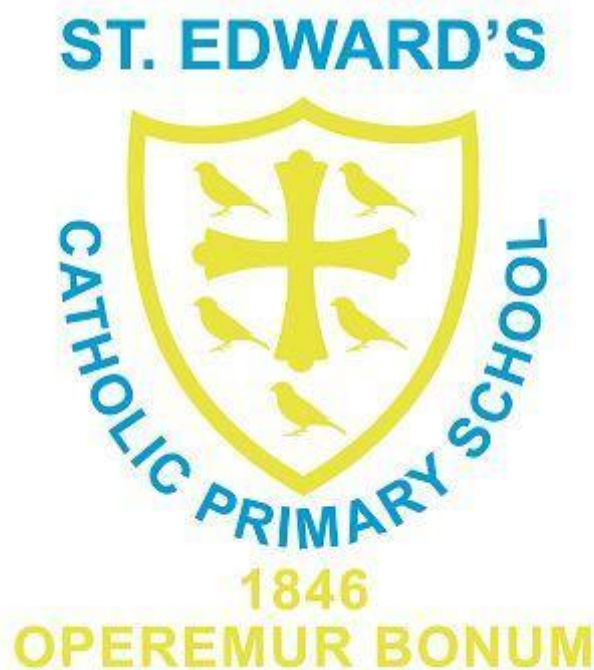


# St Edward's Catholic Primary School



## Early Years Foundation Stage

Reception Parent Meeting 2024 - 2025

## Welcome to St Edward's

Dear Parents and Carers,

We are delighted to welcome you and your child to St Edward's Catholic Primary School.

Your child will begin school on **Thursday 5<sup>th</sup> September 2024**. Our doors will be open from **8.40 to start at 8.50am** and school will close at **3.20pm**.

We look forward to working with you and your child to ensure a positive and easy transition into school.

Thank you for your co-operation.

Miss McGimpsey & Mrs Smith

### The Journey Begins...

Starting school should be a happy and exciting experience for you and your child. Some children find it easier to adapt to the school routine than others, so to help children to settle in quickly and with ease, we invite new children to visit school.

Children will be in a larger group than they are used to and have a smaller number of adults associated with that group. For this reason, your child can really benefit from having some skills before they begin school in September. We have found these children feel much more independent, secure and confident in their new environment.

**You can help by encouraging your child's independence to:**

- Put on and take off their own coats, hats, gloves and cope with buttons and zips.
- Use the toilet independently including flushing and washing and drying their hands afterwards.
- Use a knife and fork and be able to cut their own food.
- Share toys and be willing to take turns.
- Tidy up toys and resources when they are finished with them.

## **Parents as Partners**

As parents/carers you are your child's first teacher. There are ways in which you will encourage their development as part of their everyday lives. When parents and staff work closely together, the results have a positive impact on the child's development and learning. We want you to feel welcome, comfortable and valued in our school. If you have any worries, concerns or if you want to share any achievements your child has made at home please speak to a member of staff as this can help continuity between the child's home and school life. When beginning school your child's behaviour may change a little for a while as they are getting used to a new routine. Your child will not be used to full time schooling and will be busy all day and therefore may be very tired when they come home. Please make sure your child goes to bed early.

## **Ways to help your child**

### **Language Development**

- Talk and listen to your child all the time about everything
- Ask them questions that encourage more than one word answers
- Give your child time to reply to questions
- When your child pronounces something incorrectly or uses simple grammar incorrectly, say it back to them the correct way but be positive, they are learning.

### **Reading**

- Read to your child as often as you can, everyday if possible. Discuss the story before you read it, look at the cover, title, author and illustrator.
- Make sure the child can see the pictures and the words. Point to each word as you read.
- Read the story together by discussing it throughout "what may happen next?"
- At the end look back through the book showing the pictures and asking your child to tell it back to you.
- Nursery rhymes are very useful in helping your child to recognise rhythm and rhyme so sing these as often as you can with your child.
- Other games that can help include 'I Spy', jigsaws, pairs and memory games, snap, lotto.
- Through the Read, Write Inc scheme, your child will learn sounds to the letters of the alphabet and other sounds, each will have an action for you to help them pronounce each sound.

### **Writing**

- Drawing, painting, colouring, tracing to encourage pencil skills and development of these muscles using a range of pens, pencils, brushes etc
- Playing with dough, clay and other malleable materials
- Cutting and sticking activities
- Avoid teaching your child capital letters as it is important children learn the correct formation for letters and numbers.

## Number Development

- Talk about everyday shapes and sizes of objects in their own environment.
- Use counting at every opportunity counting items in a shopping basket, stairs, cutlery when setting the table and counting games.
- Sort items into different groups
- Compare weights of different things to guess which is heavier or lighter, this can be done through baking, shopping, in the sand and water.
- Use different directions and positional words to encourage children to use the language.

## Other Tips

- Give your child praise for their achievements and encouragement
- Use the opportunities when your child shows interest in something to help them know more about it.
- Remember your child will learn at a different rate to children in their class.
- Encourage your child to share their learning with you.

## Early Years Foundation Stage

The Early Years Foundation Stage is the first curriculum the children are taught. It has a very creative approach to teaching and ensures that children learn from their own interests at a pace that is suitable to them. They further their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other. Children work towards the Early Learning Goals and are expected to achieve them by the end of Reception before beginning the National Curriculum in Year 1. This is known as a 'Good Level of Development'.



The Early Years Foundation stage is taught through child initiated activities that are set up for a purpose by the teacher, and also through adult led learning activities. It is taught through seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Understanding of the World
- Physical Development
- Expressive arts and design

## Personal, Social and Emotional Development



Personal social and emotional development focuses on children learning how to work and play together, co-operating. There are three early learning goals: **Self-regulation, Managing Self and Building Relationships**.

This area will develop the children's knowledge of their own feelings and rights and also those of others, encouraging them to be confident in all they do.

Part of this area of development is the child independently caring for their own needs, such as toileting and helping themselves to snack and resources in the classroom.

We aim to ensure every child in the class is confident and independent by the end of the Early Years Foundation Stage.

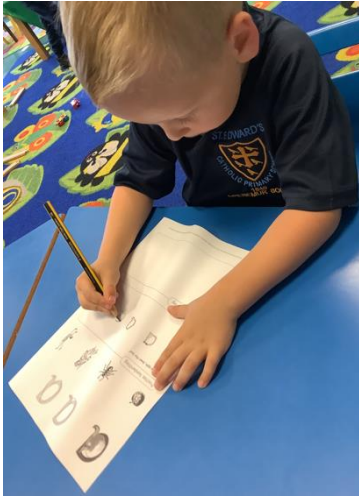
## Communication and Language



Communication and language involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. There are two early learning goals: **Listening, Attention and Understanding and Speaking**.

This is taught through role-play, learning new vocabulary and speaking and listening activities.

## Literacy



Literacy is about linking letters and sounds. This is taught through rhymes, poems songs and phonics games and activities. There are three early learning goals: **Comprehension, Word Reading and Writing.**

Comprehension focuses on an understanding of what has been read to them, to be able to retell stories and anticipate what might happen. Understanding vocabulary is key.

Reading is developed through getting children interested in fiction, non-fiction and poetry and understanding print.

When a child is ready to write we encourage writing in all activities including role-play, labels, captions and when children become more developed writing full sentences.

## Mathematics



Children are taught Numeracy skills in very practical ways using counters, scales, large shapes, water, sand, and through games and activities. There are two early learning goals: **Number and Numerical Patterns.**

Number expects a deep understanding of number to 10, including number bonds, subtraction facts and double facts.

Numerical patterns explores verbally counting beyond 20, the concepts of greater than and less than, odds, evens and double facts.

## Understanding of the World



Children have the opportunity to explore and investigate the world around them, they are encouraged to notice change, ask questions and consider possible answers. There are three early learning goals: **Past and Present**, **People, Culture and Communities** and **The Natural World**.

Children are expected to know some differences and similarities between things in the past and now as well as life in this country and life in other countries. They will need to understand processes and changes in the natural world, including the seasons and changing states of matter.

## Physical Development



As part of a child's physical development they will develop skills involving co-ordination, balance and spatial awareness. This comprises of two early learning goals, **Gross Motor Skills** and **Fine Motor Skills**.

They will also have access to continuous outdoor physical development equipment that will enhance their balance and strength. The children will have Physical activities lessons each week and sometimes have extra training from outside sports agencies.

They will learn how to use a range of equipment safely and with control, including threading beads, using paintbrush and cutting out using scissors for fine motor skills to develop.

**At the expected level of development the children need to hold a pencil effectively (predominantly a tripod grip) and use cutlery.**

## Expressive Arts and Design



Children will be encouraged to be creative in all that they do in school. There are two early learning goals: **Creating With Materials and Being Imaginative and Expressive.**

They will have opportunities to paint, draw, chalk, construct, make 3d models, collage, mix paints and explain their own inventions and ideas.

Children will learn songs, dances and explore a range of instruments and use them creatively in their play.

They will be encouraged to role-play stories, perform songs, rhyme, poems and stories with others and try, when appropriate, to move in time with music.



## School Uniform

### Winter Uniform

- St Edward's polo shirt
- St Edward's sweatshirt or cardigan
- Grey skirt, grey pinafore or grey tailored trousers
- Smart black shoes, preferably without laces - NO BOOTS.



### Summer Uniform

- Winter uniform or
- Blue and white gingham dress or
- Grey school shorts
- Smart black shoes, preferably without laces - NO OPEN TOE SNADALS OR FLIP FLOPS.



### PE Kit *(Children are to come to school in their PE kit on PE days)*

- St Edward's PE cool t-shirt
- Navy blue jogging bottoms or navy blue PE shorts
- St Edward's PE hoodie - optional.



Please can you provide a pair of wellies to leave in school for your child to use in the outdoor area.

Uniform can be purchased from:

<https://www.officebridgeprint.com/school-uniform/st-edwards>

## The School Day

### **Reception: Doors open 8.40am for 8.50am start, to 3.20pm**

Your child will complete phonic based and mathematical activities daily. Phonics is taught at 9am daily through our whole school scheme 'Read Write Inc'. They will have the opportunity to learn through a range of carefully structured play activities throughout the day.

## Absence / Illness

- Emergency contact forms need to be updated regularly if anything changes so that the school can always contact you.
- If your child is ill in school you will be contacted immediately and will be asked to collect them.
- Attendance is vital to a child's learning and confidence; please do not keep children off unless they are unwell. Unless you contact the school to inform us the child will be off the school will contact you.
- Inform office or class teacher of doctors/dentist appointments.
- If you have to take the child out of school for a trip away that is during term-time complete a holiday request form (attendance is checked before leave is allowed)
- Please ensure your child is punctual each morning and that they are collected on time as this can upset them.
- All medications must be given in to the main office and a form must be signed before the school are able to administer any medication.

## Safeguarding

- We are highly committed to ensuring the safety of the children in the school. Please see our Safeguarding Policy.
- If someone different is collecting your child please tell the staff.
- People younger than 17 years old **cannot** collect the children from school.

## School Dinners

Your child will receive a school dinner.

All children in Reception and Key Stage 1 receive dinners free of charge so no payment will have to be made.

Please note that you may still claim 'free school meals / pupil premium' status for your child in addition to this, please see Mrs Dowling (School Business Manager) for further information on how to apply.

## Snack

In Class 1, we have a rolling snack between 9.45-10.15am each morning. Children have access to a selection of healthy foods including cereal, toast, and fruit. The continuous snack also allows children to taste a variety of other foods as we have snacks that change according to the theme of the term or week; we even use eggs from our school hens to make our own scrambled egg!

The benefits of rolling snack include:

- Giving children a choice
- Promoting British Values such as individual liberty
- Children spend less wasted time seated waiting for everyone to sit down or finish
- Builds independence, confidence, esteem and self-awareness
- Language, communication and conversation rich period of the day
- Develops motor skills and self-help skills if children are allowed to prepare the snack and pour own drinks

**We ask all parents to pay £1 per week to the class teacher**

## Personal Hygiene

**We kindly request that all Reception aged children are toilet trained.** We understand that 'accidents' do happen and we are fully equipped to deal with this. However, one of the requirements of achieving a 'Good Level of Development' at the end of Reception, is that the children are able to take care of their own hygiene needs.

## Staff in Class 1

Miss McGimpsey	Class Teacher
Mrs Smith	Teaching assistant

## The Early Years Foundation Stage Profile

We will be using 'Seesaw', a secure online journal, where your child's work will be documented. - please complete a form to enable you to access this from your own PC, phone etc.

- **Observations** - Children's activities both child initiated and adult led activities will be regularly observed and these will be linked to the learning that is taking place and how the staff can build on and develop the learning.
- **Parents/carers** - You can share photos and videos of your child with us throughout the year to showcase their achievements at home.

## Every Child Matters

To ensure that every child is cared for and educated properly St. Edward's ensure that 'Every Child Matters' and its outcomes are the foundation of educating the children in our care.

The outcomes are:

**Be Healthy:** We aim to ensure your child understands how they can be healthy and the implications of a healthy lifestyle including eating healthy, exercising, hygiene, dental hygiene, sleep routines and a positive mind.

**Stay Safe:** We ensure that children are kept safe in the school, making sure visitors go through procedures to have access to the school, all staff are suitable and qualified to work in the school, children's safety and possible risks are considered and catered for at all times.

**Enjoy and Achieve:**

Each child learns in a different way, at a different pace and with different interests to other children. We are committed to ensuring that every child makes good progress and does this by enjoying their education and learning in a way that is suitable to their needs.

**Making a positive contribution:**

We encourage all children to contribute to the school and wider community. Children have roles and responsibilities; they join in with whole school activities and events and contribute to the positive ethos in the school.

**Achieving economic well-being:**

At St. Edward's we ensure that every child leaves with the skills and the knowledge to provide for their own economic well being.