on the website.

Parents' Evenings & Reporting to Parents

Parents Evening is an ideal opportunity for you to discuss your child's progress with their Class Teacher and raise any concerns that you may have. We have three planned Parents' Evenings, in the Autumn, Spring and Summer Terms, where you will be able to discuss your child's development throughout the academic year.

At the end of the year, we write a school report, detailing your child's achievements and next steps.

Attendance and Leave in Term Time

Attendance at school

Attendance in Reception proves to be exceptionally important. Despite the mistaken belief that because children are not of compulsory school age their attendance does not matter, Children who attend regularly and punctually benefit from excellent routines and full attendance in all their learning opportunities, therefore they don't have to work harder in order to fill any gaps in their learning.

At Featherstone Primary school we expect children to have excellent attendance (above 96.5%), only missing days when they are too poorly to attend.

Please note that if your child is late to school (after 9.15am) this is classed as an unauthorised absence. unless evidence has been provided to confirm attendance at a medical appointment.

Compulsory school age

Children in Reception are not classed as compulsory school age until the term after their 5th birthday.

Compulsory dates are as follows:

Birthday 1st September—31st December = Compulsory from 1st January

Birthday 1st January—31st March = Compulsory from 1st April

Birthday 1st April—31st August = Compulsory from 1st September.

Once your child is of compulsory age you may be eligible for a penalty notice (fine) if their attendance dips below the expected level or you choose to take your child out of school for a holiday or other unauthorised leave.

Leave in term time

Whether your child is of compulsory school age or not we ask that all holidays are taken during the school holidays and not during term time. The impact of holidays on your child's learning and social development is significant.

If you do need to take leave during term time please complete the 'Leave in Term Time' request form which is available from the school office and return it to school. Please allow plenty of time for us to process your request before your holiday is due to take place.

Please be prepared to provide travel details, reasons for the request, contact details and address details if you are travelling abroad.

Illness

If your child is unwell please telephone the school as early as possible and leave a message to inform us of the reason. Please clearly state your child's name, class, their symptoms and when you expect they will return to school.

Expectations before your child starts

At Featherstone we want all children to succeed and reach their full potential. We know a lot of children come to us from different pre-school settings and each child will have had different pre-school experiences. It helps us to have a starting point so that we can continue and nurture their learning through new and exciting experiences. Below is a list of questions that show what we would expect most children to have mastered before they come to school.

Can your child...

- recognise their name (either the first letter or their whole name)?
- go to the toilet independently?
- stay dry throughout the day (no/few toileting accidents)?
- wash their hands? Dry their hands?
- dress themselves (with some support but wanting to do it themselves)?
- hold a pencil/paintbrush?
- draw a simple picture?
- hold a book the correct way up?
- turn the pages of a book?
- talk about their family and friends?
- count up to 5? Count up to 10?
- recognise shapes– square, triangle, rectangle, circle?
- recognise numbers of significance (e.g. their age or front door)?
- recognise numbers to 5? Recognise numbers to 10?
- put their shoes on independently?
- feed themselves (either finger foods or with cutlery)?
- drink from a cup?
- recognise colours– red, blue, yellow, green, orange, purple, pink, black, white?
- copy movement / dance to a song?
- copy a simple beat / tap out a simple beat?
- sing their favourite nursery rhyme?
- talk about their favourite story / book?
- catch a large ball?
- use a pair of scissors?
- jump? Run? Avoid obstacles? Climb? Stop / slow down?
- begin to share/ take turns?



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