

# St. John's C.E. Primary School



## Early Years Foundation Stage

### St John's Vision Statement

*"At St John's we want everyone to grow and flourish. Our small school is a nurturing community where we can develop our gifts and broaden our horizons. We seek to do all this within the knowledge and love of God, where the values of His Kingdom guide and inspire us - Ephesians 3.16 - 18*

*'Thriving and learning as we build God's Kingdom'*



# SCHOOL ADDRESS AND TELEPHONE NUMBER

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## EARLY YEARS FOUNDATION STAGE

Dear Parents & Carers,

Welcome to the introduction booklet of St John's School's Foundation Stage Class. We hope that it will tell you all you need to know about us and how the Foundation Stage Class, within St John's C.E. Primary School, is organised.



We want to make school a happy, secure and stimulating place for your children and this booklet will tell you how we do this.

The Foundation Stage offers young children opportunities for exploring their world and acquiring skills, knowledge and understanding, which will provide a foundation for later learning both in the primary school and in the world beyond the classroom.

If you wish to visit us please make arrangements by calling, emailing or visiting our school office.

Following an independent inspection of the school in July 2017 the inspector's report said

**Leaders and teachers in early years ensure that children make strong progress in their learning and that they are well prepared for Year 1.**

## EARLY YEARS STAFF

Head Teacher

Mrs Susan Notley

Deputy Head Teacher

Mr Joe Law

### Teaching Staff:

Foundation Stage Coordinator

Mrs Pat Creed

Teaching Assistant

Ms Elena Dall'Aglio



Sue Notley  
Head Teacher



Joe Law  
Deputy Head Teacher  
& Emerald Class  
Teacher

# WHAT IS THE EARLY YEARS FOUNDATION STAGE?

The (EYFS) will be the stage your child is in when they attend setting or a childminder's home between birth and the age of five. It is also the stage that they are in until the end of the Reception year at school.

The (EYFS) Framework describes how early years practitioners should work with children and their families to support their development and learning.

It describes how your child should be kept safe and cared for and how all concerned can make sure that your child achieves the most that they can in their earliest years of life.

The class at St John's C.E. School can accommodate 32 children. 17 all day in Later FS and 15 in the afternoon in Early FS. The children enter Nursery in the September of the year of their 4th birthday and Reception in the September of the year of their 5th birthday and will stay with us through their reception year until they transfer to YR1. We also welcome children into the nursery throughout the year in order to support their application for the Reception class (space permitting)



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## Our Foundation Class is set up to:

- Enable staff to deliver a high quality Early Years Foundation Stage curriculum in line with the Government's requirements.
- Give children access to an all-weather outdoor space and one large classroom area. Learning arises from play, interacting with other children and adults in a secure and stimulating environment. By engaging in new experiences we build on children's existing understanding.
- Ease the transition from the earlier F.S. to the later F.S. This is smooth with a continuity of staffing, planning and environment.
- Enable the children to be developmentally 'ready' to cope with the changes in routine and be more able to cope with the demands of Key Stage 1 (KS1).
- Enable the children to access the curriculum at their developmental stage.
- Have higher staffing levels to ensure that activities can be extended and extra support given if appropriate.

## SETTLING YOUR CHILD INTO THE FOUNDATION STAGE CLASS

Before your child's entry into the class, parents & carers will be given an opportunity to visit the class with your child. A member of staff will also visit you at home prior to school entry. Home visits provide us with a wonderful opportunity of getting to know the child and family in their own environment and therefore enables us to continue your child's learning journey in partnership with you. We strongly recommend that you take up this option as it does help your child to settle in, as they are familiar with the setting, the staff and routines and expectations.

The earlier F.S. children (3 and 4 year olds) will attend the afternoon session.

The times are:

Early FS 12.30 p.m. – 3.00 p.m.

Later FS 8.55 a.m. – 3.00 p.m.

After the pre entry visits your child will be offered an admission date. You can come along and complete the admission forms and leave your child for an hour. This period will then be built up gradually until it is felt that your child is ready to cope with a full session. At present the Reception children stay all day, with lunch, in the September of the year in which they have their 5<sup>th</sup> birthday. The school has healthy school status and parents are welcome to visit the dining hall. Regular parent taster classes are held. It would be helpful if you could pay weekly or half termly on parent pay.

## PARENTAL INVOLVEMENT

When your child is offered a place in the EYFS, there is always a home visit and the members of staff will discuss with you how we support you in helping your child throughout his/her time in the EYFS. During the year we run a variety of different meetings, workshops and time for parents to observe lessons so that you will feel supported in different ways that will benefit your child.

Parents and Carers will be given a weekly School newsletter to inform you of events, diary dates and to celebrate individual and school successes. Later FS children attend the Friday celebration assembly and parents are very welcome to join us. This provides a valuable link between home and school.

## CLOTHING

We often work with messy materials so please tell your children not to worry if they get paint on them or they get messy.

Children do occasionally get paint on their clothes even though we encourage the use of aprons. Paint will come out if the item is washed with ordinary hand soap before going into the washing machine. Do not use detergent first, as this will set the stain because it turns the paint into a dye.

The children are required to wear school uniform; it is slightly different to YR1 – YR6 to ensure easy management. See separate uniform list in this booklet.

In the summer please ensure that your child is adequately protected from the sun with a high factor (at least factor 15) sunscreen applied before coming to school, a T-shirt to protect their shoulders and a hat

The 5-year-old Foundation Stage children must wear school uniform. Reception children will be required to have a P.E. kit to wear on P.E. days.



## BRINGING AND COLLECTING YOUR CHILD

We will only allow your child to be collected by an adult who is known to us, so please let us know if someone different will be bringing or collecting your child.

Children under 16 years of age are not allowed to collect a Foundation Stage child, it is also important that you bring and collect your child on time. It can be very distressing for young children if they join the session after everyone else is involved in activities or if they are the last one to be collected.



## ILLNESS

If your child is unwell, then the best place for him/her is at home. It is important that you contact the school if your child is absent from school, non-attendance is taken very seriously. Once your child returns to school a written explanation for this absence needs to be given in to the school office.

Children prescribed antibiotics should remain at home for the first three days of the course and return when they are feeling better.

48 hours must have elapsed before your child returns to school following sickness or diarrhoea.

If your child is unwell at school you or your nominated contact will be notified immediately.

It is important therefore that we are informed of

- changes of address
- telephone numbers
- Emergency contacts' names and contact numbers.

Children do occasionally have minor accidents at school. These are recorded in an accident book, and you will be notified and asked to sign the incident log. Please try to encourage your child to notify a member of staff if he or she gets hurt.

We will also record and notify you if any personal care is given, e.g. changing of clothes and will ask you to sign the incident log.



## CHILD PROTECTION

All staff members at St John's Primary School take seriously any concerns regarding the physical and or emotional well-being of your child.

As a school we are bound by the Children Act and follow the guidelines of the Area Child Protection Committee.

Anyone with concerns about the welfare of any child at St John's will keep written details on file and will contact the school teacher with designated responsibility for Child Protection issues.

In most cases concerns will be discussed with you as a parent or guardian but in certain circumstances it may be necessary to refer the concern directly to Social Services.

A strict code of confidentiality is maintained.



**'The arrangements for safeguarding in the early years are effective. Staff pay close attention to childrens development and welfare, ensuring that children explore and learn in a safe and caring environment.'**  
Ofsted Report 2017

## POLICIES

We have developed a number of policies for staff guidance. These include a General Foundation Stage policy, Equal Opportunities Policy and a Policy for Special Educational Needs. Other documents cover Behaviour and Health and Safety.

Although specific to the Foundation Stage these policies generally align to the main school policies.

You are most welcome to see these policies which may be requested from the main school office reception desk.

## FOOD AND TOYS

Please discourage your child from bringing toys from home as it causes distress if these get lost or broken. Children do go home with small toys in their pockets please do not be embarrassed about bringing them back. Sweets are prohibited in school.

## DRINKS AND SNACKS

Milk, water and fruit are provided for the children throughout the sessions. We do however ask for a voluntary contribution of £10.00 per term towards the cost of buying additional healthy snacks and cooking ingredients. This should be paid on parent pay. Please tell us if your child has special dietary needs for religious or health reasons and their preferences for snacks, which will help us plan our menus.

## HOME READING BOOK BAGS

Each child buys a home reading book bag when they join the class. A member of staff and your child will choose a book, which can be shared with you at home. This really does encourage a positive attitude to books and reading, which we can further encourage at school.

Every Thursday we invite you into the classroom to choose a book with your child and if you have more time and would like to stay and read stories to the children, you would be most welcome.

# BIRTHDAYS

When it is a child's birthday, we celebrate it by singing 'Happy Birthday' together and a pretend cake with candles is lit for him or her to blow out. You are welcome to bring sweets, cakes and food to share if you wish. If you prefer your child not to celebrate birthdays please inform a member of staff.



# ORGANISATION



On entry to school your child will be allocated a key worker and that teacher will be primarily responsible for providing a quality care and education provision for your child. You will meet your child's teacher and teaching assistant at the home visit. Children in the Foundation Stage class are divided into two groups. When the children first enter the unit at the age of 3 (Nursery) they are in 'Caterpillar' group they then move into 'Butterfly' group (Reception) after a year.

When the Foundation Stage children arrive they self-register and then interact freely with carefully planned activities. All the children are then free to select their own activities both inside and outside and will be asked to participate in the planned focused activities during this time. At the end of each session the children go to their group areas for songs, rhymes and stories.

Other activities throughout the week include:

- Whole snack time
- Earlier F.S. Circle time
- Earlier F.S. Hall time/P.E.
- Special assemblies
- Music sessions
- Later F.S. P.E. session
- Later F.S. computer session
- Later F.S. numeracy session
- Later F.S. literacy sessions.
- Later F.S. class assemblies with YR 1



The children make visits to local garden centres, Hillyfields and parks and have made longer trips travelling by minibus, coach and public transport to visit the theatre and Discover in Stratford. These visits are often linked to our termly focus and support teaching and learning.

Visitors are also invited into the unit. These have included a local police officer, Lego and puppet workshops, drama and dance specialists and a bird of prey display.

Towards the end of the Summer Term the EYFS holds a 'Graduation Day' to mark the children's departure from the F.S. class into YR1. All parents are invited and encouraged to join us to mark this event.

# PLANNING FOR LEARNING

The Early Years F.S. Curriculum is carefully planned to allow children to develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected. The staff plan activities and learning experiences, which are flexible in order to follow the children's individual interests and needs. The activities are carefully planned and are based on daily observations and detailed record keeping. Staff will offer help when appropriate, mainly by asking open-ended questions and listening to the children as well as encouraging children to think and to solve problems for themselves.

At first glance, and especially for people whose early learning took place in a more formal setting it can appear that the children are 'only playing!' However the F.S. education is based on the understanding that whilst children are playing, they are learning all the time.



**‘A growing proportion of children are making excellent progress to achieve a good level of development from weaker starting points. Some children in the current year are also on track to exceed a good level of development after having arrived with weaker than typical abilities’ Ofsted Report 2017**



## **Record Keeping**

Careful records are maintained by the staff based on their observations, throughout your child's time in the unit. The observations cover all areas of the curriculum and form the basis of the progress reports you will receive. A longer summative report is received when your child moves on to Year 1.

During your child's final term in the F.S.unit the school is required by law to compile a profile of your child's achievements in all areas. These are submitted to the Local Authority and help the Year 1 staff to plan the next steps for your child.

You will be given an opportunity to discuss your child's progress with your key worker, when staff will share the milestones that your child has achieved. You will see samples of work that are proudly kept in a workbook. This will be presented at the 'Graduation Day' prior to the move onto Year 1 and is a lovely record of some of your child's many achievements whilst in the class.

Learning is separated into seven different areas as described next.

**Children understand adults' expectations of their behaviour. They usually make safe choices about the use of equipment independently of adults.'**

Ofsted Report 2017

## **THE EARLY LEARNING GOALS, THE PRIME AREAS**

### **1. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

This area is vital in all aspects of children's lives and gives them the best opportunity for success in all other areas of learning.

Examples

- Taking turns, playing games and use of outdoor equipment.
- Respect for themselves and others, listening to other children.
- Respect for other cultures, celebrating festivals, special assemblies.
- Having opportunities to problem solve.
- Invite visiting speakers into the unit
- Make visits to the local and wider environment
- To develop independence.

How can you help your child at home?

- Encourage siblings and friends to share
- Invite friends home to share and play together
- Join local playgroups/organisations and libraries
- Talk to your child about their day and read the weekly and termly school newsletters so that you are aware of special events happening in school.

### **2. PHYSICAL DEVELOPMENT**

Physical Development in the Foundation Stage is focused on improving the skills of co-ordination, control, manipulation, movement and developing a healthy lifestyle.

Examples:-

- Giving time to explore and repeat activities whether it is using writing tools, scissors, throwing and catching a ball,
- Riding a bike or using climbing apparatus.
- Using dough, clay, exploring materials.
- Building on children's skills to promote confidence and working together in pairs or teams.
- To encourage a growing awareness of personal space and the space of others.
- Use of hall / P.E. times
- Managing own personal care and investigating the importance of a healthy lifestyle; healthy food, regular sleep patterns, exercise and hygiene

### **3. COMMUNICATION and LANGUAGE**

This area covers communication, listening and talking to others.

Examples

- Opportunities to develop their listening skills through a range of situations
- Home corner play to allow children to use expressive language in role play situations
- Story time/Circle times when children share books and have opportunities to speak within a group and learn pre reading skills
- Be able to follow instructions involving several ideas or actions

### **4. LITERACY**

This area covers reading and writing

Examples

- Posting their names on entry into the unit makes children familiar with the letter shapes in their names thus helping them to write their names themselves
- Equipment such as telephones, diaries, a selection of writing tools to encourage the writing of messages

The nursery children have a daily phonics session which focuses on speaking, listening and understanding

The later F.S. children (Rec) have a daily literacy session, which focuses on.

1. Alphabet letters and their sounds (we follow the Read, Write. Inc. programme for phonics)
2. Sentence and story structure
3. A writing activity

Activities are planned around a core book or story theme for the whole week and skills built upon as the week progresses.

How you can help your child at home?

- Sing rhymes and songs together
- Reading stories and sharing books encourage your child to handle them with care to look at the pictures and describe what is happening. Read the story through then ask them to re tell the story in their own words.
- Make lists of jobs to do, shopping to buy; this will help to link the written and spoken word.
- Encourage your child to write their names using a capital at the beginning of the name only and then use small lower case letters only for the rest of the letters.

**'The most able children make rapid progress in learning to write. However leaders are aware that the physical development of some children remains somewhat weaker despite the ample opportunities for indoor and outdoor creative learning.'** Ofsted Report 2017

## 5. MATHEMATICS

This area of development includes counting, sorting, space, shape and measure.

Maths in the F.S. will be developed through stories, songs, games, sand, water and imaginative play a very much 'hands on' experience.

Examples

- Learning number songs and rhymes
- Using sand and water to teach mathematical language such as 'heavy, light and full and empty
- Using junk boxes to explore size and shape
- Making coloured pasta necklaces for copying, creating simple patterns.
- Printing with different objects, encouraging the children to look and identify different shapes.
- To match objects to number using counters and small toys.
- Recognising and writing numerals in print, using number lines, number puzzles.



Numeracy Sessions

The Reception children have a daily numeracy session which will involve a mental maths activity and a practical activity relating to a weekly theme.

How can you help your child at home?

- Count objects around at home and in the environment.
- Look for numbers and shapes when out shopping or working indoors
- Sorting washing, tins into shapes and sizes and matching patterns
- Set dinner table matching cups and saucers.

**Teachers ensure that children receive good support to develop their reading, writing and mathematical skill. They gather information about children's learning systematically and use this to adapt activities as necessary – Ofsted Report 2017**

## 6. UNDERSTANDING THE WORLD

This area covers science, design technology, history, geography and I.C.T. Examples:

- Activities that encourage exploration, observation, problem solving, prediction, decision-making and discussion.
- Using the computer, tablets, cameras, and disc players.
- Gardening and potting plants, looking at mini-beasts.
- To have some understanding of past and present events in their own lives and in those of their families and people they know.



**How can you help your child at home?**

- Talk about what you see and hear around you at home and in the wider community
- Encourage your child to ask questions about how and why things happen
- Visit local places of interest
- Take your child to the Local Park, swimming or sports centre.
- Make sure clothing/footwear is easy to manage to encourage independence
- Providing a range of materials to draw and paint with.
- Use safety scissors to encourage cutting skills, this must of course be supervised.



**'The movement of children from Reception to Year 1 is extremely well managed.'** Ofsted 2017

## 7. EXPRESSIVE ARTS and DESIGN

Being creative enables children to make connections between one area of learning and another. This will extend understanding.

Examples

- Role play and imaginative play, dressing up and pretend play
- Dance, music and movement.
- Painting, drawing, junk modelling, exploring different textures, working with dough, clay etc.



How can you help your child at home?

- Provide dressing up opportunities props for imaginative play.
- A range of materials to explore
- Allow your child to get messy- explore materials with all their senses

## WHAT DO I NEED FOR MY CHILD WHEN SHE/HE JOINS ST JOHN'S C.E. PRIMARY SCHOOL?

### FOUNDATION STAGE UNIFORM

We want the children in the Foundation Stage to participate fully in all 'hands on' activities which are often messy and children also need to be able to manage their own toilet needs and dress and undress for P.E.

We therefore recommend:

### EARLY FOUNDATION STAGE UNIFORM (Nursery)

#### Winter Uniform

Winter Uniform should be worn when the children return to school for the new academic year at the start of the Autumn Term.

Winter Uniform for Boys	Winter Uniform for Girls
Royal blue tracksuit with logo on the sweatshirt Short sleeved white polo shirt with logo Trainers – Plain black or white Optional for boys – grey trousers and black shoes	Royal blue tracksuit with logo on the sweatshirt Short sleeved white polo shirt with logo Trainers – Plain black or white Optional for girls – grey skirt and black shoes

#### Summer Uniform

Summer uniform should be worn on return to school after the Easter Holiday.

Summer Uniform for Boys	Summer Uniform for Girls
Royal blue tracksuit with logo on the sweatshirt and or royal blue shorts Short sleeved white polo shirt with logo Trainers – Plain black or white Optional for boys – grey shorts and black shoes Baseball caps with logo	Royal blue tracksuit with logo on the sweatshirt and or royal blue shorts Short sleeved white polo shirt with logo Trainers – Plain black or white Optional for girls – summer dresses and black shoes Baseball caps with logo

Nursery - We will let you know when your child requires plimsolls and a PE bag.

## **LATER FOUNDATION STAGE (Reception)**

On Friday all children are required to wear royal blue tracksuit with logo on the sweatshirt and white polo shirt with logo and black trainers (PE kit) – Reception only

### **Winter Uniform**

Winter uniform should be worn when the children return to school for the new academic year at the start of the Autumn Term.

<b>Winter Uniform for Boys</b>	<b>Winter Uniform for Girls</b>
Royal blue jumper with logo – not a sweatshirt St. Johns Tie (elastic) Pale blue collared short sleeved shirt Grey trousers Black shoes – no boots or trainers Black or grey socks	Royal blue jumper with logo – not a sweatshirt St John's tie (elastic) Pale blue collared short sleeved shirt Grey trousers, skirt or pinafore Black shoes (no boots or trainers) Black, grey or white socks or tights

### **Summer Uniform**

Summer uniform should be worn on return to school after the Easter Holiday.

<b>Summer Uniform for Boys</b>	<b>Summer Uniform for Girls</b>
Royal blue jumper with logo – not a sweatshirt St. Johns Tie (elastic) Pale blue collared short sleeved shirt Grey trousers Grey shorts may be worn from spring half term to autumn half term Black shoes – no boots or trainers Black or grey socks Baseball caps with logo (summer)	Royal blue jumper with logo – not a sweatshirt St John's tie (elastic) Pale blue collared short sleeved shirt Grey trousers, skirt or pinafore Pale blue check dress – Spring half term to Autumn half term Black shoes (no boots or trainers) Black, grey or white socks or tights Baseball caps with log (summer)

### **P.E. Kit**

PE Kit is recognised as an important part of the school uniform and must be available for PE days. For health and safety reasons children will not be permitted to take part in PE activities without the correct clothing and will be required to remove their jewellery.

<b>PE Kit for Boys</b>	<b>PE Kit for Girls</b>
White polo shirt with school logo Plain royal blue shorts (summer) Royal blue tracksuit with logo on the sweatshirt (to be worn as uniform on Fridays) Royal blue jogging bottoms Plimsolls or trainers Royal Blue PE bag	White polo shirt with school logo Plain royal blue shorts (summer) Royal blue tracksuit with logo on the sweatshirt (to be worn as uniform on Fridays) Royal blue jogging bottoms Plimsolls or trainers and socks Royal Blue PE bag

### **A SCHOOL BLUE P.E. BAG**

### **A SCHOOL WATER BOTTLE**

### **A SCHOOL HOME READING BOOK BAG**

### **Footwear**

Black school shoes (not trainers or boots).

Footwear should be confined to shoes that support the foot and are comfortable; not a fashion statement, high heeled shoes or boots. The children are encouraged at all times to ensure the shoes are correctly fixed on their feet. Younger children wearing shoes with laces must be able to tie their own laces.

### **Jewellery**

Only basic stud earrings are allowed to be worn to school. Bracelets, necklaces or rings are not to be worn at any time. Children will be required to remove any items worn unless for religious reasons that have been notified to the Head Teacher in writing. The school will not be responsible for these items. Nail varnish is not allowed to be worn in school, and will be removed if worn.

### **Hair**

For safety reasons long hair must be tied back with an appropriate fastening at all times. This applies to girls and boys. Hair bands, clips and ribbons should be of school colours (white, black or blue). Shaved in hair designs are not appropriate.

### **Outer wear**

Coats, hats, scarves etc. should be of a dark colour.

The uniform, P.E. Kit, P.E. bag, water bottle, book bag, baseball cap and tie can be purchased at J Smiths & Sons, Lancaster Road Enfield.

Grey trousers, skirts, summer dresses, royal blue joggers can be purchased from major stores.

**All items must be clearly labelled with your child's name, even the school ties please.**

For more information about the Early Years Foundation Stage you can visit our web site at [www.stjohnsprimarysch.org.uk](http://www.stjohnsprimarysch.org.uk).

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