Welcome to St Margaret’s Foundation Stage

We appreciate that starting school is a big step for both you and your child. We aim to make this a happy one, where your child will enjoy a caring, stimulating environment where they feel secure and confident and are able to learn through enjoyment and challenge.

**The School**

Address: St Margaret’s CE Primary School

 Birmingham Road

 Great Barr

 Birmingham

 B43 7AP

Telephone: 0121 3572758

Head Teacher: Mr S Jones

Deputy Head Teacher &

Reception Class Teacher / Foundation Stage Leader Mrs R Boud

Nursery Class Teachers Miss E Hale / Mrs N Revell

Reception LSP/HLTA Mrs K Bragg

Nursery LSP Miss K King

Reception Lunchtime Supervisors Mrs J Langton / Mrs T Vincent

Nursery Lunchtime Supervisors Mrs R Lal / Mrs J Dams

**School Term Dates**

Please see Sandwell website or School website

We consider the partnership between children, parents, staff and school to be fundamental in the development of your child.

There will be opportunities to discuss your child’s progress across the year, to join in and take part in activity sessions as a Foundation Stage based on the curriculum. We like to keep you informed about what the children are covering in their learning, through newsletters and our class windows, giving you information on topics and planned activities.

Staff are always available to discuss any concerns or problems that may arise, so please do not hesitate to approach us, preferably after a session as we always like to greet the children as they come through the door with their big smiles!

**Nursery Class**

The Nursery offers part-time and full-time places. We are able to provide full-time places in line with the Government’s 30 hours free childcare. Parents can opt to pay if they do not qualify for the free hours.

The times of these sessions are below:

Morning session: 8.40 – 11.40am

Afternoon session: 12.35 – 3.35pm

Full time session: 8.40 – 3.35 (Lunchtime from 11.40-12.35)

**Reception Class**

Doors open 8.45am

The school day begins 8.50am

Lunchtime is 12.00 – 1.10pm

The school day finishes 3.30pm

**Collecting your child**

**If you are late in collecting your child, please phone the school and leave a message. It is vital that you inform us if someone different is collecting your child.**

**The safety of your child is paramount and if we have any doubts about who is collecting your child they will remain with us in the classroom.**

**Please ensure that the school office has an up to date contact number for your child.**

**Absences**

When your child is ill, please phone the school office. We do not encourage children to take holidays during term time but if you have a holiday planned you can complete a holiday form from the office. We are unable to authorise any holiday.

**Clothing**

* School uniform is not compulsory for the Nursery child. However it is recommended and the majority of children choose to wear a uniform.
* Nursery children need to wear clothing that is suitable for play and encourages them to be independent.
* Reception are encouraged to wear a red sweatshirt, jumper or cardigan with a white polo shirt or blouse, grey trousers or skirt.
* Please ensure your child has a coat at all times. Our weather is very changeable and we like to go out and play in all weather. The children also need a pair of wellington boots in school at all times. Ideally these should be in addition to wellington boots they have at home as we are not always able to locate wellies for a weekend day out.
* Please provide a sunhat and suncream (labelled) during the summer months.
* Please ensure all of your child’s possessions are named and labelled – this helps us to find any items that get misplaced. Please also check the names periodically in case they have come off in the wash or in case your child has bought home another child’s item of clothing by mistake.
* Both classes provide aprons for messy play.
* Within both classes, we do expect children may have the occasional toileting accident. Please ensure your child has a change of clothing in a drawstring or carrier bag that can remain on their peg. NO BACKPACKS. If your child brings a backpack, you may be asked to keep it at home.
* PE sessions will be confirmed in September. On your child’s PE day they will need to come to school wearing their PE kit.

**The Foundation Stage Curriculum**

**Play**

**“It is becoming increasingly clear through research on the brain as well as other areas of study, that childhood needs play. Play acts as a forward feed mechanism into courageous, creative, rigorous thinking in adulthood. A quality early years curriculum will be conducive to play. It will need adults who are trained to work with young children and who are informed about how children learn to play, and how children learn in a community together.”**

*Bruce, 1999*

**“Well planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge.”**

*Government guidelines, 2000*

**“We don’t stop playing because we grow old; we grow old because we stop playing.”**

*George Bernard Shaw*

**Foundation Stage**

The areas of learning for your child are based on the Early Learning Goals and Development matters guidance. These outline the skills that children are to be taught from birth to the end of the Reception year.

They are organised into 7 areas of learning as follows:

**Prime Areas:**

Personal Social and Emotional Development (PSED)

Communication and Language

Physical Development

**Specific Areas:**

Literacy

Maths

Understanding the World

Expressive Art and Design

Research shows that children need to master key knowledge and skills in the Prime areas before they are ready to learn in the specific areas. Our teaching and learning in EYFS is also underpinned by the Characteristics of Effective Teaching and Learning, which 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.

**Personal, Social and Emotional Development**

*These goals are about providing experiences and support to enable children to develop a positive sense of themselves and others.*

By the end of the Foundation Stage, the children will be confident to try new activities, initiate ideas, maintain attention, concentrate and sit quietly when appropriate, form good relationships with their peers and adults, take turns and share fairly, have a developing awareness of their own needs and feelings along with being sensitive to the feelings and needs of others, respect their own culture and beliefs and those of others.

In Nursery / Reception we encourage independence through praise and encouragement and raise confidence with an “I can do it” attitude to learning. We teach good personal hygiene routines, washing hands, following routines, tidying up, recognising their name and coat peg, putting on their coat, making their own decisions and choices in terms of resources and activities, appreciate the needs of others through turn taking and sharing, recognising that we are all different and special through celebrating festivals and special days in each other’s cultures.

**How to help at home…**

* Encourage independence through helping your child to learn how to use fastenings on clothes, choosing clothes that are suitable for the weather, hanging up their coat.
* Personal hygiene routines that you will have begun already, cleaning, teeth, washing hands, brushing hair and bathing.
* Healthy eating.
* Regular sleep patterns.
* Playing games that require sharing and turn taking
* Turn taking during conversations.
* Use of good manners.

**Communication and Language**

*These goals are aimed at building a child’s confidence in talking and listening, the first steps to reading and writing.*

By the end of the Foundation Stage, the children should be using spoken language in their interaction with their peers and in all aspects of their play and learning. They will enjoy listening to stories and have the confidence and understanding to share books and stories with others. They will take part in imaginative role play, retell narratives in stories, extend their own vocabulary, explore the meaning of new words and talking longer sentences.

The children need to understand the structure of language through talk with their peers and adults, through listening to themselves and others. Being able to predict what words might be used next, recognising rhyming words and be able to continue rhyming patterns. Be able to follow directional instructions and focus attention on what is being asked of them. Through various music and sound activities, the children will gain a growing awareness of the differences in sounds. Activities involving musical instruments, singing and nursery rhymes, jingles and poems will emphasise their auditory discrimination.

**How to help at home…**

* Expect children to listen to others when they are speaking.
* Ask children to repeat key words or phrases.
* Listen to what children are saying and give them time to talk.
* Correct children if they are using incorrect grammar or tenses.
* Model good patterns of speaking.
* Give children instructions to follow that require more than one action.

**Physical Development**

*These goals encourage children to move confidently and with control, building a positive attitude towards a healthy and active way of life.*

By the end of the Foundation Stage, most children will be able to move with confidence, imagination and in safety, move with control and co-ordination, show awareness of space, themselves and others, understand what makes them healthy, use a range of small and large equipment, travel around, under, over and through balancing and climbing equipment.

**Gross and locomotive skills:**

Children will need to have opportunities to make large movements in terms of using their arms, essential before they use writing apparatus. Activities may include painting on a large scale, moving with ribbons and streamers, outdoor play and using large play equipment such as monkey bars.

**Fine manipulative skills:**

Small hand movements, control in using equipment and picking up objects, construction, cutting and sticking, threading, creative activities. Using malleable materials such as dough, clay or plasticine. These strengthen and give control in their hands to promote good control for writing.

**How to help at home…**

* Allow children to walk or scoot or ride as much as possible. Avoid putting children in buggies.
* Take children to the park and allow them to explore the play equipment, managing their own risk.
* Teach children how to do the monkey bars.
* Avoid buying shoes with laces unless children can do them themselves.
* Show children how to dress / undress, including taking jumpers on and off, turning sleeves on jackets the right way round and zipping up coats.
* Correct pencil grip when children are writing or colouring.
* Ensure children are forming letters correctly when they begin to write letters.

**Literacy**

*These goals are aimed at teaching children the phonic sounds they will need in order to segment and blend simple words when reading and writing. Children will also learn how to read and write common exception words.*

By the end of the Foundation Stage children will read and understand simple sentences independently. They will use phonic knowledge to decode regular words and read them aloud accurately. They will also read some common irregular words and demonstrate their understanding when talking with others about what they have read. The children will use their phonic knowledge to write words in ways which match their spoken sounds. They will be writing simple sentences which can be read by themselves and others, using some words that are spelt correctly and others that are phonetically plausible.

Children in Nursery and Reception will have regular phonics lessons following the twinkl scheme which is a DfE approved phonics scheme. They will be taught to develop their listening skills, identifying sounds that they hear, moving on to oral blending and segmenting as well as spotting rhyme and alliteration. In Reception, children are taught the phonemes in the order and frequency that they occur in words. Writing is also taught within the phonics lesson so that children see the link between reading and writing. Children in Reception are heard read twice a week and have books changed to either a phonics book or a reading for pleasure book. The environment in both Nursery and Reception encourages writing in every area and children’s own work is celebrated.

**How to help at home…**

* Take time to read or tell a story to your child at bedtime.
* Join the local library.
* Leave a book in the car and take one with you when you are out.
* Run your finger along the words as you read to show that print carries meaning.
* Look at signs and symbols in the street.
* Encourage your child to write shopping lists with you.
* Encourage children to write using their own sounds and not copy words.
* Encourage your child to write their names on birthday cards, etc.
* Put aside regular time for “homework” making sure the TV is turned off to give a high priority to school work.
* Make sure your child sees you enjoying a good book or magazine.

**Maths**

*This area of learning forms a foundation for numeracy, focusing on practical activities that develop simple mathematical concepts and develop their problem solving skills.*

By the end of the Foundation Stage children will be able to say and use number names in order in familiar contexts, count reliably up to 20 everyday objects, recognise numerals 1-20, join in with number rhymes, song and counting games, recreate simple patterns, use mathematical vocabulary in terms of shape, size and quantity, use everyday words to describe position, use practical activities to explore addition and subtraction, find one more or one less than numbers from 1-20.

Lots of mathematical understanding is through stories, songs, games and imaginative play, number and shape in everyday contexts, counting each other, fingers and toes, setting the table, counting money, sorting objects according to shape, size and quantity, sharing out, pattern of clothes, animals and creative activities, capacity through filling and emptying, weighing through baking and shopping, direction through PE and outdoor play, hide and seek, washing line with objects and numbers as labels.

**How to help at home…**

* Count objects as you are out together.
* Ask for a specific number of items when shopping e.g.. I need 2 tins of beans, etc.
* Spot numbers all around e.g. on doors, car number plates, etc.
* Go on a shape hunt around the home.
* Correctly name 2D and 3D shapes, counting how many sides and corners.
* Bake together, using mathematical vocabulary when weighing e.g. heavier, lighter.

**Understanding the World**

*This area of learning helps children to make sense of their world forming the foundation for later learning in science, history, geography, design technology and computing.*

By the end of the Foundation Stage children will be able to find out about and look / comment on living things, ask questions about why things happen and how things work, build and construct from a range of materials, find out about past and present events in their own lives, identify features about their local environment and the natural world and being able to recognise their own and others cultures and beliefs.

To achieve this goal, children need access to an outdoor area to explore the natural world through the seasons, weather charts, rain collecting, kite flying, casting shadows, growing areas, growth charts, minibeasts, finding things and leaves, exploring concepts such as freezing, melting, pushing and pulling, floating, sinking, wet and dry, changes through making play dough and cooking, map making, festivals and celebrations from other cultures.

**How to help at home…**

* Talk about family members that are special to your child, such as grandparents.
* Make comparisons with things children and have and can do now compared to mum / dad / gran / grandad.
* Share special events and occasions with the class – send in photographs, particularly of any religious celebrations such as christening, weddings, Eid, etc.
* Talk about change sin the seasons.
* Encourage your child to make observations of the area in which they live and say things they like or dislike.

**Expressive Arts and Design**

*Being creative enables children to express ideas, develop their imagination and extend their understanding through art, dance, music and imaginative play.*

By the end of the Foundation Stage the children will have experienced colour, texture, form and space in two and three dimensions, moved to, responded and experimented with music, have been involved in sensory play – water, sand dough and clay – used their imagination in art and design, dance, role play stories and scenarios.

Children will have access to activities that encourage self-expression, a creative area providing a wide range of media and tools, painting, gluing, sticking, junk modelling, cutting clay, sand, water, dough, a role play area with costumes and puppets, and numerous opportunities to sing and dance.

**How to help at home…**

* Sing nursery rhymes together.
* Listen to music together, tapping out the pulse.
* Encourage children to use puppets to act out favourite stories.
* Act out a favourite story together.
* Allow children to use paints and play dough at home.