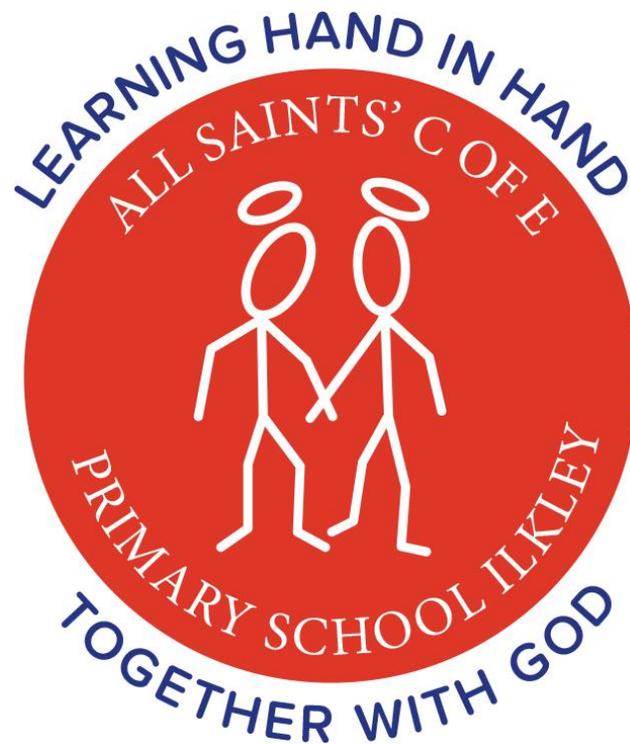


EARLY YEARS FOUNDATION STAGE

HANDBOOK - 2022/23



Staff in Foundation Stage

Foundation Stage Coordinators: Mrs Atkinson/Mrs White

Teacher of class RA:



Mrs Atkinson

Teachers of class RFW



Miss Flaherty
(Monday – Wednesday)



Mrs White
(Thursday – Friday)

Foundation Teaching Assistants:

Ms Gilroy (Thursday – Friday)

Mrs Laville (Monday – Friday)

Ms Seshan (Monday – Wednesday)

Our Foundation Stage Unit has capacity for a maximum of 60 children across both classes. It has a warm, vibrant atmosphere where purposeful learning takes place. The teaching and support staff are enthusiastic, hard-working and caring. We aim to provide a quality education for your child and hope that you will work in partnership with us towards this.

At All Saints', we believe that children in the Foundation Stage learn best through first-hand experience and structured play activities. Through supporting, challenging and extending children's play we strive to help each child achieve their greatest potential.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others'

EYFS Statutory Framework 2012

It is our aim in Foundation stage for all children to have rich and exciting learning opportunities which truly reflect their interests and curiosities. This facilitates greater engagement and focus in their learning, shows a deeper level of thinking and subsequently enables overall achievement to be higher. Through working closely alongside children, practitioners in Foundation plan in response to children's fascinations and thus move a child's learning on most effectively.

THE EARLY YEARS FOUNDATION STAGE (EYFS) CURRICULUM

Children are born ready, able and eager to learn. They actively reach out to interact with other people and in the world around them. Development, however, depends on each unique child having opportunities to interact in positive relationships and enabling environments.

Children's learning and development, across all areas of learning, are underpinned by:

Characteristics of Effective Learning

- These are:
- Playing and exploring (initiating activities and seeking a challenge)
 - Active learning (Showing high levels of motivation and fascination)
 - Creating and thinking critically (finding new ways to do things and problem solving)

The characteristics support the child in being an effective and motivated learner, not just in the Foundation Stage but throughout life.

The areas of the EYFS curriculum are split into two categories: **Prime** and **Specific**.

The **prime** areas are fundamental and support learning in all other areas:

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

The **specific** areas include essential skills and knowledge and provide important contexts for learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Personal, Social and Emotional Development

The children are encouraged to work, play and co-operate together and to form good relationships with their peers and adults. They are encouraged to select and use activities and resources independently and to care for the classroom and each other.



Communication and Language

A love of books is encouraged by listening to and re-telling stories; singing nursery rhymes; learning poems and reciting rhymes. The children learn to express themselves effectively when sharing their ideas and feelings. Role-play, small world toys, puppets and audiotapes are also used to help develop language skills.



Physical Development

The children experience a wide range of activities to develop their physical control, mobility, awareness of space and manipulative skills, both indoors and outdoors. A variety of large and small equipment and balancing and climbing apparatus is available.

Literacy

Children are encouraged to recognize letter sounds and read simple words through the Letters and Sounds programme. There are opportunities every day, for children to learn how to form letters correctly and to develop their writing skills. Throughout the year, children aim to read and write simple sentences.



Mathematics

Opportunities are provided to explore a wide range of mathematical concepts. Through independent and teacher led activities, we learn about number recognition, counting, shape, sorting, matching, ordering and weighing. We enjoy various counting rhymes, songs and games.

Understanding of the World

The children are encouraged to develop their knowledge and understanding of their environment, other people and features of the natural and man-made world. They are given opportunities to observe, explore and investigate different properties, for example, making a boat out of suitable materials, looking for minibeasts or using various IT equipment.



Expressive Arts and Design

Children are encouraged to develop their imagination, creativity and skills through a variety of media and materials. They are given opportunities to explore colour, shape, texture and form and investigate how media can be combined. We encourage children to express themselves through music, dance and role play.



Outdoors

We aim for our outdoor activities to reflect all areas of the curriculum. The children are able to make choices for independent play either inside or out and move freely between the areas. It is in use at all times of the year and children can play outdoors even when it is raining, under our large canopy. We have wet weather clothes and wellington boots for all sizes.



OBSERVATION AND ASSESSMENT

Across both classes in Foundation we choose focus children, who will form the basis of our attention in order to move their development along. We ask parents to write a few notes about their child's interests/learning at home. During their focus week, we observe the children carefully and look for opportunities to discuss, extend or develop an activity. For the rest of the class, we react spontaneously to children's interests and fascinations in order to move their learning along. On-going formative assessment is key to our practice. We observe children in their activities, before analysing what it tells us about their development. We then consider ways in which we can deepen their current learning and look for how we can extend it in our planning.

SCHOOL ROUTINES FOR FOUNDATION PUPILS

Arrival and Collection at School

Due to the ongoing expansion works at the school, information regarding the arrival and collection arrangements will be communicated at a later date.

Snacks

Water, milk and fresh fruit is available for Foundation children to access independently throughout the day. Each morning we also provide a more substantial snack such as toast, teacakes, or sandwiches. Snack costs 60p a week, per child and we shall ask for payment for this on a termly basis with the Foundation newsletters.

Water

School encourages children to drink plenty of water at any time during the school day. Children can bring a named water bottle which will be kept at our water station and children can refill them every morning with plain un-flavoured water. Water bottles are sent home on Fridays to be washed.

Milk

Milk is provided for all Foundation pupils free of charge. Please let us know if your child does not wish to drink milk.

School Uniform and PE Kit

There is a school uniform which consists of:

- | | |
|---|---|
| <ul style="list-style-type: none">• Red sweatshirt• White polo shirt• Grey or black trousers or skirts (red and white gingham dresses are permitted in summer)• Dark school shoes (not training shoes) | PE Kit <ul style="list-style-type: none">• White polo/t-shirt• Black shorts• Dark trainers/pumps |
|---|---|

Red sweatshirts and polo shirts with the school logo are available (although not necessary) from Dobson & Robinson (46 The Grove, Ilkley), Wharfedale Uniforms (1 Cowpasture Road, Ilkley) or online at yourschooluniform.com.

As the children spend a significant amount of time in the outdoor area, it is essential that they also have:

- a warm coat in winter that they can put on, do up and take off themselves
- a raincoat with a hood at all other times of the year
- a pair of named wellington boots to be kept in school
- a sunhat in the summer months

In Foundation, there are daily opportunities to work with sand, water, paint and glue, and although we provide aprons to protect clothes, accidents do happen. Paint is more easily removed if the mark is rubbed with soap and left to soak in cold water. Hot water tends to fix the stain. The glue is water-based and is more easily removed by soaking. Clothes that are easy to manage enable the children to be more independent when going to the toilet or putting coats on to

play outside. We have a supply of spare clothing for emergencies. Please wash and return any borrowed clothing as soon as possible.

Please ensure all clothing, including shoes and wellington boots, are clearly named. Young children do not always recognise their belongings and many items of clothing will be similar.

Safety

The children's security is critical in the Foundation Stage. If someone else is to collect your child please let us know. We do not release children to older siblings or adults without direct parental permission. Outdoor play is supervised at all times and the children are encouraged to follow basic safety rules.

Health

If your child is ill please let us know and keep him/her at home until fully recovered and no longer likely to infect other children. A 48 hour exclusion applies following episodes of diarrhoea and vomiting. If your child becomes ill or has an accident at the school every effort will be made to contact you so please make sure we always have your current home/mobile/work telephone number.

School Meals

The Government have announced that all children in Reception, Year 1 and Year 2 will receive a school meal free of charge. There is of course still the option to bring a packed lunch from home. However, families who are in receipt of benefits which entitle them to "Free school meal benefits" should still apply for this. The government have a stream of additional funding for schools called "Pupil Premium" and this is directly linked to free school meals entitlement. If you think you may be eligible to apply for this please contact Bradford Council to apply either online at www.bradford.gov.uk or phone their office at 01274 432772.

PARENTS' INVOLVEMENT

It is very important that we have strong links between home and school and have an open-door policy whereby you can always come and chat to us about your child. We are very keen to know about what your child is doing at home and for you to share with us anything that they are particularly interested in. Any special work from home can also be stuck into their learning journey book. Every term, we shall send home a school camera and sheet for you to complete about what your child's current interests are, which we will ask you to return on the following Monday. We shall then share these with the rest of the class during the following week.

Stay and Play

Once a term, parents/carers or grandparents are invited into school to "Stay and Play" with their children. This opportunity enables parents the chance to see what happens in school and view work in class. We value these sessions in school and encourage as many parents as possible to come in and contribute to their child's progression and learning at school.

Coffee and Consultation

We hold consultation meetings in the Autumn and Spring terms giving parents an opportunity to discuss their child's progress with the class teacher.

How to Help Prepare your Child for Starting School:

'What really matters is making sure a child is able to start school ready to learn, able to make friends and play, ready to ask for what they need and say what they think. These are critical foundations for really getting the best out of school.'

Sarah Teather, Minister for Children (2010-2012)

Settling In

All children differ in their reactions to entering school. There is no 'normal' reaction and each child needs support from both parents/carers and the staff. We aim to provide a safe and happy setting in which children are helped and encouraged to develop responsibility for themselves and towards others and their environment. Our intention is that through carefully planned activities, caring relationships and a well-maintained, attractive environment, the children will develop their skills and knowledge so they can progress confidently through the Foundation Stage and on to primary education.

Things you can do before your child joins us:

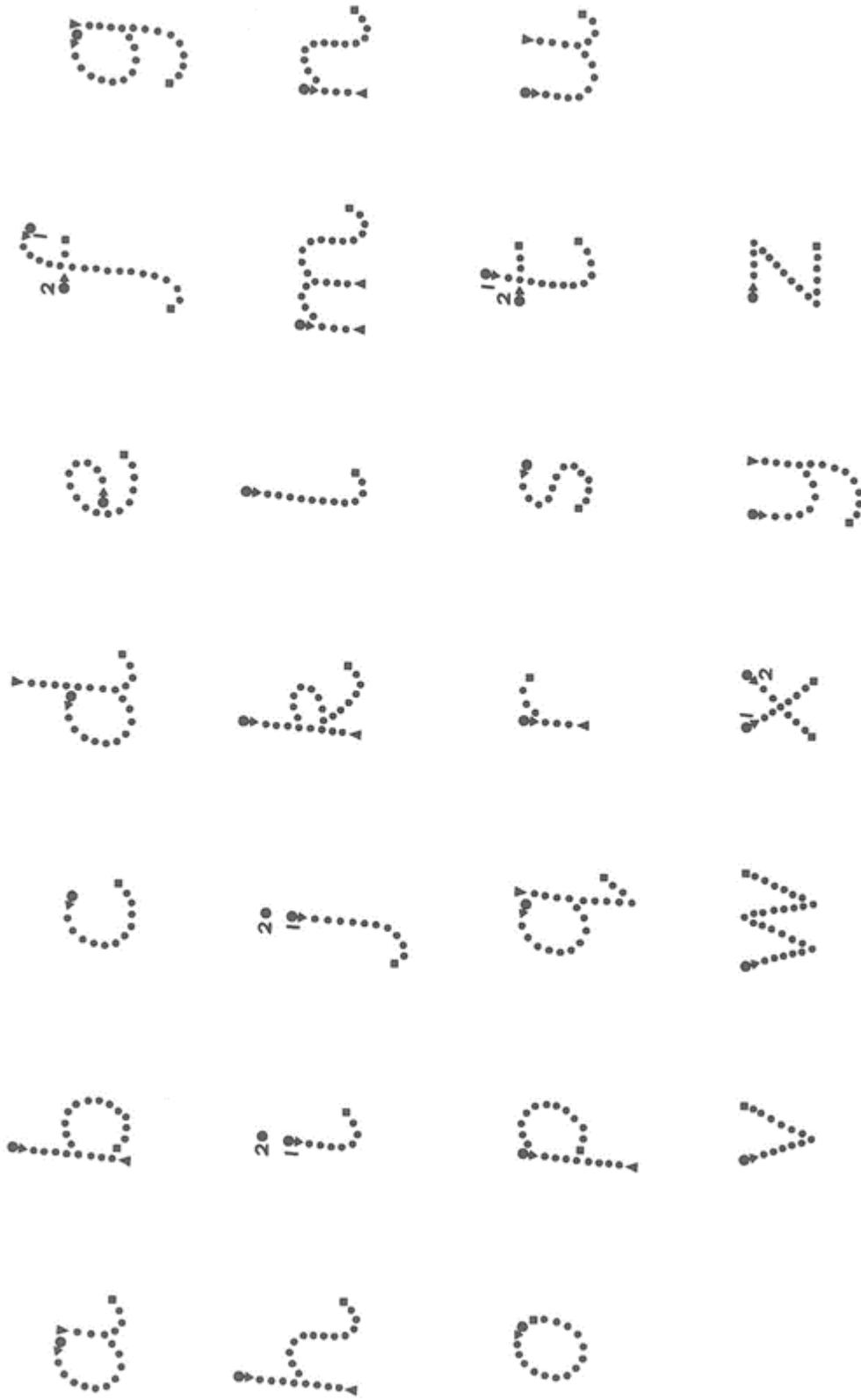
- Help him/her to be as independent as possible e.g. going to the toilet, washing hands, dressing and changing shoes.
- Share books together to help develop a love of books.
- Encourage your child to develop counting skills and number recognition e.g. counting apples into a shopping bag at the shop.
- Help your child to recognise sounds as well as letters as this will help in your child's reading development.
- Practise mark-making of any kind, encouraging the correct pencil grip.

We encourage you to be actively involved with your child's education, by hearing them read at home, helping them to learn 'key words' and practicing pre-cursive writing.

In the back section of this booklet there is a sheet illustrating correct number formation and the pre-cursive writing style used in the Foundation Stage.

Handwriting Worksheet: CW Precursive Arrow 1 Alphabet.

Start at the circle and follow the dotted line in the direction of the arrow. A triangle means you need to reverse direction. Lift the pencil up when you get to the square.



Number Formation

Number One is straight and tall,
Stand him up don't let him fall.

Number Two has a curly top,
A little platform then we stop.

A curl for you and a curl for me,
That's how we make **Number Three**.

Number Four starts off like one,
Put a little cross like I have done.

Down and a curl for **Number Five**,
Put on his hat and he comes alive.

Number Six, a back curled round,
Tuck his tail in safe and sound.

Across and down for **Number Seven**,
Clever Jack keeps his lines so even.

Can you see my little snake?
Curl his tail and he's **Number Eight**.

A big round C, a long straight back,
That's **Number Nine** Clever Jack!

