



Welcome to EYFS at Canon Burrows CofE Primary School



Information for parents and carers

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Mission

Education at Canon Burrows is based on the premise that each child is made in the image of God and is special, precious and unique.

Each child has the right to develop morally, spiritually, academically and physically to his/her potential and will do so, given the right educational context.

We are looking forward to welcoming you and your child into the Canon Burrows family. As a church school, we embed our Christian values into everyday learning as well as foster a respect for other people and their beliefs.

These Christian values underpin all of our teaching. In EYFS, we emphasise and model the importance of friendship and thankfulness primarily. As the children move through school, they will learn in greater depth about forgiveness, truth, courage, responsibility, generosity, perseverance, compassion, hope, trust, peace, justice, service, wisdom, reverence, humility and creativity.

Vision

Our vision is of a just and harmonious society where Canon Burrows pupils achieve the highest standards not just of attainment but of behaviour, self-esteem, and understanding of the world. Working in partnerships to raise standards we will seek to provide high quality education, through innovation, partnership and clear strategies.

Mark 10:16

And he took the children in his arms, placed his hands on them and blessed them.

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Welcome

Welcome to the Early Years Foundation Stage (EYFS) at Canon Burrows and thank you for placing your child in our care. We recognise that settling into Nursery and Reception is a big step for you and your child, we will endeavour to work with you to make it a smooth transition.

Our aim is to make school a happy, stimulating and rewarding environment for your child to discover and learn through a wide range of experiences.

It is very important that home and school work together in developing an effective partnership so that your child feels happy and secure. We hope that the information in this booklet helps towards making their first experience at Canon Burrows positive and enjoyable.

We recognise that children enter school with a wide range of experiences and that as parents and carers you know your child best and have a wealth of knowledge to share with us. Please continue to share any pictures, wow moments or questions with us by using the email addresses below:

nursery.22@canonburrows.co.uk

reception.22@canonburrows.co.uk

Once the children are settled, we will begin to explain how we feed in all the valuable learning experiences and observations from home into the children's individual learning journeys.



What will my child need for School and Nursery

We ask that children do not bring any additional equipment, **including bags**, into school.

Your child will need:

A full school uniform: Grey trousers/shorts, yellow polo shirt, TopMarks blue sweatshirt/cardigan, and school shoes (VELCRO fastening), labelled with their full name. This can be purchased from **www.schooltrends.co.uk** and **TopMarks**.



A filled water bottle, labelled with their name – **WATER ONLY PLEASE**

A suitable, ideally waterproof, coat, labelled with their name



A pair of wellies to be kept in school, labelled with their name

2 pairs of underwear and 2 pairs of socks in a clear freezer bag labelled with the child's name (in case of accidents)

Once the children are settled, we will let you know which day the sports coach will be supporting us in Reception. (Nursery Children do not need a PE kit.)

On this day, the children will need to come into school in their **SCHOOL P.E. kit**.

Your child will need:

School pumps or trainers.

Plain blue or black jogging bottoms or blue P.E. shorts (no football kits or fashion items)

Yellow P.E. t-shirts



Their school jumper should also be worn if the weather is cold.

ALL UNIFORM SHOULD BE LABELLED WITH THEIR FULL NAMES

The Office

In the school office we have Mrs Lees, Mrs Thorp and Ms Martin who will be happy to help with any queries you have.

We make use of school Spider for communicating with parents/carers, booking parents evening meetings, enabling payments to be made (e.g. for school trips), and for sending our weekly newsletter to you.

GUIDE TO OUR APP FOR PARENTS & CARERS

School Spider allows you to receive and return information directly to and from the school. Receive instant messages, complete surveys, book your parents' evenings and make payments.

Select your school to get started!

LOGGING IN

Once you have selected the school, you will see posts from the school website. Click parent dashboard to login or create an account. Create an account by pressing "create account" and enter your email address. **You must have your email linked with the school**

TAKE A LOOK AROUND

Click the envelope to see your recent messages

See all action items on your dashboard

Click to respond or book for each child

Click these 3 lines to:
- Switch between areas
- Edit your profile
- Logout

DOWNLOAD NOW

Download on the Google play | Download on the App Store

Times of the day

Reception starts at 8.50am. The school day for Reception ends at 3.05pm.

Nursery starts at 8.45am. The school day for Nursery ends at 11:45am and pick up is from the front blue gate.

You will come through the front gates. Do not worry if you are unsure as there will be staff on hand to direct you on their first morning. If you are going to be late to pick up, then contact the school office so we can put your child's mind at rest. Similarly, if it is going to be someone other than yourself or the regular collector picking your child up, please inform the staff when you drop your child off at the start of their session. A password will be issued if it is somebody that we have not previously met.

We suggest that for families with older children in school that you drop them off first in the morning and pick them up last in the afternoon.

Punctuality and attendance

It is vital for your child's well-being and development that they arrive at school on time. This helps them to feel settled and secure. It gives them the opportunity to interact with their peers on arrival and get involved in the routines set up for the start of the session. It also ensures that they do not miss out on any learning opportunities too.

What should I do if my child is sick?

Please remember to phone the office before 8.45am if your child is absent from school so we can record the reason, otherwise the absence will be classed as unauthorised. If we do not receive a message, we will contact you either by telephone or text. Please let us have a note to explain the absence when your child returns to school.

For additional info, please refer to the school website and follow the links for: [School Info/Policies/Attendance Policy](#)

Lates and appointments

If your child is late and needs to go aout of school during the school day you must provide the school office with your child's medical appointment card/letter at least 24 hours **prior** to the appointment, then report to the office on the day of the appointment.

Holidays in term time

Holidays or days off in school time are not permitted except in exceptional circumstances. The Head Teacher will review each application and will give you an answer as soon as possible. Holidays in term time may lead to a £60 per child, per parent Penalty Notice which will be issued once your child/children return to school from their holiday.

From 1 September 2013, the new law gives no entitlement to parents to take their child on holiday during term time. Any application for leave must only be in exceptional circumstances and the Head Teacher must be satisfied that the circumstances are exceptional and warrant the granting of leave.

Please find a copy of the holiday dates on the website under the school info tab.

Healthy schools

Snacks in Nursery and Reception will be provided within school as part of the School Fruit and Vegetable Scheme. Children need to bring a water bottle every day and should not bring snacks in their bags. The children will receive milk in school free of charge until they turn 5 years old.

Cool milk

Drinks of milk are provided from Cool Milk for free until your child's fifth birthday and is sent directly to school. Milk or water are the only drinks permitted within school, children have access to drinking water throughout the day. The school also takes part in the National Fruit Scheme. Children are provided with this daily and do not need to bring snacks from home during nursery and reception.



School lunches

School meals offer a nutritionally balanced lunch to pupils. They link to the national guidance regarding nutritionally balanced meals for children of school age. Menus are on a 3 weekly cycle and can be found on the school website (Parents/School Meals). Vegetarian options are available.

AUTUMN-SPRING MENUS

We are committed to educating, promoting and encouraging the benefits of a healthy, nutritious balanced diet now and the future. The UK School Food Standards covers all food served within the school day. All our meals are freshly prepared on site daily by our dedicated catering team.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Meatballs with gravy Pizza Margherita (V) Wholemeal cheese sandwich Crispy chocolate cake Fresh fruit, cheese and biscuits, yoghurt Pasta, half jacket potato, peas and sweetcorn	Roast Chicken with stuffing and gravy Quorn sausage in BBQ sauce (V) Jacket potato with choice of filling Carniflake tart and custard Fresh fruit, yoghurt Roast potatoes, creamed potatoes, carrots and cauliflower	Chicken tikka Cheese whiff (V) Egg mayonnaise and criss finger roll for cream and peaches Fresh fruit, cheese and biscuits, yoghurt Rice, van bread, creamed potato, beans, peas and sweetcorn	Beef burger in a bun Quorn cottage pie (V) Jacket potato with choice of filling for cream and custard Fresh fruit, yoghurt New potatoes, creamed potatoes green beans, sweetcorn	Fish fingers Vegetarian sausage roll (V) Tuna bag Homemade Fruity flapjack Fresh fruit, yoghurt Chips, saucey, hot mustardy peas, baked beans
Week 2	BBQ Chicken Tomato and pasta bake (V) Jacket potato with choice of filling Beehive and chocolate muffins Fresh fruit, cheese and biscuits, yoghurt Rice or creamed potatoes, peas and carrots	Roast turkey with stuffing Quorn meatballs with tomato sauce (V) Ham finger roll Apple crumble and custard Fresh fruit, yoghurt Creamed potatoes, pasta, spring cabbage, carrots	Spaghetti bolognese Rainbow Pizza (V) Jacket potato with choice of filling Jelly and fruit Fresh fruit, cheese and biscuits, yoghurt Calfic bread, mixed salad, sweetcorn, half jacket potato	Sausage with onion gravy Quorn burger on a bun (V) Tuna wrap Carrot cake Fresh fruit, yoghurt Creamed potatoes, baked new potatoes, mixed vegetables	Salmon Nuggets Vegetarian sausage roll (V) Egg mayo finger roll Ice cream Fresh fruit, yoghurt Chips, mushy peas, beans
Week 3	Beef chili Pizza wrap (V) Tuna and sweetcorn bag Apple pie Fresh fruit, cheese and biscuits, yoghurt Rice, half jacket, mixed salad, peas	Roast Chicken Quorn and vegetable Tikka (V) Jacket potato with choice of filling Jelly and fruit Fresh fruit, yoghurt Rice, baby new potatoes, carrots and broccoli	All day breakfast (omelette, sausage or vegetarian sausage (V), baked beans) Cheese bag Jacket potato with choice of filling Sticky cake and custard Fresh fruit, cheese and biscuits, yoghurt Baked herb potatoes, creamed potatoes, baked beans, peas	Chicken burger in a bun Quorn and vegetable in a sweet and sour sauce (V) Egg mayonnaise finger roll Shortbread biscuits with 1/4 orange Fresh fruit, yoghurt Pasta, half jacket potato, sweetcorn and carrots	Breaded fish Vegetarian sausage (V) Quorn tikka wrap Fruit muffin Fresh fruit, cheese and biscuits, yoghurt Chips, creamed potatoes, peas, baked beans

VEGETARIAN ONLY - Available separately. (Quorn) Fresh Fruit, Fish, Tuna and Biscuits options, unless stated, are not vegetarian. All other options are vegetarian and our meals are prepared in a dedicated vegetarian kitchen. Please see our website for more information on our vegetarian options. All allergen information is available on our website. All allergen information is available on our website. All allergen information is available on our website. All allergen information is available on our website.

Packed lunches

We aim to work in partnership with you in making healthy choices when preparing packed lunches.

A lunch box should provide a valuable contribution towards a child's nutritional requirements for a day. Variety is the key to healthier lunchbox. Making a lunchbox healthier and appetising to children does not mean that they miss out on all the things that they enjoy. It is all about getting a balance and good variety of foods over a period of time, the 'healthier lunchbox checklist' does this -

- A good portion of starchy food, e.g. wholegrain/wholemeal bread, pitta bread, pasta or rice.

- Plenty of fruit and vegetables, e.g. apple, satsuma, cherry tomatoes, carrot sticks, raisins. (Grapes must be cut up.)

- A portion of semi-skimmed milk or dairy food, e.g. individual cheese portion, low-fat yoghurt.

- A portion of lean meat, fish or alternative, beef, tuna, egg or hummous.

- A drink, e.g. fruit juice, semi-skimmed milk or bottle of water.

Toileting accidents

When the children first join us, they can sometimes have the occasional accident. This can be because they have become engrossed in learning or because they have not given themselves enough time to get there as they get used to a new setting.

Please support your child this summer to do as much as they can to get themselves changed independently if they have an accident.

If your child has regular accidents, we will ask for a change of clothes, wipes and nappy bags for wet clothes to be kept in school.

Medicines

If your child needs an inhaler or takes prescribed medication, please speak to a member of the office team who will ask you to fill out the necessary paperwork. Medicines should not be in school without letting a member of staff know.

Illness

In cases of diarrhoea or vomiting we ask that you keep your child at home for 48 hours.

Early Years Education

It is often thought that when a child starts school their education begins. This is not so. Education starts at birth.

In the years from 0-5, a child learns more than he/she is ever going to learn in the rest of his/her life. It is a period when the learning is most rapid.

It is very important that the children are given a solid foundation in these vital years on which to build their future learning.



Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) begins when children start Nursery and finishes at the end of Reception.

The EYFS Curriculum is organised into seven areas of learning.

Three of these are classed as the 'prime areas' of learning:

Communication & Language (CL)
Physical Development (PD)

Personal, Social and Emotional Development (PSED)

Schools and early years providers must also support children in four 'specific areas', through which the three prime areas are strengthened and applied. The specific areas are:

Literacy (L)
Mathematics (M)

Understanding the World (UW)
Expressive Arts and Design (EAD)

Each of the seven areas of learning in the EYFS has developmental targets, known as the 'Early Learning Goals', and staff assess the children's progress towards these over the course of the Reception year.

Getting ready for school

Starting school is a major step in your child's life and there are certain ways in which you can ease this step and allow your child to approach their new surroundings and friends with confidence. Over the past few years, parents, carers and professionals involved with young children have worked together to identify the 10 keys to unlocking school readiness.

They have been put together to help parents and families understand what their children should be able to do by the time they start in a Reception class, if they are developing typically for their age. We recognise that there will be children for whom these statements are not yet appropriate and will provide extra support for these children.

For parents and carers with children joining us in Nursery, this will give you an idea of what we are supporting the children with in partnership with yourselves during their Nursery year.



The Nursery Class

The children in Nursery follow the Early Years Foundation Curriculum. The focus is primarily on the three prime areas (Communication and Language, Personal, Social and Emotional Development and Physical Development). Secure development in these areas is needed for the children to access the other specific areas of learning.

Our aim during the Nursery year is:

To introduce young children to a wide range of areas of experience, using practical learning opportunities appropriate to their ages and stages of development.

To create a happy, stimulating environment where children will be encouraged and motivated to explore, discover and learn.

To build positive relationships with parents and carers so that we may support them in fostering the seven areas of learning as well as the spiritual and cultural development of their children.

To foster a close relationship with the staff and children in Reception so that there will be a smooth transition from the Nursery to the main school.

Above all in the Nursery we aim to encourage confidence, resilience, feelings of fun and discovery in learning. This takes place in an atmosphere of caring and warmth where each child and their individual needs and achievements are recognised, valued and praised. Our children experience a quality learning environment where they feel safe, secure and are encouraged to progress at their own pace.

The Reception Class

The Reception class is the culmination of the Early Years Foundation Stage (EYFS). Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through seven areas of learning and development.

In Reception, practitioners support children in the four specific areas,

through which the three prime areas are strengthened and applied.

In addition to addressing all seven Areas of Learning our curriculum is designed to promote the Characteristics of Effective Learning:

Engagement

Playing and exploring

Finding out and exploring

Showing curiosity about objects, events and people.
Using senses to explore the world around them.
Engaging in open-ended activity.
Showing particular interests.

Playing with what they know

Pretending objects are things from their experience.
Representing their experiences in play.
Taking on a role in their play.
Acting out experiences with other people.

Being willing to 'have a go'

Initiating activities.
Seeking challenge.
Showing a 'can do' attitude.
Taking a risk, engaging in new experiences, and learning by trial and error.

Motivation

Active Learning

Being involved and concentrating

Maintaining focus on their activity for a period of time.
Showing high levels of energy, fascination.
Not easily distracted.
Paying attention to details.

Keeping on trying

Persisting with activity when challenges occur.
Showing a belief that more effort or a different approach will pay off.
Bouncing back after difficulties.

Enjoying achieving what they set out to do

Showing satisfaction in meeting their own goals.
Being proud of how they accomplished something - not just the end result.
Enjoying meeting challenges for their own sake rather than external rewards or praise.

Thinking

Creative and Critical Thinking

Having their own ideas

Thinking of ideas.
Finding ways to solve problems.
Finding new ways to do things.

Making links

Making links and noticing patterns in their experience.
Making predictions.
Testing their ideas.
Developing ideas of grouping, sequences, cause and effect.

Choosing ways to do things

Planning, making decisions about how to approach a task, solve a problem and reach a goal.
Checking how well their activities are going.
Changing strategy as needed.
Reviewing how well the approach worked.

The prime areas

The prime areas are the most important areas of the EYFS Curriculum and are essential to your child making progress in all other areas.

Communication and language

Listening, attention and understanding | speaking

Children's early communication through spoken language and interactions forms the foundations for language and cognitive development. A language-rich environment is crucial: reading to children, engaging them actively in stories, non-fiction, rhymes and poems and providing extensive opportunities to use and embed language in a range of contexts. Through conversation, storytelling and role play (where children share their ideas with support and modelling from their teacher) and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.



Personal, social and emotional development

Self-regulation | Managing self | Building relationships

Children's PSED is crucial for healthy and happy lives, and fundamental to cognitive development. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct their attention as necessary. Children will learn how to look after their bodies, including

healthy eating, and manage personal needs independently. Through supported interaction with other children, they will learn how to make good friendships, co-operate and resolve conflicts peaceably.

Physical development

Gross motor | Fine motor



Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness, and provide the foundation for developing healthy bodies and social and emotional wellbeing. By creating games and providing opportunities for play, both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Fine motor control and precision helps with hand-eye coordination, linked to early literacy. Repeated and varied opportunities to explore and play with small-world activities, puzzles, arts and crafts and the practice of using small tools allows children to develop proficiency, control and confidence.



The specific areas

Literacy

Comprehension | Word reading | Writing

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read



with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy

working out of the pronunciation of unfamiliar printed words (decoding) and composition (articulating ideas and structuring them in speech, before writing).



Mathematics

Number | Numerical patterns

A strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently and develop a deep understanding of numbers to 10, including the relationship between them and the patterns within them. Children should develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for the children to develop their spatial reasoning skills across all areas of mathematics, including shape, space and measures. It is important that children develop positive attitudes and interest in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and are not afraid to make mistakes.



Understanding the World

Past & present | People, culture & communities | The natural world

This involves guiding children to make sense of their physical world and community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, museums and the Church to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

Expressive arts and design

Creating with materials | Being imaginative and expressive

Children should have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



The emphasis during EYFS in both Nursery and Reception is on child-centred learning. We recognise that children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking, which takes place both indoors and outside.

We provide opportunities to help them to develop social skills, such as turn-taking, sharing and independence. We provide rich experiences which build upon skills and experiences that the children bring with them to school to enable them to become effective learners. We aim for children to be well-rounded individuals who are independent, resilient, and confident in themselves and with others.

We provide a safe and secure environment where the children's wellbeing is at the heart of everything we do.

Organisation of learning

Our approach is based on the principle that children learn best when they are actively involved in their learning, benefitting from a stimulating environment where they can explore and discover for themselves with guidance from adults. At this early stage everything the child learns he/she learns through play.

***'Play is the highest form of research.'* - Albert Einstein**

Through play, the children discover what they can do, how they think, and how they feel. Play helps the child to gain confidence and absorb knowledge.

Each day, your child in EYFS will have the opportunity to learn through continuous provision. These are resources that are provided indoors and outdoors and are enhanced to reflect the children's interests and development needs. The continuous provision provides opportunities to develop skills in all the areas of learning. In Reception, they will learn through daily phonics and maths fluency sessions as well as having the opportunity to share their learning and own experiences with their peers and adults. They will listen to stories and join in with rhymes and singing. There will be focus group sessions where your child will work with a teacher or teaching assistant in a small group and opportunities during the week for your child to work individually with an adult.

Assessment

Staff will assess the children's starting points in the first weeks of their arrival at Canon Burrows. For children in Reception, we will carry out the Reception Baseline Assessment. These are short and practical activities focused on children's early literacy, communication, language and maths skills. For more information around the assessment and what your child can expect, you can watch this short video from the DfE:

Reception baseline assessment: a new way of measuring progress for primary schools

<https://www.youtube.com/watch?v=qJFI8NJwe8>

Speech, language and communication

Speech Leap

We ask all parents in Nursery and Reception to sign consent for their child to be screened by Speech Leap. All children in Reception are screened.

Speech Leap are a local independent Speech and Language Therapy company who school contract one day a week to work with our children and families.

WellComm

As well as this, we will be using the WellComm toolkit for all children in Nursery to identify the starting point for your child's communication so that we can, in partnership with you, support your child in this crucial area.

What is WellComm?

WellComm is a complete speech and language toolkit to be used with children from 6 months to 6 years.

The WellComm system is:

- An approach that operates in partnership with parents.

- A means of tracking the progress of all children in the class, regardless of ability.

- The opportunity to identify areas of concern in language, communication and interaction development, in order to ensure targeted early intervention.

- An array of resources enabling delivery of focused activities to target those children who have some language difficulties, enhance the skills of all children and increase the number of children whose language, communication and interaction development is within the expected range for the age group.

- A means of monitoring the success of the strategies the school uses to enhance communication skills.

- An assessment that can be used at different stages of the child's

development to understand progress.

A diagnostic tool to enable school professionals to advise parents should the need arise for external help and support (such as speech and language therapists).

A range of fun and play-based activities to address children's language needs.

A means of collaborative working.

How does it work?

Every child is assessed for around 10 – 15 minutes on their understanding of what is being said to them (receptive language) and also how they communicate verbally (expressive language). This assessment is partly completed through the everyday observations that your child's teacher carries out in class to assess his/her progress throughout the whole of the EYFS Curriculum, but also involves a few targeted questions such as asking your child to point out various pictures or follow some easy instructions. Each child's own pace and concentration span is taken into consideration and the overall assessment may be done in several stages. However, we find that most children enjoy being asked the questions in WellComm and the activities we set for them as a follow up.

How will you let me know about my child and WellComm?

We expect to find that many children are not falling behind in their language development. If your child is not in need of any support then your child's teacher will be able to reassure you of this. If we find that your child needs a little extra help, then we will inform you which part of their language development they need support with and how we will be doing this at school. More importantly, we will also be asking you to help your child alongside us by carrying out some easy practical activities at home which include songs, rhymes, games and other play activities. Very easy-to-read instruction sheets will be provided for each of these activities.

We will also be doing lots of observing, listening to and talking to your child whilst they are engaged in activities across all areas of

learning so that we can carefully plan for their next steps.

We recognise that children have different starting points to their learning. We plan according to children's stage of development so all can thrive and develop. If you have any concerns about your child's development, Miss Bardsley is our School SENCO (Special Educational Needs Co-ordinator).



Nuffield early language intervention

For some children in Reception, the Nuffield Early Language Intervention will be used. This is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.



The learning journey

We ask that you contribute to these, for example by letting us know when your child is learning to swim, writing a card on their own or recognising numbers and words when they are out and about. Moments that make you think 'Wow'

The Team in school will be doing the same and celebrating the progress that they see in Nursery and School in many different ways. These include value vouchers, dojo points and stickers as well as displaying their learning in the classroom.

The information that you share alongside our observations and what we learn about your child through playing and learning alongside them, all play a part in assessing your child as to their progress towards the Early Learning Goals.

Early learning goals

At the end of the summer term in Reception, practitioners must indicate whether children are meeting expected levels of development. This is known as the EYFS Profile and information about children's achievements is shared with parents and carers at the end of the Reception year. These goals support the teachers to make a holistic, best-fit judgement as to the child's readiness for Year 1. This information is passed on to the Year 1 teachers who use this as a basis for planning and target-setting in Key Stage One.

Google classrooms

Google Classrooms is our online learning platform. Once the children have settled into Nursery or Reception, we will send you a log-in for Google Classrooms. You will find the children's home learning activities on this site every week. We will send more information about this in September.

Becoming a reader

Your child will take part in regular reading sessions within school. This can involve a small group, whole class or individual readers learning specific skills and discussing key concepts. Reading is not just one skill. To become good readers, children will need to become competent in a number of skills, including:

- Enjoying making up their own stories using the pictures
- Picking up books and turning the pages
- Retelling familiar stories
- Singing nursery rhymes and playing with rhymes
- Recognising printed and hand-written words
- Tracking text from left to right
- Using context cues to read unfamiliar words
- Segmenting and blending words to read them
- Sequencing stories and understanding about their structure
- Answering simple questions and explaining and giving reasons for what has happened.

The children will be involved in a daily structured phonics session based on the Government's 'Letters and Sounds' programme. In Nursery, this will predominately focus on Phase 1 activities and promote the children's ability to distinguish between different sounds. In Phase 2, letters and their sounds are introduced one at a time. As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words.

Beginning in Reception,
phonics teaching will
be structured

using the 'StoryTime Phonics' programme. This is a holistic and whole class approach. At the heart of StoryTime Phonics is the aim to provide children with memorable experiences which connect learning to reading with pleasure. We instil a love of books and then contextualise the learning of phonics, making learning to read meaningful and memorable. We will concentrate on distinguishing the sounds in words and learning to blend and segment. The children will learn to recognise phonemes, digraphs and trigraphs as well as how to write these. They will also learn the letter names. The children will learn to read and write tricky words (words that cannot be spelt phonetically), such as we, he, all and are.

Across Nursery and Reception, we will share lots of books together and the children will have the opportunity to listen to a wide range of stories, poems and rhymes. We will use books to learn about the structure of stories as well as introducing the children to a wide range of vocabulary and language.

When your child starts in Nursery or Reception, they will bring home a book they have chosen (a library book) to share with you. These books are designed to develop a love of reading and to give them ownership of a book. In Reception, when your child is recognising the majority of the letter sounds and is beginning to blend and segment, we will start to send home a reading book. Tricky words may be sent home to support their learning as well.

The progress your
child is making
with their

reading is communicated with you through an online reading diary called 'Go Read' Login details will be sent as your child receives their first reading book. Your child will receive a pop-up book shop token if you have read and signed their online reading record a minimum of five times each week. You are encouraged to let us know how they are getting on at home in these books. Please take some time to share books at home with your child and read to them. It will make a real difference to the progress they make in their reading.



*When your child receives their first reading book.

Here are just some ideas of things to do when sharing your child's book at home:

Look at the pictures and talk about the characters and the setting of the story.

Guess what will happen next?

Ask questions as you go along. For example, 'where did Floppy the dog go?'

Repeat favourite phrases. For example, 'Fee fi fo fum!'

Make up stories together using the illustrations.

Look for information in factual books and look at the contents, index and glossary pages.

Ask your child to just read particular words as they track the text with their finger.

As their skills develop, encourage them to segment and blend to read unfamiliar words.

Becoming a writer

To become writers, children need to be well co-ordinated through their whole body, not just their hands and fingers. Activities such as throwing balls at a target under- and over-arm, bouncing balls and skipping on the spot all help to develop co-ordination. Activities such as manipulating playdough and clay, cooking, twisting nuts and bolts and doing rhymes such as Incy Wincy Spider will all help to strengthen your child's hands and fingers and get them moving.

Your child will need to be shown and reminded how to hold a pencil correctly. In Nursery, size and neatness do not matter. Children enjoy experimenting with making patterns in sand or salt, using finger paints, marker pens, etc. and incorporating these into drawings. The children need to have had plenty of experience in drawing the letter shapes without constraints before they can then move on. By the time they start Reception, most children will probably have decided which hand they prefer, however, some children may still be undecided. The pencil should be held between the thumb and forefinger about three centimetres from the point. The middle finger provides extra support.

Handwriting develops as children develop increased control over their bodies and choose to communicate through mark making. We teach a cursive style of handwriting. We talk about letters starting from the top when teaching the children to form the individual letters.

Below we have included the letter formation that we teach.

Sparkle Mark sayings

s - "Take Jake the Snake around the lakes."

a - "Follow the fly all the way around, up, down and flick him away."

t - "Tap dance down and flick, then slide across."

p - "Walk Pirate Pete down the plank, back up and around the deck."

i - "Slide Incy Wincy down the drain and flick him onto the dot."

n - "Spray the hose down then over the fire and flick."

m - "M, m, munch, munch."

d - "Dig around the diamond, up to the sky, down the ditch and flick."

g - "Go around his grumpy face then under his tummy."

o - "Draw all around the octopus."

c - "Draw around the caterpillar's mouth."

k - "Go down the bottle, loop around the lid and flick out the ketchup."

e - "Go across the mouth and around the shell."

u - "Go under the underpants, pull them up, down and flick them in the air."

r - "Go down to his tooth then over the roof."

h - "Hop down the rabbit hole then jump over the rock and flick."

b - "Go down to his booties then bounce around his ball."

f - Follow the fog out through the forest then across to the fairy."

l - "Watch the lazy ladybird crawl down the leaf and flick away."

j - "Slide down the jelly, around the plate and pop a cherry on top."

v - "Race the car down the track and up to the finish line."

w - "Follow the smell, Whiffy Wilson wouldn't wash."

x - "Cross the box with a magic spell, corner to corner."

y - "Tickle under Yeti's chin and then slide down his arm."

z - "Follow the monster's snore z z z."

q - "Walk around the queen, stand straight, bow down, then flick."

Through regular writing opportunities, your child will develop a wide range of writing skills. As your child's writing develops from simple mark making to real letters and words, they may pass through a number of stages.

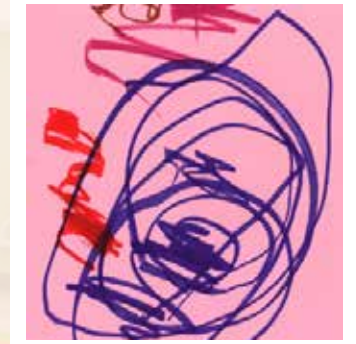
It is important to remember that children entering the EYFS are at different stages in their development and will not all acquire the following skills at the same time.

Some children will know the difference between 'writing' and 'drawing' from a very early age. Your child's first marks may be scribbles, circles or lots of little marks.



Gradually you may see some shapes which look a bit like letters. This 'writing' is different from their drawing. The same shapes are often repeated, just like they are in 'real' writing. Your child may tell you what the writing says.

Later on there may be strings of letters, often ones that are familiar to them, for example, the letters of their name. The writing is looking more and more like real words, even though the sounds don't match.



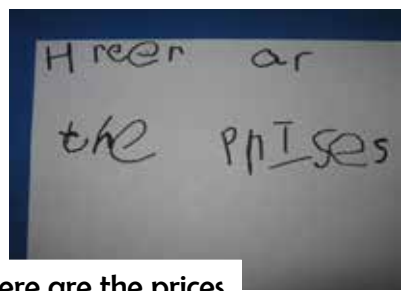
I parked in the car park.

The next stage is when some of the sounds make the first letters of the words they are trying to make.



I went outside to make a castle.

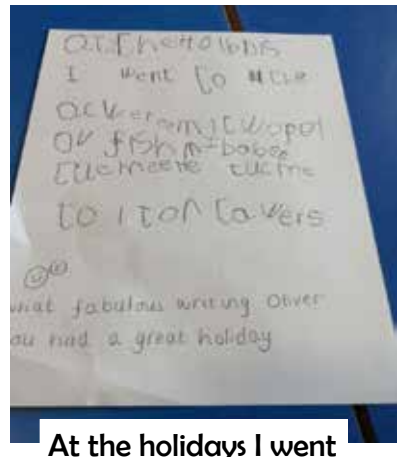
Children will then use their phonics to write whole words and there may be spaces between the words, (finger spaces).



Here are the prices

The children will start to become aware of sentences and may have a go at putting in capital letters and full stops. To begin with these are often used incorrectly.

Soon there will be some words they spell from sight as well as words spelt from sounds. They will also learn to spell some of the 'tricky' words that cannot be segmented and need to be memorised.



At the holidays I went to the aquarium it was full of fish my daddy took me to Alton Towers



Nursery Curriculum Aspirations



To become a **Confident Communicator** who can **initiate** and continue a conversation with an adult or friend, using a wider range of vocabulary and longer sentences and **make up** their own story when playing.

To become an **Independent Individual** who can **settle** in, become a confident learner and **manage** their own needs with increasing independence, including getting dressed and undressed (including coats), going to the toilet, washing and drying hands, pouring drinks and eating with a knife and fork.

To become a **Fantastic Friend** who can **play** with one or more children, overcoming conflicts through talk celebrating the Christian virtue of friendship.

To become an **Amazing Athlete** who can **balance** more confidently, including on a balance bike, and **move** their whole body.

To become a **Talented Tool User** who can **strengthen** their hands and fingers to use a comfortable grip and dominant hand when writing or drawing and **make** a model using a variety of tools to cut, join and fix materials they have selected together, adapting their ideas when they do not work.

To become a **Brilliant Bookworm** who enjoys **listening** to longer stories, **talks** about familiar books, **blends and segments** CVC words orally and **hears** the initial sounds in words.

To become a **Wow Writer** who can use writing for a purpose, **write** some or all of their name accurately and begin to **write** the initial sounds.

To become a **Master of Maths** who can **follow** a recipe, **develop** a strong grounding in numbers to 5, including the relationships within and between them, and **compare** shapes, measures, patterns and positions.

To become an **Exceptional Explorer** who can **understand** their own life-story and family history and how it compares to others', both here and around the world.

To become a **Compassionate Citizen** who can **appreciate**, respect and care for the natural world and all living things.

To become a **Proud Performer** who can **sing** and evaluate a large repertoire of songs and rhymes and **create** their own dance to a piece of music.

To become a **Dynamic Designer** who can **draw** with increasing complexity and detail and **explore** how things work.

Mark 10:16

'And he took the children in his arms, placed his hands on them and blessed them.'

Adapted from an idea by
Heather Elizabeth and Jo Bailey

Reception Curriculum Aspirations

To become a **Confident Communicator** who can **listen** carefully in different situations, **hold a conversation** with friends and adults, **ask relevant questions** and use **new vocabulary** to explain ideas and feelings.

To become a **Wow Writer** who can **write letters** that are formed **correctly**, **write words and simple sentences** (using single sounds and digraphs they have learnt) that can be read by others.

To become an **Independent Individual** who can **follow the expectations** of the classroom, **set simple goals** and **persevere** to achieve them, **select** resources, **manage** their own personal needs and **know how to** stay fit and healthy.

To become a **Master of Maths** who can show a **deep understanding** of numbers to 10, **recognise patterns** within the number system, **subitise**, **compare** quantities and **recall** number bonds to 5.

To become a **Fantastic Friend** who can be kind, caring and helpful, show empathy and respect to others, **work and play co-operatively** whilst considering others' ideas and feelings and celebrate the Christian virtue of friendship.

To become an **Exceptional Explorer** who can show **curiosity** about the world around them, how to **read and draw a simple map**, understand some **differences** between times and places.

To become an **Amazing Athlete** who can show **strength**, **balance** and **co-ordination** when playing, move confidently and safely in a variety of different ways, use a range of equipment.

To become a **Compassionate Citizen** who can **help** to look after their community and **care** for the environment, know some reasons why Manchester is special, have an **awareness** of other people's cultures and beliefs. Show the Christian virtues of **friendship** and **thankfulness** in everything we do.

To become a **Talented Tool User** who can hold and use a **pencil effectively**, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.

To become a **Proud Performer** who can **perform** a song, poem or dance to an audience, **retell** stories with expression and confidence, **play** a range of percussion instruments correctly and with **good rhythm**.

To become a **Brilliant Bookworm** who can show a **love for reading**, use **new vocabulary** to talk about what they have read or has been read to them, **read words and simple sentences** (using single sounds and digraphs they have learnt).

To become a **Dynamic Designer** who can **choose** and **safely use** the resources they need to make their creations, **talk** about what they have made and **how** they have made it.

Mark 10:16

'And he took the children in his arms, placed his hands on them and blessed them.'

Adapted from an idea by Heather Elizabeth and Jo Bailey

Encouraging independence

We would appreciate your support over the summer to develop as many of these skills as possible.

Reception

Putting shoes on the right feet (**PLEASE BUY VELCRO SHOES** unless your child can tie laces independently)

Putting coat on and zipping up

HAND WASHING (please continue to make this part of your family routine). This clip might help:

<https://www.youtube.com/watch?v=S9VjeIWLnEg>

Catching COUGHS and sneezes (please show your child how to use a tissue to blow their nose and encourage them to do this by themselves, put it straight in the bin and then wash their hands as well as remembering to cough into their sleeve if they do not have a tissue). This clip might help:

<https://www.youtube.com/watch?v=gE4g4SLGLcE>

Getting dressed independently every day

Practising closing buttons

Putting on socks

TOILETING (going to the toilet and wiping their bottom on their own and then washing their hands – simple clothing like elasticated waistbands are easier to get on and off)

Cutting food using a ‘real’ knife and fork.

Nursery

Putting shoes on the right feet (**PLEASE BUY VELCRO SHOES**)

Putting coats on

HAND WASHING (please continue to make this part of your family routine). This clip might help:

<https://www.youtube.com/watch?v=S9VjeIWLnEg>

Catching COUGHS and sneezes (please show your child how to use a tissue to blow their nose and encourage them to do this by themselves, put it straight in the bin and then wash their

hands as well as remembering to cough into their sleeve if they do not have a tissue). This clip might help:

<https://www.youtube.com/watch?v=gE4g4SLGLcE>

Putting on and taking off jumpers and cardigans

If your child still uses a dummy or pacifier, please begin to wear them off it.

TOILETING (going to the toilet independently and wiping their bottom, then washing their hands – simple clothing like elasticated waistbands are easier to get on and off)

Drinking from a cup or water bottle

Eating food using a ‘real’ knife and fork.

We thank you in anticipation of your support with all of the above. We are really looking forward to meeting and beginning your child’s learning journey at Canon Burrows.

The EYFS Team.


★ have a great ★
summer





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