Early Years Foundation Stage
Parent Handbook

Contents

What is the Early Years Foundation Stage?

What does this mean at St Bernadette School?

The areas of learning in the Foundation Stage and RE

The organisation of the teaching environment

The style of teaching in the Foundation Stage

The role of adults in the classroom

Induction into the Nursery

The Nursery

Induction into Reception

Reception

Uniform and expectations/guidelines

The Early Years Foundation Stage Profile

The National School Fruit Scheme

WoW! Our walk to school scheme

The Importance of communicating with your child

How we teach reading at St Bernadette

Emergent writing

How we teach maths at St Bernadette

Sleep information
What is the Early Years Foundation Stage?

The Early Years Foundation Stage is a very distinct stage of education, which covers children from birth to the end of the Reception year. It is a distinctive and key phase of a child’s education. We aim to provide children with opportunities to ask questions, learn facts, develop skills, extend their thinking, refine ideas and foster their independence in order that they develop lively enquiring minds and become confident learners. Well-planned play is the key way in which young children learn and we aim to provide meaningful and relevant experiences, which challenge children and help them to progress.

What does this mean at St Bernadette School?

At St Bernadette the EYFS continues in our Nursery, which all children join in the Autumn term of the academic year in which they will be 4 years old. In the September following this, all children who have been allocated a place in Reception progress through the school. Therefore children who start in our Nursery will have had 6 terms in the Foundation Stage at our school.

The areas of learning and development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

There are also four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

- **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.

- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
• **Understanding 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, technology and the environment.

• **Expressive arts and design** involves enabling 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.

**RE**

As a Catholic school, we place an emphasis on the teaching of RE alongside the 6 areas of learning. This includes teaching the children about the Church year and some aspects of other faiths. Religious education in a Catholic school is the study of God, of the life and teachings of Jesus Christ, of the Church and of what Catholics believe. We aim for the teaching of RE in our school to develop children’s free thoughts and attitudes in response to teaching about God and of the work of Jesus in our everyday lives.

There are many varied opportunities for worship in our school, including assemblies, Masses in Church, class Masses and religious celebrations, which may be held in class or in the hall. There will be times when you are invited to attend these. Each class also has its own acts of worship every week in the classroom.

Children in Nursery attend some Masses in Church for part of the Mass, usually from January onwards. Children in Reception initially attend Masses in Church for part of the Mass, building up to staying for the full Mass when they are ready. This time may vary from class to class, and is also dependent on how many Masses are planned for that term. During this time is the ideal opportunity for you to continue to take your child to Parish Masses and talk about what goes on. Children at school Masses are expected to behave the same way we expect them to behave in school. They are taught respect for the Mass early on. We encourage parents to do likewise when you attend Mass with your child on a weekly basis.

Planning within the Early Years Foundation Stage curriculum is based on early learning goals and development matters, through which children progress during their time in the Early Years Foundation Stage.
The organisation of the teaching environment

Our Foundation Stage classrooms are set up with activity areas that enable the children to engage in activities planned by adults and also those that they plan or initiate themselves. Access to these areas is uninhibited by the staff, so the children are allowed to develop their independence and make links in their learning.

Activity areas:
- Role play- the content of this area will vary from term to term, e.g. you may see a garden centre in the Nursery or a vet’s clinic in Reception, depending on what the overall theme for that term is.
- Computer
- Listening area
- Writing area- children will develop their emergent writing by working in this area
- Sand/water area
- Making area
- Construction area
- Book corner
- Creative area
- Outdoor area- children have daily access to the outdoor area, and it is important that they are adequately clothed for this every day.
- Small world/imaginative area

The style of teaching in the Foundation Stage

You will often find staff in the Foundation Stage on the floor playing with the children! This helps to reinforce the importance of play within the Foundation stage. Children react in a very different way during their play, and this gives staff a unique insight into the learning that has gone on. By playing with the children we also help them to make links in their learning.

The role of adults

In our Foundation Stage classrooms, there are at least 2 adults, and usually 3 in our Nursery. The class teacher has overall responsibility for the class, but all members of staff work together to teach and support children within the class, and to make judgements about their learning. Children at this stage do not make a distinction between teachers, nursery nurses and learning support assistants. They see them all as their teachers!
You will have already been given a time to come and visit the Nursery, in order that you and your child may become familiar with the staff and the surroundings. On this day, staff will talk to parents to gain a picture of your child. While this is happening, another member of staff will work alongside your child, getting to know them, and helping them to become familiar with the Nursery. You have already been told what your child’s start date will be.

The Nursery

- **Staffing**
  - Class teacher
  - Nursery Nurse

- **Nursery uniform – please note this is different from the rest of the school**
  - **Summer** – Navy cotton shorts** (navy, cotton, loose fit with elasticated waist) and white school embossed t-shirt*.
  - **Winter** – Jogging bottoms** (navy, loose fit, with pockets, and elasticated waist and ankle cuffs) and navy cotton embossed sweatshirt* and white school embossed t-shirt*

  *items to be purchased via Trutex online/Morsons clothing, 662 Uxbridge Road, Hayes UB4 0RY

  ** items can be purchased anywhere so long as they meet the specifications above

Due to the nature of the curriculum in the Nursery, it is important that adequate footwear is worn; therefore we ask that sandals are not worn. Footwear must have a good tread and be properly fitting for obstacle equipment. Please also ensure that your child is always adequately clothed as an important part of our curriculum is outdoors in all weathers. Scarves, hats and gloves must be brought to school in the winter and a sunhat must be worn in the summer.

**Please ensure all your child’s clothes are labelled, including coats, socks, shoes etc.** Jewellery should not be worn, including watches, apart from studs in pierced ears. Earrings need to be removed on PE days from January onwards. You will be informed of which day this will be.

Please also see ‘School uniform guidelines and expectations’ later on in this handbook.

On occasion we have days where the children can wear their own clothes instead of school uniform. On these days, the children must still be dressed appropriately for school as per the uniform guidelines below, and clothes should be appropriate for toileting and outdoor play. Children must not wear strappy tops, high-heeled shoes etc. Please also remember that children’s footwear in the Nursery and Reception should not include laces.
• **Timing of the Nursery day**
  Arrival time 8.35am-8.50am for morning and full time children
  12.20pm-12.35pm for afternoon children

Children should be brought to the nursery between these times. Anything later is recorded as lateness. Parents are responsible for their children before the nursery door is opened. Please make sure that your child waits outside the nursery quietly and does not run up and down the Nursery slope. This creates a calmer start for all involved and ensures the children are ready for learning. There is a 10 minute slot at the end of the session in which to collect your child. Doors will be open for you to collect your child between 11.25am and 11.35am for morning children, and 3.10pm and 3.20pm for afternoon and full time children. Please note that the doors will close at 11.35am and 3.20pm and any children not collected by these times will be taken to the main school where late collection is recorded. Full time children will be collected at the end of the morning session by 2 other members of staff to have their lunch together in the main school.

• **Procedures**
  **Arrival in nursery**
  Children look for their names on the wall to find pictures that correspond with their coat peg. Please ensure that the member of staff who is completing the register sees your child and that your child says ‘Good morning/afternoon’ to that person. They then go into the Nursery and find and post their name to indicate that they are there. Parents/carers then help their child to choose an activity, and then depart once their child has settled. If the child will not settle agree a procedure with a member of staff. This is also a time to talk to nursery staff if you feel it necessary. Your child needs to bring in their book bag each day from their start date, even if it is empty. This is because your child will be given letters and work to bring home. Please do not bring in toys, sweets, chewing gum or other things unless asked to by the teacher.

  **Departure from nursery**
  Come into the nursery and walk to the carpet area. Your child will only be released to you or an adult you have nominated, who nursery staff know about.

  ▪ **Curriculum**
    **Reading**
    Information about reading will be sent to you later in the autumn term. A reading survey will be sent home halfway through your child’s year in the Nursery.

    **Phonics**
    From January, the children will be taught a sound each week based on the ‘Letters and Sounds’ programme and the Jolly Phonics programme. We have included a leaflet, which explains how the programme works. Each child will be given a sound book alongside the letter of the week. Instructions on how to complete home tasks in the sound book will be at the front of this book. Use this book to help your child revise the sounds we have covered.

    **Handwriting**
    Your child will be introduced to the handwriting style through handwriting patterns.

    **Number**
    Number is taught in a very practical way. Please take opportunities to count with your child in order, first to 5, then 10 and then 20, more if you feel they are capable. When counting objects, teach your child to touch the object as they say the number.

    **Home task**
    Each week your child will be given a home task on Friday. This will be an activity related to what they have been doing. Please could you complete this with your child and return it the following week. This will start during the last few weeks of the Autumn term or in January.
Wellbeing
If your child is ill you must make the decision whether or not they are able to come to school. We’re glad they enjoy school but it is not fair to send an ill child to school. Any child who has vomited or had diarrhoea should not be sent to school for 24 hours. If they have had both they should not return to school for 48 hours. You must telephone the absence hotline on 01895 232298 (option 1) if your child is not well enough to come to school, even if you have already informed a member of Nursery staff. You must phone in every day your child is ill. Parents of morning and full time children must phone by 9am; parents of children only attending afternoon nursery must phone by 1pm.
Medical appointments should be taken outside of school.
Please check regularly for head lice — see the leaflet on the school website about how to treat this.

Toileting
Please ensure your child is aware of good bathroom practice before they start in the Nursery. This includes the importance of being clean and dry, flushing the loo when they are finished, washing their hands with soap and drying their hands. In order for us to support your child if they do have an accident, please send in a drawstring bag (you could purchase a school PE bag as you will need this as your child moves through school anyway; whatever bag you choose should have 1 cord. Please ask if you are unsure what the bag should look like) with a change of clothes in it, which will be kept on your child’s peg in the Nursery. These do not have to be school clothes, just a plain white t-shirt, navy shorts, a navy sweatshirt and joggers. If your child has an accident, they will change into these clothes, and bring their wet/soiled clothes home in this bag to be washed. Please then return the bag and spare clothes to the peg as soon as possible.

Other
It is normal in the first few weeks for your child to be crying, as is crying at other times during the year. More often than not, it is not a cause for concern and is related to your child settling into their new environment, making new friends, being tired, becoming more independent etc. However, should it continue, please talk to a member of Nursery staff. Please do remember that someone will have spoken to you if there are any concerns about your child in the Nursery.

Concerns
There may be other times when we are concerned about an aspect of your child’s learning or development. If we need to speak to you about this, we will do so at the first available opportunity so that we can work together to enable the best possible solution for your child. Please listen to our concerns, as we will listen to you, and act on them.

Holidays
Please do not arrange holidays in term time. It has a serious impact on your child’s education.

Assemblies
Occasionally the Nursery attend assemblies and masses. Please also be patient if we are late out at the end of a session as this may be necessary if we are attending events in the main school. We will give you prior notice of any events in the main school.

Events
Dates for any events that you will need to attend will be given out if necessary.

Birthdays
On birthdays, please do not bring in sweets for the children. Instead, please donate a game or a book for the whole class to share.
Induction into Reception

June 2020 – INFORMATION TO BE CONFIRMED NEARER TO SEPTEMBER DUE TO CURRENT CORONAVIRUS RESTRICTIONS.

Children from the Nursery meet their new teachers regularly in the half term before they start in Reception. They also visit their new classroom in this last term. During the parents’ induction meeting, the children visit their new classroom with their new teachers and become familiar with the new surroundings. There are also opportunities for the Reception teachers to go to the Nursery to get to know the children. New children to our school have the opportunity to visit us twice more before the summer holidays. Due to the restrictions, we have been unable to work in this way. We will be reviewing procedures in September in light of this.

• The first three weeks of the new term
We operate a ‘soft start’ at the beginning of each day, which means you can drop your child into the classroom. However, as we have 60 children and parents arriving at the same time, we will operate a staggered start for the first week. You will be able to drop your child off to the classroom at one of two times, which will be provided for you in your induction pack.

Week 1: when you arrive, please come through the Nursery entrance, down the Nursery ramp and make your way through the KS1/R playground to the doors at the end of the corridor. Those of you who are in the second group of parents arriving, please do the same, at your timed slot. When you get to the classroom, please be patient as there may be a queue – you can use this as a time to get to know each other! Take your child over to the coat pegs and help them to find their name, and hang up their coat and PE bag. If your child has a book bag as well this should be put in the tray with their name on. Children then need to find their name on the table, and put it into the basket to indicate that they are there. You may then support your child in choosing an activity from the ones on offer. You may then leave the classroom, providing your child has settled, and by the time indicated on your arrival time sheet. If your child is having difficulty settling, please indicate this to one of the members of staff. You need to collect your child at 12pm from the classroom. Please wait outside the main gate until approx. 11.55 am when the office staff will let you in to the school. This procedure will continue for the whole of the first week.

Week 2: procedures for arrival at school remain the same all the time from now on, although we do ask that you arrive by 8.45am. This week the children will remain at school for their lunch, and so when they write their name in the morning they need to put it in the correct basket – school dinners or packed lunch. You are invited to sit with your child while they have lunch for the whole of this week. In week 1 we will put up a list so that you can indicate whether you or another adult who usually picks up your child will be able to join your child. We hope that all of you will be able to join us for lunch. By doing this you will help your child to enjoy their first experiences at full-time school and see for yourself the menu available from our caterers at lunchtime. Lunchtime can be a daunting time for young children, and they will benefit from you being there helping to make it an enjoyable experience. Children’s lunches are free for children in Reception and years 1 & 2. Packed lunch boxes need to be put on the lunchbox shelves outside the classroom. RSA parents, please arrive at school by 11.20am in time for lunchtime, and RSB parents by 11.30, and you will be let in to come into the hall. Lunchtime will be earlier for you at this time this week, so that you have some quiet time with your child before the rest of the infants have their lunch. When you see your child please go to them and you will be shown where to sit if your child is having a packed lunch and where to queue if your child is having a school dinner. Please bring in your own lunch to have with your child or let us know on the list we will provide if you would like to have a school dinner, which you will need to pay for. Once your child has finished their lunch you should let one of the teaching staff know so they can tick you off their list, and
then you should take them home. If you or the person who normally picks your child up is unable to join your child for lunch, please pick your child up no later than 12.15pm this week from the hall.

**Week 3:** this week the children are staying all day. The procedures for arrival in the morning remain the same, but you should arrive to pick your child up from the KS1/R playground at 3.05pm. We will bring the children out between 3.05 and 3.10pm. Please come down the Nursery ramp into the playground and exit via the KS2 playground so that we have a one-way system operating. If you have another child in the Nursery, please collect them first and then come to collect your R child. If you have other children to collect from the KS2 playground, please walk to the side of the playground with the adventure playground equipment and wait for them there. If your child is still having problems settling, please speak to a member of staff about how to tackle this.

From the following week, we operate a full ‘soft start’. All children will need to be in their classroom by 8.45am, when school starts but you can arrive with your child from 8.30am and should come straight to the classroom. You can either drop your child off at the door or walk them into the classroom, but you should make sure they do everything independently when they get in!

*Parents/carers need to have left the school by 8.45 so that we can close the gate, so if you need to talk to a member of staff, you will need to arrive early to do so and be out on time!*

- **Playtimes**
  We realise that for some children the idea of playtime may be daunting; therefore the Reception children have the choice of joining the rest of the Infants in the Infant playground or of remaining in our outdoor area. However, in our experience it has never taken the children that long to get used to the playground!

**Reception**

- **Staff-September and January**
  Class teacher
  Teaching assistant

- **Timing of the day**
  Arrival time 8.30-8.45am after the first 3 weeks
  Finishing time 3.10pm after the first 2 weeks

- **Procedures**
  **Arrival in classroom**
  Children look for names on wall to find their coat peg. They then write their name and put it in the appropriate basket. Please ensure your child brings in their book bag each day from the first day, even if it is empty. This is because there are no set days for when the children read, and they will be given letters and work to bring home. Please do not send in toys, sweets, chewing gum or other things unless asked to do by the teacher.

  **Departure from school**
  Children will be taken into the playground for you to pick them up. Please ensure you stand well back in order that we may safely get the children out of the building. If it is raining heavily, we will still wait in the playground.

- **Items your child will need**
  Your child will need a book bag, a PE bag (with only one handle) and a bottle of water in a clear bottle to sip during the day. You may also need a lunchbox if your child is having packed lunches. Please see
our leaflet on Healthy Lunchboxes published by Healthy Hillingdon for guidance on what to include in your child’s packed lunch. Please note that the following items are not permitted in packed lunches: fizzy drinks, glass bottles, chocolate or anything with chocolate in it, crisps, nuts. Please do not send in any other type of rucksack or bag – we do not have the space in the classroom! Please ensure that you check your child’s book bag for letters and homework each day. Take particular note of deadlines, and encourage your child to be responsible and independent by sending in letters and replies in their bags. Please do not hand things into the office. Instead please remind your child to hand things in to one of the adults in the classroom.

- **Curriculum**

**Reading**
Each child will be issued with reading books and a reading record towards the end of September. This allows us time to ensure that the children have settled into full time school and to informally assess where they are. Further details will be relayed to you when this time comes. Children will bring home 3 reading books weekly. Please ensure that you read with your child daily all year round, and continuing during their time in school, and that you write in their reading record every day. Book bags need to be brought into school on a daily basis. This way we have a record of everything your child has read both in school and at home, as well as your comments letting us know how your child is reading at home. Children in Reception are not set vast amounts of other homework, as it is important for us to concentrate on the skills of reading.

**Phonics**
The children will continue to be taught their sounds based on the ‘Letters and Sounds’ programme and the Jolly Phonics programme. When learning sounds at home, please continue to do so using the actions that go with the programme. We will send you details of how and when we will teach the sounds at the end of the first half term.

**Handwriting**
The handwriting scheme in school is cursive. In Reception, children continue the work they have begun in the Nursery.

**Maths**
Maths is taught in a very practical way. Please take opportunities to count, add and subtract with your child and play number games with dice. When counting objects, teach your child to touch the object as they say the number.
Also remember that there are loads of maths opportunities in cooking, washing up and bath time!

**Home tasks**
Children will bring home 3 letter sounds they need to practise for a week. Other home tasks will be given out when necessary. This may not be weekly. When given, they will be activities related to what we have been doing. Please could you complete this with your child and return it as indicated on a letter we will send out relating to home tasks in September. Please do let us know if they found any aspect of it troublesome, or indeed if they particularly enjoyed it!

- **Help in the school**

Parent help is welcomed; however please note that you will not be able to work in your child’s class once they are in Reception. Please talk to the deputy head teacher about helping. Before you can help in school you will need to obtain clearance from the Criminal Records Bureau. The necessary forms and procedures can be obtained from the school office.
• **Wellbeing**
If your child is ill you must make the decision whether they are able or not to come to school. We’re glad they enjoy school but it is not fair to send an ill child to school. Any child who has vomited or had diarrhoea should not be sent to school for 24 hours. If they have had both they should not return to school for 48 hours. **You must telephone the absence hotline on 01895 232298 (option 1) if your child is not well enough to come to school. You must phone in by 9am every day your child is ill.**

Please check regularly for head lice.
Medical appointments should be taken outside of school.

• **Concerns**
There may be other times when we are concerned about an aspect of your child’s learning or development. If we need to speak to you about this, we will do so at the first available opportunity so that we can work together to enable the best possible solution for your child. Please listen to our concerns, as we will listen to you, and act on them.

• **Birthdays**
On birthdays, please do not bring in sweets for the children. Instead, please donate a game or a book for the whole class to share.

• **Holidays**
Please do not arrange holidays in term time. It has a serious impact on your child’s education. If you choose to take holidays during term time, homework will not be given.

• **Educational visits**
In Reception we take the children for a number of walks around the local environment observing different things. In the summer term we will take them out for a day. At the moment we take the children to Odds Farm Park. The focus for our visit is as much a social one as an educational one, and we feel it is a valuable day for the children just before they move into Key Stage 1. We rely on parent volunteers to come with us on educational visits, so please be ready to volunteer should the need arise.

• **Uniform**
Due to the nature of the Foundation Stage curriculum, it is important that the children’s shoes are strong and sturdy enough to withstand the rigours of an outdoor area in all weathers! For example, open-toed/ open heeled/strappy sandals are not appropriate footwear. It is also important to remember that the children can be outside in most weathers. Please ensure that your child comes to school with enough clothing to last them all day, inside and out! There are times when we go outside to do PE at short notice; it is therefore advisable to send the entire PE kit in with the children at all times. Please also send in a pair of plain wellies with your child at the beginning of Reception, which we will use in rainy weather.

Please ensure all your child’s clothes are labelled, including plimsolls or trainers. Jewellery should not be worn, including watches, apart from studs in pierced ears. Studs must be removed on PE days. **Please do this for your child before they come to school.**

On occasion we have days where the children can wear their own clothes instead of school uniform. On these days, the children must still be dressed appropriately for school as per the uniform guidelines below, and clothes should be appropriate for toileting and outdoor play. Children must not wear strappy tops, high-heeled shoes etc. Please also remember that children’s footwear in the Nursery and Reception should not include laces.

A complete list of uniform at St Bernadette Catholic Primary School follows.
St Bernadette Catholic Primary School uniform – Reception to year 6

All children in school are expected to wear full school uniform – details below. **All clothes and belongings must be labelled.**

**Girls - Summer**
- Navy blue and white check dress of approximately knee length
- Navy cardigan or V-neck jumper with embroidered school logo*
- White socks
- Navy/ Black Shoes or Sandals (no high heels, trainers, open toed or sling back shoes or sandals)
- White shoes or sandals may be worn with the summer dress (no open toed or sling back shoes or sandals)
- Navy or White hair bands or scrunchies*.

**Girls - Winter**
- Navy pinafore or skirt of approximately knee length, without slits, or grey trousers*
- Plain white blouse with pointed collars (not a polo shirt)
- School tie*
- White socks or navy tights
- Navy cardigan or V-neck jumper with embroidered school logo*
- Navy/ Black shoes or ankle boots (no high heels, trainers, open toed shoes, sling back shoes or knee-high boots)
- Navy or White Hair bands or scrunchies*

**Boys**
- Grey trousers (short or long)
- Plain white shirt (not a polo shirt)
- School tie*
- Grey socks
- Navy V-neck jumper with embroidered school logo*
- Navy/ black shoes (no trainers)
- Ankle boots may be worn in winter

**All**
- Warm, waterproof coat for outdoor play – dark colours preferred

**PE KIT:**

**All years - Summer**
- White school t-shirt with embroidered school logo*
- Plain navy shorts (cotton, loose fit with elasticated waist)
- Plimsolls for indoor PE trainers for outside (optional) – for Reception, please buy plimsolls and trainers with Velcro fastenings, as this will aid the children’s independence when changing.

**All years - Winter**
- As summer for indoor PE.
- **Outdoor PE:**
- Plain navy jogging bottoms (loose fit, with pockets, and elasticated waist and ankle cuffs) to be worn on top of shorts
- Navy sweatshirt with school logo*, to be worn on top of white school embossed t-shirt*

**Art & Design Technology**
- Old shirt (not necessary for Nursery or Reception children)

* items to be purchased via Trutex online/Morsons clothing
WHOLE SCHOOL UNIFORM GUIDELINES/EXPECTATIONS

- If for any reason it is felt necessary for a pupil to wear anything other than the specified uniform, he/she should bring a note explaining why this is necessary, and when the pupil expects to be in full school uniform again.
- All clothing and belongings should be marked clearly with the child’s name.
- Embossed P.E. kit must be purchased online from Trutex or from Morsons.
- Sweatshirts may not be worn instead of school jumpers (except Nursery who wear sweatshirts all of the time).
- No make-up or nail varnish may be worn to school.
- Shirts should always be tucked in.

Jewellery
- The wearing of jewellery of any kind is strongly discouraged. If ears are pierced then only plain studs may be worn. These must be removed for PE lessons without assistance from staff. Young children must have them removed before coming to school on PE days if they cannot do it themselves.
- Children in Key Stage 2 are permitted to wear analogue watches. Children in the Foundation Stage and KS1 are not permitted to wear watches.

Hairstyles
- Long hair should be tied back.
- Decorative hair braids should not be worn to school.
- Extreme haircuts are not permitted e.g. number 1 haircuts or the cutting of symbols into the hair.
- Hair colouring is not permitted. Hair extensions are not permitted.

Footwear
- Trainers should not be worn to and from school, except after participating in an after school sports club.
- Girls’ shoes should have a sole no greater than 2 cm thick and the heel, when measured at the back, should not exceed 4cm.
- Sandals should not have open toes or sling backs for safety reasons.
- Socks should not be worn over tights. Socks or tights must be worn. Trainer socks are not part of school uniform and should not be worn.

PE Lessons
- PE lessons are part of the National Curriculum entitlement and all children are expected to participate fully in all aspects.
- The correct PE clothing should be worn – see uniform above. All PE shirts must be tucked in.
- Watches and studs must be removed and long hair tied back.
- Year 4/5 children swim at Uxbridge Pool once a fortnight. Girls must wear one-piece blue/black swimsuits and hats must be worn. Boys must wear blue/black swimming trunks.

Reception
- Shoes and plimsolls must have Velcro fastenings, no laces, and must be sturdy for daily outdoor play
- Please remove earrings for children before coming to school on PE days
- Ties must be the elasticated type
The Early Years Foundation Stage Profile

The assessment procedure for the end of the Foundation Stage is called the Early Years Foundation Stage Profile. It will be completed for each child during their last year of the Foundation Stage, therefore applying to all children who are starting Reception in September. It is a way of both collecting and then summing up each child’s progress and learning needs by the end of the foundation stage. It is based on the development matters and early learning goals in the Early Years Foundation Stage. There are no formal tests involved in completing your child’s profile; it is based on ongoing observations of the children. The profile is updated termly, therefore giving a clear picture of when your child achieved which early learning goals. You will be invited to attend parent conferences with your child’s class teacher. Please look out for a list of available times and sign up for one. Your child will also be involved in conferences with their teachers during the year. At the end of the year, you will receive the outcome of the profile for your child.

The National School Fruit and Vegetable Scheme

You may have heard about the Government’s National School Fruit and Vegetable Scheme for 4 to 6 year olds. Under the Scheme, each child is entitled to receive a free piece of fruit each school day. Scientists agree that everybody, including children, can reduce their risk of heart disease and cancer by eating at least 5 portions of fruit and vegetables every day. On average, children in the UK currently eat only 2 portions a day.

We are delighted that our school has been given the opportunity to participate in this exciting scheme, which reinforces our commitment to healthy eating. The scheme has been ongoing since May 2003. Your child will be offered a free piece of fruit each day. The Scheme does not disrupt the normal school day in any way. Please encourage your child to take fruit at school, as this will increase the portions of fruit and vegetables they eat daily, and reduce wastage in school. We do encourage the children to have fruit in school; however, we cannot force them and it is their own choice whether they take it or not.

The fruit is fresh and of good quality, equivalent to the fruit that we buy in the shops. The aim is for the children to have a positive and enjoyable experience of fruit. The Scheme is voluntary, and there is no obligation for your child to take part. We hope that you will share our belief that the Scheme has many benefits. We are keen to help our children to enjoy eating fruit and the Scheme will help us to continue to teach them the benefits of healthy eating that are included in our PSHCE schemes of work for each year group.

Please see the information in your induction pack.

It is essential that you inform us of any allergies your child may have, so that we can ensure they are not given anything that will harm them.

Walking to School

Wow campaign

WoW is a national campaign that Hillingdon has participated in since 2005. It is a promotion run by the Walk to School campaign to encourage children to regularly walk to school, thereby reducing congestion in the streets surrounding the school and also helping to improve their individual health.
through increased fitness and social interaction with friends and other family members. It stands for Walk once a Week. We have officially been part of the campaign since April 2007.

It is encouraging to note that schools taking part in WoW report an increase of around 30% in the number of children walking to school. We have also noticed this!!

Please check out the website www.walktoschool.co.uk. Children learn to read by reading. Reading is a key skill that lays the foundations for all future learning. Making a good start in reading helps children to progress well as they move through school.
The importance of communicating with your child

We as staff in the Foundation Stage recognise the importance of communication as a vital skill that all children need to learn. Without it they will not reach their full potential. In the 21st century, the ability to communicate - to say what you want to say and to understand what other people are saying - is fundamental.

Good communication skills can help your child make friends, learn and enjoy life to the full. These are being lost in an age where technology allows us to replace good quality communication with television and computer games that do not give us the opportunity to interact verbally with one another.

Children don't learn to talk by accident! They need adults, both at home and in school, to nurture and support their language and communication development. The more all adults know and understand about language and how it develops, the easier it is to help. A lot of language development happens between the ages 0-5, but language continues to develop all through childhood and into adulthood.

Nursery

How children develop speech and language between 3 and 4 years.

Children at 3 to 4 years will usually be actively learning language and asking many questions.

- Children develop skills at different rates, but by 4 years usually children will:
- Listen to longer stories and answer questions about a storybook they have just read.
- Understand and often use colour, number and time related words, for example, 'red' car, 'three' fingers and 'yesterday / tomorrow'.
- Be able to answer questions about 'why' something has happened.
- Use longer sentences and link sentences together.
- Describe events that have already happened e.g. 'we went park.'
- Enjoy make-believe play.
- Start to like simple jokes.
- Ask many questions using words like 'what' 'where' and 'why'.
- Still make mistakes with tense such as say 'runned' for 'ran' and 'swimmed' for 'swam'.
- Have difficulties with a small number of sounds – for example r, w, l, f, th, sh, ch and dz.
- Start to be able to plan games with others.

Encouraging your child:

- Have a special time to talk about the day. Talking about what has happened that day will help their memory skills. It will also help them to talk about things they cannot see and things that happened in the past.
- Wherever possible, use pictures, objects, puppets, acting, gestures and facial expressions. This will keep your child’s interest.
- Talk about or play games involving opposites like 'on and off' or 'big and little'.
- Join your child in pretend play. Let them take the lead. This will help their language and creativity. Talk about what they are saying and doing rather than asking lots of questions. This helps their language skills and shows you are listening and interested.
- Reversing roles can be great fun for your child. Let them be the 'mummy' or the 'teacher'. This helps them to talk about new situations.
- Play with and talk about sequences of coloured bricks or shapes, numbers and days of the week.

Things to look out for.
By 3 and a half years your child should be understood by people outside the family. If not, you should seek advice from a speech and language therapist.

You should be concerned if:

- They are struggling to turn ideas into sentences.
- The language they use is jumbled and difficult to understand.
- They are unresponsive or slow to follow instructions.

**Reception**

**How children develop speech and language between 4 and 5 years.**

At this stage, they need to listen, understand more and share their ideas within the classroom. They will use their language skills to help them learn to read.

Children develop skills at different rates, but by 5 years usually children will:

- Understand spoken instructions without stopping what they are doing to look at the speaker.
- Choose their own friends and playmates.
- Take turns in much longer conversations.
- Understand more complicated language such as ‘first’, ‘last’, ‘might’, ‘may be’, ‘above’ and ‘in between’.
- Understand words that describe sequences such as “first we are going to the shop, next we will play in the park”.
- Use sentences that are well formed. However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went'.
- Think more about the meanings of words, such as describing the meaning of simple words or asking what a new word means.
- Use most sounds effectively. However, they may have some difficulties with more difficult words such as 'scribble' or 'elephant'.

**Encouraging your child:**

- Building relationships with your child's pre-school or school is very important. Find out what topics or songs they are learning. This can help you support new words and ideas your child is learning.
- Playing board games that involve taking turns helps them to listen and concentrate for longer.
- Encourage children to talk without being questioned. This can help them to talk more about their experiences. Open questions like 'What are you going to play with today?' encourage children to say more than 'yes' and 'no'. If they find it difficult to answer such open questions, give them choices, such as 'cars or animals?'
- Although children may know lots of different words it is important to introduce new words and phrases. This helps them to continue learning.
- Having fun with words and rhymes can help children learn skills they need for reading and writing.
- Children may need time to think before responding to questions and instructions. Give them time without answering for them or finishing their sentences.

**Things to look out for.**

- For some children, developing communication can be a very difficult process and they may need extra help. By 5 years you may see the following:
  - Difficulty with abstract ideas such as size or time.
  - Difficulty with complex sentences.
  - Not having the right words to be able to say what they want.
  - Difficulty organising ideas in order.
• Missing out some words. For example, saying ‘playing ball’ instead of ‘Doggy is playing with the ball’.
• Speech that may not follow a logical order.
• Talking about lots of different topics in the same group of sentences.
• Not using the right sounds so that their speech is difficult to understand.

Top Tips for developing talk with children of any age

1. Get their attention
When children are absorbed in another activity, it can be hard to listen. Say their name first to get their attention and make sure they are listening.

2. Vocabulary is key
Learning and remembering words is incredibly important. Help children of all ages by using all their senses to teach new words. Then build in lots of repetition and practice.

3. Build on what they say
Build on what children know and say already, to support them develop language to go to the next level; for example, taking turns with babies, adding words for toddlers, adding phrases for older children and showing teens how to debate.

4. Talk about what children are interested in
Children and young people are much more motivated to talk when it is about something they are interested in. Ask an open question where the answer is not only yes or no about a favourite hobby, for example.

5. Be careful with questions
When adults use comments and prompts rather than questions, children join in and talk a lot more.

6. Show them the right way
If children make mistakes, its best to repeat back what they say rather than tell them it’s wrong. Say it clearly with the right words, so they can hear how things should sound. Children learn from what they see and hear.

7. Make learning language fun
Play around with words, make up silly rhymes - children of all ages can enjoy the fun of language. Understanding how words are made up and rhyme helps with learning to read.

8. Give children time
Children need time to process what others have said, work out what they are going to say and how they are going to say it. Use facial expression to show you are listening and happy to wait.

9. Check out understanding
Encourage children to ask when they are unsure; check out understanding by asking children if they have understood – can they tell you what they need to do?

10. Have conversations
Communication is a skill like any other – the more it is practised, the better it gets! Children and young people benefit from practising having conversations with adults as well as people their own age.
From an early age children are naturally inquisitive. We foster this when they start school by giving children lots of opportunities to look at books and share them with others around them. In the Nursery and Reception classrooms, we have dedicated reading areas with a variety of books, both fiction and non-fiction, to encourage a love of print. The classrooms also have labels all around so that the children become aware of the many purposes for reading, including on computers. We talk to children about books, and encourage them to develop an interest in books and have some favourite stories, as well as favourite rhymes, songs, poems and jingles. They then start to show interest in illustrations and print in books and print in the environment.

As part of focus tasks and in their independent play, the children listen to and join in with stories and poems, both with adults and their peers. In this way, they begin to be aware of the way stories are structured and may start to suggest how the story might end and discuss the characters. We teach them to handle books carefully, hold books the correct way up and turn pages, and that the words on the page carry meaning. We talk about the pictures and then relate the words on the page to the pictures. We encourage those who are ready for it to point to each word, but do not expect them to be able to read all the words.

As the children become more confident with books, we teach them how to read words.

The primary way children are taught how to read new words is Phonics.

**What is phonics?**

Phonics is knowing that sounds and letters have a relationship. It is the link between what we say and what we can read and write. Children who have mastered phonics can connect the sounds they know with letters, then put them together to make words. (And then put words together to read sentences, and so on.)

Phonics offers beginning readers the strategies they need to sound out words. For example, they learn that the letter D has the sound of "d" as in "doll." Then they learn how to blend letter sounds together to make words like dog. It's not as easy as it sounds, because the 26 letters in our alphabet correspond to 44 sounds. But when the child has mastered it, this knowledge helps them read familiar words at an appropriate pace, and gives them the ability to decode and spell words they haven't seen before.

**How we teach phonics in Nursery and Reception at St Bernadette school**

In the Nursery, we make a good start before formal phonics teaching begins in Reception. There are 7 aspects that we focus on. These develop speaking and listening skills and pave the way to making a good start on reading and writing.

The 7 aspects are:
1. General sound discrimination- environmental i.e. listening for sounds around us
2. General sound discrimination-instrumental i.e. listening for the difference between sounds made by instruments
3. General sound discrimination-body percussion i.e. clapping, jumping, waving to action songs
4. Rhythm and rhyme i.e. singing Nursery Rhymes and making up new ones
5. Alliteration i.e. noticing when words start with the same sound; tongue twisters
6. Voice Sounds i.e. children explore what sounds they can make with their voices
7. Oral blending and segmenting i.e. ‘Where’s the c-a-t, cat?’

The **main** systematic teaching of phonics starts in Reception. The children in the Nursery begin to learn letter sounds, but it is important to note that the aspects detailed above need to be embedded at
school and home in order for children to succeed learning phonics. The children learn the sound for each letter and then digraphs/trigraphs, where more than one letter make one sound.

Why teach phonics?
- Each child has the right to be able to read
- Reading is a life skill – without reading children cannot access the wider curriculum
- Even tricky words already have some phonic element to them
- Research has proven that systematic high quality teaching of phonics is the most effective way of enabling children to become readers

Why is phonics important?
The ultimate goal of reading is good comprehension. But in order for children to understand what they read, they must be able to do it quickly and automatically, without stumbling over words. Phonics facilitates that process. With lots of practice sounding out words, in combination with other important reading skills they learn to read more fluently.

However, it is very important that sounds are articulated clearly and precisely e.g. ‘mmm’ not ‘muh’. If you are not sure how sounds should be articulated, please ask a member of staff. Alternatively, a useful source for learning how to say the sounds correctly is Mr T’s phonics: https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw

Nursery parents may want to look at this as the children have just begun to look at sounds.

High frequency words

As well as teaching children phonics, we also teach them how to read words that they are eventually going to encounter in their reading on a regular basis. These are ‘high frequency’ words. Some of them are decodable – able to be read by using the sounds in the words – but some of them are ‘tricky’ and need to be learnt to read on sight. By learning these and combining it with learning sounds, children will move swiftly on to reading for meaning.

How you can help your child with phonics and reading at home:
- Sharing stories together reading new stories and old favourites that have been read again and again!
- Don’t leave sharing stories until bedtime – read with your child at any time during the day
- Talk about books together: Can you see a …? What might happen next? What’s happening in the picture? What would happen if …?
- Point to the words as you read them (associating spoken word with written word).
- Look for familiar words (family names and high frequency words).
- Listening to story tapes/CDs/ and on the Internet.
- Visit the Library choosing a range of stories and non-fiction books.
- Look at picture books and make up your own stories.
- Read shopping lists (let them have their own with picture clues!) comics, labels, shop logos and signs.
- Learn and sing Nursery Rhymes – for rhythm and pattern.
- Make up silly sentences (Sammy snake slithers and slides).
- Games involving initial sounds. Play I spy. Look for sounds in street names or the supermarket. Start with letters in their name.
- Use magnetic letters (lower case) on the fridge to help children learn their sounds.
- Play clapping games, make musical instruments, play instruments with your child.
- Model reading your own books too – your child should see mum and dad reading a book for pleasure.
• Don’t always expect your child to read – when reading a book with your child, you can take it in turns.

Sharing reading at home

When and where?
• Choose a time each day when your child is not tired and is free from other distractions.
• Relax and sit together so you can both see the book.
• Give lots of praise.
• Vary the length of time – don’t keep going if it’s not enjoyable.

Read as part of everyday family life
• Look at magazines, comics, maps, recipes and television listings.
• Play on the computer together.
• Look at reference books or family photo albums together.
• Read shopping lists and food packaging.

How to talk about the book
• Ask questions about the title, the author and the cover.
• Try to predict what might happen in the story with your child.
• Encourage your child to answer questions about the characters, and give explanations about what they do.
• Express your own feelings about the book while encouraging your child to give their opinions.
• Encourage your child to make up stories for books without words.

Clues to help with tricky words
• Look at the picture to see what this page is about.
• Try to make sense of the first one or two letters.
• Read the sentence again, or the words after the tricky word.
• Show your child part of the word that has a rhyme or a familiar letter blend.
• Tell your child the word if you need to and let them say it with you again.

Below is a selection of websites that you might want to use with your child, in addition to the tips already mentioned. Some of them also have further information for parents:

Reading websites:

http://freekidsbooks.org/ - A selection of free e-books
http://www.oxfordowl.co.uk/Reading/
http://www.readingrockets.org/audience/parents/
http://www.magickeys.com/books/index.html#books - Online Stories (Free)
http://ictgames.com/literacy.html
http://www.bbc.co.uk/parenting/ - Milestones

Phonics websites:
The staff in Reception really value your comments in the Reading Record. Please write in the book 5 times a week when you hear your child read (it doesn’t have to be the reading book) and if you have some more good ideas we would love to hear from you!
Emergent writing – the first steps

- Give your child as much of a variety of writing materials as possible – different kinds and colours of paper, thick and thin crayons, felt pens and pencils etc.
- Ask your child about their writing and praise all their efforts even if they just look like scribbles – this is emergent writing and should be encouraged. Gradually recognisable letters will appear.
- Make a place for your child to write. Make sure they always sit down at a table/desk.
- If your child wants you to model writing for them make sure you do it in lower case letters, not capitals and sound out each letter as you write it.
- Let your child see you writing and explain what you are doing. Read them what you have written and ask them what they think. Involve them in the process as much as possible. They need a role model.
- Encourage your child to write about anything they want to write about. Remember that writing is not just letters it is also numbers.
- Try writing together – e.g. leaving messages for someone, making shopping lists, writing thank you letters or birthday cards, making invitations, writing instructions etc.
- Look out for different kinds of writing when you are out and about – advertisements, signs, notices, letters, magazines etc.
- Help your child to understand the purpose of writing is to share information.

How to help your child with writing – emergent writing

- Start off with writing names, lists and labels. Individual words are easier than trying to write sentences. Keep up as much praise and encouragement as you can all the time.
- Your child needs to be encouraged to ‘sound out’ the word they want to write.
- To begin with you will need to say the word and sound out the word for them but encourage them to copy you doing it so that they get the idea of what they have to do.
- They may need to repeat it several times in order to hear what the sounds are.
- Ask them ‘What sound can you hear first?’
- Ask them ‘What other sounds can you hear?’
- If your child does not know what the letter looks like find it together on an alphabet sheet or game.
- Remind your child how to form the letter by looking at the school’s handwriting style, which is included in your induction pack.
- Write the letter.
- Keep repeating the above steps until your child has had a good go at writing the word or has written the word correctly. Do not worry about missing out letters which are not that easily heard. To begin with children find vowel sounds hard.
- As your child’s confidence in their writing grows move onto writing simple sentences. Encourage your child to put a finger space between each word.
- Keep up as much praise and encouragement as possible.
Helping your child with Maths at home

- Count everything, including things you cannot see or touch
- Sing number rhymes together
- Make maths as much a part of your routine as reading – play games that involve counting and recognising numbers
- Look for numbers in the environment
- Write numbers – make sure you write them the correct way, so that children do not get confused – please see the sheet in your induction pack that explains how to write numbers correctly
- Talk about shapes you can see at home and when you are out
- Let your child help you with cooking and laying the table
- Let your child hear you talk about the time, days of the week, months of the year and the seasons.
Parents often ask us about how much sleep children should be getting. Although we are not experts, we thought it would be helpful to give you some advice from varying sources.

For children new to Reception, being tired as they are going full-time in school is to be expected to some extent, as they are getting used to being in school for whole days. For children in the Nursery, they are also getting used to a new environment and may still nap during the day. However, even so, we feel it would be helpful to let you know about some research we have done into good sleep habits and how much sleep young children should get. We recognise that there are many parents who already have good routines in place and whose children are already getting the right amount of sleep. This advice is offered to support parents who may not know how much sleep is adequate for their young child or who may be having difficulty getting their child to sleep.

Sleep is a vital need, essential to a child’s health and growth. It promotes alertness, memory and performance. Children who get enough sleep are more likely to function better and are less prone to behavioural problems and moodiness. Sleep is very important to a child's wellbeing. A lack of sleep can cause a child to become hyperactive and disagreeable, and have extremes in behaviour. Although everyone is individual, there are recommended amounts of sleep for different ages of children.

According to experts I have read, the following amounts of sleep are recommended:

- **3 years**
  - daytime: 0-1 hour
  - night time: 11.5 to 12 hours
- **4 years**
  - night time: 11.5 hours
- **5 years**
  - night time: 11 hours

These timings are for when your child should be asleep, not in bed. Your child should be in bed approximately half an hour before this time so they are relaxed and ready for sleep.

Along with sleep it is important to follow a nightly routine. A bedtime ritual makes it easier for your child to relax, fall asleep and sleep through the night.

**Typical Bedtime Routine**
- Have a light snack
- Take a bath.
- Put on pyjamas.
- Brush teeth.
- Read a story.
- Make sure the room is quiet and at a comfortable temperature.
- Put your child to bed.
- Say goodnight and leave.

**The importance of a bedtime story**
Don’t underestimate the importance of a bedtime story – this time is valuable for both you and your child and you should make the effort to keep this part of your routine. Set aside at least 10 minutes a day before bed for this time. It enables bonding between parent and child as well as teaching your child important reading skills.

**Helpful Tips**
• Make bedtime the same time every night.
• Make bedtime a positive and relaxing experience without TV or videos.
• According to studies, TV viewing prior to bed can lead to difficulty falling and staying asleep.
• Save your child’s favourite relaxing, non-stimulating activities until last and have them occur in the child’s bedroom.
• Keep the bedtime environment (e.g. light, temperature) the same all night long.

Encourage Children To Fall Asleep On Their Own
Have your child form positive associations with sleeping. A child should not need a parent to help him/her fall asleep. Children who fall asleep on their own will be better able to return to sleep during normal night-time awakenings and sleep throughout the night.

Discourage Night-time Awakenings
When you go to your child’s room every time he or she wakes during the night, you are strengthening the connection between you and sleep for your child. Even babies who are held and cuddled when they wake in the middle of the night soon learn to expect this and do not learn to go back to sleep on their own. Except during conditions when the child is sick, has been injured or clearly requires your assistance, it is important to give your child a consistent message that they are expected to fall asleep on their own.

As mentioned previously, lack of sleep can cause behavioural problems that we may pick up on in school where your child is one of many children. Therefore, if we speak to you about this it is because we may have noticed that your child could do with more sleep.

I hope this has been helpful for you – if you need any more information, these are the websites I used:
http://www.nhs.uk/Livewell/Childrenssleep/Pages/howmuchsleep.aspx