

# WELCOME TO BEARWOOD PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE

NURSERY AND RECEPTION

SEPTEMBER 2024



# FOUNDATION STAGE STAFF



Mrs Johnson-  
Foundation Stage Lead  
Koda class teacher



Miss McNulty  
Orsa class teacher



Mrs White  
Nursery Nurse

Plus two additional LSA's to  
support each class of  
children.

# UNIFORM

Please label  
EVERYTHING!

Our EYFS uniform is slightly different to the rest of the school because our curriculum is much more active and based outside in all weathers.

- Navy jumper or cardigan with school logo
- White polo shirt
- Black or navy shorts or jogging bottoms
- Black trainers
- Girls may choose to wear a blue gingham summer dress with cycle shorts in summer
- Navy puddlesuit

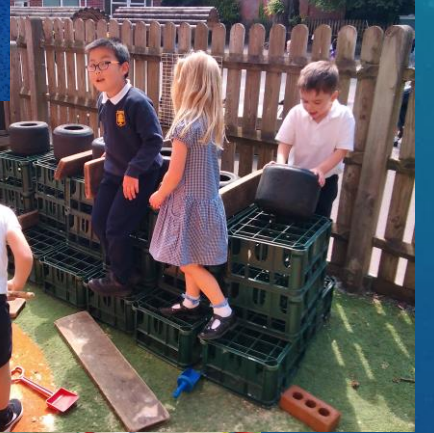


# WHAT ELSE DOES MY CHILD NEED TO BRING?

- A water bottle filled with water (no squash or flavoured drinks please!)
- A book bag
- A named coat
- Weather appropriate extras (sun hat, woolly hat, gloves etc.)
- In a small bag that lives AT SCHOOL- A complete set of spare clothes. Wellies should also come to school and stay there all year.



# LEARNING THROUGH PLAY



PLAY IS OFTEN TALKED ABOUT AS IF IT WERE A RELIEF FROM SERIOUS LEARNING. BUT FOR CHILDREN, PLAY IS SERIOUS LEARNING. PLAY IS REALLY THE WORK OF CHILDHOOD.

- Fred Rogers

# THE FOUNDATION STAGE CURRICULUM

## Characteristics of Effective Learning:

- Playing and Exploring
  - Finding out and exploring
  - Playing with what they know
  - Being willing to 'have a go'
- Active Learning
  - Being Involved and concentrating
  - Keeping on trying
  - Enjoying achieving what they set out to do
- Creating and Thinking Critically
  - Having their own ideas
  - Making links
  - Choosing ways to do things



# THE FOUNDATION STAGE CURRICULUM

## Prime areas of learning:

### ➤ Communication & Language Development

- Speaking
- Listening, Attention and Understanding

### ➤ Physical Development

- Gross Motor Skills
- Fine Motor Skills

### ➤ Personal, Social & Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships



# THE FOUNDATION STAGE CURRICULUM

## Specific areas of learning:

### ➤ Literacy

- Comprehension
- Word Reading
- Writing

### ➤ Mathematics

- Number
- Number Patterns

### ➤ Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

### ➤ Expressive Arts & Design

- Creating with Materials
- Being Imaginative and Expressive







# STATUTORY ASSESSMENTS IN RECEPTION

- Reception Baseline Assessment (RBA) – at the beginning of the year
- Early Years Foundation Stage Profile (EYFSP) – at the end of the year

## Reception Outcomes 2024...

- 90% of our Reception children attained a 'Good Level of Development' (GLD) in 2024 which is well above the national and Wokingham averages.

"Be in this  
moment...."



Charlie x

..now is all th  
is."

## IN THE MOMENT PLANNING

- At Bearwood EYFS, we plan our topics and activities 'in the moment'. This means children take control of their own learning.
- Each week, we observe and interact with the children during their play and make notes on what things interest them and what skills they may be keen to develop. We also note down those things that are necessary next steps such as pencil grip.
- We use Floor books to record what the children are learning.
- Teachers then plan a set of lessons dedicated to the interests and needs of your children specifically. This means that we may learn about dinosaurs, light and dark, superheroes...anything your children can dream of!
- Learning should be fun, engaging and exciting in this way.

# OUR CLASSES



Our Foundation Stage is called Brown Bears because we are the beginning of the Bearwood journey.

Our Classes are called Koda and Orsa (2 words that mean little bear derived from Latin).

Classes are now mixed age groups to encourage collaboration and team work and enhance the development of all children in our EYFS. 75% of the day was always mixed before, now it is 90%!

Nursery children are our BEAR CUBS as they are the youngest members of Bearwood Primary School. Your child will refer to themselves as a Koda CUB or a Koda BEAR depending on which age group they are in. They will remain in this class until they move up into KS1 enabling them to create strong and meaningful relationships.

# TIMETABLE

EYFS timetable 2023/4	8.45-9	9-9.30	9.30-11.15	11.15-12	12-1	1.15-1.30	1.30-2.30	2.30-3
Nursery	Settling in/ play	<b>Phonics</b> (begin discovery around 9.15)	Discovery time	Story, songs, home time at 11.45	Lunch club Pm children arrive at 12.15- Discovery time	Discovery time	Discovery time	Story, songs, home time
Reception	Settling in/ activities	Input-Maths/ Drawing Club/ <u>Other</u> curriculum		<b>Phonics</b>	Lunch	Input-varied curriculum content		Story, songs, home time

EYFS timetable 2024/5	8.45-9	9-9.15	9.15-9.30	9.30-11.15	11.15-12	12-1	1.15-1.30	1.30-2.45	2.45-3.15
	Settling in/ activities	Input-Maths/ Drawing Club/ <u>Other</u> curriculum	Key groups	Discovery time	<b>Phonics</b>  Nursery home time 11.45	Lunch  Pm children arrive 12.15	Input-varied curriculum content	Discovery time	Story, songs, home time

# WHY?

The notion that children are easier to teach in chronological age groups denies the known value that children get from being with children who are both older and younger than them. There is no doubt it can be more difficult to teach across rigid curriculum boundaries, but that is perhaps a fault of curriculum design and an over-insistence on artificial targets, rather than any inherent fault in the practice itself.- Nursery World magazine

|| Mixed-age play has been shown to help children extend their zone of proximal development, as younger children are challenged to play and carry out tasks they wouldn't be able to do alone or with others of their own age group. The older children model and extend the play in a way that younger children wouldn't be able to as they can't challenge each other the same way.- Bronagh McGearty (founder of Famly app for EYFS)

Younger children learn by watching older children as well as adults. In a mixed-age classroom, older children who are completing challenging lessons are an example to the younger children; they show what is possible.- Maria Montessori

|| It is recognised that there is more turn-taking, social responsibility and sensitivity in mixed-age group children.' (Chase and Doan, 1994)

For example, social interactions take on a whole new level, with more experienced (not necessarily older) children leading the way with organising games, sharing, turn-taking, 'they learn to be both leaders and followers'.- Kathy Brodie

# BENEFITS FOR THE CHILDREN

## Nursery children

- Vicarious learning experiences
- Modelling of language and behaviour
- Mixed social opportunities
- Shared vision on child led planning
  
- Separate group time to focus on key nursery skills

## Reception children

- Personal learning journey for each child- differentiation per class- Stage not age
- Chance to become a role model of language and behaviour
- Mixed social opportunities
- Shared vision on child led planning
  
- Separate Reception level learning each day such as phonics

All children can work at their experiential level for longer allowing for their own personal development at their own pace

# HOW?

- Example planned activity:
  - Maths- counting and subitising
  - Teacher teaches and models concept of counting resources moving finger at same speed as saying number names, children help and join in. Play a game where teacher shows spots on a dice and children have to say how many without counting.
  - Split into key groups where each group has a separate counting activity.
  - Expectation of nursery child: to join the group for 2-5 minutes, participating in some simple counting to 5.
  - Expectation of a Reception child: to join the group for 5-10 minutes, participating in accurate counting to 10 with some subitising skills
- Example planned activity:
  - Drawing Club (Literacy)
  - Teacher reads story and teaches high level vocabulary through actions. Models story language and drawing a picture. Models writing some words/sentences.
  - Children encouraged to visit the Drawing Club table to have a turn.
  - Expectation of nursery child: to build story language into their play, encouraged to join playdough table for fine motor practice.
  - Expectation of a Reception child: to remember some key vocabulary, to draw a picture and begin mark making using recognisable letters

# PHONICS



- At Bearwood we use the Lesley Clarke synthetic phonics scheme to teach our phonics.
- In Nursery, children will participate in Phase 1 phonics activities such as listening games, rhymes, songs and robot talk.
- In Reception children will begin formal phonics lessons mid September and will work through Phase 2 and 3.
- Each child will have a slightly different pace in their learning, we focus on helping each child to understand the sounds and skills that phonics teaches.
- Once children have begun learning the first few sounds of phase 2 we will begin sending home some reading books. This is usually around the October half term. These will be matched to the child's ability but should be able to be read fairly fluently. We want to encourage a love of reading in your child.
- There will be a phonics workshop for Reception parents to help you to understand what phonics is, and how we teach it to the children. Please look out for this information.
- Reading at home is an ESSENTIAL part of a child's development and should happen as much as possible. In Nursery this should be an adult and child sharing a picture book together at a convenient time of day for you as a family. In Reception, this should continue to happen, alongside encouraging the children to look for sounds, find words or read their reading book. Your child will visit the EYFS library every week to encourage book sharing at home.



# COMMUNICATION

- Communication is so key to us understanding your child. Every morning and afternoon, a teacher will be present on the EYFS gate to take any messages and answer any questions. If you need to speak to us in more detail you can arrange a meeting through the office, or send an email.
- We use Seesaw to send reminders specific to EYFS and to share photos of what we are learning. Log ins for these are available to take away tonight.
- All letters and communication will be sent via the school office.
- We will also hold parent workshops, stay and play and special activities to involve parents in our school life, please keep an eye out for these and participate where you can.



# TRANSITION

## Reception

- All children in our current Nursery who are moving up to Reception will have story times with their new teachers. If you wish to speak to your child's new teacher, please schedule a meeting at the office.
- All children joining Bearwood for the first time will have a 1:1 meeting with Mrs Johnson (tomorrow) to go through personal information.
- Class transition Day on Wednesday 3<sup>rd</sup> July at 2pm.
- Stay and Play (without their parent) on Friday 19<sup>th</sup> July.
- Thursday 5<sup>th</sup> September 9-12
- Friday 6<sup>th</sup> September 8.45-1
- Monday 9<sup>th</sup> September all day
- If you think your child requires additional transition please speak to Mrs Johnson ASAP.

## Nursery

- All children joining Bearwood for the first time will have a 1:1 meeting with Mrs Johnson to go through personal information.
- Nursery children will be invited to a Stay and Play (with their parent) during the week of 2<sup>nd</sup> September, in the afternoon.
- Start dates will then begin from Monday 9<sup>th</sup> September with a staggered entry of children starting with those attending 30 hours.

## WHAT CAN I DO AT HOME?

- The best thing you can do with your child is to talk to them, about anything and everything! Narrate your day, share stories of your activities, ask rhetorical questions or wonderings to get children thinking. Share back and forth conversation about things that interest them or about starting school.
- Encourage your children to be independent in their morning routine as much as possible. Can they do their shoes themselves, can they put their coat away.
- Ensure children are independent in toileting and hand washing. Please speak to Mrs Johnson if you require a toileting plan for your child.
- Read! Reading TO your child is just as important as them reading to you. The expression you use in your voice, the way you stop at punctuation...all of this makes for a much more confident reader in your child.
- Play alongside your child. Play board games, Lego building, dinosaurs, craft... anything that interests them. Our lives are so busy with work, school, activities, seeing family...that sometimes we forget to stop and play with our children. Modelling this helps with their emotions and their ability to take turns.

- Thank you for your time.
- Please let me know if you have any questions.