

Welcome to EYFS



Badger Class: Miss Warren
Otter Class: Mrs Evans

God of wisdom and might,
we praise you for the wonders of our being,
for mind, body and spirit.
Be with our children as they begin a new school year.
Bless them, their families, their teachers
and all involved in the school community.

Give them strength and grace
as their bodies grow;
wisdom and knowledge to their minds
as they search for understanding;
and peace and zeal to their spirits as they continue on
their learning journeys.

We ask this through Jesus Christ our Lord,

Amen



Aims of this meeting

- To give information about the Early Years Foundation Stage at Holy Rood
- To introduce reading and phonics homework packs
- To share important information regarding the health and safety of the children
- To introduce adults who can be contacted if you or your child require additional support



Reminders of what your child needs at school



Water bottle – filled with cold water only



Backpack



Waterproof coat



Wellies – to be kept in school



Book bags can be purchased from the school uniform supplier



A complete set of spare clothes. These do not need to be school uniform.

Please make sure everything is labelled with your child's name

Reminders

- Label all items that come into school
- No jewellery – stud earrings only
- Cold water only in water bottles
- Check bags and emails daily for letters
- Road safety
- Authorised pick-up – please let us know if who will be picking your child up in the morning
- No mobile phones to be used on school premises including the garden and playground.
- Encourage independence – coats, bag, water bottle, finding name

PE

- PE is taught every week.
- Children should come to school wearing PE uniform.
- PE days are on **Wednesdays** but may change during the school year.
- Stud earrings either need to be removed before school or have surgical tape covering them.



What is the EYFS?

The Early Years Foundation Stage covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

All schools and Ofsted registered early years providers in England must follow the EYFS.

Also included in the EYFS are the **seven Areas of Learning**. They are:

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**



How your child will learn

Children in Reception learn through both child-led play and play guided by an adult. Through play, EYFS practitioners will help your child to extend their vocabulary and develop their communication skills.

A greater focus on teaching specific skills will occur as your child progresses through their reception year, which will help them to prepare for year one.



A Typical Day in Reception

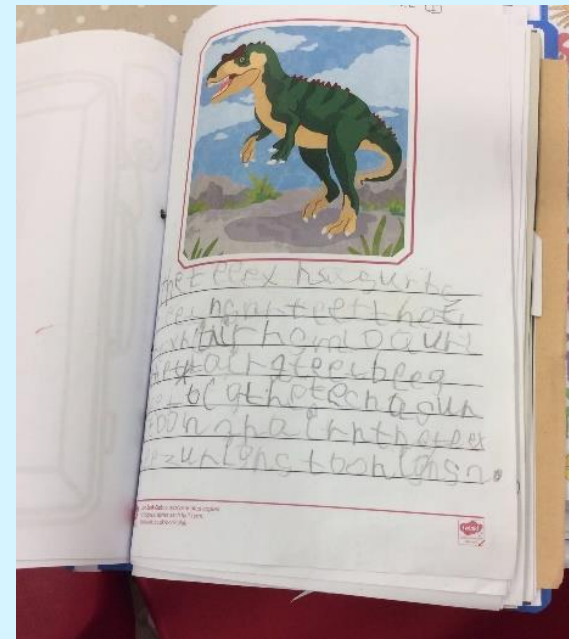
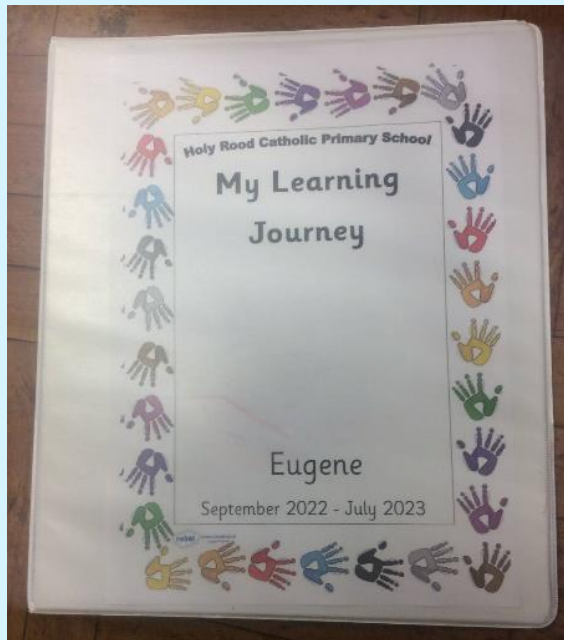
- Morning Task and Registration
- Literacy input
- Small group focus/ continuous provision
- Maths input
- Small group focus/ continuous provision
- Phonics
- Lunch time
- Carpet input (RE/Art/Music/PE etc.)
- Small group focus/ continuous provision
- Snack/Milk
- Story time
- Home time



Children have access to the outdoor area daily so please make sure they have appropriate clothing available in school.

Evidence of Learning

- Each child has their own Learning journey folder where samples of their work are collected.
- Each child has a literacy book where planned writing tasks are recorded.
- Topic and RE Floor books



Foundation Stage Profile

- There are Early Learning Goals (ELGs) for each of the 17 areas of the Early Years Foundation Stage Curriculum. These set the expectations for children to achieve by the end of the Reception Year.
- Your child's Early Years Foundation Stage Profile will be shared with you at the end of the EYFS. This will inform you of your child's progress and whether they have met or are continuing to work towards their early learning goals (ELGs).

Early Learning Goals			
<p>Communication and language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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. <p>Speaking</p> <ul style="list-style-type: none"> 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. <p>Understanding the World</p> <p>People and Places</p> <ul style="list-style-type: none"> 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 storylines. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> 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 the 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. <p>The Natural World</p> <ul style="list-style-type: none"> 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. 	<p>Personal, Social and Emotional Development</p> <p>Self-regulation</p> <ul style="list-style-type: none"> 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 when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> 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. <p>Building Relationships</p> <ul style="list-style-type: none"> 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. 	<p>Physical Development</p> <p>Basic Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Concentrate on strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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 crayons. Begin to show accuracy and care when drawing. 	<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> 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. <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonetic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> Write recognizable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with letter or letters. Write simple phrases and sentences that can be read by others.
<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Show their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and extend 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) to move in time with music. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitize (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. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 15 in different contexts, including 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 even and odd, double facts and how quantities can be distributed equally. 		



Reception Baseline Assessment

The Reception Baseline Assessment (RBA) is statutory for all schools from September 2021.

A teacher will carry out the assessment one-to-one with each pupil any time within the first 6 weeks of Reception. The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school.

Your child will complete the assessment by:

- using a touchscreen device
- answering questions verbally with the teacher
- working with materials given to them by the school

The RBA is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils. Your child is unlikely to even know that they are doing an assessment when they are completing the tasks.

If you wish to find out more about the RBA, please click [here](#).

Baseline Assessment

Alongside the RBA we will spend the first few weeks finding out what the children already know and can do and use this information to help us develop an individual learning programme for each child.



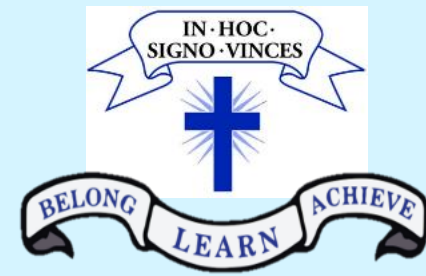
We will discuss how your child has settled during Parents Evening in October.

Homework

- Reading book – changed on allocated reading day
- Library book – changed weekly (day to be confirmed)
- Phonics pack – New sounds added on a Monday
- Name writing card – practise recognising and writing name using correct formation.



More information about phonics and reading will be given in a future meeting

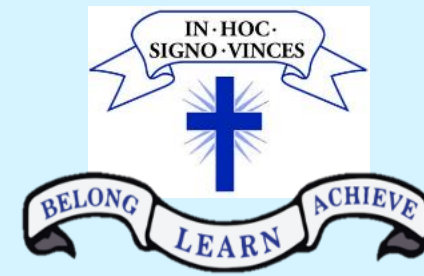


Phonics Pack



- A new set of sounds will be added to the phonics pack each week.
- The weekly pack contains a set of flash cards, a list of words for your child to read and make using the sound cards, and a sheet showing the correct letter formation.
- Support with how to use the phonics pack can be found here <https://www.holyroodcatholicprimary.co.uk/phonics-packs/>
- Support with how to pronounce sounds can be found [here](#).

More information about phonics and reading will be given in a future meeting



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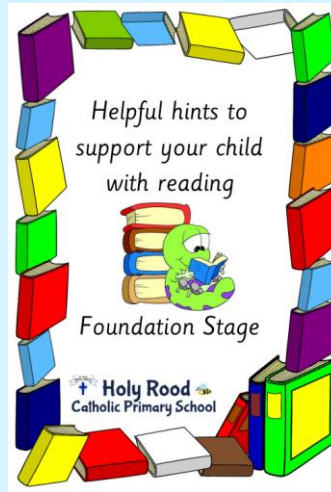
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Reading Book



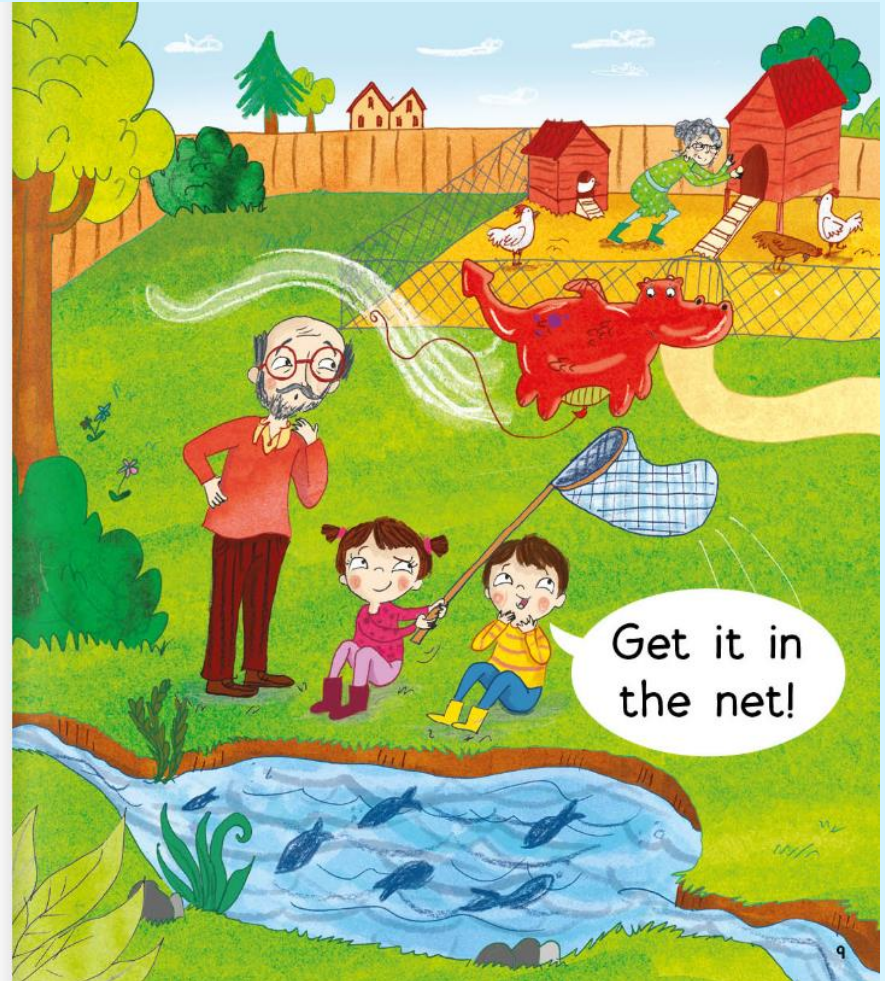
- Books are matched to your child's phonics level.
- Your child will read at least once a week to an adult and have their book changed on their allocated reading day which will be sent out to you.
- First books are wordless to encourage your child to talk about the story.
- Strive for 5. Aim to read with your child 5 times a week.
- Please complete reading record each week so we know they have read at home.
- Please ensure book are cared for. Lost/ damaged books will need to be paid for.

Please make sure your child's book comes to school every day.

Can Ben get it?



It is fun!



Holy Rood 42

The Holy Rood 42 is a programme of trips, visits and experiences. This is to build children's experience and knowledge of the world around them.



Life skills



Community



Creative



Cultural



Physical



Outdoor


School Website

- Year Group page (news, photos etc)
- Curriculum Information – Parents Area, including tips for how parents can help at home (including workshop PPTs and videos)
- Useful website links


EYFS

Home » Key Information » Curriculum » EYFS

Our main aim in Reception is to ensure that all children develop a love for learning which they will carry with them for the rest of their school journey and beyond. We provide a nurturing and exciting learning environment to give all of our children the opportunity to grow and develop into happy and confident learners.

Policy EYFS Curriculum Parent Workshops and Useful Information Interactive Learning Diary (ILD)

Stay and Plays Letters Useful Websites

<http://www.holyroodcatholicprimary.co.uk>

Lunches & Snacks



Packed lunches must be healthy & balanced.
Free school lunches can be booked through Arbor.



Children are provided with a piece of fruit as a mid-morning snack and free school milk until they turn 5.



Oral Health

As soon as teeth appear in the mouth, parents should brush their child's teeth in the morning and last thing before bed

Provide a healthy balanced diet and limit sugary food and drinks to mealtimes only

Sugar or honey should not be added to weaning foods

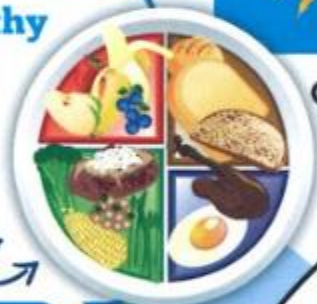


Use only a smear of fluoride toothpaste

Introduce drinking from a cup from 6 months and stop bottle feeding by 1 year

Replace bottles with sipping cups from 6 months. Water or milk is best!

Always ask for sugar-free medicines



Health & Medication

School staff can administer only medicines prescribed by your GP – no Calpol, Nurofen etc.



Trained first aiders are on duty at all times.



We will inform you by phone if your child has a bumped head.

Let us know if your child has an asthma inhaler & provide a spare inhaler for school use.



Cases of head lice must be treated immediately.

Online Safety

Set up **parental controls** on all your home devices.

Talk to your child. Be **ready to listen** so they know they can come to you with any worries.

Supervise your child's internet use. **Who are they talking to?**



Set clear expectations about **behaviour online**... and stick to them!

Go online together. **Find out for yourself** how their favourite games and apps work.

Be aware of **how much time** your child is spending on devices and set time limits.

Attendance

- There is a direct link between good school attendance and high achievement in school.
 - Holidays in term time will be unauthorised.
 - Teachers will **not** provide packs of work for children on holiday during term time.
- Contact the school office if your child is unwell.
 - 48 hours exclusion for vomiting or diarrhoea



Special Educational Needs and Disabilities



- Our SENDCO is Mrs Beard.
- She can advise if you are concerned that your child may have additional needs.
- If your child has additional needs, he/she will have an Individual Education Plan with personalised targets. You will receive updates 3x year about his/her progress.





Pastoral Support

- Our Pastoral lead is Mrs Galvin.
- She can advise if you have concerns about managing your child's behaviour or emotions.
- She can also advise about support available to families facing difficult circumstances.

To contact Mrs Galvin, please call the school office on **523802** or email—
pastoral@holyroodprimary.co.uk



Holy Rood Parent and Friends Association

How do we raise money?

Ice cream sales
School discos
Film nights
Tea & coffee at
Sports Day

How is the money used?

Improving
computer facilities
for children
Jonathan's Jungle
Roadshow visit for
EYFS & KS1
Year 6 Leavers'
gifts
Improving the
prayer garden

How can you help?

Please get in touch
with the PFA via
the school office if
you can volunteer
to help us.



Contact us



Look at our website:

<http://www.holyroodcatholicprimary.co.uk/>



Let your child's teacher know first about any problems – contact via the school office.

Ask the school office for help with queries about dates, clubs, payments, lunches, medication, absence etc.