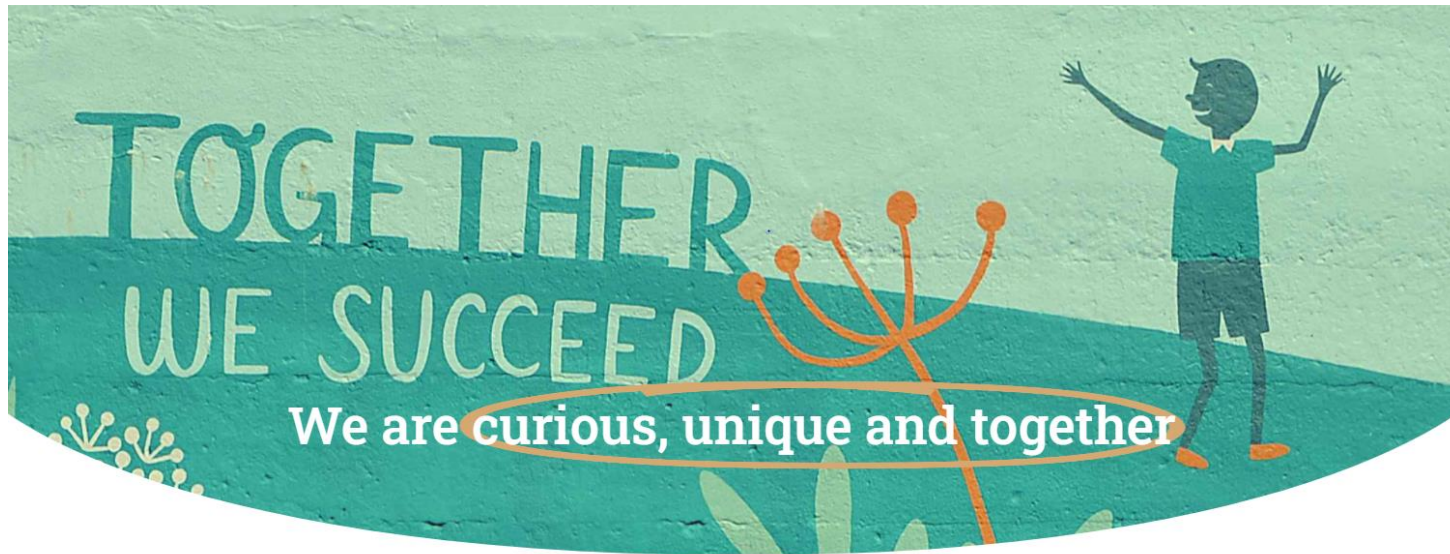


Welcome!

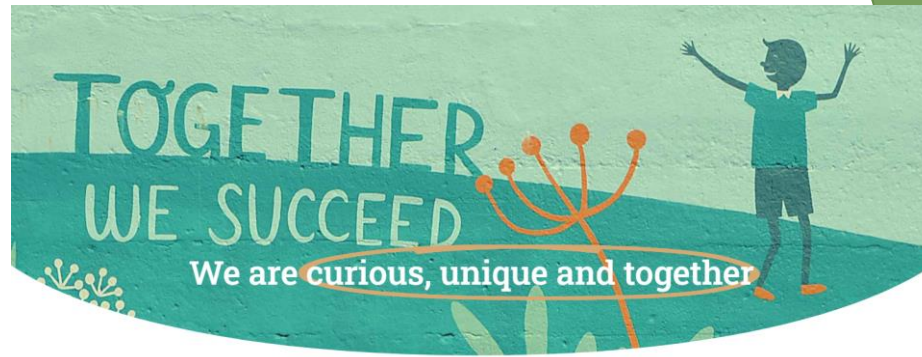


Whiteshill Primary School





Whiteshill Primary School



Our vision at Whiteshill is to ensure all of our pupils become passionate, successful, lifelong learners who are self-confident and ambitious and go on to create their own unique future and impact positively on the wider world.

Our school values, which underpin this vision, are:

‘We are curious, we are unique, we are together, we are Whiteshill’.



Mrs Cripps Reception Teacher Monday, Tuesday & Wednesday





Mrs Clarke
Reception Teacher
Thursday & Friday



Early Years at Whiteshill Primary School

At Whiteshill our Early Years team pride ourselves on a warm and welcoming classroom, where children can learn and play in a safe and secure environment.



Learning in the Foundation Stage

- ▶ EYFS is where the excitement begins at Whiteshill! The children learn in an environment which has been built around their developmental needs and interests. We pride ourselves on the environment being an exciting and engaging place to be, where we encourage our children to be independent learners.
- ▶ Our teaching is delivered through real life experiences, planned skills inputs and small focused group work.
- ▶ We have a balance of child led and adult led learning, allowing children to follow their interests in our high quality and carefully planned provision, continuing their learning in play.

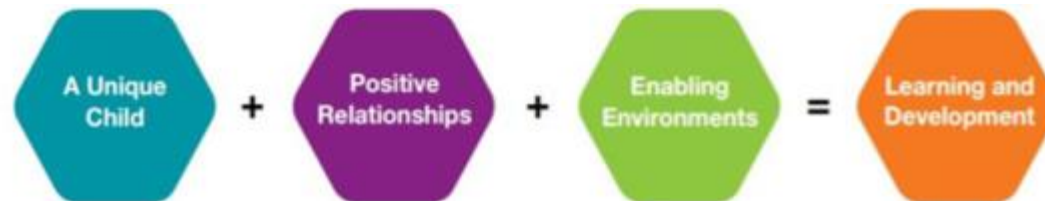


Learning in the Foundation Stage - EYFS Curriculum

In September 2021 the Early Years Foundation Stage Framework (EYFS) changed.

This curriculum is based upon four themes and principles:

- ❑ **The Unique Child** - Every child is an individual who is capable in their own right. The holistic child has a variety of needs that need to be met over their time in the Foundation Stage.
- ❑ **Positive Relationships** - Children becoming strong, independent learners; as we scaffold their learning through positive social interaction.
- ❑ **Enabling Environments** - We provide a safe, secure and stimulating start for your child. This is the key to their development
- ❑ **Learning and Development** - We acknowledge that children develop and learn in different ways.



Learning in the Foundation Stage - EYFS Curriculum

There are **seven areas of learning** and development that must shape educational programmes in the Reception year in school.

The Early Years Foundation Stage framework outlines three **Prime Areas** of learning which overlap with four **Specific Areas**.

Prime Areas:

- ❑ Communication and Language
- ❑ Physical Development
- ❑ Personal, Social, Emotional Development

Specific Areas:

- ❑ Literacy
- ❑ Mathematics
- ❑ Understanding the World
- ❑ Expressive Arts and Design



Characteristics of Effective Learning - How does your child learn?

We will use the 'characteristics of effective learning' to support the way we plan for your children, taking into account the following elements:

- ▶ **Playing and Exploring:** Children investigate and explore 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.



Physical Development - Fine and Gross Motor Skills



Gross motor skills provide the foundation for developing healthy bodies and social emotional well-being. Fine motor control and precision helps with hand eye coordination which is later linked to early literacy.

At Whiteshill the children have a lots of opportunities to develop these skills. Weekly Forest School sessions, carefully resourced outdoor equipment and balance bike sessions provide lots of opportunities for our children to lay the foundations for strong gross motor skills.

Carefully planned continuous provision inside and outside the classroom provides opportunities for fine motor skills to be developed on a daily basis allowing children to develop proficiency and control ready for early writing.



Forest School - Mrs Clarke



These weekly sessions offer so much to our children covering multiple areas of the Early Years curriculum.

UTW:

- Exploring the natural world around us - outdoor play and exploration.
- How we care for the world around us. Close observation of the natural world (drawing pictures of animals and plants)
- Understand the effect of changing seasons on the natural world around us.

Physical Development:

- Developing overall body strength, coordination, balance and agility.
- Developing small motor skills using a range of tools competently and safely.

Personal Social Emotional Skills:

- Showing resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.

Communication & Language:

Learning new vocabulary, asking questions.

Engaging further in non-fiction texts (eg related to the seasons)





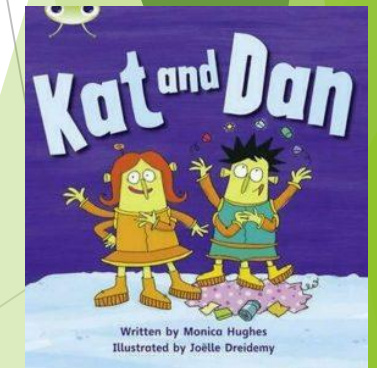
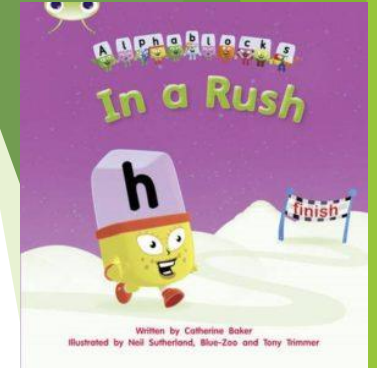
Phonics Bug

Phonics and Early Reading

- ▶ Phonics is a way of teaching children to read and write. Phonics involves matching the sounds of spoken English with individual letters or groups of letters. Teaching children to blend the sounds of the letters together helps them to decode unfamiliar or unknown words by sounding them out.
- ▶ **How do we teach phonics in Willow Class?**
- ▶ Adult-led phonics sessions take place daily in reception right from the start and take around 20 minutes. The sessions are fun and multisensory, with a different action related to each sound to kinaesthetically reinforce their memory.
- ▶ We use Phonics Bug which is a comprehensive teaching programme which includes interactive resources to use on the whiteboard within our phonics lessons and a range of fully decodable books which the children read in school and take home.
- ▶ During these sessions we teach one phoneme at a time. We also teach common exception words which are words that cannot be decoded phonetically therefore children are taught to read them by sight e.g. said, the
- ▶ We also immerse the children in phonics through our continuous provision which means the children can learn about sounds beyond the adult-led session. There are always phonics activities and reading games available in the classroom and outdoor area for the children to use and enjoy.

Books and Reading Journals

- ▶ Your child will be given books to read at home with you. The book(s) that they are given will closely match their developing phonic knowledge and knowledge of common exception words. Your child will also be given their own reading journal in which you can record any comments about their reading at home. We read regularly with your child in school and will also write in the journal creating a continuous communication link between school and home.
- ▶ **Top Tips!**
- ▶ **Start** by previewing the book. Talk about the title and pictures. Ask them what they think the book will be about.
- ▶ **Read the book.** Encourage your child to read a couple of pages each evening. Judge how your child is feeling, if they are tired you could take it in turns to read a sentence each. You do not need to read a whole book in one go, follow your child's lead and keep it enjoyable. It is important to discuss the story with your child as you go along to check their comprehension. Discuss the pictures with them and invite them to make predictions about the story such as what they think may happen next!
- ▶ **At the end** of the book you could ask them what their favourite part was or see if they can retell the story.



Literacy - Reading

Our classroom enables the children to step inside stories through play. There are many opportunities both inside the classroom and in our outside area for children to role-play, take part in small-world play and use puppets to act out stories.

We have cosy reading areas where children can browse and revisit stories or read aloud with friends, strengthening their sense of language and phonological awareness.

We want the children to develop a love of reading. We read books to the class throughout the day. The children have the opportunity to choose together the book they would like to hear at the end of the day which provides the opportunity for them to discuss which book they want and why with their peers. Hearing lots of stories with really rich language, beautiful illustrations and enjoying story time, alongside direct teaching of phonics, are important for learning to read and developing the enjoyment of reading.



Literacy - Writing

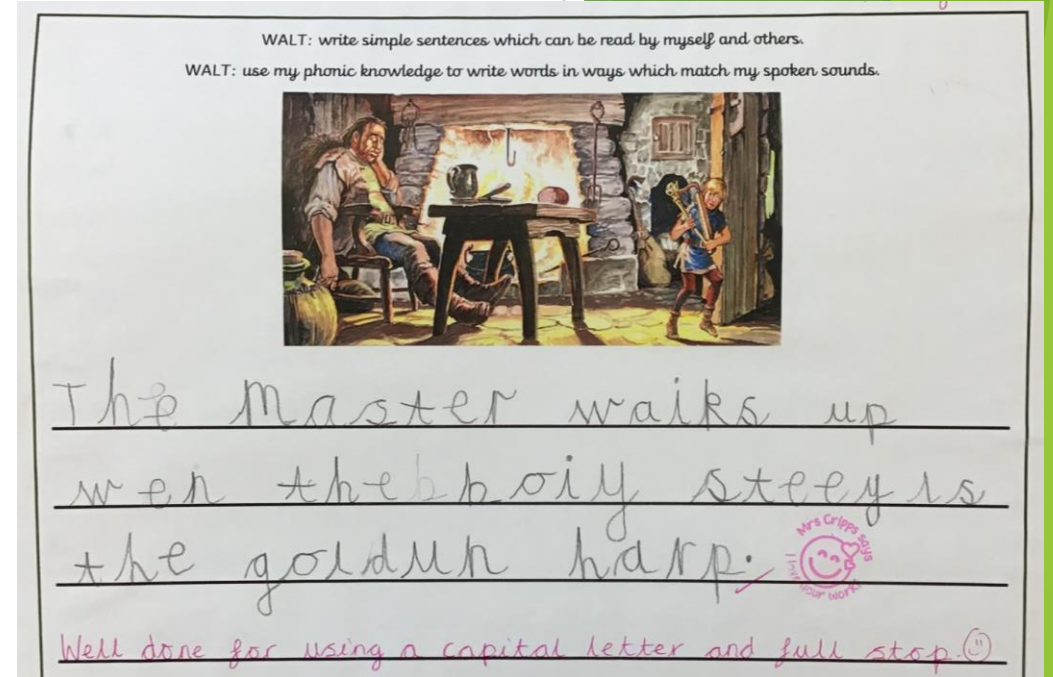
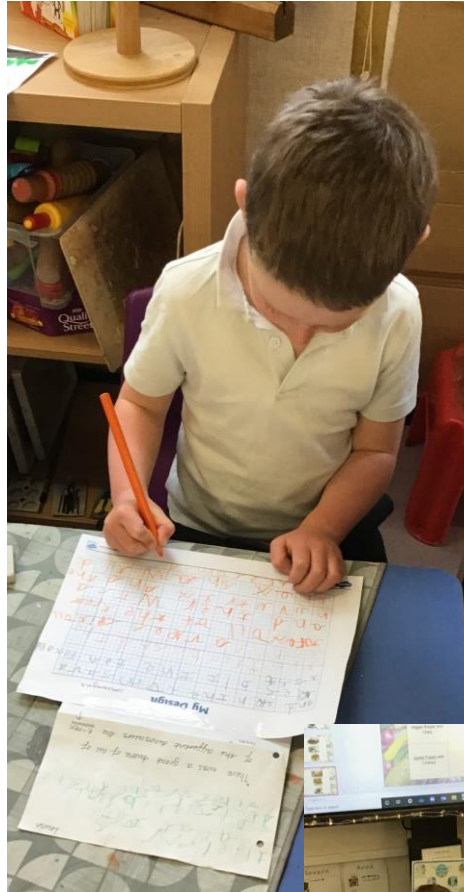
Children are taught to write through a combination of adult-directed activities and child-initiated play.

Every part of our classroom provides opportunities for writing. We have an amazing writing bureau in our role-play area for the children to sit at and write. We also provide paper, pens and clipboards throughout the classroom to encourage the children to write within their play. Alongside play, we will encourage the children to begin to write through more formal activities. For example, we recently grew our own beans, the children were asked to draw how their bean grew and label the parts of the bean. The children also re-told the story of Jack and the Beanstalk by writing short sentences.

Learning to write also involves all the senses. When we were learning about the Gingerbread Man, not only did we read it over and over again but we also acted out the story, got the children to join in with reciting it and used story maps with pictures as a visual reminder. We 'hooked' the children in with an exciting event! This year the children came into the classroom to find that the gingerbread man they had baked the day before had escaped out of the oven, made a big mess in the role-play area and the police had been called to the crime scene. The children had to investigate what had happened! They wrote lists and police reports and produced a wanted poster all about the gingerbread man suspect.



Literacy - Writing

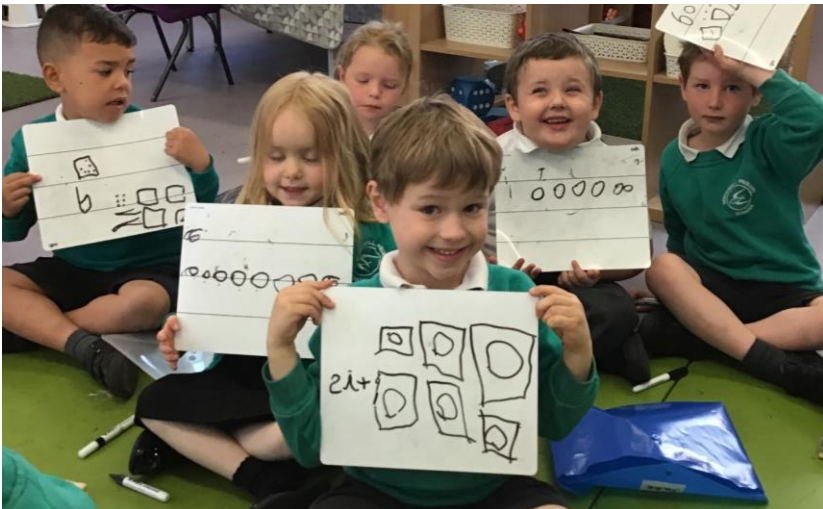


Maths

Early maths aims to move beyond rote learning and instead lay the foundations for real understanding of mathematical concepts.

In Reception your child will develop the foundations of all their future numeracy work, learning to count accurately, add, subtract, order numbers correctly and use mathematical language.

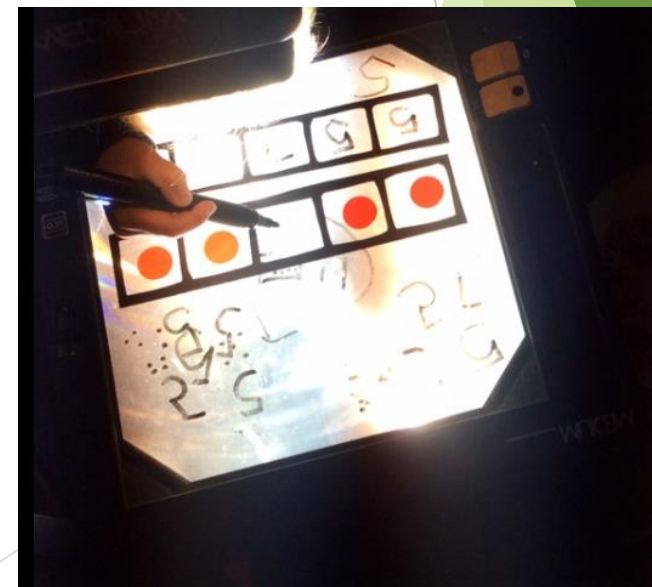
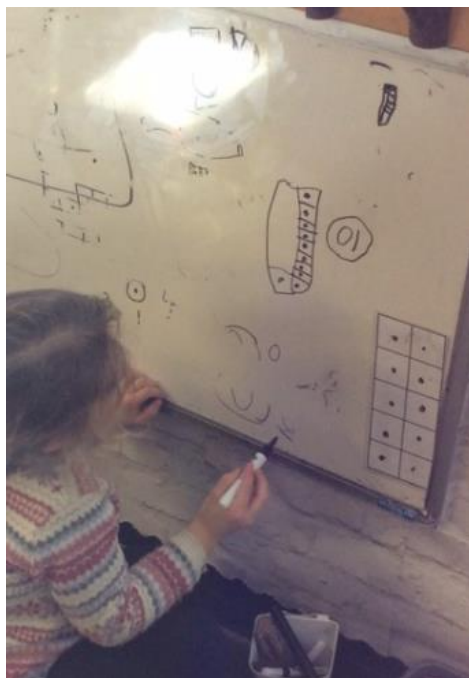
We create a continuous learning environment that supports the children's growing mathematical understanding. We provide authentic real-life resources that the children can use to develop their mathematical understanding, such as measuring tapes, real coins, kitchen scales and balances, measuring jugs, spoons and other types of kitchen equipment. We use natural objects for counting, such as shells, pine cones, pebbles and twigs.



What can I be doing before my child starts school?

- Subitising - What do you see? How do you see it?
 - Noticing pattern and number everywhere!
- Games - 3 not 3?
- Counting songs and rhymes
 - Try not to concentrate on the numerals (abstract) at this point but an understanding of what each amount actually LOOKS like. The numerals come later when the deeper understanding has developed.

Deep Mathematical Understanding is developed through play using the children's interests as a 'hook' or vehicle for learning...



Getting Ready for School

How can I help my child get ready for school?

Dress, eat and go to the toilet independently

It is helpful if your child has basic independence skills, such as managing the toilet, putting on their wellies and coat for outdoor play and getting changed for PE.

- Ask your child to try on their school uniform and PE kits and encourage them to get changed independently. Check that they are able to put on their shoes and do them up correctly, zip up their coat and fasten buttons correctly and independently.
 - Make sure all items of clothing are labelled with your child's name.
 - Dress your child in the most easy-to-wear uniform on PE days.
 - Make sure your child can use the toilet, wipe themselves and wash and dry their hands independently.
 - Encourage them to use a knife and fork, cut up their own food and pour a drink successfully .
- It is helpful if your child can recognise their name.

Links with Nurseries and Home Visits

- ▶ It is important that each child has a smooth transition from nursery to school. We liaise closely with nurseries and playgroups in the summer term before they start at school with us.
- ▶ We contact each of their pre-school settings and arrange a phone call or Zoom conversation. During these meetings we talk to your child's key person to find out about their interests, hobbies and strengths. It is also an opportunity for us to discuss their next steps.

Home Visits

- ▶ In September we offer home visits. This is a wonderful opportunity for us to create a strong home-school partnership. We visit each child at their home and talk to them about their interests, toys and pets! It is a friendly visit to help the children feel happy and secure with their teacher and for us to get to know them better.

Parental Involvement at Whiteshill

- ▶ Parents Evenings 2 x per year and end of year reports
- ▶ Events
- ▶ Open door policy
- ▶ Tapestry - We will share pictures and observations of wow moments that have happened day to day in school through an secure online tool.

We recognise the importance of parents and carers as partners at Whiteshill. Our EYFS team is very approachable and we believe that the education of your child is a joint venture between parents and staff.

You can help through:

- Participation in the home school reading scheme
- Sharing wow moments that happen at home - Wow vouchers
- Playing of recommended games to aid phonics or number work.
- The attendance of any meetings arranged to support your child throughout the year.
- Joining/ supporting the 'Friends of Whiteshill' as they provide additional enrichments to your child's school life.
- Joining in with school projects

Transition Sessions

► Summer Term 2021:

❑ 1st Small Group Sessions:

Wednesday 8th June: 9.30 - 10.30 - Group A - children and parents.

Thursday 16th June: 9.30 - 10.30 - Group B - children and parents.

❑ 2nd Small Group Sessions:

Wednesday 22nd June: 9.30 - 10.30 - Group A - just children.

Thursday 29th June: 9.30 - 10.30 - Group B - just children.

❑ 3rd Session: Wednesday 6th July: 9.30 - 11.30 (Whole Group)

❑ 4th Session: Wednesday 13th July: 9.30 - 11.30 (Whole Group)

❑ Online video of classroom and school on the website - please do take a look and share with the children.

We will give you a pack tonight of forms e.g. medical, media consent, contact details, which need to be filled in and sent back to the office as soon as possible. We also need to see your child's birth certificate before the end of the summer term.

First few weeks...

- ▶ Week of **Tuesday 6th - Friday 9th September** - children will attend until 12pm (before lunch).
- ▶ Week of **Monday 12th to Friday 16th September** - children will attend until 1pm (staying at school for lunch).
- ▶ The children will be in full time from **Monday 19th onwards.**
- ▶ Term dates can be found on the school website.
- ▶ **Children can access breakfast club from Tuesday 6th September and after school club from Monday 19th September - more information from Mrs Angove and a form in your pack.**

School Uniform

- ▶ Trousers, shorts, skirt or pinafore - black or dark grey
- ▶ White polo shirt with school logo* or plain if preferred
- ▶ School sweatshirt or cardigan with school logo*
- ▶ Black school shoes
- ▶ Socks or tights - black, grey, white or dark green
- ▶ Summer dress in green with either stripes or checks
- ▶ **PE kit**
- ▶ Plain black shorts or plain black jogging trousers
- ▶ Black hoodie with school logo* or plain black if preferred
- ▶ Green PE t-shirt with school logo*
- ▶ Plain black slip-on plimsolls or daps (Willow and Elm) white or black trainers (Maple and Oak)
- ▶ Book bag with or without school logo*

- ▶ **Optional**
- ▶ Light weight bottle green jacket with fleece lining with the school logo*

- ▶ *These items can be purchased from Batemans in Stroud.
- ▶ **Please make sure all of your child's uniform is labelled clearly to ensure we can return it to you easily when it gets mislaid.**



Any Questions?

