

*The Michael Syddall Church of
England (Aided) Primary School*



*Starting School
Booklet*

Headteacher: Mrs A McHarg Deputy Headteacher: Mr N Saunders

'Learning Is The Key To The Future

Starting School

The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the stage of education for children from birth to the end of the Reception year.

The early years is the most exciting and challenging phase of learning and development, we endeavour to provide an environment which offers the highest quality provision with stimulating opportunities and activities. Our early years curriculum is based on an understanding of the development of young children and insights into how they learn, whilst our planning takes into account the need for young children to be active learners, developing an awareness of the world through first hand experiences. It is based on the recognition that children learn best through play and active learning. The role of the adult is also vital to support, we extend and interact with each child to allow them to access the learning environment and achieve to their full potential.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through;
7 areas of learning and development

Children should mostly develop the **3 prime areas** first.

These are:

- Communication and language
- Physical development
- Personal, social and emotional development

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Foundation Stage Profile

Each of the 7 areas of learning has its own set of 'Early Learning Goals' which determine what most children are expected to achieve by the end of Foundation Stage. Some children will have achieved or exceeded goals; some will still be working towards them, (emerging) in which case they will continue through work in Year 1.



Communication and Language

The children will be learning to:



- talk confidently and clearly
- show awareness of listener
- enjoy listening to stories, songs and poems
- show good attention
- follow instructions
- answer questions about stories



What you can do to help

- Encourage your child to complete sentences, avoiding baby talk
- Encourage your child to listen and respond to simple instructions
- Read and enjoy stories together

Physical Development

The children will be learning to:

- move confidently
- control their body
- handle equipment
- manage their own basic hygiene and personal needs, including dressing and undressing independently



What you can do to help

Encourage your child to:

- use the toilet independently
- wash and dry their hands
- use a knife, fork and spoon correctly
- dress and undress themselves



You could also practise these activities to improve your child's co-ordination:

- holding a pencil correctly
- colouring in accurately
- using scissors
- using glue and paint carefully
- drawing straight and curvy lines
- peeling fruit
- completing jigsaws
- hopping
- skipping
- balancing
- running
- jumping
- kicking a ball
- catching and throwing a ball



Personal, Social and Emotional Development

The children will be learning to:

- become self-confident
- have awareness of their own feelings and feelings of others
- take an interest in things
- become independent
- tell the difference between right and wrong



What you can do to help

Coming to school means learning to live in a crowd and to wait for attention. Try to ensure your child knows how to take turns and how to share toys. Children are naturally egocentric and feel what they have to say is most important. Help your child to learn to wait their turn by not allowing them to interrupt your conversations, instead make them wait until you are ready.

Literacy

The children will be learning to:

- hear and say sounds, and link them to the alphabet
- read and write familiar words and sentences
- use a pencil effectively



Phonics

The children will be learning through:

- Jolly Phonics, a combination of stories, pictures and actions for each sound
- sounds before letter names.
- 3-5 new sounds a week
- sheets and letter cards for each letter brought home to reinforce learning.
- letter formation
- learning to recognise High Frequency Words, many of which cannot be sounded out phonetically

Reading

Don't expect your child to be given a reading book immediately. It takes time for a child to learn to read. First your child needs to be 'ready to read'. Now is the time for you to interest your child in learning to read by:



- reading stories to your child
- talking about the pictures in the stories/books
- joining the local library
- teaching him/her nursery rhymes
- teaching him/her to sing songs
- teaching him/her to recognise their name
- looking at and talking about printed language in the environment, on food packets, road signs, labels and leaflets

Reading in school

- We begin by looking at books without words, telling our own stories from the pictures
- Our main reading scheme is Oxford Reading Tree
- Children work through the scheme at their own pace



Reading at home

- Children will bring home scheme books, from quite an early point in the term
- Please share these with your child, encouraging them to tell stories, and asking questions for more detail
- They will also have letter cards with the sound learnt each week and bookmarks with High Frequency words to learn
- Your child will be started on reading scheme books with simple words and sentences, once they know the letter sounds, show an awareness of pointing to individual words and can use their phonic skills to segment and blend words
- Repetition is the key. Encourage your child to follow words with their finger as they say them. This helps them to match the word shapes with the spoken word. Encourage them to have a go at sounding out words they are stuck on
- They may change their book once they can confidently read the words. Please write in the reading record book to inform us of how well they have read at home



Writing



- Children begin with “wiggles and squiggles”.
- They start to give meaning to these marks, often through their play
- Children are more willing to write if they are inspired or if they see a purpose
- They increasingly use phonic knowledge and letter formation in their writing
- They write simple CVC words as knowledge increases
- They will develop to accurate writing of words, then sentences and finally full pieces of text

What you can do to help

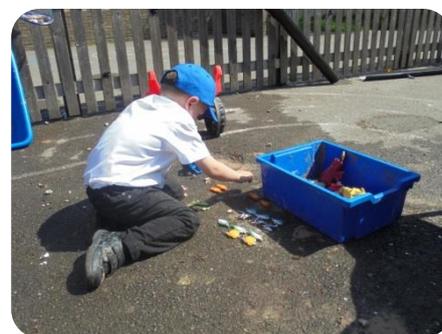
- Encourage children to draw, paint etc
- Show children your writing - shopping lists, things to do, birthday cards
- Develop fine motor skills by cutting, sewing, dot-to-dots etc
- Try writing his/her own name. Please use lower case letters with capitals only for the first letter



Mathematics

The children will be learning to:

- develop an understanding of maths through stories, songs, games and imaginative play
- become comfortable with numbers through counting, sorting, matching, making patterns and connections and with ideas such as 'heavier than' or 'bigger'
- be aware of shapes and space



What you can do to help

- Point out numbers around you, on houses, cars, television channels, cookers and microwaves
- Say number names in order as you climb the stairs, count teddies on a bed, plates on the table etc.
- Compare quantities - who has the most sweets, which shopping bag is heavier?
- Play board and matching games, like Lotto, Snap, Snakes and Ladders, play spot the difference and dot to dot games.

Understanding the World

The children will:

- explore and find out about the world around them, asking questions about it
- build with different materials,
- know about everyday technology and learn what it is used for
- find out about past events in their lives and their families' lives
- find out about different cultures and beliefs



What you can do to help



- Talk with your child about the places they go to and things they see in the world around them
- Answer and ask questions - what if...? Why do you think...? How did you...?
- Let children join in with everyday activities – washing up, cooking, shopping, helping in the garden etc
- If possible let them have access to ICT; CD players, mobile phones, computers etc.



Expressive Arts and Design



The children will explore:

- colours and shapes
- making things
- role play
- making music and singing songs

What you can do to help

- Talk with your child about their imaginative play and join in if possible
- Encourage them to be flexible in their thinking and use of materials and praising them for their efforts or ideas as well as the end product



Important Information

The school day

School starts at 8.45am.

Lunch is from 12.00 noon until 1.00pm

School ends at 3.00pm

School uniform

White or blue polo shirt, shirt or blouse

Grey or black skirt, trousers or shorts

Navy blue sweatshirt or cardigan.

Blue and white gingham dress in Summer

Sensible black shoes

Waterproof coat

PE Kit

White t-shirt

Navy or black shorts

Black plimsolls

Tracksuit bottoms, sweatshirt and trainers (for outside PE.)



At first we will only take off our shoes and socks for PE and progress onto getting fully changed when the children are able. Please make sure children do not wear earrings on PE days. It is helpful if your child wears clothes that are easy for them to put on and take off, and shoes that do not have laces. Please label all items of clothing with your child's full name, and show your child where their name is on their clothes.

Lunch

All children in Foundation Stage and Key Stage 1 are entitled to a free school dinner or they may bring their own packed lunch if they wish to do so.

Healthy Snack

Each child will receive a daily piece of fruit. You are encouraged to bring an additional piece of fruit from home to eat at playtime. Water is always available for the children to drink.



Medical Matters

- any sickness/diarrhoea virus must be followed by 48 hours absence
- any absence requires a note or telephone call explaining why
- any medicines can only be administered by prior arrangement with the school office
- head lice are common. Please check regularly and treat as recommended

Finally but VERY important ...

- children need to have a coat in school
- personalise book bags please
- children have "accidents". If these are regular, can you provide a set of spare clothes?
- if, for some reason, someone different is picking your child up, please let us know
- children will be very tired initially; school is hard work when you are 4
- remember some children will tell you every detail of their school day but other children may tell you nothing!

Starting school is such a big step and we all wish for the transition to be as smooth and comfortable as possible. If you or your child has particular worries or concerns please have a chat with the teacher.

Noels Court, Mowbray Road, Catterick Village, Richmond, DL10 7LB
Telephone: 01748 818485
Email: admin@michael-syddall.n-yorks.sch.uk