

Welcome to Trackers (Pre School) and Explorers (Reception)

Early Years Foundation Stage. EYFS



The Staff



- Mrs Howe - Executive Headteacher
- Mrs Beasley - Executive Deputy Headteacher
- Mrs Lodge - SENDCo
- Miss Sandford- Reception Teacher
- Mrs Morley - Nursery lead
- Teaching Assistant- Miss Coombs Miss Jory Miss Plain

2024-2025

Like many schools we have an unusually small cohort next year. We will start September with 13 children on role in Reception and 5 in Pre School.

This brings with it huge advantages, with smaller groups for learning but also some disadvantages with regards to friendships and social interactions.

We have therefore made the decision to play to the advantages and have a small classes in the morning when in Reception there will be a focus on phonics, maths and writing as well as plenty of opportunities for play. To counteract the disadvantages we have taken the decision to mix Pre School and Reception in the afternoon in the Reception classroom.

This decision will be monitored and reviewed each term.

Transition

The main transition events will take place during the final few weeks of the summer term and you have all received a letter outlining these events.

There will be an open classroom event in Reception when you can visit after school and your child can get to explore the classroom, maybe guided by siblings. The Friends will attend and bring the second hand uniform with them. School book bags will also be available.

In the final week of term there will be the stay and plays when your child and one adult can come in for an hour to have some fun. There will also be one final session for Reception where, if possible, your child stays by themselves.

If your child is not in our Nursery please let us know where they are as we like to go and visit them in a familiar setting and meet their key worker.

Finally there will be an opportunity to meet I:1 with myself or Mrs. Morley to chat about your child and answer any questions. This can be in person or via Zoom.

School uniform

Our Uniform

Girls' winter uniform: Grey skirt / pinafore, gold polo shirt, purple school cardigan / sweatshirt, grey tights.

Black trousers are optional winter uniform.

Boys' winter uniform: Grey trousers, gold polo shirt, purple school sweatshirt

Girls' summer uniform: Purple gingham checked dress, purple school cardigan / sweatshirt, white ankle socks

Boys' summer uniform: Grey shorts, gold polo shirt, purple school sweatshirt

PE Uniform

Girls' PE kit: Black shorts / cycle shorts, gold T shirt, trainers

Boys' PE kit: Black shorts, gold T shirt, trainers

(PE kits are sold in school complete with all items in a handy PE drawstring bag. Black jogging trousers may be worn in winter for outdoor games).

Branded Uniform

New uniform can be purchased direct from gooddies using the online link below. Alternatively, some items of uniform can be ordered directly from the school using Parent Mail.

The Friends of St. Martins operate a second hand / nearly new uniform store. They offer a number of opportunities to buy throughout the school year. Any used uniform can be donated to them - you can choose to receive a proportion of the resale price, or donate the full profit to the school funds. Contact the Friends for details of this excellent scheme.

[Goodies Uniform](#)



- As a school we use Class Dojo to communicate with parents.
- Information is shared on the whole school as well as class pages e.g. trips, events etc. We also share updates of what we have been learning, including photographs.
- Each child has their own portfolio where we can share individual observations and you can also upload home observations.
- Please make sure you have returned the form so we can connect you. It is really important that you let us know if you do not want your child to feature in class posts.
- *Even if you have another child on Dojo, you need to connect to Explorers or Trackers so you don't miss class information.*

The first few weeks

We aim for all children to start full time on the first day back in September.

We will be helping your child to settle in and be finding out what the children already know and can do and use this information to help us develop an understanding of your child and their learning and development.

Your child will be very tired even if they have been used to a full week at Nursery. Please be mindful of this and plan for quiet evenings and weekends!

Please complete the 'All about me' sheet and return it at the next session. This will give us some very important insights into your child's world. It helps us to plan learning opportunities that may interest them.

Reception Baseline Assessment

As well as our own internal assessments which happen day to day as we interact and get to know your child there is a statutory assessment for those children starting Reception. It involves a couple short one-to-one sessions with their teacher. One is maths based and one is language based. There are a number of practical and interactive tasks. There is no pass mark or score and your child should not realise they're doing an assessment. We will share the results with you although this takes the form of some rather vague statements!

More information can be found here -

<https://www.gov.uk/guidance/reception-baseline-assessment-information-for-parents>

What is the Early Years Foundation Stage?

- The Early Years Foundation Stage (EYFS.) is the stage of education for children from birth to the end of the Reception year.
- It is based on the recognition that children learn best through play and active learning.
- What-to-expect-in-the-EYFS.pdf document uploaded to our class page contains lots of useful information and some ideas to help you to support your child.

There are seven areas of learning and development.
All areas are connected to one another and are
equally important.

- ❖ Communication and language – Listening, attention, understanding and speaking
- ❖ Physical development – Gross motor skills and fine motor skills
- ❖ Personal, Social and Emotional Development – Self regulation, managing self and building relationships
- ❖ Literacy – Comprehension, word reading, writing
- ❖ Mathematics – Number and numerical patterns
- ❖ Understanding the World – Past & present, people, culture & communities, the natural world
- ❖ Expressive Art and Design – Creating with materials, being imaginative and expressive

Learning in EYFS

We plan the environment and resources to inspire play linked to the seven areas of learning. Adults are in the environment playing, modelling, commentating, asking questions and setting challenges.

Children learn by doing, getting messy, getting creative and leading their own learning.

We observe children and use what we learn to plan the environment and enhancements.

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
All about Me	Transport: Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
My family, my school, my environment, the people around me, people who help us.	Modes of transport now, local transport, early transport including George Stevenson and the Steam Train, local transport in the past, exploring and travelling.	Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station	Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change.	Our Queen, coronations, The Magna Carta, Buckingham Palace, London, Locally significant areas in the past	Oral storytelling, Greek Gods, St George and the Dragon, Myths and Legends

We have half termly topics but also follow the children's interests and inspirations. These are the Reception topics.

We provide short adult led carpet inputs and also activities to develop knowledge and inspire play and learning.

An example of a Reception curriculum plan. These will be sent home each half term.

Communication and Language

Use talk to explain what is happening and anticipate what might happen next in stories.
Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc.
Retell events in order e.g. ordering events from the stories that they've shared in class.
Respond to comments from peers using full sentences, e.g. I agree with ... because...
Explain ideas and experiences using different tenses, prepositions, temporal (time) connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.

English

Fiction & non-fiction books about the past.
Fairy tales, legends, myths, fables and folk tales.
Character profiling: what do we know about Anansi?
Using descriptive language in oral storytelling and in writing.
Creating our own stories (orally or written) with a beginning, middle and end.
Jumping into the story settings- what was the character thinking at this point in the story?
Writing simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary.
Consolidate Set 1 and 2 speed sounds for reading and writing.
Revisit Set 3 sounds.

Personal Social and Emotional Development

Challenges: moving to Year One
What do I do when things are hard?
Perseverance
Who can help me at school?

ICT

Coding- Programming the Beebots.
Digital Citizenship: News and media literacy.

Mathematics

First, then, now

Adding more
Taking away

On the move

Deepening understanding
Patterns and relationships
Spatial mapping
Mapping

Explorers
Summer 2
Once Upon a
Time
Stories from the
past

Special Events

Sports Day 30th June
Open afternoon 12th July
Roll Up 17th to 21st July

Religious Education

Christian Value: Justice.

Celebrations and Special Times

What happens at a wedding or when a baby is born?
(Including at least one religion other than Christianity)

Physical Development

Racing and obstacle courses – skills for sports day
Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching.
Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes, tracing, using templates, playdough.
Drawing, painting, weaving and simple sewing.

Understanding the World

Stories from Ancient Greece; Persephone and the seasons, Theseus and his battle with the Minotaur, Daedalus and Icarus, King Midas and the Golden Touch.
Stories from different cultures; Anansi the Spider from the Ashanti in West Africa.
Aesop's Fables
The Legend of St George and the Dragon
Locate the places that feature in the key stories chosen for this topic.
Oral storytelling as part of culture; how we pass on stories within our families and communities
Seasons of the Year:
Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water.
Changing state of matter; why do our ice lollies melt?

Expressive Arts and Design

Art inspired by the stories we are reading.
Practising drawing people.
Use junk modelling to create props for retelling stories.
Design focus: Animal masks.

Musical learning focus

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.

The Early Learning Goals

- Each of the areas of development lead to an Early Learning Goal that we hope your child will be able to achieve by the **END** of the Reception Year.
- There is no longer an exceeding band, we now use on track or not on track. That does not mean we will not extend your child. We just don't have to report on it!
- We look for children developing these skills in child initiated activities and independently as well as in adult led activities.
- They are primarily to help the Year 1 teachers know where the children coming up are in their learning.

A Typical Day

- 8:40 - 8:45 – We will open our gates.
 - In Reception children say good bye at the gate hang up coats and put lunch boxes and book bags away. There will then be a short settling activity for them to take part in.
 - In Trackers we ask adults to bring the children in to the cloakroom where they can then say goodbye.
 - We will start the day at 8:50 with registration and a chat about the day to come.
 - At 9:00 we have phonics in Explorers and a circle time activity in Trackers.
 - Throughout the day there will be a mixture of guided learning interspersed with long periods of child initiated play.
 - There will be plenty of rhymes, singing and a daily story time.
 - Children will have free flow between indoors and our outdoor area. Both classes make regular use of the EYFS garden..
 - We will have an organised PE session once a week and also make use of the field and wooded area. On PE days we ask that children come in in their PE kit.
 - Morning session for Pre School finishes at 11:45am and they are collected at the Pre School gate.
 - Reception day finishes at 3:15pm and pick up will initially be from our outdoor gate.
 - Wrap Round Care for Reception must be booked now.
- We will post a timetable on Dojo and our class page once days are finalized.

Book Bags

- School Book Bags are available at a cost of £8 (Please pay in the office)
- We encourage children to have a school book bag but if you choose to have a rucksack for your child please make sure it can accommodate an A4 folder.
- Our cloakroom is very small and cramped and book bags fit neatly into a box so we can quickly access bags to change books and add any school communications.
- Children need to bring their reading book and reading record everyday.
- We will also visit the library once a week. Days to be communicated in September.

Snack time and Lunch time.

Lunches are free for Reception but can be paid for by Pre-School and ordered via an app at a cost of £2.41.

Children can choose from a wide variety of options including hot/vegetarian, jacket potato, tomato pasta and a ham or cheese pick and mix. Children may also bring a packed lunch. Please let us know of any allergies by filling in the form and these can be accommodated. There is a specific allergen menu. Children are also entitled to free milk up to the age of 5 and will be offered to children at snack time.

Children up to the age of 7 are entitled to a piece of fruit daily which is funded by the government. Children are welcome to bring a healthy snack from home. We have a sit down snack and drink altogether at 10:15am.

Water is extremely important for busy children. Well hydrated children are ready and more able to learn successfully. Children need an easy to open, **named** water bottle which is sent home for a wash and a refill at the end of the day. Please continue to work towards only putting water in water bottles!

Please remember we are a nut free school.

We go into lunch at 11:50 so that the lunch hall is a little quieter. The children have a wrist band which identifies the meal they have ordered. They collect their meal and sit down at the tables. Staff are on hand to serve drinks, to help cut up and encourage them to eat.



After they have eaten the children will have outdoor play with the Pre School in the EYFS garden.



Medical Matters

- Please let us know of any medical conditions so we can be prepared.
- All medicine must be handed into the office and a form signed.
- If your child needs an inhaler in school please ask for and complete the form so we can have one in school.
- If we administer first aid at school you will receive an email.
- If your child is unwell or unable to attend school please phone the school and inform us in the morning.
- Head lice are common! Please check regularly and treat as recommended.
- Please inform us of any known absences or medical appointments as soon as you can. Please do this through the school office.

Other matters...

- Please name **all** clothing, footwear and belongings. Keep checking that names are clear.
- We like to learn outside and at times in very messy ways. Accidents also happen so we would appreciate a set of spare clothes in a small drawstring type bag. A pair of wellies and trainers to leave at school is also useful.
- We know children love their toys and special things from home but they can be very upset if they get lost or broken so please discourage children from bringing them in.

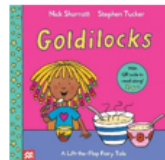
Homework

This is not compulsory but at the beginning of each half term you will receive a homework grid containing some ideas for home learning. We love to see anything you do at home so please post on Dojo.

We do ask that you try to get in to the routine of doing a little phonics each day in Reception. We will send home sounds, words and eventually reading books as well as handwriting sheets.

5-10 minutes each day can make an enormous difference to your child's learning and confidence.

An example of a Reception curriculum plan. These will be sent home each half term.

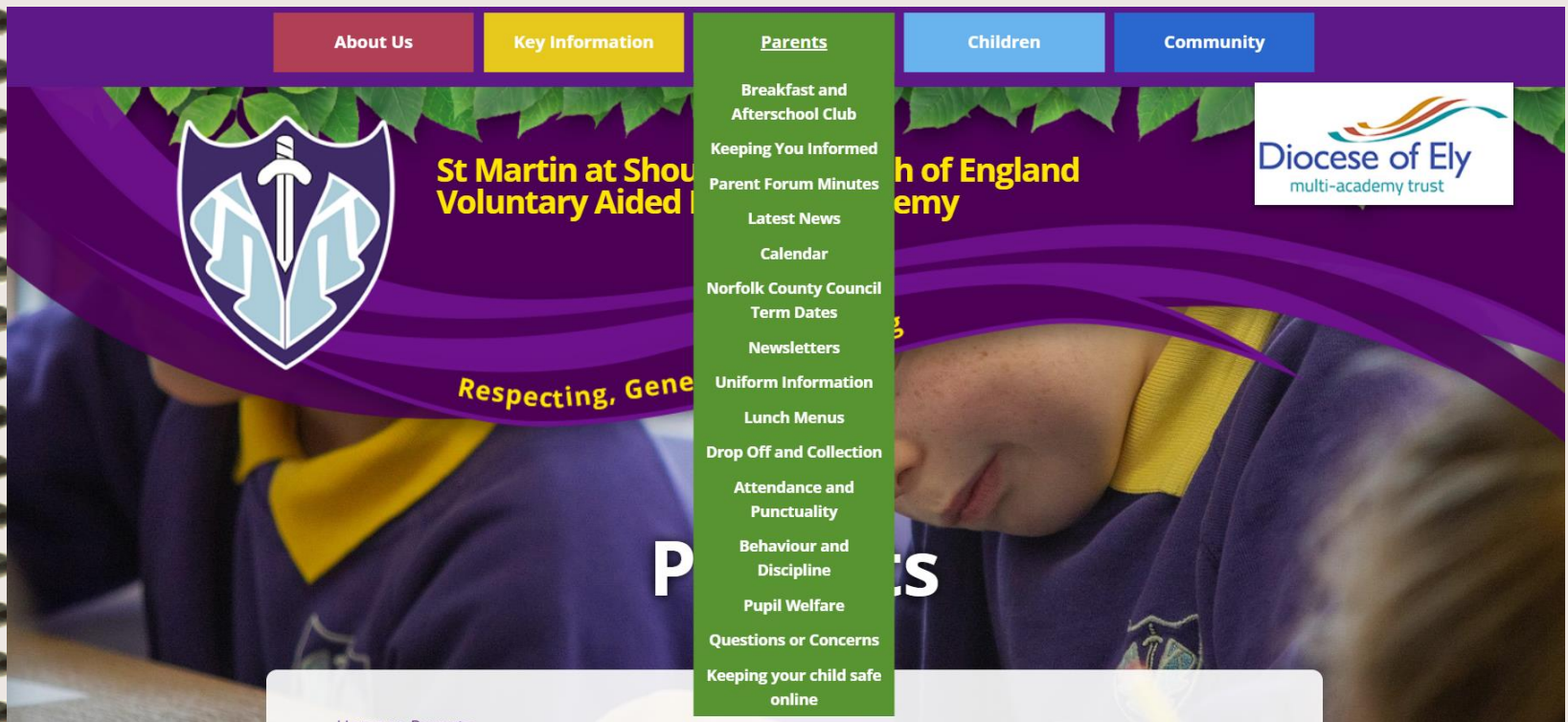
Summer 2		Explorers Home Learning Grid			Topic – Stories from the past	
Personal, Social & Emotional Development	Communication & Language	Physical Development	English	Mathematics	Understanding the World	Expressive Arts & Design
Our Day in Reception Talk to your children about their day in class using the photographs on Dojo. Don't forget to share what you have been up to at home! 	Vocabulary Fairy tale stories with imaginary characters who often live in magical lands legend stories from a long time ago, sometimes with a little bit of truth myth an imaginary story that helps to explain the world around us fable a story that teaches us a lesson, folk tale stories from different cultures	Crossing the Midline Join in with some crossing the midline activities to build your body and your brain! Jack Hartmann https://www.youtube.com/watch?v=CkrZBsOlt3k Dr. Jean https://www.youtube.com/watch?v=sVzDBKxpd 	The Gingerbread Man Read and enjoy the story of the Gingerbread Man, joining in with the refrain. Help to read a recipe and measure out the ingredients to make your own gingerbread man. 	Numberblocks Numberblocks is a fun favourite and helps children develop a deep understanding and sense of number. Watch a few of your favourite episodes and complete some of the activities here: https://www.bbc.co.uk/cbeebies/shows/numberblocks Then create your own Numberblocks poster with your favourite characters and numbers.	Home sweet home Draw a picture of your house. How many windows and/or doors can you see from the outside? Draw them. Where do you live? Find out the name of your street, town and county. Do you know the name of the country you live in? Can you write your address down and learn it? Design your own home flag.	Fairy tale Puppets Read your favourite fairy tale. Make some fairy tale puppets. Use them to retell the story or put on a puppet show for your family.  
Show and Tell This half term we will be encouraging the children to bring in something for 'Show and Tell'. When it is their turn help them to choose something to put in our special box. More details to follow! 	Charades Play the classic game of charades with your family. Start with simple objects and actions e.g. cup, skipping rope, brushing your teeth. 	Mud painting Mix some soft mud, food colouring and water together. Use this on thick card to create your muddy artwork. 	Write your own story Choose your favourite fairy tale. Retell the story in your own words, adding your own illustrations. You might like to add your own twist to the story! Play some of the free games on Phonics Play: https://www.phonicsplay.co.uk/resources/phase/1 	Race against time Use a stopwatch, egg timer or online timer to record. Choose a set time e.g. 1 minute, 2 minutes or 30 seconds. See how many of different exercises you can do in that time. Star jumps, bunny hops, toe taps on a football, shuttle runs, etc. Try this activity every few days. Can you beat your previous best?	Recycling Collect different items of rubbish and learn about recycling. What bin do they go in? Can you become a recycling champion at home? 	Dance Dance Dance Put on your favourite songs and dance along to the beat! Can you move your body in different ways? Can you dance alone and with a partner (adult, teddy, friend, etc.)? Can you dance to slow music and to fast music? Can you make up a routine? Try to remember the different moves in sequence.

Reading – How can you help?

- In Reception we have a daily Read Write Inc. session where children learn and practice reading and writing with an adult. In Pre-School they focus on listening skills and playing with sounds orally.
- In Reception we hope that you will listen to your child with their reading book. We like reading books to be **read 3 times**, once for **accuracy**, once for **speed** and once for **comprehension**. We change books regularly and we encourage children to spend time looking at other books too.
- We love to hear about other books, poems, songs, signs etc. that your child has been reading so please leave us a comment in your child's reading record to tell us all about it! Or upload it to Dojo.
- There will be additional information on our class page about supporting your child's reading development and we will have a reading meeting for Reception early on in September.

Information

Please do visit and use our school website.



Friends of St Martin

We have an amazing Friends Group who arrange social and fund raising activities. They support us with new equipment and contribute to school trips.

They are always looking for volunteers and any offers of help are always gratefully received.

And Finally...

We do not expect your children to come in reading or writing!

Things to practice...

- Recognising their own name, particularly in clothes.
- Eating with a knife and fork. Opening own snack boxes, water bottles.
- Opening snacks including fruit.
- Putting on and zipping up their own coat.
- Taking off and putting on a jumper or cardigan.
- Putting on shoes and socks.
- Using the toilet independently, including wiping their bottom!

Where can you find more information?

- School website:

<https://villagesaintspartnership.demat.org.uk/>

- Our class page:

<https://villagesaintspartnership.demat.org.uk/copy-of-nursery---trackers>

- Class Dojo:

