



St Bega's Catholic Primary School

Welcome

Friday 12th July 2024





Meet the Team

- Early Years Teacher & Lead – Mrs Robertson
- Teaching Assistants – Mrs Cowan, Mrs Skinner, Miss Hill & Miss Neesam



The early years foundation stage (EYFS) statutory framework

All schools and early years providers must follow the early years foundation stage (EYFS) framework

The EYFS framework: sets the standards that all early years providers must meet to ensure that children learn and develop well.

Ensures children are kept healthy and safe. ensures that children have the knowledge and skills they need to start school.

The areas of learning and development

There are seven areas of learning and development, all are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

Four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

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

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

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

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

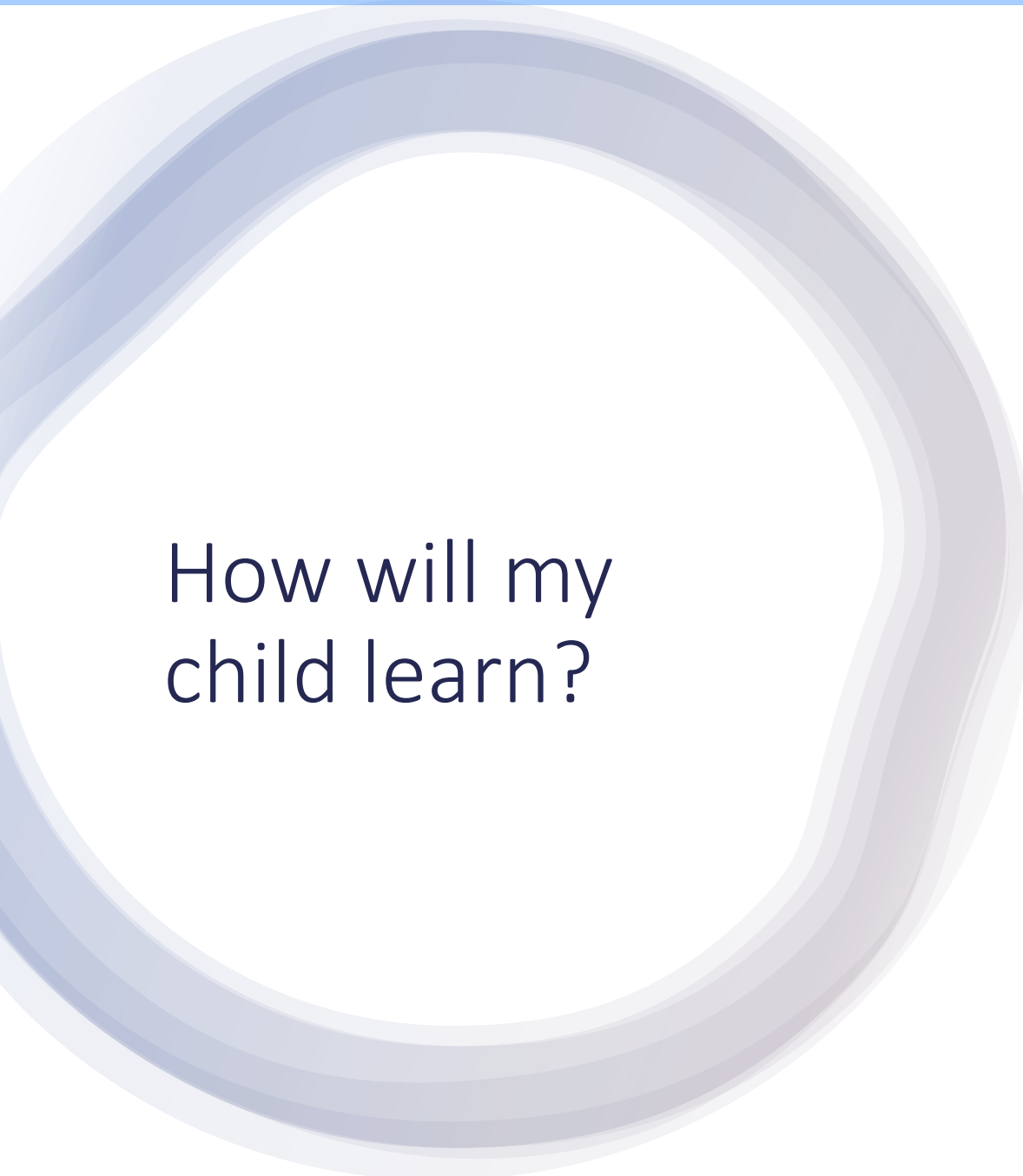
Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

There are 17 Early Learning Goals divided between the 7 areas of learning. Children in Reception work towards achieving these goals



How will my child learn?

Children will learn through a mixture of direct teaching and engaging in continuous provision

Continuous provision describes all of the different provision areas which are available for your children to use every day. Within each of these areas of provision there will be a core range of resources that children can use all of the time, throughout the whole year. In addition to core resources teachers will enhance each area to make it enticing and relevant to the children and their learning.

Examples of continuous provision areas: Reading, Writing, Maths, Construction, Small World, Role Play, Sand, Water, Malleable (eg sensory, dough), Workshop, Art and Investigation station.



How will my child learn?

- Opportunities to learn outdoors on a daily basis
- ‘Young children thrive and their minds and bodies develop best when they have access to stimulating outdoor environments for learning through play and for real experiences’

- During continuous provision (indoor and outdoors) adults will interact with the children to enhance learning opportunities.

‘**Play** underpins the **Early Years Foundation Stage**. It also underpins learning and all aspects of children's development’



Assessment

- In September all children will be given a statutory baseline assessment (they think they are 'playing games'.) From here we will plan activities to build and develop on their skills, interests and knowledge.
- Assessments are mainly made through interactions with the children.
- At the end of Autumn and Spring Term, Parents Evening will be held to discuss your child's progress.
- In summer term a report will be sent home which will inform you of your child's progress against each of the 17 Early Learning Goals.

Parent Partnership



Parents are a child's first educator and as such we value any information you can give us to help your child settle in and progress within school.



It is important that we work together to help your child by supporting one another. (E.g. Regular reading and home learning tasks.)



Parent Partnership

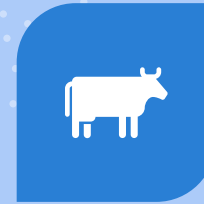
During the year we intend to invite you to special school events:

- Teacher consultations
- Coffee mornings
- School Mass
- Parents workshops (phonics/reading etc)
- Stay and play sessions
- Annual events (nativity/sports day etc)

Snacks & food



FRESH FRUIT IS
AVAILABLE EVERY
DAY



MILK IS ALSO
AVAILABLE EVERY
DAY



CHILDREN SHOULD
BRING A NAMED
WATER BOTTLE
FROM HOME EVERY
DAY.



ALL CHILDREN ARE
ENTITLED TO A FREE
SCHOOL MEAL EVERY
LUNCHTIME UNTIL
THE END OF YEAR 2.



MENUS FOLLOW A 3-
WEEK CYCLE. THIS
CAN BE VIEWED ON
OUR WEBSITE.



LUNCH INCLUDE
POPULAR MEAL
CHOICES, WHICH
ARE FRESHLY
PREPARED ON SITE.



IF YOU SO WISH, YOUR
CHILD CAN BRING IN A
PACKED LUNCH FROM
HOME. WE ASK THAT THESE
CONTAIN NO SWEETS OR
FIZZY DRINKS

Uniform

Our main school uniform is as follows:

White shirt - not polo shirt

Grey trousers, skirt or pinafore

Royal blue sweatshirt or cardigan

School tie

Black shoes (not trainers)

Plain socks/tights

No jewellery (watches are acceptable)

No nail varnish

Long hair is to be tied back in a sensible bow/bobble

Blue school book bag

PE Kit

This includes:

- an indoor/outdoor PE kit of plain black shorts/cycling shorts, plain black leggings or tracksuit bottoms,
- a plain black hoodie/tracksuit jacket (this does not need to have our school logo on it but it must be plain)
- a plain, white t-shirt
- plain black, plimsolls or trainers
- drawstring bag

Personaley Design Ltd

184 York Road

Hartlepool

TS26 9EA

All items of uniform, coats and sports kit should be labelled with each child's name.

Attendance



Children are welcomed into school from 8.40am for a prompt start at 8.50am. The school day ends at 3.20pm



All children must be collected by a parent or known adult (children will not be permitted to leave without consent.)



If you are going to be late or somebody new is collecting your child you must inform the class teacher or school office as soon as possible and provide a unique password.



Absence - If your child is absent Please inform school via telephone by 9.10am every day, with a reason for absences.



No holidays in term time please – fines may be issued.

ATTENDANCE

Every School Day Counts!

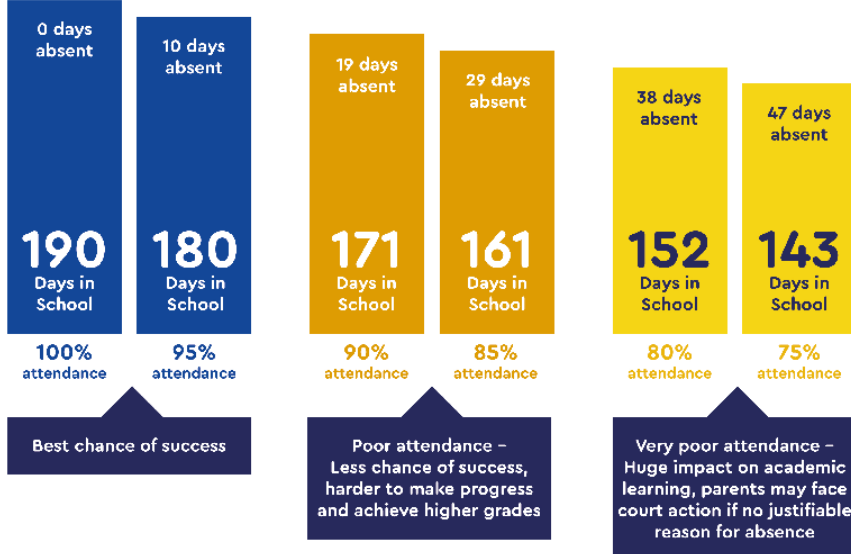


365 days in a calendar year
190 school days each year
175 non-term days each year

(All the time you need for shopping, holidays and appointments)

Good attendance means being in school at least 95% of the time or 180 to 190 days

Please don't let your child miss out on the education they deserve



Attend Today = Achieve Tomorrow!

Should I keep my child off school?

Yes

	Until...
Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



SCAN ME

Advice and guidance

To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfec>.

Out of School Provision

- **Breakfast Club**
- Breakfast Club - 7.45am – 8.50am.
- £2.50 per child, per session or £10.00 per child, per week
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- **After School Club**
- After School Club – 3.20pm – 5.30pm.
- £5.50 per child, per session or £25.00 per child, per week

All sessions must be booked and paid for in advance using the MCAS online payment system.





Thank you for your time and support this morning. If you have any further questions then please feel free to email the school office and we will get back to you as soon as possible.