



2020 - 2021

Welcome to the Early Years Foundation Stage

The Early Years Foundation Stage Team:



Mrs Banks
Nursery Teacher



Mrs Spooner
Nursery Teacher



Mrs Thompson-Yates
Reception Teacher - RTY



Mrs Westby
Reception Teacher



Ms Loveridge
Reception Teacher - RL



Miss Pugh
Teaching Assistant



Mrs Hawkins
Teaching Assistant



Mrs McCandlish
Teaching Assistant



Mrs Wilkes
Teaching Assistant

Times of the school day

The Early Years Foundation Stage (EYFS) is Nursery and Reception classes.

Nursery Hours are:

Morning 8.45am-11.45am

Lunch 11.45am-12.30pm

Afternoon 12.30pm-3.30pm

Hours for 30 hours funded children are 8.45 am—2.45 pm daily.

Reception starts between 8.45am and 8.55am and finishes at 3.20pm.



*'Here and on time
for five to nine'*

Regular attenders are rewarded with certificates, stickers and other prizes. Children with 100% attendance across the school year receive an attendance award.



Our Curriculum

At Catshill First School and Nursery, we follow the Development Matters in Early Years Foundation Stage (2012) and Early Years Outcomes (2013) documents for our curriculum and use topics to enthuse the children in the learning.

Development Matters in Early Years Foundation Stage

Areas of Learning

The Early Years Foundation Stage is made up of **three prime** area of learning:

Communication and Language

Children develop their listening and attention skills during conversations, stories and activities. They learn to take turns in conversations and understand the words they hear (including questions) and respond to them. Children develop their vocabulary and explore speaking with peers, in a group and to tell stories.

Physical Development

Children develop their gross (large) motor movements through dance, using climbing equipment and moving in different ways. They develop their fine (small) motor movements through exploring with playdough, painting with paints or water, using a variety of drawing/writing tools, using scissors and tools. Children learn about making healthy choices in regards to food, exercise and sleep. They also learn how to use tools and equipment safely.

Personal, Social and Emotional Development

Children develop a positive sense of themselves, and others. They form positive relationships and develop respect for others. Children develop social skills and learn how to manage their feelings. They develop an understanding of appropriate behaviour in group activities and develop confidence in their own abilities.



There are **four specific areas** of learning:

Literacy

At Catshill First School and Nursery we teach phonics using 'Letters and Sounds'. Phonics underpins children's skills for reading and writing.

In Nursery children learn to tune into environmental sounds. They learn to distinguish between sounds and how to create and change sounds using their voice, body and instruments. Children explore stories and discuss the characters, setting and what happens. They develop their story telling skills and how to retell a story. Children learn to mark make with a range of tools. They learn to give meanings to their marks and explain them to adults or peers.

In Reception children continue to develop their understanding of sounds and story telling skills. Children learn how to blend sounds to create words for reading and how to segment the sounds in words for writing. Children are taught to recognise phonemes (sounds) and their corresponding graphemes (letters). They learn to read decodable words (e.g. cat, sun, rain, beep) and to sight read 'tricky' words (e.g. the, to, he). Children learn to read and write simple sentences independently.

Mathematics

Children develop their counting skills and learn to recognise numerals. They learn how to share amounts and know they need to count to find the total. They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World

Children learn about different celebrations including their own and explore their local community. Children develop an understanding of the world around them through exploration of people, places, technology and the environment. Children learn to find out how things work and they are encouraged to ask questions.

Expressive Arts and Design

Children explore and play with a wide range of materials and media. They share their thoughts, feelings and ideas through a variety of activities in art, music, movement, dance and role-play. Children are encouraged to develop their story telling skills through dance and role-play.

How will my child be learning?

During their time in EYFS the children work towards the Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS. We follow a half termly topic based approach which allows flexibility to ensure that both children's needs and interests are taken into account.

Learning Through Play

Learning through play underpins our approach to teaching and learning in EYFS. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own.



They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

Speech and Language

Speech, language and communication skills are central to a young child's life and development. Teachers may identify early whether children have speech, language or communication difficulties. With parents consent, if deemed appropriate, a referral to speech and language services will be made. A therapist will assess the child and give teachers and parents/carers specific exercises and activities to support development. Further information can be found on our website.



How will my child be learning?

Characteristics of Effective Learning

The EYFS also includes the Characteristics of Effective Learning and the Nursery and Reception teachers plan activities with these in mind. The characteristics highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are;



Playing and Exploring – children investigate and experience things, and ‘have a go’;

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessment

At Catshill First School and Nursery we use the Early Years Outcomes (2013) and Early Years Foundation Stage Profile documents to assess children's learning and to identify next steps in their learning.

On entry to Nursery and Reception staff make a baseline assessment within the first 4 weeks. Staff take into account discussions with parents and previous settings and observe children in their play to inform the baseline assessment. This is then used to identify what each child's next steps are in their learning. Staff continue to assess children's learning through observations of the children, focus activities, staff knowledge, home learning and parents' contributions. We use a secure online learning journey to collate observations, called 'Tapestry'.

At the end of Reception children will be assessed to identify if they are 'Emerging', 'Expected' or 'Exceeding' in the Early Learning Goals (ELGs). Parents are informed of their child's progress and attainment through daily contact, parents' evenings each term and an end of year report.

The Road To School

This tracker helps you and your child prepare for school.

Speaking & literacy

- I like to read stories & look at picture books
- I am able to talk about myself, my needs & feelings
- I am practising recognising my name when it's written down

Listening & understanding

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules

Writing skills

- I like tracing patterns & colouring in
- I enjoy making marks
- I am practising holding a pencil

Sharing & turn taking

- I can share toys & take turns
- I like playing games with others
- I like interacting with other children

Everyone starts school with different abilities - your teacher will help you progress at your own level.

Interest in the world & new activities

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions

Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
- I can recognise some numbers when they are written down

Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash and dry my hands without any help

What are you looking forward to the most? Is there anything you're unsure of?

Routines

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days

School bus

- I can use a knife & fork
- I can open my packed lunch on my own
- I am confident at opening wrappers & packaging

Self-care

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I don't feel well

Getting dressed & undressed on my own

- I can button & unbutton my shirt & use a zip
- I can put my own shoes & socks on
- I can change into my PE kit & put my coat on

Independence

- I am happy to be away from my mummy, daddy or my main carer
- I can tidy my belongings & look after my things
- I am feeling confident about starting school

Remember - learning is not a competition; children learn at different rates. For more ideas to help prepare your child for school, talk to your childcare practitioner.



Tips for parents

When your child starts primary school there are a number of skills that they should ideally have mastered. Use this sheet as a guide to help track their progress.

Self-care

- I know when to wash my hands
 - I can wipe my nose
- I can ask for help if I don't feel well

Speaking & literacy

- I am interested in reading stories & looking at picture books
- I am able to talk about myself, my needs & feelings
 - I am practising recognising my name when it's written down

Getting dressed & undressed on my own

- I can button & unbutton my clothes
- I can put my own shoes & socks on
- I can put my coat on & use a zip

Interest in the world & new activities

- I enjoy learning about the world around me
 - I am interested in exploring new activities or environments
 - I like asking questions

Eating

- I can use a knife & fork
- I can open my packed lunch on my own
 - I am confident at opening wrappers & packaging

Writing skills

- I like tracing patterns & colouring in
- I enjoy experimenting with different shaped scribbles
 - I am practising holding a pencil

Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash & dry my hands without any help

Independence

- I am happy to be away from my mummy, daddy or my main carer
- I am happy to tidy my belongings & look after my things
- I am feeling confident about starting school

Listening & understanding

- I am able to sit still and listen for a short while
 - I can follow instructions
- I understand the need to follow rules

Sharing & turn taking

- I can share toys & take turns
- I can play games with others
- I can interact with other children

Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
 - I can recognise some numbers when they are written down

Routines

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days



How can I help my child?

During their time in Early Years, your child will develop many skills which will form the foundation of all their future learning. The more you can help your child in this early stage the more it will help them.

How you can help your child prepare...

- ◆ Help your child recognise their belongings and their name on their coat, bag and lunchbox. Keyrings on the strap of bags or lunchboxes can help.



- ◆ Ensure your child can use the toilet independently. Your child needs to be able to flush the toilet then wash their hands after they have been to the toilet (this is essential).

- ◆ Talk about the activities they enjoyed during their 'Stay and Play' sessions.

- ◆ Practise putting on and taking off coats, socks and shoes. Velcro will help your child become independent, no laces please!



- ◆ Share books and stories with your child. Talk about what they can see in the pictures.

- ◆ Help your child to understand that they should share toys and take turns when playing.

- ◆ Encourage your child to listen carefully to you then do what they have been asked to do.

- ◆ Learn some nursery rhymes and songs.



- ◆ Encourage your child to be independent. Let them do things for themselves- even if it does take longer.

Supporting Your Child's Learning

Home Learning



Reading and sharing a love of books is important for children. Children will bring home story books to share at home. Please read with your child regularly at home. Books are only sent home in book bags, please ensure they are in school everyday.

Nursery - Children have a home learning book where they can mark make about the books they read and their home experiences.

Reception - Children have a reading diary. Please sign the reading diary when your child reads at home. Reception staff send home activity suggestions each half term. Look out for this on the Reception Newsletter.

Parents' Coffee Mornings

The EYFS team hold coffee mornings where parents can get to know each other and find out about their child's learning. Topics covered will include phonics and reading, mathematics, physical development and writing.



We will inform you of the dates for these coffee mornings nearer the time.

Parent Volunteers



Have you got a spare hour or two? Would you like to volunteer in school? We welcome parent volunteers to read with the children or help with preparing resources. All volunteers are DBS checked. If you would like to get involved in volunteering please speak to the Head of School - Mrs Plant.

Share, Learn and Play



Parents are invited to share their child's learning in EYFS. This is an opportunity for you to share activities with your child and look at their learning. These will begin after October half term.

EYFS Assembly

As well as the Nativity play at Christmas time, parents are invited to our EYFS assembly. Look out for details of our class assembly in the



Website, Twitter and Facebook

Our website can be found at www.catshillfirst.co.uk.

Here you are able to find any information relating to your specific class as well as general school information, newsletters, home learning etc. You can also follow us on Twitter **@catshillfirst** and also Facebook **'Catshill First School & Nursery'**

Nursery - Essential Information



What to Wear



In EYFS we use our outside areas in all weathers therefore children need to come wearing clothing appropriate for the weather.

Cold and/or wet weather - a warm and waterproof coat, scarf, gloves and hat.

Sunny weather - sunscreen applied before school and sun hat.

Arriving and Departing

Nursery

Morning Sessions - 8.45am - drop off at the classroom doors. 11.45am - pick up at the entrance between the office and the Tulip Tree Centre.

Afternoon Sessions - 12.30pm - drop off at the entrance between the office and the Tulip Tree Centre. 3.30pm - pick up at the classroom door.

Late arrivals and departures from the school office.

Uniform

Uniform is optional for Nursery children.

Our school uniform consists of the following:-

- White polo shirt
- Royal blue sweatshirt/cardigan. This can be with or without the school logo.
- Grey/black trousers (for boys or girls)
- Grey skirt/pinafore.
- Blue and white gingham dress in summer if you wish.
- Black shoes with Velcro fastening. These must be made of a polishable material.
- No trainers are permitted.



Please name all uniform, including shoes.

Food and Drink

Children in Nursery who stay for lunch should bring a healthy packed lunch. Please do not include nuts or nut products such as peanut butter.

All children in EYFS are provided with a free piece of fruit and a carton of milk.

Water is available freely during the day to keep the children well hydrated.



Welly Boots

Children need a pair of wellies to be kept in school. Please bring them in a named bag which can be kept on their peg.

Please name wellies.



Water Bottles

Children in Nursery should bring a named bottle of water to Nursery.



Hair

Children with long hair must have their hair tied back each day.

This helps in stopping the spread of head lice. If your child has head lice please inform school.

Toileting

Please encourage your child to become independent when using the toilet. If you need support in toilet training please speak

to a member of staff. Some children will need to bring spare clothes.



Reception - Essential Information



What to Wear



In EYFS we use our outside areas in all weathers therefore children need to come wearing clothing appropriate for the weather.

Cold and/or wet weather - a warm and waterproof coat, scarf, gloves and hat.

Sunny weather - sunscreen applied before school and sun hat.

Please name all uniform and P.E. kit.

Uniform

Our school uniform consists of the following:-

- White polo shirt
- Royal blue sweatshirt/cardigan. This can be with or without the school logo.
- Grey/black trousers (for boys or girls)
- Grey skirt/pinafore.
- Blue and white gingham dress in summer if you wish.
- Black shoes. These must be made of a polishable material.
- No trainers are permitted.



Food and Drink

Since the introduction of Universal Infants Free School Meals all children in **Reception** are provided with a free hot school meal. These meals are provided by Shire Services, part of Shropshire County Council and cooked at Catshill Middle School.

A typical menu is a choice from: Roast Chicken Fillet, Stuffing & Gravy, Natural Oven Baked Fish Fingers, Pasta Neapolitan (v), Seasonal Medley of Vegetables, Mashed Potatoes, Roast Potatoes
Baker's Basket, Chocolate and Mandarin Sundae

All children in EYFS are provided with a free piece of fruit and a carton of milk. Water is available freely during the day to keep the children well hydrated.

Reception P.E. Kit

P.E. kits consists of a white t-shirt and black shorts. Black pumps will only be needed in the Summer term.

P.E. kits must be kept in school at all times during term time.



Water Bottles

Reception children are provided with a water bottle which is available to them throughout the day.



Arriving and Departing

Drop off and pick up from the classroom door. Late arrivals to the office and departures from the glass corridor between the office and Tulip Tree Centre.

Hair

Children with long hair must have their hair tied back each day. This helps in stopping the spread of head lice. If your child has head lice please inform school.



What to bring each day

Checklist:

- Book bag
- Reading diary/book
- Packed lunch if required



Welly Boots

Children need a pair of wellies to be kept in school. Please bring them in a named bag which can be kept on their peg.

Please name wellies.



TERM AND HOLIDAY DATES 2020-2021

Keep me handy on the fridge

Catshill First School and Nursery Term Dates for Academic Year 2020/21

AUTUMN TERM 2020

TERM STARTS	Wednesday 2 September 2020
HALF TERM	Monday 26 October – Friday 30 October 2020
TERM ENDS	Friday 18 December 2020

SCHOOL CLOSED TO PUPILS

Inset 1 – Tuesday 1 September 2020

Inset 2 – Friday 2 October 2020

SPRING TERM 2021

TERM STARTS	Tuesday 5 January 2021
HALF TERM	Monday 15 February – Friday 19 February 2021
TERM ENDS	Wednesday 31 March 2021

SCHOOL CLOSED TO PUPILS

Inset 3 – Monday 4 January 2021

Inset 4 – Thursday 1 April 2021

SUMMER TERM 2021

TERM STARTS	Monday 19 April 2021
HALF TERM	Monday 31 May – Friday 4 June 2021
TERM ENDS	Wednesday 21 July 2021

SCHOOL CLOSED TO PUPILS

Bank Holiday – Monday 3 May 2021

Inset 5 – Friday 28 May 2021

Absence Reporting

We continually strive to improve attendance for the pupils in our school as good attendance is linked to future success. In any case of absence, it is a parent or guardian's legal duty to notify school of the reason why. We have increased the number of ways that you can get in touch with us to report a child's absence:

1. Our answering service.
This bypasses reception and enables you to leave a direct message, 24 hours a day, on the answerphone informing us of the absence. The number to call is 01527 872913.
2. Email on
office@catshillfirst.worcs.sch.uk
3. Text message.
Please text 07384 578468.
4. By calling into the school office to speak to a member of staff.

Please note these methods of absence reporting should be used in addition to informing the class teacher.

All absences must be reported by one of the methods above by 9.15am.

The information we need is your name, your child's name, your child's class and the reason for their absence. We may still contact you for further information.

Please remember that sickness and diarrhoea require a 48 hour absence after the last episode of either.

If we are not informed and we cannot contact you to establish the whereabouts of your child, we may carry out a home visit.

Many thanks for your support in this matter.

Safeguarding Team

Designated Safeguarding Lead
Mr Paul Essenhigh

Deputy Safeguarding Leads
Mrs Pauline Wainman
Mrs Georgia Plant

If you have any safeguarding concerns, please contact us straight away.

Leadership Team

Executive Headteacher
Mr Paul Essenhigh
Head of School
Mrs Georgia Plant

Assistant Headteachers
Mrs Helen Ludlow (SENCO)
Miss Jessica Jones