

# Starting School at Melbourne Infant School



September 2021

# Our Mission Statement

At Melbourne Infant School we all work together to create a happy, safe and stimulating environment where all individuals are valued, diversity is embraced and potential realised.

We believe that all children perform their best when they are encouraged and rewarded, where parents and carers are actively involved in their child's learning and in the school community.

Our aim is to meet the needs of the whole child within a supportive, open and caring atmosphere, offering access to a rich, globally diverse, purposeful and creative curriculum where achievement in all areas is celebrated.

These are the qualities of a Melbourne Infant School child!



# Our aims and objectives

## Our Aims are to...

- Provide the highest quality education in all aspects, so that all of our children have every opportunity to fulfil their potential, by achieving the highest standards possible and making continuous progress.
- Recognise the importance of breadth, balance, relevance, equal access and entitlement as the basis of our curriculum planning and delivery.
- Ensure that the school has relevant policies which are regularly reviewed, known and adhered to by all concerned.
- Ensure that there is equal opportunity for all.
- Provide the highest quality of resources possible, including human resources.
- Develop and maintain strong links with the wider community.
- Provide a well maintained and safe environment.
- Enable all staff and Governors to develop their skills and expertise and knowledge.
- Manage the school efficiently and effectively in relation to all material, human and financial resources.

## We offer...

- Well qualified, committed and caring staff.
- A stimulating environment which will nurture, develop knowledge, self confidence, positive thinking and independence of thought, participation, consideration and respect for self and others whilst creating a sense of belonging and responsibility.
- An exciting, creative and flexible programme of learning which meets the requirements of the Early Years Foundation Stage and of the National Curriculum.
- A comprehensive programme of Physical Education
- Stimulating, well equipped classrooms
- Pre- school visits, advice and good transition procedures
- Regular informal and formal meetings for all parents/ carers with staff
- A varied programme of extra-curricular activities

# The school day

## Arrival and collection

Due to Covid 19 restrictions, we currently have staggered arrival and collection times for each class, between 8.40am and 9.00am, and between 3.10pm and 3.30pm.

Children arrive with their parents via a specific entrance, and follow a one-way system through the school grounds to be dropped off at their classroom door, where a member of staff is waiting to welcome them.

Parents will collect their child from outside their classroom, following the one-way system as on arrival, and families are asked to leave promptly to prevent congestion.

## Morning session

Once children have arrived at school, the morning session will commence with self-registration and a selection of morning activities. The morning will then involve short, whole class learning sessions, and periods of continuous provision where children will be involved in free-choice, play-based activities.

Children will play both indoors in their classroom, and outside in the EYFS outdoor area. They will also work with an adult in group activities throughout the week, focusing on reading, writing, numeracy and topic-based skills.

Adults will support the children in their learning, being involved in their play and observing what they are doing.



The session will end with preparing for lunch time.

## Afternoon session

After lunch, the children will return to their classroom for the afternoon session. This will involve a short, whole class learning session, and periods of indoor and outdoor continuous provision.

The afternoon will end with a story, singing and snack time, before getting ready to go home.



## Learning outdoors

We spend lots of time learning and playing outdoors. We have our very own outdoor garden, which is just for us! We are outside every day, so you need to come to school with clothing that is appropriate for the weather.

In cold and wet weather, you must bring a suitable coat, and hats, scarves and gloves when it is very cold. In summer, you need to have sun cream applied before school and bring a sun hat each day.

We ask that all children bring a pair of wellington boots to leave at school for use during outdoor play.



# Time to eat!

## Snack time

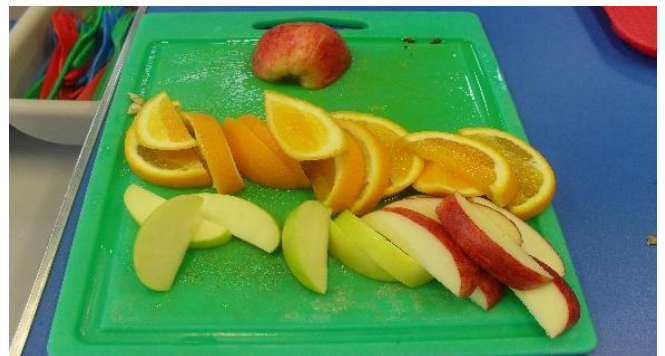
There will be a snack time in the morning and also one in the afternoon. Children bring in one snack from home in a named container, and the other snack is a piece of fruit provided by school.

Children need to bring a named, non-spill drinks container each day, filled with water only.

## Lunch time

At lunch time, Reception children eat in the school hall. All children at Melbourne Infant School are eligible for a free school meal each day.

Alternatively if you prefer, you can bring in a packed lunch from home. We ask that parents choose one or other option, and do not frequently switch between the two.



# The Curriculum

## Characteristics of Effective Learning

In our Early Years Foundation Stage (EYFS), learning is play based, both inside and outside of the classroom. It is a balance between child initiated and adult led or adult initiated activities. It gives children a chance to:

- Play independently or with others
- Play with adult support
- Work in a group or independently
- Work together as a whole class

We focus our learning on achieving the Early learning goals in 17 areas. We support all children to achieve a good level of development in their early years, ensuring they are ready to learn as they progress through the school.

The Characteristics of Effective Learning are fundamental to all children's early development. We constantly strive to provide an environment that enables the children to develop these skills through:

### Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

### Active learning – motivation

- Being involved and concentrating



- Keep on trying
- Enjoying and achieving what they set out to do

## Creating and thinking critically- thinking

- Having their own ideas
- Making links
- Choosing ways of doing things

## Emotional well-being

- Emotional literacy
- Being connected
- Demonstrating positive self-esteem and self-worth



These fundamental skills are at the forefront of our planning and assessment - children in EYFS learn through practical experiences, developing their thinking skills and solving problems.

## The areas of learning

From September 2021 we will be following the new Department for Education Early Years Foundation Stage framework. Our curriculum covers seven areas of learning. Each area of the curriculum is broken down into further subgroups to allow us to plan for and assess the children's learning effectively. All seven areas are of equal importance, but they fall into two groups, Prime Areas and Specific Areas. The aim is for all children to achieve 'a good level of development'- this means achieving the Early Learning Goals in the prime areas of learning, plus English and Mathematics.



## The Prime areas of learning

**Communication and Language-  
Listening, Attention  
& Understanding;  
Speaking**

Involves giving children opportunities to experience a rich language environment, and develop their confidence and skills in expressing themselves. Children are encouraged to speak and listen in a range of situations.

**Personal, Social &  
Emotional  
Development-  
Self-regulation;  
Managing Self;  
Building**

**Relationships**  
Children learn to develop a positive sense of themselves and others and form positive relationships, developing respect for others. Children learn how to manage their feelings, behaviour and personal needs.

**Physical  
Development-  
Gross Motor Skills,  
Fine Motor Skills**  
Children are given opportunities to be active and move in a range of ways; develop their co-ordination, strength and balance; and develop fine motor skills when using a pencil for writing and drawing, and using a range of small tools.

## The Four Specific Areas

**Literacy –  
Comprehension; Word  
Reading; Writing**

We teach early reading skills in our daily phonics sessions where children learn sounds and how to blend and segment simple words. Books play a key part in the learning experience and are integral to children's enjoyment and learning at school. Children are encouraged to mark make, establishing good pencil control and letter formation, and their writing gradually develops throughout the year.

**Mathematics –  
Number; Numerical  
Patterns**

Children explore number and shape through playing a wide variety of games, sharing, playing shops, measuring, building, pattern making and sorting. We use many different exciting resources to develop maths skills and concepts. The children develop a deep understanding of numbers to 10. They also count with, recognise and write numbers to 20 and beyond.

## Understanding the World – Past and Present; People, Culture and Communities; The Natural World

Children discover the world around them by exploring the local environment, growing plants, experiencing life cycles and researching animals and habitats in the wider world. Children also learn about their local community, different religions and cultures, and compare life in this and other countries. The children learn about roles in society, and explore the past and present and how things change.

## Expressive Arts & Design – Creating with Materials; Being Imaginative and Expressive

We offer a wide range of creative experiences to give children the opportunity to develop their skills using a variety of materials, tools and techniques. Imagination can be developed through role play, small world play, building, making, drawing, painting, modelling, singing, music making, storytelling, puppets and a range of other mediums.



# Preparing for School and Settling in

We have a phased start to the school year, to help children to settle in gradually to school life. We hope that your child feels part of the school family in no time at all!

The following suggestions may help your child with the settling in period and make their transition into Melbourne Infant School easier. Please also refer to the Derbyshire 'Ten keys for school readiness'. This document can be found on our website.

Please encourage him/her to:

- Play and share with other children
- Go to the toilet independently
- Hang up his/her own coat
- Dress and undress independently
- Eat with a knife and fork and use table manners
- Tidy up toys and games.
- Communicate his/her needs and feelings to a grown up
- Follow verbal instructions when given.

To help your child's day run smoothly:

- Please label all items entering school.
- Please send in reading books, snack and a water bottle every day, along with appropriate clothing for outdoors.
- Please arrive on time, and collect your child promptly, ensuring their journey to school is as relaxed as possible.
- Please make drop-offs quick, even if your child is upset when leaving you- they will calm down much quicker once you are out of sight!

# What to bring:

Each day children will need:

- Small, draw-string bag containing reading books
- Non-spill drinks container filled with water only
- Fruit in a plastic container for snack time
- Coat/rain coat
- Hats, scarves, gloves/sun hat.

At the start of each term children need to bring:

- A pair of Velcro trainers for physical activities in a draw-string bag
- A pair of wellington boots for outdoor learning.

These can be taken home in the holidays to be size-checked.

All items brought into school need to be labelled with your child's name.

# What to wear:

At Melbourne Infant School, the uniform is as follows:

- Royal blue sweatshirt/ cardigan or jumper
- White/blue shirt or polo shirt
- Grey skirt/ pinafore dress or trousers
- Grey/ black/ white tights or socks
- Black sensible shoes

In summer, items as above or:

- Blue and white gingham dress
- Grey mid length shorts
- Sensible sandals (worn with socks).

All uniform items need to be labelled with your child's name.

Uniform can be purchased from Pupils Schoolwear, 35 West St, Swadlincote DE11 9DN and Melbourne Print, Derby Road Melbourne. Alternatively there are ranges available at many high street shops and supermarkets.

On days when your child will be involved in lots of physical activity, they will come to school in 'PE ready' clothes (e.g. jogging bottoms, shorts, t shirt, sweatshirts). Parents will be notified in advance of these days.

## Before and after school clubs:

We have a before-school club run by Premier Sports which takes place in the school hall. Children can be dropped off from 7.30am for breakfast and activities.

After school, there are a variety of paid clubs which children may sign up to which run until 4.30pm. Reception children may attend after school clubs from the January.

\*Unfortunately clubs are not currently running due to Covid 19, but we are hoping that this is only a temporary measure.



# Contact details

Should you have any queries, you may contact school using the following:

Tel: 01332 862325

Email: [enquiries@melbourne-inf.derbyshire.sch.uk](mailto:enquiries@melbourne-inf.derbyshire.sch.uk)

You may also find further useful information on our school website, including a virtual tour of the school:

<https://www.melbourne-inf.derbyshire.sch.uk/>

