

New EYFS Framework at  
Worple Primary School:  
A Guide for  
Parents and Carers



At Worple we aim to be the best  
we can be as members of a safe,  
happy and exciting community  
...learn to live, live to learn...

### **What are our school aims?**

**At Worple we aim to be the best that we can be as members of a safe, happy and exciting community.... Learn to live, live to learn.**

Here at Worple we make every second count to ensure that all children make as much progress as possible, no matter their starting point. We aim to help them to achieve their full potential and to develop their social, intellectual, emotional, physical and moral well being.

We aim to develop each child through language, looking, listening and doing. In the Early Years we lay the foundations for future learning and development in every subject and aim to instil within each child a life long love of learning.

### **How do children learn best?**

Learning should be enjoyable and irresistible. In the Early Years Foundation Stage (EYFS) children learn through play, where they get the chance to use skills and knowledge in real life situations. Activities we label 'play' are carefully designed by the Early Years' practitioners, based on the interests and current development of the children to develop the use of language, social skills and understanding of the world around them. The children have opportunities for planned play and 'free' play and learning time as well as short input times.

### **Our Early Years Foundation Stage Unit**

At Worple our Nursery and Reception children work together for the majority of the morning. We plan and personalise learning to meet the range of needs and interests of each and every child. It enables each child to achieve their full potential. Our day starts with self registration.

Parents are invited to help their children settle at an activity while they are settling into the new setting and routine. Children have access to inside and outside play every day and transitions between the two environments are seamless. Outside play generally starts at 9.45am, after the first input. Once all the children have started school and are settled we will be introducing our 'Stay and Play' on a Friday morning from 8.50-9.30am, this will give you a regular opportunity to come and see what the children have been learning.

### **Jewellery**

We ask that your child does not wear jewellery to school. Every day there are physical activities and we cannot take responsibility for any loss or damage to any items. If you do decide to have your child's ears pierced, please use stud earrings rather than rings or hoops.

### **Milk**



Milk is ordered termly; if you would like your child to have milk, please visit [www.coolmilk.co.uk](http://www.coolmilk.co.uk). For children under 5 milk is £3.00 a term, for the over 5's it is £10.50. If you are in receipt of certain benefits and can provide proof of this you may be entitled to free milk for your child. Please contact the office.

### **Photos**



If you do not wish your child's photo to be taken for promotional purposes please ensure you have indicated that on the school information form for your child.

### **School Dinners**



In Reception, you may want your child to have a school dinner; dinners are ordered through ParentPay. Once your child is on our school role, ParentPay will generate a letter for you with a password enabling you to go onto the website and order your child's meals. For the first couple of weeks we have asked our catering company to provide extra meals.

## **Uniform**

Purple sweatshirts and cardigans can only be purchased from the school.

Jumpers — £10.00

Cardigans — £12.00



General uniform can be bought in high street stores—please buy as cheap as you can and buy a few.

## **PE KITS**

**Reception children need a PE kit in school from the Summer Term.**

**NURSERY CHILDREN DO NOT NEED A FORMAL PE KIT.**

**PLEASE LABEL EVERYTHING—You would be surprised at what gets lost!**



**Nursery** children are required to wear a skirt or jogging bottoms in grey or black. These cannot be purchased from school.

**Reception** children are required to wear grey school trousers or a grey or black school skirt. These cannot be purchased from school.

## **Book Bags**

Book bags can be purchased at the office. Nursery and Reception children use them to carry their library / reading books as well as their masterpieces. Do ensure your child has their bag every day, even if it is not their book changing day as we often send out notes and letters. **Book bags can be bought for £5.00 from the school office.**

## **Social Communication Cluster**

We are an incredibly inclusive setting and within our EYFS we have a number of children who have additional needs. Some of these children have specific adults with whom they play and learn and who support them in integrating with the rest of the unit and its facilities. This enables all children to access the education and development that they deserve and to reach their full potential.

## The EYFS seeks to provide:

**Quality and Consistency** in all early years settings, so that every child makes good progress and no child gets left behind;

**A Secure Foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;

**Partnerships** between practitioners and with parents and/or carers;

**Equality of Opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.



## Bringing and Collecting Children



The Nursery and Reception doors open at 8.50 for parents to drop off, settle and pass any messages to the teacher between 8.50 and 9.00 am. Please do not arrive after this time as your child will be marked in as late. Early Years is accessed from the main playground and children self register when entering the classroom. We are vigilant as to whom your child goes home with. Please can you tell us on the home visit who will be bringing and collecting your child. If this changes for a regular day or a one off, please let us know and notify the school office. We will NOT let your child go home with someone you haven't authorised, even if we know them.

## Snack Station



Every day the children have access to fresh fruit. You can order milk for your child at [www.coolmilk.co.uk](http://www.coolmilk.co.uk); however if your child does not like or want to have milk they will have water.

**Reception** and **Nursery** children need a small named water bottle which they will bring and take home each day. Please do not send in anything other than water in the bottles.



## Out of School Learning Visits

We do go on Out of school Learning Visits and we endeavour to keep the cost as low as possible. In order to do this we have cake sales and we have been very fortunate as the PTA have contributed generously towards these valuable experiences.



## Absence

Attendance is vital for your child to access the education to which they are entitled. This is as important in the Early Years, as in any other school year. We do appreciate that young children are vulnerable and their immune systems are still developing. If your child is absent, please telephone the school office on the morning of each day of absence. The telephone number is 0208 321 8100. If your child is well enough to be in school and not contagious, their attendance is paramount. We ask that you avoid booking medical appointments in school time. We monitor attendance rigorously at Worple. Your child's place may be at risk if attendance drops to a low level.

## **Role Play**

Each classroom and the outdoor area has a role play area. Children have opportunities to imitate what adults do, act out scenes from stories or real life, making sense of them. They share with their peers, engage in counting activities, and grow in confidence. They use spoken and written language for a range of purposes.

## **Friday morning 'Open Door'**

After October half term, we will be offering a regular weekly opportunity for parents to come into class for the first part of the session from 08.50-09.30. This is for both Nursery and Reception parents. It is a valuable opportunity for parents to support their child by sharing a book and taking an interest in what the children have been learning by sharing the children's Learning Journals with them.

## **Meet the Early Years Team**

Mrs. R. Millward Assistant Headteacher overseeing EYFS, SEN & Nursery Teacher

Miss Sam Moore, Early Years Educator

Miss Alice McArdle, Reception Class Teacher

Mrs. Sarah Brenton, Early Years Educator

Mrs. Karen Patton, Cluster Lead



## **Overarching principles**

**Four guiding principles should shape practice in early years settings. These are:**

Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;

Children learn to be strong & independent through **positive relationships**;

Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;

**Children develop and learn in different ways and at different rates.** The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

<http://www.education.gov.uk/aboutdfe/statutory/g00213120/eyfs-statutory-framework>

## Prime Areas of Learning:

Children must be developing well in these areas before any other development can securely take place.

### Personal, Social and Emotional Development:

Involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.



You can support your child at home by praising achievement and development, attending a range of sociable environments, such as play dates, family gatherings and groups or clubs.



### Play Dough & Malleable Materials

The children will always have opportunities to play with playdough, shaving foam, gloop, corn flour, clay, jelly, cooked noodles and other manipulative materials. This strengthens their muscles and develops fine motor control as well as developing the proprioceptive system. These materials provide stimulation for discussion and language development. They offer opportunities to develop imagination—making faces, animals, pretend cakes and sweets. The children are encouraged to mark - make with the material.

### Music & Singing

Your child can choose to make music with a range of musical instruments, exploring how sounds can be changed and created. Listening to sounds is an important part of language and literacy development. The children can also choose to sing with their friends and dance along to music, expressing ideas and feelings through movement. They learn to **listen** to the sounds they make and they make music themselves.



### Painting, Drawing and Writing

Children have access to painting, drawing and writing activities every day. This may start with mark making and develop to forming letter like shapes and writing words and sentences. Using mark-making tools helps children to improve their pencil grip, develop their fine motor skills and prepares them for **writing**.



**Details of How Some of the Classroom Activities Your Child May Participate in Can Support their Development. All of these Activities can be Accessed Indoors and Outdoors.**

**Construction**

When the children play with construction equipment they are learning about shapes, sizes, forces, balance, orientation and joining. They learn the meaning of the words such as longest, shortest, shape names and directional vocabulary. They may take turns or work as a part of a team. Children have the opportunities to build something from a pre-made plan or from their imagination. Gross and fine motor skills are utilised, depending on the size of materials.



**Water**

Through water play, children can explore forces and properties of liquids. Their proprioceptive (awareness of our physical selves in relation to the world around us) senses are developed. They may have opportunities to bath babies, play with containers of a range of capacities and with water wheels, funnels & guttering. They may wash the dishes, carry out small world role play or use tools to affect the water such as whisks, sieves and pumps.



**Sand**

Your child will have opportunities to explore wet and dry sand. They may use it to mix with water to make cement, exploring building materials and tools; they may use cooking equipment to pretend to cook and explore the use of utensils; they may play with small world resources in the sand such as dinosaurs or jungle animals. The children's proprioceptive senses will be developed by playing in the sand. Fine motor skills may be developed by using one handed tools such as spoons and small spades. Children may be encouraged to mark-make in the sand—forks & brushes can be used for this. Children will be encouraged to discuss what they are doing, how the sand feels and looks and what is happening to the sand.

**Physical Development:**

Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.



You can support your child at home by giving them opportunities to be active everyday—walking instead of buggy riding or driving, going to the park, throwing and catching, riding bikes.... Encourage your child to try a range of foods and discuss them. Offer opportunities to dress and undress themselves.

**Toileting Expectations...**

We do expect children to be fully potty trained by the time they come to us. This enables them to gain confidence and self esteem, settle more quickly and operate independently within the setting. If you haven't done so already, please take this next 6 weeks to fully prepare your child at home for this important step.

## Communication and Language:

Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.



You can support your child at home by providing opportunities for them to talk and listen as often as possible - allow them the time to speak by waiting between questions and comments. If s/he asks a question, always try to give an answer. Games like Eye Spy and Musical Statues fine tune listening skills. Singing and reading rhyming books promote the awareness of rhythm in spoken language.

## Expressive Arts and Design:

Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, dance, role-play, and design and technology.



Help your child at home by drawing, dancing, singing, acting out stories, making up songs, making instruments out of recyclable materials, pasta or elastic bands, dress up in dressing up clothes, playing with baby dolls.

## Maths:

Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems: and to describe shapes, spaces and measures.



Maths is everywhere! Help your child at home by counting footsteps on your way to the shops, cooking at home—counting spoonfuls, weighing ingredients, play board games, sing number songs. Eye spy (something in the shape of...) is a great game to encourage talk about shapes.

## Understanding the World:

involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.



Help your child at home by cooking and discussing the changes in ingredients, visit farms and zoos and discuss what is seen and happening, encourage your child to take part in family traditions.

## Specific Areas of Learning:

These are secondary to the prime areas...

## Literacy:

Development involves encouraging children to link sounds and letters and to begin to read and write.

Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.



Read at home with your child as often as you can—this doesn't just have to be books; you could read comics, magazines, cards or recipes with your child. Discuss characters and stories together. Allow your child to develop their fine motor skills by manipulative play such as with playdough. Remember writing and mark making can be done anywhere—paint brushes and water outside is often a hit!