



# Early Years Foundation Stage

Booklet for Nursery and Reception

Parents



*Oscar Romero: "Aspire not to have more but to be more"*

We extend a warm welcome to you from St. Augustine's Catholic Primary School. We are part of Aspire London and are very pleased that you have chosen us for your child's learning journey.

Beginning Nursery or School is a big event in the life of a child and we want the transition to be as smooth as possible. Before joining our School or Nursery our staff will conduct a 'Home Visit' which allows us to see your child in their own environment. You will get the chance to meet the Class Teacher and have time to talk about your child and their likes and dislikes. This can be very reassuring for your child, when they arrive in School they will be familiar with staff here. Your child will then attend our setting and may follow a phased introduction to ensure that they remain happy and settle quickly into our routines.

In order to help your child be more independent in School it would be good to practise:

- Dressing and undressing themselves
- Putting on their coats and fastening them
- Recognising their own names
- Using the toilet independently
- Use a knife and fork to feed themselves
- Use a tissue
- Share toys and equipment
- Listen and follow instructions

# The School Day

## Nursery

The morning session begins at 9am and finishes at 12pm

The afternoon session begins at 12pm and finishes at 3pm

The 30 hour provision starts at 9am and finishes at 3pm. Children use the Nursery entrance which is separate to the main school. The children go to lunch at 11.30 in the dining hall

## Reception

School starts at 8.55am and finishes at 3.15pm

Children can be taken directly to their classroom and collected from there at the end of the school day.

Children will have lunch from 12-1pm

There will be an afternoon play at 2.30-2.45pm

*Fruit is available throughout the day for all children*

*Please be on time for school and prompt for collection, it can be upsetting for children if you are not there to greet them. If someone else is collecting your child, please make sure that you let the school office know as your child will not be released to anyone who you have not authorised.*

## Absences

If your child is absent from school, please inform the school office by 9.30 on the first day of absence.

If your child has had diarrhoea or vomiting they should not come to school before 48 hours after the last bout.

## School Uniform

The uniform at our school is designed to be practical and smart. It can be bought from any shop, except the tie— this can be purchased at the School Office priced at £4.

### Winter uniform

Grey trousers, skirt or pinafore, pale blue shirt and school tie

Navy blue v-neck jumper or cardigan

Navy blue or grey tights or socks

### Summer uniform

Grey tailored shorts or trousers, pale blue shirt and school tie

Light blue gingham dress

Navy blue v-neck jumper or cardigan

Navy blue, grey or white socks

Coats can be any colour - denim jackets or tracksuit tops are not suitable.

Footwear must be black or navy, strong and sensible in style, no boots are allowed. Trainers should only be worn for games or during lunchtime in the playground. Open toed sandals must not be worn in school.

Hairstyles are to be conventional in style, length and colour. Hair which is shoulder length or longer must be tied back and hair accessories must be small, simple and navy or pale blue in colour.

Jewellery is not permitted, although watches may be worn.

School uniform is optional for Nursery children.

*All clothing must be marked with the child's name so that lost clothing may be traced and returned quickly.*

## PE Kit for Reception Children

Children must wear a plain white T-shirt and plain navy shorts. Plain navy tracksuit bottoms are to be worn for outdoor games in the winter. All children need plimsolls or trainers for outdoor games. These should be kept in a drawstring bag in School.

## School Meals

School meals are provided by Caterlink and are made fresh on site. Menus are available for you to look at prior to your child eating them. All children in Reception Class, Year 1 and Year 2 are entitled to a free school meal. We can now extend the meal option to Nursery children who stay all day with us at an additional cost of £2.50 per day.

## Communication

School and home working together always provides the best outcome for children. We send out weekly newsletters and our website is regularly updated to inform you of what is happening. We operate an 'open-door' policy and if there is anything we can help with, please do not hesitate to contact the school office at any time.

In the Autumn Term we hold 'Meet the Teacher' meetings for you to get to know your child's Class Teacher and the expectations for the coming year. This is followed by a Parent and Teacher meeting where you can talk about your child individually. In the Spring Term we hold an Academic Review Day, this is a meeting between you, your child and their Class Teacher to talk about their attainment and progress. Finally, in the Summer Term, you will receive a written report for your child.

We will email or text you letters and messages from time to time to give you an update of anything happening in School. Please make sure we always have up to date contact details.

Please always let us know if there is anything that happens outside of school which may have an impact on your child in school.

# Prime Areas of Learning

## Communication and Language

### Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.



## Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;



- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling

and support from their teacher.



# Personal, Social and Emotional Development

## Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

## Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

## Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

# Physical Development

## Gross Motor skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



## Fine Motor

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;





# Areas of Specific Learning

## Literacy

### Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate - where appropriate - key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



### Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

# Mathematics

## Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5; -
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

## Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



# Understanding the World

## Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now; drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

## People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.



## The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some changes in the natural world around them, including the seasons





# Expressive Arts and Design

## Creating with Materials

Children at the expected level of development will:

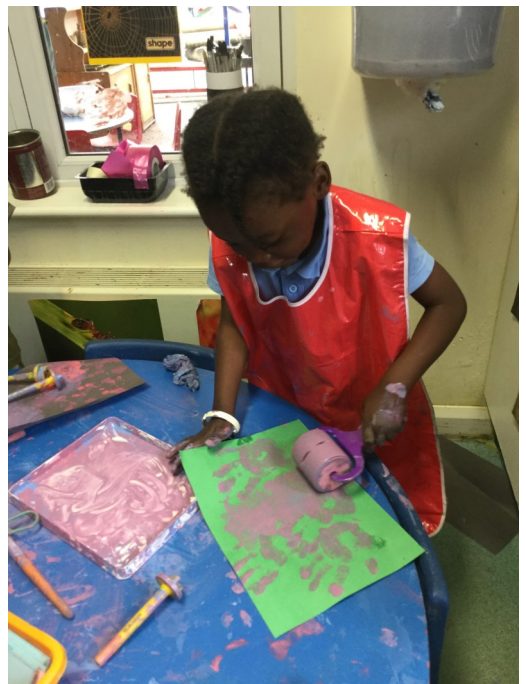
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.



## Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and try to move in time with music.



# How Young Children Learn

## Playing

Playing— indoors and out, alone and with others, quietly or boisterously— allows children to find out about things, try out and practise ideas and skills, take risks, explore their feelings, learn from mistakes, be in control and think imaginatively. Playing is an important centre of learning for young children.

## Being with other people

As well as developing emotional security and social skills, being with other people—other children and adults—stimulates ideas and involvement that move learning forward.

## Being active

Young children need to move and learn and remember things by taking experiences in through the senses as they move. Sitting still for too long can disrupt learning.

## Exploring new things and experiences

Children's deep curiosity leads them to use all their senses to explore in real hands-on activities and then put the information together in their own minds to form ideas and make sense of the world.

## Talking to themselves

In 'self-speech' children use out-loud thinking to clarify their thoughts, regulate their activities, take on imaginative roles and rehearse their skills.

## Communicating about what they are doing with someone who responds to their ideas

Even before they can talk in words, children are keen to share their ideas through sounds, gesture and body language. Talk helps children to understand what they experience. It is important that they have a chance to express their own ideas, as well as have conversations to hear other people's ideas, extend their thinking and use language about learning.

## Representing ideas and experiences

Children deepen their understanding as they recreate experiences or communicate their thinking in many different ways—in role-play or small world play, pictures, movements, models and talk.

## Being shown how to do things

Children learn skills by watching others or being shown how to do something. Adults or peers may directly instruct, model, guide or demonstrate.

## Practising, repeating, applying skills

Rehearsing skills in similar tasks or new contexts helps children to build mastery, to enjoy their own expertise and to consolidate what they can do.

## Having fun

There is no place for dull, repetitive activities. Laughter, fun and enjoyment, sometimes being whimsical and nonsensical, are the best contexts for learning. Activities can be playful even when they are not actually play.





# Characteristics of Effective Learning

## By Playing and Learning

- Finding out and exploring.
- Using what they know in their play.
- Being willing to have a go.

## Through Active Learning

- Being involved and concentrating.
- Keeping on trying.
- Enjoying achieving what they set out to do.

## By Creating and Thinking Critically

- Having their own ideas.
- Using what they already know to learn new things.
- Choosing ways to do things and finding new ways.



# Reporting Children's Learning and Achievement at the End of EYFS

At St. Augustine's the children will have a Learning Journey that will be filled with photos, pictures they have made and any mark making. They will take them home at the end of their learning journey in Nursery and Reception.

## EYFS Profile

Throughout the EYFS your child's achievements in all areas of learning will be tracked in their profile.

## Areas of Learning

At the end of Reception you will receive a report based on your child's profile which summarises their attainment against the Early Learning Goals in each of the Areas of Learning.

I do hope this helps your child prepare for our Foundation Stage whether that is Nursery or Reception provision.

We are here to help you and your child every step of the way. If there is anything else you need assistance with, please feel welcome to contact our friendly team in the School office.

You can find out lots more about our lovely school by visiting the website [www.staugustines.lewisham.sch.uk](http://www.staugustines.lewisham.sch.uk)