



**West Park CE Primary  
School  
Information Book for  
Parents  
Early Years**

## Contents:

1. Welcome letter from the Early Years Team
2. School Aims
3. Teaching and Learning
4. End of Year Expectations
5. Curriculum
6. Timetable
7. Healthy Children

Dear Parents,

Welcome to West Park Church of England Primary School. We are really excited to be part of your child's first experience of school and look forward to working with you to make sure they have the best possible start to their educational journey.

We plan exciting themes to engage children in their learning and we observe them in their child initiated, 'Go Explore' time. These themes are based on the interests of the children and will change regularly throughout the year.

We believe that communication between school and home is key to helping us get to know your children as quickly as possible, come and see us if you have any questions or use our school Dojo system.

We would appreciate it if you would write your child's name on all of their uniform and belongings.

Once the children are all settled we would be delighted to have parental help in class. If you are available to help in class please let us know and we can arrange for your induction and DBS check to be completed.

We look forward to working with you.

The Early Years Team.

## The Staff in Early Years:

Adult	Role	Class
Mrs Souadi	Year Leader Teacher	Cherry
Mrs Bradford	Teacher	Pear
Mrs Foster and Mrs Houlders	Teachers	Peach
Mrs Hollin	Learning Support Assistant	Pear
Mrs Emery	Learning Support Assistant	Peach
Mrs Smeeth	Learning Support Assistant	Cherry
Mrs Luckhurst	PPA Teacher	Pear Cherry

# Our Theologically rooted Christian Vision

The historical foundation for Church of England Schools is to provide an education, including knowledge of the Anglican Faith, to those in the local community who are in the most need.

The Gospel from St Matthew celebrates that God gave each of us talents that should be shared and not hidden away, that we should use these talents to help others and to inspire them. We believe every child, adult and member of our wider school family has a gift or talent they can share and have celebrated in our school. This means that we strive to be truly inclusive, to discover, nurture and celebrate achievements at all levels and to provide opportunities to enable all to shine. We endeavour to be invitational and inclusive at all levels, including during worship.

At West Park Church of England Primary we believe that we should, 'Let your light shine,' in everything we do.

## Our School Values

<p><b>Creativity</b></p> <p><i>'He has made everything beautiful in its time'</i> <i>Ecclesiastes 3:11</i></p> <ul style="list-style-type: none"><li>• Find ways to solve problems</li><li>• Explore our talents</li><li>• Be confident to be yourself</li></ul>	<p><b>Faith</b></p> <p><i>'Faith can move mountains' Matthew 17:20</i></p> <ul style="list-style-type: none"><li>• Believe in ourselves and others</li><li>• Believe in something bigger than yourself</li><li>• Take the messages from worship out into our day</li></ul>
<p><b>Independence</b></p> <p><i>'Be strong and courageous.'</i> Joshua 1:9</p> <ul style="list-style-type: none"><li>• Show perseverance</li><li>• Be more independent as you grow</li><li>• Take responsibility for our learning journey</li></ul>	<p><b>Kindness</b></p> <p><i>'Encourage one another and build each other up'</i> <i>Thessalonians 5:11</i></p> <ul style="list-style-type: none"><li>• Be kind to ourselves</li><li>• Be kind to everyone</li></ul>

# Our Aims

To:-

- ensure our school environment is safe, stimulating and stable;
- provide exciting and inspiring learning experiences that give every child the opportunity to become enthusiastic, resilient, adaptable learners who actively participate in all aspects of school life;
- enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent and creative learners;
- provide a sense of community and citizenship, establishing skills to make and maintain positive relationships with others, working in a team both in and beyond our school;
- assist in the acquisition of knowledge, skills and attitudes that will enable all children irrespective of their ability, to achieve their full potential in subsequent phases of Education and adult life;
- enable everyone to develop a sense of their own identity and have respect and understanding of their own and other cultures, beliefs and religions.

# Teaching and Learning

## Early years Profile and Curriculum

The Early Years Curriculum is divided into Prime and Specific areas of learning, and are outlined below;

### Prime Areas of Learning

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

These areas are considered fundamental to all future learning, and are essential in supporting development in all other areas.

### Specific Areas of Learning

- Literacy, including Reading, Writing and Comprehension
- Mathematics, including Number and Numerical Patterns
- Understanding the World
- Expressive Arts and Design

West Park values inside and outdoor environments, and readily incorporates every part of our environment to enhance teaching and learning experiences.

Our Early Years classrooms are set up to support and extend children in different areas of learning with each classroom offering a variety of zones such as role play corners, book nooks and writing spaces. Each classroom opens up into our outside learning environment to ensure that every child has the opportunity to practise their physical development. Children have the chance to free flow around each learning zone within child-initiated activities, and can freely explore and follow their own learning interests.

## Characteristics of learning

The Early Years Foundation Stage highlights not only curriculum content, but reinforces the importance in how a child learns, or 'The Characteristics of Learning', in order to support the child's learning journey not just in their Reception year, but throughout their educational career.

Playing and Learning; instilling and supporting a 'have a go' attitude, providing play opportunities to explore and develop understandings of the world around them, investigating and building on existing skills and knowledge.

Active Learning; allowing time and space to concentrate on challenging or unfamiliar activities, developing resilience and perseverance when practising skills or making decisions about their learning.

Creating and Thinking Critically; using children's own knowledge and understanding, or interests, experiences develop and extend thinking through practical activities or hands-on explorations.

At West Park we ensure the characteristics of learning are incorporated into all of our teaching and learning and everyday ethos through planning.

## **Teaching and Learning**

We strive to ensure all teaching and learning is practical, fun and engaging. Activities are linked to the Early Year's curriculum and assessments ensure experiences are planned in line with children's next steps.

At West Park, we value the importance of learning through play. We provide the children with continuous provision, which allows the children to access learning opportunities and use resources through play. These experiences allow them to explore, interact, develop essential skills, such as independence and perseverance and learn.

Our Reception classes are designed to reflect different areas of the curriculum, and the children are encouraged to 'free flow' between the classroom and outside area to ensure they extend learning opportunities in all areas of the curriculum.

## **End of Year Expectations**

Half way through their time in Reception, teachers will write an individual report for each child, giving detailed information on how they learn, in relation to Characteristics of Learning, and on the Specific Areas of Learning such as Mathematics, Reading and Writing.

At the end of the school year, teachers will assess the children against each Early Learning Goal to ascertain whether the description given describes the child's learning and development.

If the child achieves the Early Learning Goal in the following areas, they will have achieved a Good Level of Development.

- Communication and Language
- Physical Development
- Personal Social and Emotional
- Literacy
- Mathematics



## Assessments, record keeping and reporting

We believe children benefit from a wide range of activities, and plan and provide a topic based curriculum to allow a breadth to experiences. Through a constant cycle of planning and assessment against the Early Years Foundation Stage curriculum, learning is focused towards supporting every child makes good progression.

Assessments and observations are taken daily of the children and are recorded in the children's online Tapestry journals to showcase their learning journeys.

Parents are invited to view and share their children's learning through termly 'Tapestry drops'; where observations and assessments are shared via Tapestry.

## Prime areas of learning

Communication and language development involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

ELG

### **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.

ELG

### **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.

Physical development involves providing opportunities for young children to be active and interactive, and to develop their co-ordination, control, and movement, both gross and fine motor. Children must also be helped to understand the importance of physical activity.

ELG

### **Gross Motor Skills**

	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
ELG	<p><b>Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
<p>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.</p>	
ELG	<p><b>Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p>
ELG	<p><b>Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
ELG	<p><b>Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p>

	Show sensitivity to their own and to others' needs
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## Specific areas of learning

Literacy development involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials – for example books, poems, and other materials to ignite their interest.

ELG

### **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

ELG

### **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.

ELG

### **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.

Mathematics development involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to understand number.

ELG

### **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.
ELG	<p><b>Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
Understanding of 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, cultures and the environment.	
ELG	<p><b>Past and Present</b> Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
ELG	<p><b>People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p>
ELG	<p><b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p>

	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive arts and design involves supporting 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, music, movement, dance, role play, and design and technology.	
ELG	<p><b>Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
ELG	<p><b>Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

## Reading

Reading is one of the most important skills children learn during their time in primary school. This skill needs to begin in Early Years to enable the children to begin the building blocks that are the foundation of their reading journey. We would ask that you find time to regularly read with your child every day.

These special times can involve a number of different activities:

- Your child can read aloud to you, this will initially be their interpretation of the pictures and weaving a story from them.
- You read to them (this is really important as you model successful reading and share some books they might find more difficult to read on their own)
- Talk about what you have read, make predictions about what you might think is going to happen next and discuss the characters' thoughts and feelings within the story

In Early Years we begin teaching Phonics early in the school year. We follow 'Read Write Inc' (RWI) written by Ruth Miskin along with other Phonic sources. This is a synthetic teaching programme that focuses on learning the pure sounds of letters. In Reception we concentrate on the Set 1 and 2 sounds; Set 3 begins in Year One.

## Helpful videos:

Ruth Miskin has some easy to follow videos that will help you at home, but please ask us if you have any questions. You will need your sound cards to help you. The complete set of sounds with their rhyme is on the previous page.

<https://www.ruthmiskin.com/en/>

<https://www.ruthmiskin.com/en/programmes/phonics/>

[https://www.youtube.com/channel/UCo7fbLgY2oA\\_cFCIg9GdxtQ?safe=true](https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ?safe=true)

<https://www.ruthmiskin.com/en/find-out-more/parents/>

Children will learn a letter sound (phoneme) with an action and a picture phrase to help them write the sound, using these to blend and segment words from the beginning.

## Read Write Inc Sound coverage:

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
<b>m</b>	Down Maisie then over the two mountains. Maisie, mountain, mountain.	<b>ay</b>	May I Play?	<b>ea</b>	Cup of tea
<b>a</b>	Round the apple, down the leaf.	<b>ee</b>	What can you see?	<b>oi</b>	Spoil the boy
<b>s</b>	Slide around the snake	<b>igh</b>	Fly high	<b>a-e</b>	Make a cake
<b>d</b>	Round the dinosaur's back, up his neck and down to his feet.	<b>ow</b>	Blow the snow	<b>i-e</b>	Nice smile
<b>t</b>	Down the tower, across the tower.	<b>oo</b>	Poo at the zoo	<b>o-e</b>	Phone home
<b>i</b>	Down the insects body, dot for the head.	<b>oo</b>	Look at a book	<b>u-e</b>	Huge brute
<b>n</b>	Down Nobby and over the net.	<b>ar</b>	Start the car	<b>aw</b>	Yawn at dawn
<b>p</b>	Down the plait, up and over the pirates face.	<b>or</b>	Shut the door	<b>are</b>	Care and share
<b>g</b>	Round the girls face, down her hair and give her a curl.	<b>air</b>	That's not fair	<b>ur</b>	Nurse with a purse
<b>o</b>	All around the orange.	<b>ir</b>	Whirl and twirl	<b>er</b>	A better letter
<b>c</b>	Curl around the caterpillar.	<b>ou</b>	Shout it out	<b>ow</b>	Brown cow
<b>k</b>	Down the kangaroo's body, tail and leg.	<b>oy</b>	Toy for a boy	<b>ai</b>	Snail in the rain
<b>u</b>	Down and under the umbrella, up to the top and down to the puddle.			<b>oa</b>	Goat in a boat
<b>b</b>	Down the laces, over the toe and touch the heel.			<b>ew</b>	Chew and stew
<b>f</b>	Down the stem and draw the leaves.			<b>ire</b>	Fire fire
<b>e</b>	Slice into the egg, go over the top, then under the egg.			<b>ear</b>	Hear with your ear
<b>l</b>	Down the long leg.			<b>ure</b>	Sure it's pure
<b>h</b>	Down the horse's head to the hooves and over his back.				
<b>sh</b>	Slither down the snake, then down the horse's head to the hooves and over his back.				
<b>r</b>	Down the robot's back, then up and curl.				
<b>j</b>	Down his body, curl and dot.				
<b>v</b>	Down a wing, up a wing.				
<b>y</b>	Down a horn, up a horn and under the yak's head.				
<b>w</b>	Down, up, down, up the worm.				
<b>th</b>	Down the tower, across the tower, then down the horse's head to the hooves and over his back				
<b>z</b>	Zig-zag-zig, down the zip.				
<b>ch</b>	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
<b>qu</b>	Round the queen's head, up to her crown, down her hair and curl.				
<b>x</b>	Cross down the arm and leg and cross the other way.				
<b>ng</b>	A thing on a string.				
<b>nk</b>	I think I stink.				

## Handwriting

We follow the Teach Handwriting Scheme and will start letter patterns and formation in the Spring Term.

## Curriculum

<b>Autumn 1</b>	All About Me!	<b>Autumn 2</b>	Ready, Steady, Celebrate!
<b>Spring 1</b>	What makes a Superhero?	<b>Spring 2</b>	Once Upon a Time
<b>Summer 1</b>	Bugs, Birds and Blooms	<b>Summer 2</b>	Buckets and Spades

Each half term we will send a detailed outline of the half term which will show both the teaching focus and the expected outcomes.

## Homework

As well as reading every day with your child, in the Spring Term we will set some tasks linked to different areas of the curriculum for you to complete at home. These will be led by the children's interests and the work taking place in class and aim to support them in making progress towards their next steps in learning.

## PE days

Your child will need to come to school in their PE kit on their class PE day from the Spring Term. Please ensure children have trainers rather than plimsolls.

Peach class – Tuesday

Pear class – Monday

Cherry class – Thursday

We also ask that the children keep a pair of trainers in school so that we can utilise any good weather and get outside and be active!

**All items must be clearly labelled please!**



## **Personal Property/Valuables including mobile phones**

All items of personal property brought into school should be **clearly labelled** with your child's name. Any money brought into school, for whatever purpose, should be in a sealed envelope, which has the child's name and class clearly printed on the front. The envelope should also clearly state the amount contained within it and the purpose for which it is being brought to school. **Money left in school all day must be given to the class teacher.**

**Children must not bring valuable items of property to school** unless agreed by the class teacher in advance.

Whilst the school will make every effort to safeguard pupils' property, and will do its very best to trace lost items, the school cannot accept responsibility for loss or damage to items.

## **Class Dojo**

Class Dojo is a sharing platform which is used across the school for parents and teachers to keep in touch. Messages, photos and learning experiences are shared and we will provide you with a sign-up sheet at your initial parent-teacher meeting in September.

## **Parent Partnerships**

Every child is unique. That is why we are committed to developing positive relationships through home school links to ensure you as the carer are fully involved and included in your child's learning journey.

Half termly curriculum planners are sent home showing detailed information of the teaching focus and expected outcomes, and we plan opportunities to share learning and progress with parents through parent evenings and 'Book Looks'.

Please make sure your child has the correct equipment each day. This includes:

Water bottle

Reading diary

Book Bag with reading books

## Healthy Children

We have free fruit and vegetables for the children to have for a snack. If you would like to provide your own snack it must be a healthy snack, it should not be sweets, crisps, chocolate or biscuits.

The children can bring a water bottle into school and are encouraged to drink water regularly throughout the day. Please do not fill with sugary drinks, milk or juice.

**At lunchtime the children can either have a hot lunch or bring in a packed lunch. If you would like to order a hot lunch, you will need to do this via the ParentPay website using your login details provided to you by the school. If you have any queries in this regard, please contact the office on 01903 243099.**

## Collection and Walking Home Alone Guidance

Parents are legally obliged to ensure their children get to school and attend regularly. This does not disallow independent travel. As a school, we are responsible for the welfare of our pupils and therefore must consider what we believe is good practice in ensuring the safety of our pupils. We also have an obligation to alert relevant authorities should we believe a child's welfare is at risk.

There are no laws around age or distance of walking to school.

We have taken advice from the following:

Department for Education states:

- It is for each school to decide, and enforce, its own pupil collection policy and request that parent/carers formalise collection arrangements in writing.
- The school is not responsible for a child's safety on their way home.

NSPCC states:

Children under eight can't judge the speed and distance of moving vehicles. They still need help when crossing roads.

### Procedures

#### **Pupils in KS2 (Years 3, 4, 5 & 6)**

There is no set age when children are ready to walk to school or home on their own. It very much depends on their maturity and confidence. Children under the age of eight can't judge the speed or distance of moving vehicles and some older children might not be able or confident to do this.

We expect Year 3 and Year 4 children to be brought to and collected from school by a named adult or sibling older than primary age. Children in these year groups can be met on site by their adult at the end of the day. Please make sure you arrange where you will meet so your child knows.

We understand that it can be busy at the end of the school day. For parents and carers who have children leaving from different ends of school, we suggest collecting

children in EYFS first. Staff School are available in each playground, any child not collected will be taken to the main office.