



Brinsworth Whitehill Primary School

Part of Wickersley Partnership Trust

EYFS PROSPECTUS



WICKERSLEY
PARTNERSHIP
TRUST.



| We are committed to supporting every child to become the very best that they can be.

Welcome to **Brinsworth Whitehill Primary School**

Part of Wickersley Partnership Trust



Brinsworth Whitehill Primary School is a warm and friendly school with a family atmosphere. Our children are at the very heart of everything we do and are valued as individuals. Our caring and dedicated team are committed to supporting every child to become the very best that they can be.

This prospectus is designed to give parents and carers an insight into the Early Years Foundation Stage at Brinsworth Whitehill Primary School.


We aim to create:

A safe, stimulating, positive and happy environment in which our children can develop socially, emotionally, intellectually and physically to reach their full potential.


An atmosphere that encourages everyone to value others regardless of ability, race, gender and creed.

Opportunities that will enable the children to work with increasing independence.





We strive to create a learning environment where all children can thrive, feel safe, happy and confident in their learning and therefore achieve their full potential.



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WORKING TOGETHER. LEARNING TOGETHER. ACHIEVING TOGETHER

MEET OUR STAFF



Mrs Danielle Westnidge
EYFS Leader



Mrs Amanda Leng
Foundation Stage Teacher



Mrs Lesley Hawes
Foundation Stage Teacher



Miss Parkin
Foundation Stage Teacher



Mrs Sarah Fox
Foundation Stage Teacher



Mrs Jeannette Wildgoose
Level 3 Early Years Practitioner



Miss Eyre
Teaching Assistant



Miss Marshall
Teaching Assistant



Mrs Claire Womersley
Level 2 Teaching Assistant

We also provide professional development opportunities for students within the unit.



We Instill
In our
Children;

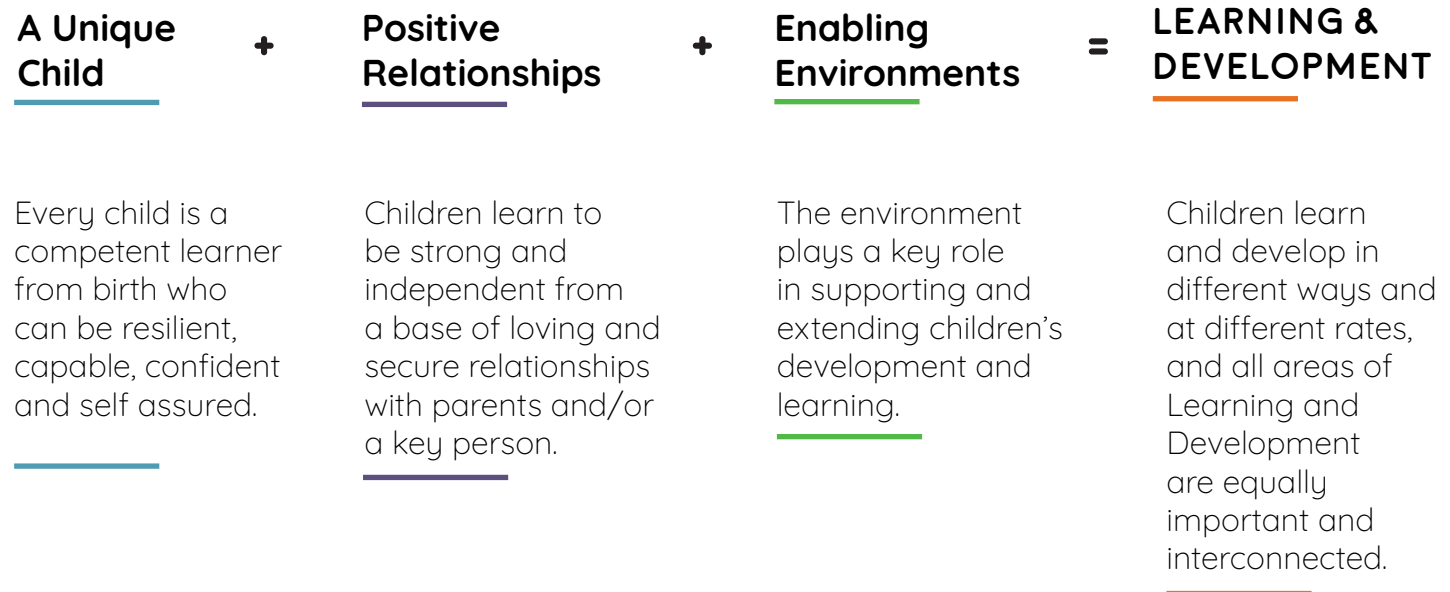
Respect,
Resilience,
Pride, Aspiration
& Independence

WHAT IS THE EARLY YEAR FOUNDATION STAGE (EYFS)?

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old.

The EYFS framework supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

There are four main themes of the Early Years Foundation Stage. They express important principles in underpinning effective practice in the care, development and learning of young children.





We make every effort to make sure new pupils are made to feel welcome.

LEARNING AND DEVELOPMENT

There are seven areas of learning and development that must shape educational provision in Early Years settings.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.



Opportunities
that will enable
the children
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independence.

EARLY LEARNING GOALS

By the end of FS2, we would expect children to be 'on track'. This means that they will have achieved all the Early Learning Goals.

Personal, Social and Emotional Development

Managing Self:

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.

Self-regulation:

Understanding of own and others' feelings, and able to regulate their behavior 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, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.

Building Relationships:

Work and play cooperatively and take turns with others.

Form positive attachments with adults and friendships with peers.

Show sensitivity to their own and others' needs.

Literacy

Comprehension:

Demonstrate understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocab. during discussion about stories, non-fiction, rhymes and poems and during role-play.

Word Reading:

Say a sound for each letter of the alphabet and at least 10 digraphs.

Read words consistent with phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing:

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 and can be read by others.

Understanding the World

Past and Present:

Talk about lives of 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.

The Natural World:

Explore and make observations of the natural world.

Similarities and difference in the natural world.

Understand important process and changes, including seasons and changing states of matter.

People, Culture and Community:

Describe their immediate environment using knowledge from observation, 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.

Communication & Language

Listening, Attention and Understanding:

Listen attentively and respond appropriately to what they hear with relevant questions, comments and actions during whole class and small group discussions.

Comment on and ask questions about what they heard to clarify understanding.
Hold conversation when engaged in back and forth exchanges with teachers/peers.

Speaking:

Participate in small group, class, and 1:1 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 ideas and feelings about their experiences using full sentences, including use of tenses and conjunctions. With support from their teacher.

Physical Development

Fine Motor:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools i.e. scissors, paintbrushes, cutlery. Begin to show accuracy and care when drawing.

Gross Motor:

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.

Maths

Numerical Patterns:

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 and 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.

Numbers:

Have a deep understanding of numbers to 10, including the composition of each number.

Subitise up to 5.

Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.

Expressive Arts and Design

Creating with materials:

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

Being imaginative and Expressive:

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 – when appropriate – try to move in time with music.

THE SCHOOL DAY

Arrival (F2, F1 Full Time, F1 Morning)

Children should arrive at school at **8:45am** and register themselves by finding their names.

In the Foundation Stage we learn through play, but we take children to one side in small groups every day for more focused play activities.

Don't be surprised if your child tells you that they have only been playing all day - they have!

However, at the same time they have been learning through; exploring, making constructions, designing, marking, problem solving and working with others.

Each and every day, the children in FS2 will participate in a short literacy, maths and phonics session. They will also take part in singing sessions, PE lessons and circle time activities throughout the week.

All children listen to a story everyday.

Each day we provide healthy snacks for all children. They can have their snack when they choose. They can choose from a variety of fruits and a drink of milk. Water is available at all times.

Morning sessions finish at 11:45.

School finishes for the rest of the children at 15:05.

Parents are asked to line up outside the classroom door and wait until your child is dismissed.

Please be prompt when picking up your child.



Session Times

FS1 Morning
08:45 - 11:45

FS1 Morning Plus Dinner:
08:45 - 12:45

FS1 Afternoon
12.05 - 15.05

Extra sessions are
available for a fee.
Please speak to
a member of staff
for more
information.

Full Time Children
08:45 - 15.05



GENERAL INFORMATION

Uniform

All children are expected to wear the school uniform. Wearing the school uniform develops a sense of belonging and pride.

Our uniform is:

- Black or grey trousers or skirt or tailored shorts. Children in FS1 can wear black jogging bottoms to aid with toileting needs
- White or blue polo shirt
- Blue gingham dress or grey or black pinafore dress
- Royal blue jumper or cardigan with or without logo
- Black shoes

In the winter, please ensure your child has a warm coat and appropriate footwear as we play in the garden every day!

In the summer, please ensure your child has a sun hat. Please apply sun cream before school.

PE Kit

Children in FS2 are expected to have a full PE kit. This can be left on their peg until the end of each half term.

- Plain black or navy shorts
- Plain white t-shirt

- Trainers or plimsolls (these must be a different pair from day to day wear)

Jewellery should not be worn in school. The exception to this is for pupils with pierced ears, children can come to school with their ears taped on PE days.

Label your Child's uniform

It can be very challenging for staff and parents when a child has lost their jumper or cardigan and it has not been labelled with their name. All the children will be wearing the same jumpers and cardigans as each other. It is not always possible to match up children to their lost items if they are not labelled, so please ensure that your child's uniform is clearly labelled with their name. Use a permanent pen and regularly check that the name can be clearly read.

Shoes

In Early Years, we strongly encourage children to become more independent at getting themselves dressed and undressed, and for some children, shoes can be a little bit tricky. Children need to be able to change their shoes independently for P.E. and for outdoor activities where wellies are needed.

It is important that children can unfasten and refasten their school shoes without needing much

help. Laces often come undone throughout the day and can present a danger when children are walking and running. We advise that children should only wear laced school shoes if they are able to tie them independently, otherwise black Velcro fastening shoes are often the best.

Toileting

There is an expectation that three year olds will be able to use the toilet independently when they start school. Being toilet trained is a skill that children need to develop independence, self-esteem and confidence to thrive at school. We appreciate that there are exceptions to this, so please talk to us if you feel that this is the case with your child. We will also encourage your child to wash and dry their hands.

Although we do not potty train children, we are able to offer advice and support before your child starts school.

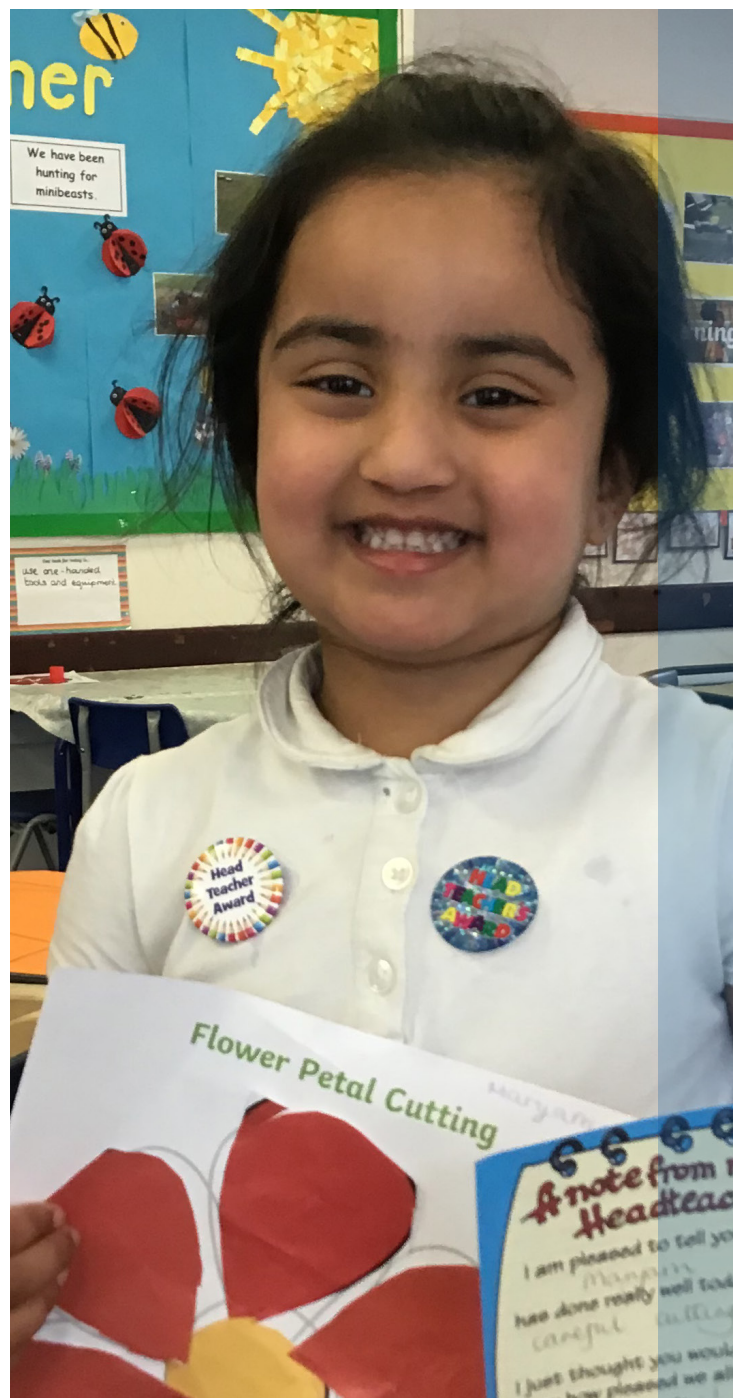
Spare Clothes

Throughout their time in F1 and F2, lots of children will have an accident from time to time. We request that parents provide their child with a bag of spare clothes and underwear in case of any accidents. The bag of clothes can be kept at school on your child's peg.

Water Bottles

Children are permitted to bring in their own water bottles from home that will be kept in the classroom. Please ensure that the bottle is clearly labelled with your child's name. This can be taken home every day and filled with fresh water.

We would ask parents to discourage children from bringing items from home as it can cause upset and distress if they are lost or broken.





WAYS IN WHICH YOU CAN SUPPORT YOUR CHILD'S LEARNING AT HOME

Reading

At our school we encourage children to develop a “love of books” and an enjoyment of stories. We teach the children early book skills, which will help them to become independent readers. You can help them at home by:

- Reading together whenever possible.
- Showing your child how to hold a book and turn the pages correctly and carefully.
- Talking about the pictures as well as the story.
- Letting your child re-tell their favourite stories.
- Encouraging them to notice labels, signs and print around them.
- Share library books at home together.

Writing

Some children want to draw and practice “writing” at an early age. Don’t push your child if he/she is not ready. In order to encourage early writing skills, children need to develop their fine motor skills. Activities that can help are:

- Painting with water using large paintbrushes outdoors
- Jigsaws
- Building with bricks
- Playdough activities
- Fastening buttons/zips
- Praise your child’s efforts

Ask your child what their writing says, even if it only looks like “scribble”. This is the beginning of writing development and needs to be encouraged. Remember that learning to write is very difficult!

WAYS IN WHICH YOU CAN SUPPORT YOUR CHILD'S LEARNING AT HOME

Speaking and Listening

Children learn language through listening and talking. You can help them develop their language skills and confidence to participate in these activities at home by:

- Learning and singing songs and nursery rhymes together
- Talking about the things they see, e.g. on a walk, on the bus, at the shops
- Watching a TV programme together and talking about what they see/what happens
- Planning and talking about special events such as outings, birthdays, buying new clothes, visiting relatives
- Reading stories together, so that they can hear and understand new words and listen to the language of stories

Becoming Independent

When your child begins school, they will be encouraged to become increasingly independent. You can help them at home by encouraging your child to do lots of things for themselves:

- Get dressed
- Put on their own coat
- Use the toilet/wash their hands
- Tidy away their own toys
- Help with little jobs, e.g. dusting, laying the table



LET THE ADVENTURE BEGIN!





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A proud member of
Wickersley Partnership Trust