

# Welcome



*Gonerby Hill Foot*  
C of E Primary School

*Learning Loving Living*

*Let all that you do be done in love.*

*1 Corinthians 16:14*

# Our school vision

## **Learning**

*Offering an ambitious educational experience, developing a lifelong love of learning for all.*

## **Loving**

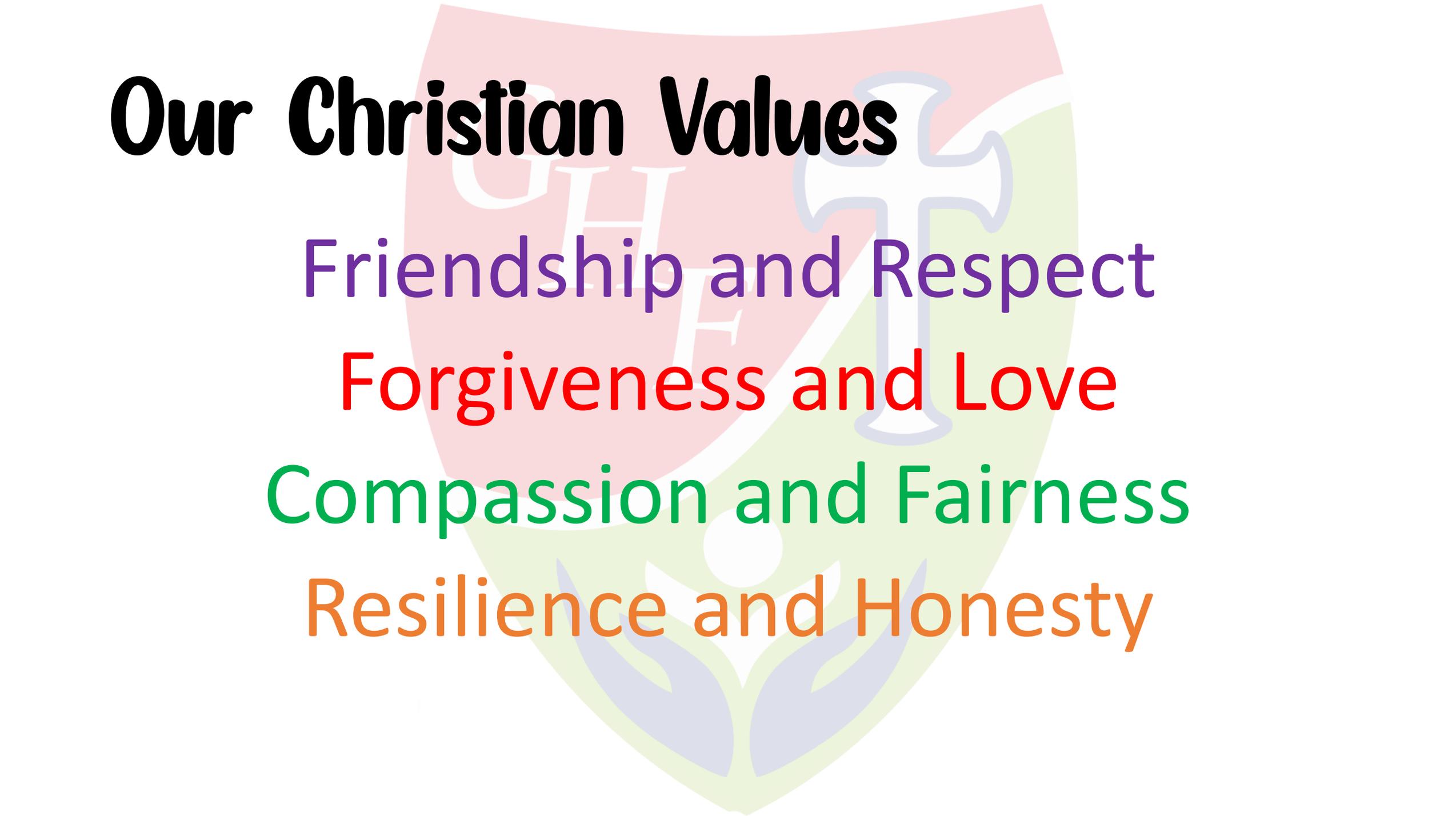
*Fostering a spirit of self-worth, compassion and respect across our community.*

## **Living**

*Together, empowering resilient, responsible global citizens.*

*Creating leaders who are inspired to serve, enabling us to live life in all its fullness.*

**Let all that you do be done in love. 1 Corinthians 16:14**



# Our Christian Values

Friendship and Respect

Forgiveness and Love

Compassion and Fairness

Resilience and Honesty

# Positive Relationships Policy

- Our vision is to enable our children to learn, love, live.
- We expect children to be Ready, Respectful, Safe.
- We offer fair and consistent instructions and consequences which are discussed and explained to pupils.
- Pupils who need additional support to achieve the aims of the policy are given the tools that they need to be valued members of our community.

# Who's who??

## Teaching staff

Miss Melinn- Class Teacher (Monday-Wednesday)

Mrs. Wilson- Class Teacher (Thursday/Friday)

Mrs Geraghty – SENCo & EYFS phase lead

## Assisting staff

Mrs. Cronin- Learning support assistant

# EYFS- Early Years Foundation Stage

The Foundation Stage is the name given to the phase of learning from 0 to 5. By the end of the Foundation Stage (the end of Reception) most children are expected to achieve the Early Learning Goals and where appropriate go beyond them.

## Prime areas of learning:

Communication and language

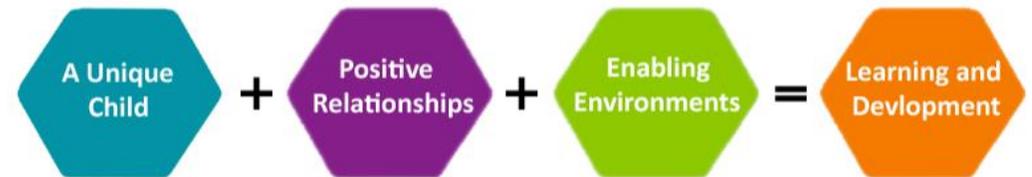
Physical development

Personal, social and emotional development

## Specific learning areas:

Literacy, Mathematics, Understanding the world and expressive arts and design

## The early years foundation stage



# How will my child be learning?

The EYFS framework identifies the essential role of **play** in your child's development. It is through both child-led play and play guided by an adult that your child will develop confidence and relationships with others. Through play, we will help your child to extend their vocabulary and develop their communication skills.

The EYFS framework identifies three characteristics of effective teaching and learning:

- Playing and exploring
- Active learning
- Creating and critically thinking



# Communication and language



At this point of the year your child will start on their reading journey. Starting with wordless picture books and *tricky words*\*.

As children progress through their phonic sessions they will move onto decodable books.

We encourage you to read **four times a week** with your child, this is recorded in their learning journal.

*\*Tricky words are not phonetically decodable*

# Phonics ~ Little Wandle

- Phonics is the teaching of visual representations (graphemes\*) of individual sounds
- Children learning GPCs (grapheme phoneme correspondence\*) through orally segmenting and blending
- Consistent sessions using the Little Wandle scripts
- Daily tricky word practice

*\*a letter/or letters that represents 1 sound (phoneme)*

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

YouTube @lettersandsoundsforhomeand9824

Instagram @lettersounds



# Mathematics

- Practical hands on learning.
- Access to mathematic materials in provision.
- **Mastery** maths- 'linger longer- diving deeper'

**Have a deep understanding of numbers to 10- ELG**

- Problem solving.
- Addition and subtraction.
- Understand pattern.
- Subitise
- Greater and less than.



# Curriculum information & other areas of learning

Our 'Dimensions' curriculum is focused around four key elements known as the four C's:

- **Culture** (Friendship and Respect)
- **Communication** (Resilience and Honesty)
- **Conflict** (Forgiveness and Love)
- **Conservation** (Compassion and Fairness)

Dimensions is a topic-based approach. While other areas of the EYFS framework will be taught discretely.

# Provision- Learning through play

## **Continuous provision**

These are different areas in the classroom that are set out for play and exploration. The resources are set up and freely accessible for the children to get to use in their own play. These can be accessed during 'free-play' time and stay the same throughout the year.

## **Outdoor provision**

Children will access learning materials in the outdoor environment- this is used in all weathers and children are able to access the materials to support their own exploration.

## **Enhanced provision**

This is when different materials are added to the continuous provision for extra challenge or specific focus e.g. Remembrance day

## Practical/Physical

- Recognise and find their own name  
own name on belongings
- Feed themselves
- Self care- using the toilet, washing  
hands...
- Getting dressed
- Putting shoes on correct feet
- Good bedtime routine



Parent guide

# 'School Readiness'

## Social

- Sometimes taking turns with others
- Engage in pretend play
- Becoming more outgoing with unfamiliar  
people (within safe place)
- Begin to express feelings
- Showing more confidence in social  
situations
- Finding solutions to conflict
- Increasingly able to follow rules

## Emotional

- Prepared to cope with changes in  
routine
- Able to handle frustration
- Able to tolerate delay in getting  
what they want
- Can ask for help
- Beginning to recognise and  
express how they are feeling
- Begin to take turns and share

## Communication

- Understands how to take turns  
talking in a small group
- Can sit and listen for up to 10  
minutes
- Communicates wants/needs to  
adults and peers
- Follows multi-step instructions  
given by an adult.

If your child cannot do all of these things  
please **DO NOT WORRY!!!** Just allow  
opportunity for practice, guidance,  
encouragement, fun and love!



**Healthy food**  
I am happy to try new foods even if I'm not sure.

**Healthy food**  
I can use a knife and fork or open my lunchbox.

**Independence**  
I know I will have a special place for my coat, my bag and my water bottle.

**Independence**  
I can recognise my name.

**Exercise**  
I know how to put my shoes on and take them off.

**Mental health**  
I know I can ask my teachers for help if I need it.

**Hygiene**  
I can go to the toilet, wipe myself and flush independently.

**Mental health**  
I know it's ok to feel nervous about new things.

**Hygiene**  
I know when to wash my hands.

**Hygiene**  
I can wipe my nose.

**Sleep**  
I have a good bedtime routine so I am not tired for school.

# What will they need for September?

- Uniform
- Water bottle
- Book bag (We will provide these for you)
- Be prepared for **ALL** weathers. Come rain or shine!
- Learning journal
- Reading book



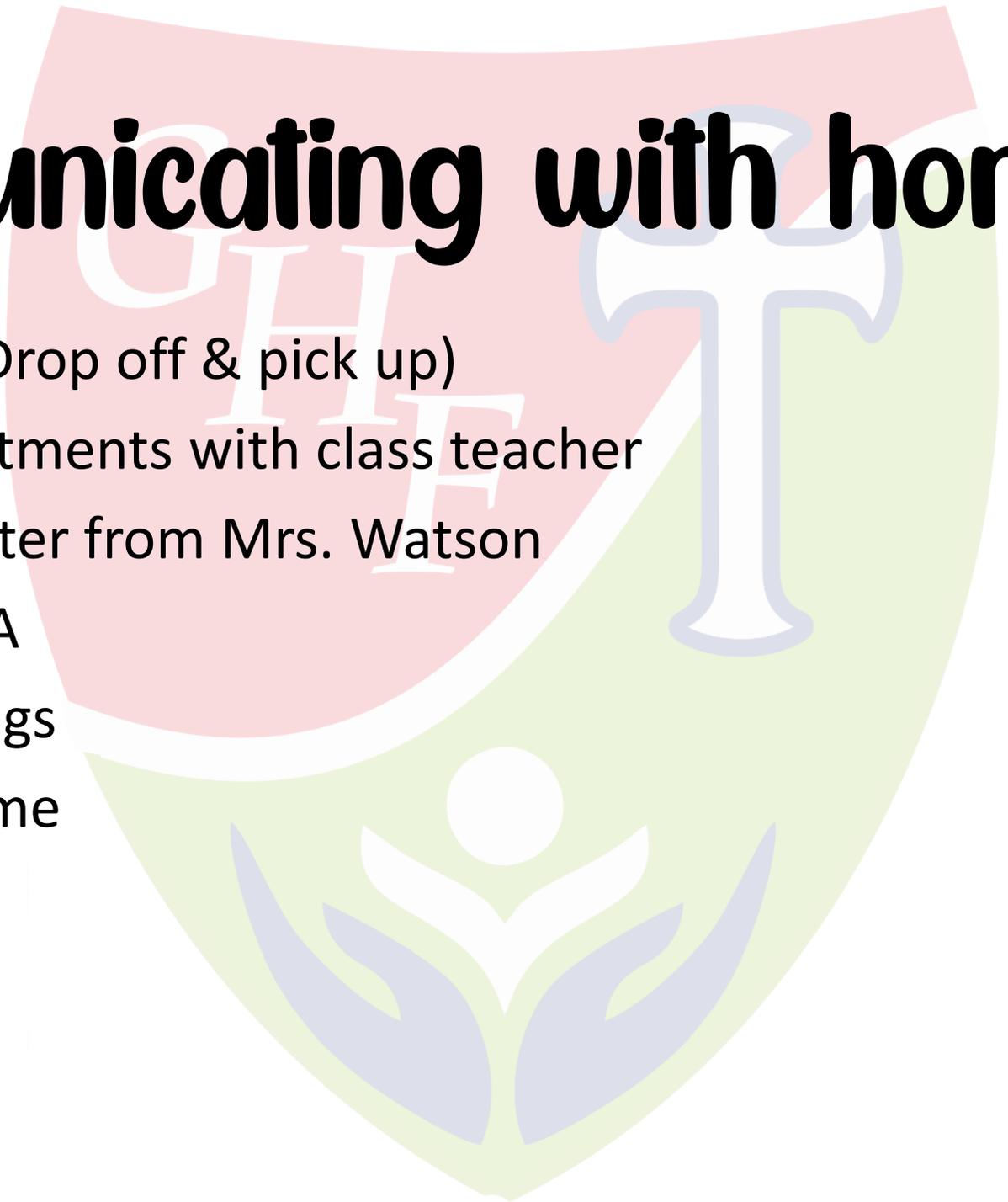
# Home-learning

When the children have learnt the Grapheme Phoneme Correspondence (GPCs) we will send flashcards for the children to practice at home. We will also send home tricky words, reading books and phonic specific home-learning.

## Learning opportunities at home:

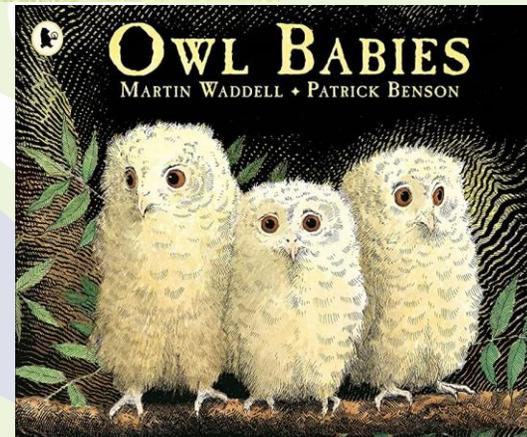
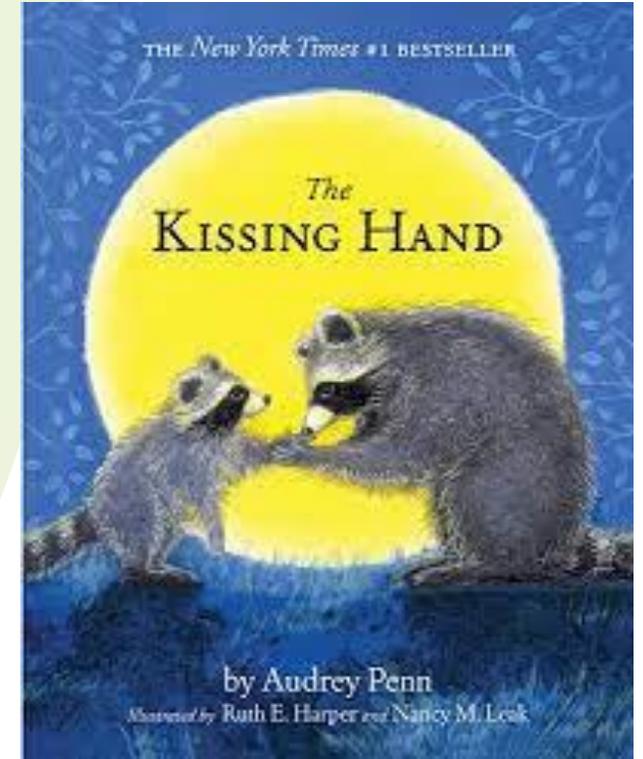
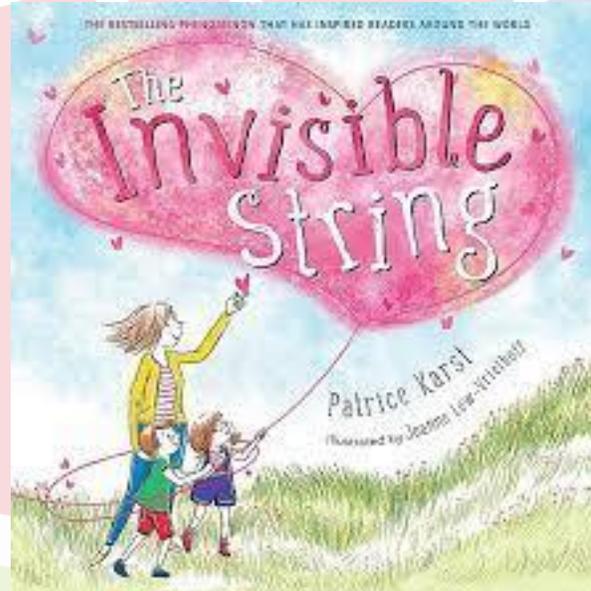
- Counting objects.
- Phonic i-spy.
- Looking at picture books and sharing stories.
- Singing nursery rhymes.
- Letter formation and writing.

# Communicating with home



- Daily contact (Drop off & pick up)
- Booked appointments with class teacher
- Termly newsletter from Mrs. Watson
- Parentmail/ FSA
- Parent's evenings
- Phone calls home
- Class Dojo

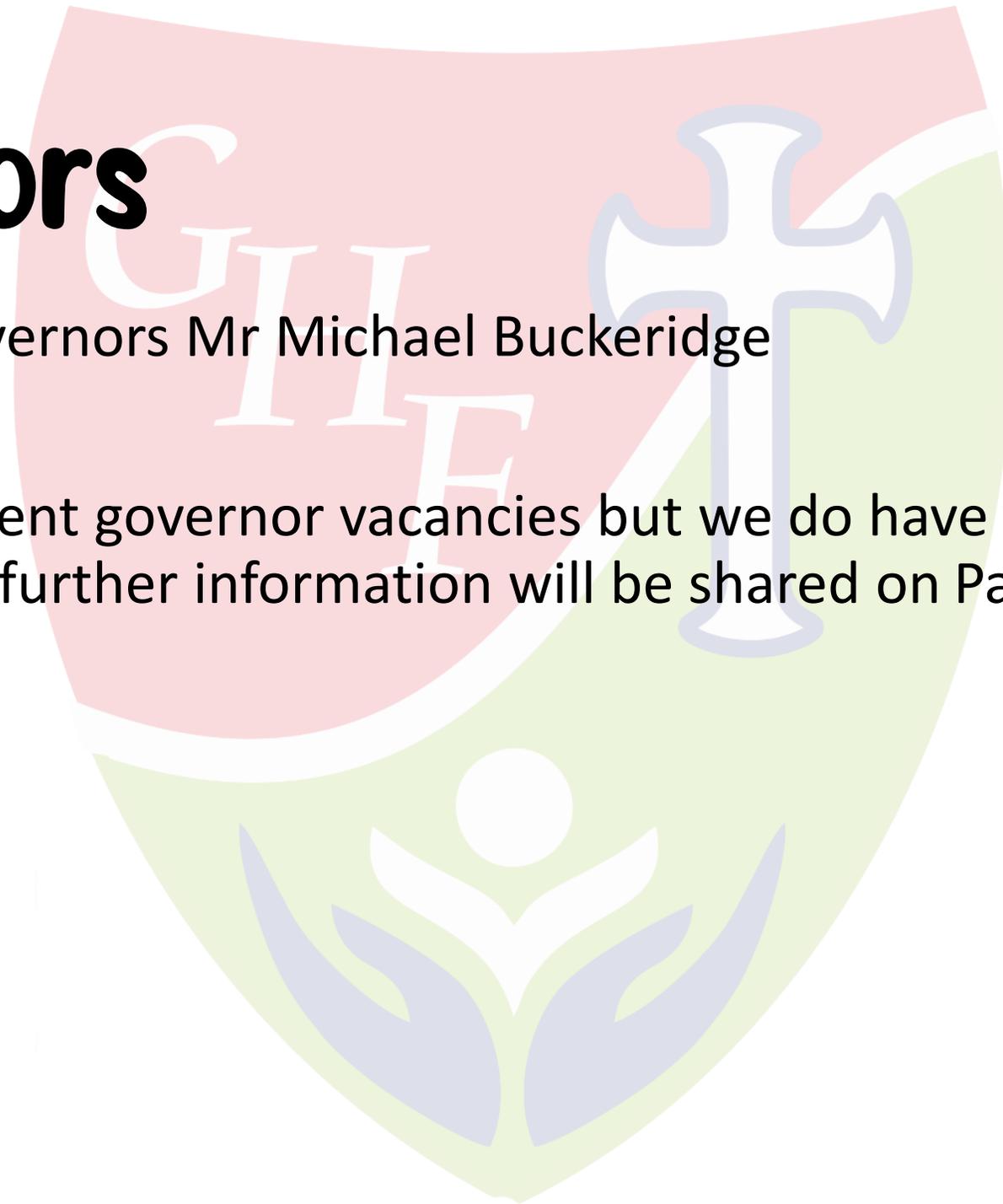
# Books to help transition



# Governors

Our Chair of Governors Mr Michael Buckeridge

Currently no Parent governor vacancies but we do have vacancies for other positions, further information will be shared on Parentmail.





**The End!**

Thank you for coming, please leave us your feedback

*Any questions?*

# Important links

<https://www.gov.uk/government/publications/development-matters--2>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://www.haringey.gov.uk/sites/haringeygovuk/files/what-to-expect-in-the-eyfs-guide-parents.pdf>