

Welcome to Abbey Primary School

Foundation Stage



F2 Parent's booklet

Dear Parent/Guardian,

Welcome to Abbey Primary School!

Our telephone number is 01623 481117

Email address: office@abbey.notts.sch.uk

Website: www.abbeyprimaryschool.co.uk



Our Foundation Stage team consists of:

Assistant Head & FS Leader

Miss Aimee Chick

Foundation Stage 2 Teachers

Miss Aimee Chick

Mr Michael Blackwell

Mrs Pam Formon (part time)

Foundation 2 Teaching Assistants

Mrs Lisa Leeson

Mrs Claire Coalwood

Attendance Officer/Family Support Worker

Mrs Jennifer Warren

We also welcome students as part of our team.

We are here for you and your child.

We know that you will find our school a happy, caring and secure place.

Please do not hesitate to discuss any problems or concerns you may have regarding your child with a member of staff.

School times

8.45am-3.15pm

F2 children enter and exit school through one of the F2 outside doors.

You will be shown which door when your child visits. Doors open at 8.35am and close at 8.45am.

Uniform

The Abbey uniform consists of,

Winter

- Grey trousers/skirt/ pinafore
- Burgundy school sweatshirt/cardigan
- Burgundy/White school polo shirt.
- Black school shoes (Velcro fastenings please)

Summer

- As above or red gingham school dress
- As above or grey school shorts

Please see the school website for purchasing details.

Children are not allowed to wear jewellery in school with the exception of watches and stud earrings.

Could we please ask that all items of uniform are clearly named.
Please return any items which your child takes home by mistake.



It would be helpful if your child could also have a spare pair of pants, trousers/skirt and socks in their bag in case of accidents.



Winter



Summer



Milk

Your child is entitled to receive free milk until the term in which they are five. See the milk form for more details. You must register online to ensure your child receives milk. After they turn five, you may choose to pay so they continue to receive milk.

Healthy Eating

Abbey Primary School has accredited healthy school status. Every day your child will be offered a free piece of fruit. Please do not send snacks or drinks from home. Although we like to celebrate children's birthdays, please do not send sweets, cakes or treats into school. Thank you for your co-operation. Your child requires a named bottle of water on a daily basis, which they have free access to. Please note - this should only contain water and not fizzy pop, squash or fruit juice. Squash (even sugar-free) is very bad for their teeth. Thank you

How will you know how your child is progressing?

- Parents evenings in the Autumn and Spring terms
- Annual report in the Summer term
- Comments in your child's reading diary

Please see a member of staff before or after school if you have any concerns about your child's wellbeing or progress.



Outdoor play

Playing outside is a vital part of learning in the Foundation Stage. Please make sure that children have appropriate clothing for all seasons (eg. gloves, scarf, sunhat etc.). Sun cream must be applied at home before the session. As we like to access the field for Forest Learning in all weathers (even when it is muddy) please send your child with a pair of **named wellies** to leave at school. Extra socks are also useful when the weather is cold.



School meals

All children are entitled to a free school meal. As a school we urge you to take advantage of this. Our extensive menu ensures that children have a delicious hot meal and a pudding, served to them at their table for the Autumn and Spring terms. From summer term 2 they also have the choice of a jacket potato or sandwiches plus yoghurt or fruit. At this point, we develop their independence as they select and carry their own meal. Each term a menu is sent home.

Attendance expectations

Although your child may not be statutory school age, having accepted a place for your child it is our expectation that your child will attend school every day. The Governing Body has set an expected minimum attendance target of 97% for each child. From September 2015 if your child's attendance falls below 90% this will be viewed by the Government as persistent absence. Should this happen, you will be asked to come into school to discuss the circumstances that have led to this so that we may work together to improve your child's attendance.

Holidays should not be taken in term time and if you choose to do so you are required to submit a withdrawal from learning request to the Head Teacher. Dentist, doctor and medical appointments should be made outside the school day. If this is not possible, the office requires evidence of the appointment in order for the absence to be authorised.

Children are rewarded for good attendance.

Illness

Attendance is essential for good progress and is monitored closely by the Head Teacher. Please ensure your child attends school every day (*unless ill*). If your child is ill and unable to attend school, could you please ring the school office on the first day of absence. Failure to report your child's absence will result in a telephone call from our attendance officer to ascertain the reason for the absence. If we are unable to speak to you, a home visit will take place in line with our safeguarding procedures.

In the case of sickness or diarrhoea please ensure that children are free from both for 48 hours before returning to school. This will stop nasty bugs from spreading! Please check your child's hair regularly and inform a member of staff if you find headlice.

Medicine

We prefer not to have medicine in school. However, if medicine is prescribed, please contact the school office to complete the necessary paperwork

Safety and security

Children will remain supervised by a member of the foundation team until an adult collects them.

If your child is going home with another adult, please make sure that staff can identify and recognise this person. If we are in any doubt, your child will not be allowed to leave school.

We respectfully request that pushchairs remain outside the school building.



Baking



In Foundation 2 the children enjoy baking and food tasting, linked to our topics. A letter with payment details for this will be sent home at the beginning of the school year.



Notices and letters

Information will be emailed home as needed.

The weekly school newsletter is emailed on Friday afternoons. Please remember to check your child's book bag regularly so you are up to speed on what is happening in our very busy school.

How can you help your child before they start Foundation 2?

Please encourage them to develop their **independence** during the summer by:

- Ensuring that they can use the toilet independently and wash their hands
- Ensuring they can recognise their own name
- Ensuring they can put on, fasten, unfasten and take off their coat
- Ensuring they recognise their own bookbag, water bottle, wellies and coat
- Ensuring they can fasten their own shoes and put on their socks/tights
- Practising sitting, listening and concentrating for increasing amounts of time eg. listening to stories, completing a jigsaw, colouring a picture.

Activities which you can do at home include:

- Cutting out activities
- Colouring activities
- Counting activities eg. counting the stairs as you go to bed
- Developing their imagination eg. making up stories
- Playing games with your child eg. snakes and ladders, snap or lotto which encourage co-operation, turn taking and pre-reading skills
- Sharing stories and information books
- Talking about letters and numbers you see around you eg. signs, labels, food packets

How can you help your child when they have started school?

- Hearing your child read at least 5 times per week.
- Supporting their acquisition of letters/key words and numbers which are sent home weekly.
- Supporting them to complete any homework and encouraging them to complete as much as possible independently.
- Finding out more about topics and events we have covered at school.
- Checking their clothes regularly - names can wash out during the year!
- Attending parent meetings, evenings and events.



Parents courses

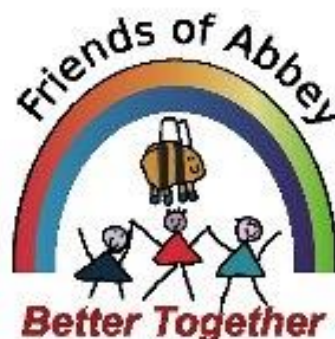
During the course of the year there may be free courses for parents to access. These provide parents with the opportunity to understand how your children are being taught so that you feel more confident in supporting them at home. We encourage parents to take advantage of these opportunities which are also a good way for you to make new friends.

Our topics are,

Autumn term	My world (Including families, pets, homes, people who help us, nursery rhymes)
Spring term	Our country (Including The British Isles, transport, celebrations, weather, traditional tales, wildlife, new life)
Summer term	Our planet (Including countries, habitats, animals, different cultures)

Friends of Abbey

We have an active PTA named "Friends of Abbey". If you have any time to spare, there are many opportunities for you to be involved in supporting our school. They are always looking for new members!



Here is our daily routine



Morning Welcome & Registration

The Foundation 2 gate will be open straight away for you to bring your child to their F2 door. We ask you to support your child's independence by encouraging them to come into the cloakroom on their own, from the first morning. They will soon learn where to put their book bag, coat and water bottle.

Phonics

Children work on reading and writing skills, organised in small ability groups. This may be with any of the teachers or teaching assistants in Foundation.

Snack time

During our snack session the children will discuss questions linked to our topic.

Independent Learning

Children choose from a wide variety of activities - inside and out.

These activities change to reflect the children's interests and always include...

- | | | |
|---------------|-----------------|---------------|
| • Large play | • Sand | • Reading |
| • Small world | • Transient art | • Tactile |
| • Phonics | • ICT | • Water |
| • Writing | • Investigation | • Large scale |
| • Creative/DT | • Role play | construction |
| • Maths | • Music | |

During independent learning time the children may also take part in individual reading, small group work or activities which will aid their development in a variety of areas including fine motor skills.

Tidy up time

Children are encouraged to help tidy the Foundation Stage so that they begin to understand that equipment and toys should be cared for and looked after.

Lunch time

Children eat their lunch in the hall before playing outside in the Foundation Stage area. Towards the end of the year they also have the opportunity to play on the main field or playground to prepare them for the transition to Year 1.

Fine motor skills/ Guided writing/Handwriting

Children work in small groups to develop their fine motor skills and handwriting.

Keep fit

This is a five-minute session which encourages the children to develop their physical skills and wake their brains up for a day of learning!

Afternoon Register & Maths time

Children work on number or shape, space and measure skills, organised in small ability groups. This may be with any of the teachers or teaching assistants in Foundation.

Independent Learning

Children choose from a wide variety of activities.

Assembly/Singing/Learning Partners

Assembly time is when we gather together in the hall. During other sessions we may have a House assembly or work with a Learning Partner to develop skills including speaking and listening and social/emotional skills.

Tidy Up Time / Story time

The children are encouraged to help tidy the Foundation Stage and we share a story on the carpet before bedtime. Please collect your child from their cloakroom door.



What is phonics?

Phonics is simply the system of relationships between letters and sounds in a language. When your child learns that the letter B/b has the sound of "b" (for ball) and that the sounds c-a-t make cat, they are learning phonics.



Why is phonics important?

Learning phonics will help your children learn to read and spell. Written language can be compared to a code, so knowing the sounds of letters and letter combinations will help your child decode words as they read. Knowing phonics will also help your child know which letters to use as they write words. The key to the year in Foundation is progression through phonics and learning the key words. This is a gradual process which requires much consolidation and is not a race to achieve the most words in the shortest amount of time. It is crucial that this learning remains for life and our job is to create a solid foundation for all other year groups to build on.

When the children are ready, key words and reading books will be sent home each week. These will quickly become differentiated to the children's needs and developing skills. You will receive more information about how we learn to read at Abbey in their reading diary in September.

School Values

Our curriculum is based on Positive Relationships and focuses on the school values of Respect, Responsibility, Resilience, Integrity, Inclusion and Aspiration. We focus on a different value each half term and children can earn a sticker when they demonstrate that value through their words and actions.



Leaving Your Child in the Morning

It is not unusual for children to be a little upset on the first day or towards the end of the first week when they are getting tired. If your child is upset, please help them by handing them to a member of the Foundation Stage staff at the door, rather than picking them up or following them to the classroom. Please rest assured that even if you leave your children crying, they have usually settled within five minutes. We will always ring home if your child remains upset for a longer period.

It is very important to your child that you are there on time to pick them up at the end of the session. As you leave, please do not allow your child to play on any of the Foundation Stage equipment. Any children who attend after-school club will be collected from the classroom.

Behaviour

Children in the Foundation Stage will follow the School Behaviour Policy. If at any point your child's behaviour becomes a cause for concern, a member of the Foundation Stage team will discuss this with you so that we can work together to address the problem.

As a school we firmly believe that good learning can only happen if there is good behaviour. In the Foundation Stage children will quickly learn our behaviour expectations but it is to be expected in the early stages, that some wrong choices will be made. This is an important part of the learning experience and we ask that you support us with the behaviour policy.



The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. The following pages detail the seven areas of learning that we follow in the EYFS.

Prime Area 1

Personal, Social and

Emotional Development



- Within a nurturing environment, children are supported to develop confidence and self-respect. They are encouraged to co-operate, take turns and share with children and adults in the group, as well as to play independently.
- Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others. All children are given the opportunity to take responsibility for their own property, school property and the property of others.
- The children have daily group time where thoughts and feelings, achievements and celebrations can be shared.



Prime Area 2

Communication & Language



- In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking, listening and responding to stories, songs and rhymes.
- They develop confidence and skills in expressing themselves in a range of activities including the role play areas.
- Children have opportunities to speak, listen and ask questions in a range of situations including small groups, whole class groups and with visitors to the Foundation Stage.
- Children work regularly with learning partners. This is to improve the way children communicate across the curriculum, enabling them to be independent and skillful speakers and listeners.





Prime Area 3

Physical Development



- A range of equipment and opportunities, both indoors and out, allow children to develop confidence in their own bodies.
- A high level of adult supervision enables children to create and meet physical challenges safely, developing increasing skill and control in moving, climbing and balancing.
- At the same time, children are helped to develop the fine motor skills they will need to use tools such as pencils and the handling and manipulating of small objects.
- Although we do not have a weekly PE session, we have regular access to the school hall and gym equipment and the outdoor trim trail, as well as our own extensive play area.
- Children are also encouraged to make healthy choices.

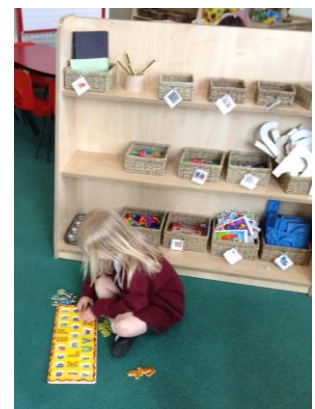


Specific Area 1

Literacy



- Children are helped to understand that written symbols carry a meaning, to be aware of the purposes of writing and to use drawn and written symbols themselves.
- Opportunities to do this are always available
- notebooks during roleplay, writing books, white boards and freely available paper for any purpose.
- A well stocked book corner gives every child the opportunity and encouragement to become familiar with books, to be able to handle them and understand that they can be used as a source of information and for story telling.
- Puppets, masks and props are available for retelling stories.
- Each child takes part in a daily phonics session and a small writing group to develop their literacy skills.



Specific Area 2

Mathematics



- Through adult led and child-initiated activities, children become familiar with sorting, matching, ordering, sequencing and counting, which form the basis for early mathematics.
- As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use mathematical language including shape names, position, size, volume and number.
- Songs, games, stories and picture books help children become aware of number sequences, and we provide a wide range of mathematical games and activities for the children to help them use and extend their mathematical skills.
- Each child takes part in a daily maths session in a small group.



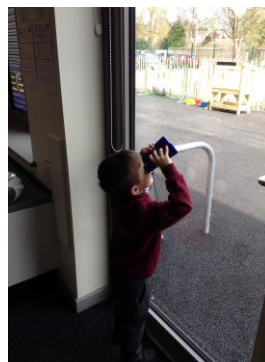


Specific Area 3

Understanding the World



- A safe and stimulating environment allows the children to observe and experiment with a range of natural and manufactured materials. They learn to recognise differences, patterns and similarities, and to share and record their findings.
- Children are helped to explore and understand their environment, within the group and the wider community. They learn to respect other people and expect to be respected themselves.
- Children have access to a range of ICT including laptops, programmable bee-bots and ipads.
- Children use simple tools and techniques as appropriate to achieve their intentions and to solve problems.
- The topic for each term extends children's awareness and understanding of the world. We also have a range of festival days throughout the year where children learn about beliefs and cultures from around the world.





Specific Area 4

Expressive Arts

and Design

- Children are encouraged to use a wide range of resources in order to express their own ideas and feelings, including paint, glue, glitter crayons, chalks, junk modelling and fabric.
- Children join in with and respond to music and stories, and there are many opportunities for imaginative role-play.
- Regular singing and music sessions teach the children a range of songs and sounds for their own enjoyment and for performances such as Christmas, Harvest and other festivals or celebrations.
- Our regular music sessions develop an awareness of a range of both classical and modern music.



Parents/Carers sessions

We have a range of sessions when we encourage you to come into school and work with your child on a range of fun activities. Dates and details will be listed in your child's reading diary in September.

We believe that every child is different, and every child is special. It is our job, working in partnership with you, to ensure that every child reaches their full potential.

We firmly believe that a trusting partnership between home and school lies at the heart of a successful educational experience for your child.

You are warmly invited to join in our many and varied school activities and to share the experiences all pupils will have throughout the important years spent in their primary school.

We welcome you to this partnership!

