

Parent Booklet



EYFS



This booklet is a guide to your child starting at Wainwright Primary Academy.

Hopefully this will answer some of the questions you have and give you a better understanding about the Early Years at our Academy.

We hope you find this information helpful.

If you do have any further questions you can always contact us.

We look forward to meeting you soon!

The EYFS Team

At Wainwright, we are a team. We create an inclusive culture of learning, where all children are challenged in their thinking, achieve to the best of their abilities and strive to become life-long learners. We work tirelessly to empower our children to become respected citizens and enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future.

Through a balanced, stimulating, challenging and exciting curriculum we provide all pupils with a high standard of education based upon developing core knowledge, skills and independence. Great importance is placed on the safety and happiness of all our pupils – we believe their school experience should truly be the best experience of their lives.

The future for all pupils who attend Wainwright Primary is bright, and we want our children to aspire to be the very best that they can be – together we will guide them through their own individual journey.

It is also very important to us to work closely with our local community. We engage with parents, carers, local businesses and the public as we recognise that working together we can achieve much more. We meet regularly to collaborate with these groups, and provide opportunities to find out about what we are doing within the academy, through our website, social channels, and open days throughout the year.

We are excited to welcome you to the Academy.

Welcome to the Wainwright family.

Jon Chapman, Principal

What do we do in the EYFS? F1 & F2-

Learning in the Early Years Foundation Stage (EYFS) is mainly undertaken by play based activities. These are carefully planned to ensure that your child is developing the skills that they need in order to thrive in Year One and begin more formal education.

Our Curriculum is based around the seven areas of learning. These are similar to the different “subjects” that you might find higher up the school. There are three prime areas that we monitor your child’s learning in across the year. They provide the basics for learning other skills and activities.

The prime areas of learning are:

Personal, Social and Emotional Development (PSED)

Communication and Language (C&L)

Physical Development (PD)



As well as the three prime areas, there are four specific areas of learning

The specific areas are:

Literacy (L)

Mathematics (M)

Understanding the World (UtW)

Expressive Arts and Design (EAD)



Through playing and interacting with your child, we can observe the skills and knowledge that your child has, and challenge them to extend their thinking in each of the area of learning. We track you child’s progress and learning journey.

Your child's learning Journey-

Children's learning will include lots of different experiences and celebrations throughout the year. Over time this will give us a story of the child's learning and progression.

In order to capture this journey and share their achievements, we watch each child at play because it helps us to get a picture of how they learn and develop. This also gives us information about their interests and fascinations.

The more we learn about the children enables us to tailor learning experiences to their interests and personal needs.

Photographs-

To capture evidence of a child's learning we take photographs and videos which are uploaded to their Personal Learning Journeys on EExAT, (Early Excellence Assessment Tracker). This tracker helps us to establish what your child already knows and what we need to teach them as their personal next steps in learning.

You too can upload photographs to your child's tracker and Class Dojo account, showing what they can do at home. (I will mention Class Dojo later in the booklet).

Observations-

Observations gives us a snapshot of learning and enables us to tick off evidence on the tracker and think of next steps for children's development. Sometimes these are short observations and others are focused on a child for about 5 minutes observing their learning.

How can you get involved?

You can contribute towards your child's learning journey by sending us photos, and work that your child has completed at home or even telling us the new things your child can do. We have post it notes available in the cloakrooms so you can easily pass on new information to the teachers.

What are the Early Learning Goals?

When we are playing and interacting with your child, we are guiding them to learn the skills that they need to meet the Early Learning Goal (ELG) for each area of learning by the end of the Foundation Stage 2. We want every child to meet the ELG for each area of learning by the end of the school year (June). This is what we are aiming towards. There are 17 ELGs in total. If your child does not meet the ELGs by the end of their time in the Foundation Stage, it means that they are not yet meeting the age appropriate expectation. They will have received additional support, but further support will be then put into place to support them in Year One.

You will know if your child is on track to meet the ELGs by speaking to us about your child. You will have more formal updates at parent's evenings and when you receive your child's school report.

Below are the ELGs. Whenever you engage with your child, please bear in mind that this is what they are expected to do independently by the end of Foundation 2.

ELG 01 Listening and Attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

ELG 02 Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 03 Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

ELG 04 Moving and Handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

ELG 05 Health and Self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

ELG 06 Self-confidence and Self- Awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

ELG 07 Managing Feelings and Behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

ELG08 Making relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

ELG 09 Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

ELG 10 Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

ELG 11 Numbers

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

ELG 12 Shape Space and Measures

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.

ELG 13 People and Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

ELG 14 The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

ELG 15 Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

ELG 16 Exploring and Using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

ELG 17 Being Imaginative

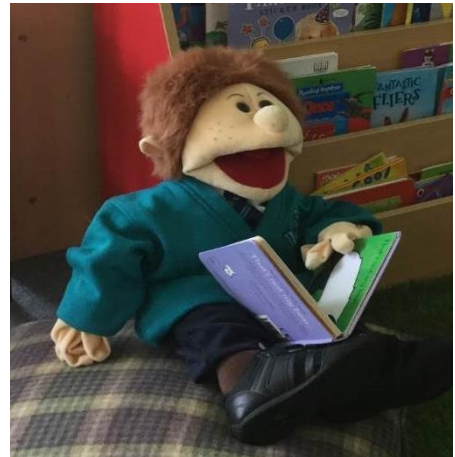
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

What will learning look like?

Reading

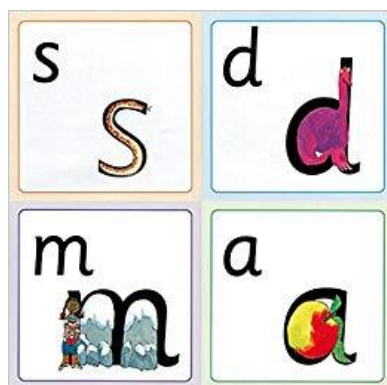
Children will enjoy sharing books with their friends and families and learning lots of rhymes.

At school, children hear stories every day. The book area in the classroom is a special place and children will access books regularly, as well as reading books at home and sharing big books with the teachers.



Phonics - Read Write Inc

At school we use Read Write Inc to help children to learn letter sounds and names. For each sound, they will learn the shape of the letter and an action to help them remember it. As children learn the sounds in school, they will take home a sheet to help them say, recognise and write these sounds.



When children come to school, they will begin to learn to read. They will read big books with the teacher and after a while, take a book home. Initially this might just have pictures to read, which are great to look for clues and detail/description so children can tell a fantastic story. Some may have one or two words. It is important that children stay confident and try hard.

Children will be able to turn the pages and point to the words as they read them.

At first they will remember the stories just by looking at the pictures. With lots of practise, they will begin to use phonics to help sound out and blend the sounds in the words.

Children will have a reading record diary to keep in their book bag. If you write down every time your child reads and leave a comment saying how they got on.

Home Reading Record

Date	Title	Comment

Writing

We make writing fun at school and children will learn how to form letters correctly.



It would be great if children particularly starting F2 could write their name when they start school.

william
Ben
Chloë
JOSHUA

These are the letters that we use.



The letters above show how we write them.

When children have been at school a while, they will begin to know, recognise and write the sounds they hear in words. Then they will quickly begin to write sentences too in F2.

Children will be able to do lots of other activities at school to help with their writing. These include tracing over pictures, drawing patterns, colouring, making models with plasticine and play dough, cutting and drawing.

Mathematics

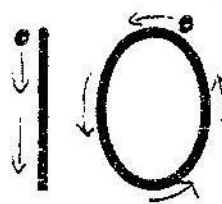
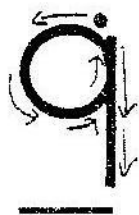
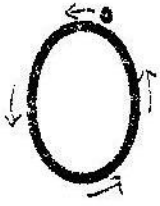
Before children come to school they can do lots of things at home that will help with maths:

- sort blocks by colour and size
- fit jigsaw puzzles together
- learn nursery rhymes and number songs such as "Five Currant Buns"
- play lots of games where you have to throw a dice and move along a board
- cooking – talk about which things are heavy and light, how much you need and counting and sharing

At school, we will do lots of mathematical activities. Children will do lots of exciting things, such as measuring, weighing, looking at shapes, making models, following directions and using the computer.



This is how we write our numbers



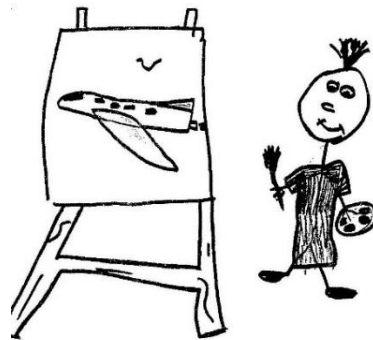
Discovery time (free flow)

At school, there are lots of things for the children to play with. Here are some of the things they will find:

- Dressing up clothes so that you can be a doctor, a princess, a policeman or policewoman or a fire-fighter.
- puppets and a puppet show
- construction kits to make large models using nuts and bolts
- large and small building blocks and lots of other things to make models
- a farm with buildings and lots of animals
- games and jigsaws
- plasticine and playdough
- a sand tray and a water tray
- a dolls' house

Messy Activities

At school, children will be able to do lots of "messy" things. They will paint, stick, make models, use clay and play in the sand and the water



It would be a good idea to have a pair of wellies in school for when we do outdoor activities.

PE

PE kit should be black shorts, a blue WPA T-shirt. Children will also need black slip on pumps. PE bags can be left at school until the holidays. PE can be dancing to music, simple gymnastics using climbing equipment and games with hoops, ropes and balls.

When children change for PE, they should be able to take off and put on most of their clothes by themselves in F2. Teachers will help with things they find hard. Children should practice getting changed at home over the summer holidays.

PE kits and all other clothes should have names sewn in, so that they don't get lost or mixed up with someone else's, as everyone's kit looks the same!

Class Dojo-

Class Dojo is an App that we use in school to communicate between school and home. You can download the App onto your smart phone or tablet. You can access your child's class to look at any messages or photos that have been uploaded onto the class story. This is also great for communication. The app will also translate messages into many languages.



We will be using Class Dojo for our Virtual Transition into the Early Years Foundation Stage (EYFS). Key documents and videos will be posted onto Class Dojo for you and your child to access.

Once you have accepted your child's place, we will provide you with a Class Dojo login to enable you to access your child's transition into school.

Please ensure you sign up to this App, as it is the main point of contact between you and the School for transition, ready for September.

