

Foundation Stage Handbook September 2020



Lapal
Primary School

Early Years Foundation Stage

The Early Years Foundation Stage is made up of seven areas of learning and development. All areas are connected and are equally important. The seven areas are:

- Personal, Social and Emotional Development (PSED)
- Communication Language (CL)
- Literacy- reading and writing (L)
- Maths -numbers and shape, space and measure (M)
- Understanding of the World (UTW)
- Physical Development (PD)
- Expressive Arts and Design (EAD)

The seven areas of learning and development together make up the skills, knowledge and experiences appropriate for children as they grow and develop.

At Lapal we aim to provide opportunities for all areas within daily teaching and learning. Our classroom environment has also been set up to reflect these areas. The learning environment and the resources we provide are always carefully planned as this leads to purposeful learning through play. These principles are also followed through within our outdoor classroom.

An example of the Daily Timetable.

8:40 – First bell. Doors open

8:50 – Second bell. Doors close. Registration

9:00 – Phonics, kinetic letters and literacy related activities

10:00 – Topic teaching session

10:30 – Child initiated learning time and teacher led activities

11:40 – Lunch Time

12:50 – Registration

1:00 – Mathematics teaching session

1:25 – Child initiated learning and teacher led activities

2:45 – Story, song and circle time.

3:10 – Home time

Phonics

Children in Foundation Stage have a daily phonics session. Phonics introduces children to the world of letter sounds, rather than letter names. The methods used allow children to develop independent Literacy skills. Our Phonics is based around the 'Letters and Sounds' document and is an integral part of children learning how to read and write. We use Jolly Phonics alongside this document to teach children the letter sounds in a multi-sensory way.

The five basic skills taught through phonics are:

1. Learning the letter sounds (phonemes).
2. Learning the shape of the letters (graphemes).
3. Blending sounds to read.
4. Identifying sounds in words in order to spell.
5. Spelling irregular common exception words (those you are unable to sound out).

Each week your child will bring home the sounds and words they have been learning in school to share with you. We will also have a Phonics information evening and provide opportunities for you to observe phonics teaching sessions in the autumn term.

Reading

We use the Bug Club Phonics reading scheme within Foundation Stage as it progresses in line with the phonic sounds taught. Initially children will be able to have "free choice" library books as well as the letter sounds they have been taught. Once the children start the Bug Club Phonics reading scheme their books will be changed weekly and communication between school and home will be shared through their planner.

Classes

At Lapal we operate as a unit in one open plan classroom. The children will be taught by 2 teachers and 2 teaching assistants. The children will be split into two classes but at times will work in small groups for activities. Classes and groups allow the children to quickly feel settled, safe and confident. Working in smaller classes and groups enables staff to develop a close bond with those particular children. In addition, they can identify individual needs both academically and emotionally, in a much more focused way.

Snack and Cooking

Within the classroom we have a designated "snack café" area. All children will be able to access fruit, milk and water throughout the day. We also prepare other healthy snacks, such as a variety of fruit, bowl of cereal, yoghurts etc. and we also cook with the children on a regular basis. In order for these things to take place we ask for a small donation. For ease we request for this to be paid termly.

Uniform

In Foundation Stage all children will have access to exciting activities which may involve them getting messy! Although we always use painting aprons and protective clothing accidents do happen and so we do ask you to be aware that unfortunately from time to time your child's clothing may get mucky.

All of your child's clothes must be clearly labelled, including coats and shoes. **PE kits** must also be clearly labelled and should always be in school. Labelling clothes, shoes, bags and lunch boxes is really helpful to staff and also encourages the children to be independent.

Summer Uniform

White logo polo shirt

Grey shorts/trousers/skirt/pinafore

Gingham dress

School logo sweatshirt/cardigan

Sensible black shoes with grey or white socks.
(No trainers or open toed shoes or sandals)

Winter Uniform

White shirt/blouse

Grey trousers/skirt/pinafore

School tie

School logo sweatshirt/cardigan

Sensible black shoes with grey or black socks.
(No trainers or open toed shoes or sandals)

Indoor P.E. Kit

Red logo t-shirt

Black shorts

Pumps

Outdoor P.E. Kit

Red logo t-shirt and red logo fleece

Plain black tracksuit bottoms

Pumps/Trainers

Outdoor learning

Being outdoors has a positive impact on all children's development. It gives children first hand contact with weather, seasons and the natural world.

Within Foundation stage we have both an indoor and outdoor classroom. This is because we feel that the outdoor environment can offer children different learning opportunities than inside. Children will be offered outdoor experiences daily, in all weather conditions. We have waterproof outfits and a small selection of wellies within school. We do ask that you provide your child with a **pair of labelled wellies** for muddy conditions. During the winter season **extra socks, gloves hats**

and scarves would be useful to have within school and **sunhats** would be beneficial throughout the summer months. All extra items of clothing will be kept in your child's box, to be used as and when needed.

Behaviour

Within school we have a behaviour system to reward positive actions and reprimand the negative.

Throughout school we have a system of snakes and ladders.

Children who display good behaviour will move up the ladder where at certain points stickers and post cards home are given and if a child displays negative behaviour they will move down the snake. This allows us to have a visual and immediate impact on behaviour.

We have a whole school behaviour policy in place to promote positive behaviour and of course sanction negative. The behaviour policy can be found on our school website.

How can I help?

We aim to encourage the children's independence, to support this it would be helpful if by the time your child starts school they could.....

- Put on their shoes and socks (easy fastening such as Velcro)
- Put on their coat
- Get dressed and undressed
- Wash and dry their hands
- Use a knife and fork
- Use the toilet by themselves
- Respond to simple instructions
- Begin to attempt new things
- Listen quietly to a story
- Know how to share
- Tell you how they feel
- Speak using simple sentences
- Take turns in conversation
- Recognise own name
- Begin to attempt to write own name

Parents are children's first and most enduring educators. When parents and practitioners work together, the results have positive impact on children's development and learning.

Within Foundation Stage our parent partnership is very important. We have an open door policy with staff and are always willing to answer questions either before or after the school day. We send regular letters home, updating you on experiences and opportunities. Our Foundation Stage notice board is very useful for you to check correspondences and updates. We also invite family members in regularly to celebrate children's learning experiences and attend curriculum workshops.

We do ask that you take the time to look through your child's book bag, returning any letters in the Reception letter box which is underneath the canopy where your child will enter school. Your biggest role is to support our work within school, any reading books or phonic sounds sent home should be regularly practised, as the best learning experiences for children at this age is little and often. Share your child's online learning journal with them each week and make entries together.

Our school planners are mainly used to log progress with reading both in school and at home. They also contain many useful strategies and targets used within school, so act as a useful reference whilst you are working with your child at home.