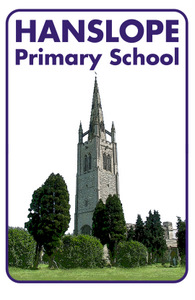
Welcome to



Foundation Stage

**Welcome to Hanslope School**

At Hanslope School it is important to us that we provide a welcoming and friendly environment where children feel safe and secure.

Our aim is to build a strong partnership with parents and carers and would like you to feel welcome to ask any questions you have regarding your child and their education. In this booklet we have provided some information that we hope you will find useful. In addition, we have tried to show the types of activities which the children will encounter and some ways in which you can support their learning at home.

We provide a happy, caring environment where each child feels confident and valued. We trust that our induction programme will provide a smooth transition into school for you and your child/ren.

**General Information**

**The Morning:**

Doors are unlocked at 8.45am where children are greeted by a member of the Foundation team. An adult is in the classroom from this time.

School starts at 8.55am.

* Please inform school of absences via a note or telephone call 01908 510245 by 9.30am.
* If someone else is going to collect your child please put a note in the home school book or inform school by telephone.
* If your child is unwell, or in the unlikely event of an emergency, we will contact you so please ensure that we have your up-to-date contact numbers.

**Lunch and Playtimes:**

Playtime is from 10.50 to 11.05. Children in Foundation Stage join the children in Year 1 and Year 2 at this time.

Lunch is from 12.00 – 1.00.

Children either bring sandwiches from home or have a free hot school meal provided by the Radcliffe School. You will be able to order your child’s meal online. From September 2014, all pupils in Foundation Stage and Years 1 and 2 are entitled to receive a free school meal every day.

* Please provide your child with a drink if they are having a packed lunch.
* Please do not send your child with glass bottles, fizzy drinks, sweets, peanuts or nut based products, chocolate bars or multiple packets of crisps. (Please refer to the Food Policy on our website.)
* We ask that your child brings a piece of fruit or vegetable to eat during the morning snack time. Please ensure their snack is in a small named container.
* Every child is offered a piece of fruit to eat each afternoon.
* Your child will have their own, named, water bottle which is available to them throughout the day.
* Our school provides a milk scheme that is available to all of our pupils. School milk is free for all under-fives. You can register at [www.coolmilk.com](http://www.coolmilk.com)

**The end of the day:**

In Foundation Stage the school day ends at 3.10. Your child will be accompanied to the Linford entrance for you to collect from the playground. If somebody else will be collecting your child please write a note in the home school book. If you are likely to be delayed more than a few minutes please let us know by calling the office.

After school clubs and 326, before and after school care, are very much part of Hanslope School. The children can join these, subject to places being available.

**Book Bags:**

Your child will need a **school** book bag. This can be obtained from the office for £5.

* Please check your child’s book bag daily.

**Home School Books:**

Home School Books are given to all children at the start of each school year. These are used to record any messages between home and school. Please check your book daily. We also encourage you to make daily comments about the school books your child reads at home with you and sign when you have shared a book with your child.

**Library Books:**

Library books are changed weekly. Please make sure they are returned on the appropriate day (more details to follow in a separate letter).

**Letters:**

Letters are regularly sent home via Parentmail to your email address. If you do not have internet connection then you will receive a paper copy in the book bag. You will also receive paper copies of anything that needs to be returned with a signature.

**Hanslope School Golden Rules:**

* Be ready to learn, don’t waste time.
* Move calmly and quietly, don’t make a fuss.
* Make good manners count, don’t be rude.
* Show respect for others, don’t be unkind.
* Be honest, don’t hide the truth.

**Golden Time:**

Each child is enjoys 10 minutes Golden Time every afternoon. During this time, all the children in Linford (Foundation, Year 1 and Year 2) take part in an activity of their choice. Activities include art and outdoor activities.

Behaviour is monitored using the Traffic Light Behaviour System (please refer to the Behaviour Policy on the Website). All the children start each day on the green traffic light and will consequently be moved up to Amber and then Red if they persist in breaking a rule. This results in a loss of some or all of their Golden Time.

The children really enjoy Golden Time and are keen not to lose any of it!

**School Readiness**

Before your child joins us in September, we would welcome your support in order that your child is able to do the following independently:

* recognise some numbers of personal significance. You can help your child by playing games, counting everyday objects, dominoes, cards, sorting the washing and laying the table;
* recognise and write their name;
* use scissors;
* sit and listen for a short period of time e.g. share a story, talk about what they have done today, play a short board game;
* dress/undress themselves e.g. buttons, zips;
* share and play alongside others;
* go to the toilet by themselves;
* use a knife and fork /manage their own lunchbox.

**The Early Years Foundation Stage Curriculum**

In January 2016 OFSTED graded the Early Years Provision as OUTSTANDING and said that ‘Teaching in the Early Years is highly focused, imaginative and wide ranging. ‘

Your child will have been following the Early Years Foundation Stage Curriculum in nursery and pre-school and some of our activities will already be familiar to them.

The EYFS curriculum has seven areas of learning.

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

Each week we plan the children’s activities based around a theme to cover all of the areas of learning.

Your child’s progress is monitored throughout the year to enable us to plan appropriate activities to meet their needs as they work towards the Early Learning Goals.

At the end of the year we complete a written report which outlines your child’s achievements.

* **Personal, Social and Emotional Development**

Children are encouraged to feel independent and to make good relationships with other children and adults. We know that within a safe and secure environment and through carefully planned activities, your child will feel confident and develop a feeling of self-worth. As well as supporting your child’s emotional well-being, we encourage them to think about the different needs of others.

**Ways in which you can help:**

* Talk to your child about their everyday life, daily activities that you share and their needs.
* Encourage your child

~ to help other people

~ to ask questions

~ to be independent, for example, in using the bathroom, getting dressed and at mealtimes.

* Challenge behaviour which you consider unacceptable, explaining to your child why it is unacceptable and the consequences of their behaviour.
* **Communication and Language**

Here the emphasis on the development of speaking skills encourages children to converse, describe and to explain their ideas. Children need to develop good listening skills and concentration and to be encouraged to ask questions. For example, with the children we look at stories focusing on characters, settings, the ways in which stories are written, repeated phrases and rhymes etc.

**Ways in which you can help:**

* Enjoy books together on a daily basis.
* Talk about pictures and characters.
* Look at a wide range of books including information, rhyme and photo-illustrated books.
* Model correct spoken language (and correct your child’s errors).
* **Physical Development**

We provide opportunities for the children to use both large and small equipment as well as developing the safe use of practical tools. We encourage the children to move confidently and safely and to be aware of others while developing their own skills such as balancing and climbing. This area also includes developing an awareness of a healthy life style, the practical skills needed to dress and undress themselves, eating skills and independence in the bathroom.

**Ways in which you can help:**

* Make opportunities for physical activities, both inside and outside.
* Encourage your child to dress and undress themselves independently.
* Encourage controlled movement such as throwing, catching, pulling and pushing.
* Share music and encourage movement that recognises personal space and encourages movements such as crawling, hopping and sliding.
* Provide opportunities for children to explore flexible objects, for example playdough/plasticine.
* **Literacy**

Within this area children develop their letter recognition and pencil control. During the first year we teach the children to recognise and say and write letters and sounds. We then teach them to use these to build words and to recognise some ‘tricky’ words. They are encouraged to write their names and to convey their thoughts on paper through writing labels, captions, letters messages and notes, for example in the role play area.

**Ways in which you can help:**

* Point out writing around them, for example; street signs, labels, writing on cereal packets etc.
* Encourage mark making using crayons, chalks, felt tips, paint etc.
* Together practise phonics (letter sounds) taught in class and look for examples in their reading books.
* **Mathematics**

This area includes counting to 10 and beyond and developing an understanding of what numbers actually represent. Children will be involved in activities which develop their understanding of shape and size. They will create simple patterns and name and compare 2D and 3D shapes. The children are encouraged to use mathematical language such as greater/smaller, heavier/lighter, more/less, behind/in front of etc. In addition, the children will be learning about measuring money and time.

**Ways in which you can help:**

* Play board games together using counters and dice.
* Share nursery rhymes, stories and songs that involve counting.
* Cook together allowing your child to be involved in weighing and measuring.
* Provide opportunities for your child to sort objects by shape, size, colour or weight.
* Use mathematical language whenever possible e.g. laying the table (counting1:1 correspondence) comparing height (taller/shorter), foot size (longer/shorter) naming and comparing shapes (sides, corners, curved/straight edges).
* Identify numbers of personal significance to your child for example age, house number.
* **Understanding the World**

In this area of the curriculum, we help children to explore and have a curiosity about the world around them. This includes developing an understanding of different cultures and beliefs and a sense of time (past, present and future). We also give the children the opportunity to understand and use information and communication technology (ICT).

**Ways in which you can help:**

* Take your child for walks to look at what is around them, trees, buildings, shops etc.
* Plant seeds and bulbs and watch for changes.
* Talk about events which your child has experienced.
* Visit places of interest such as zoos, museums, the park and the library.
* Share cooking experiences together, noting changes that occur e.g. melting, freezing.
* Encourage your child to use technology safely (please refer to the school’s E-safety policy).
* **Expressive Arts and Design**

The children explore colour, shape and texture through a wide range of activities. We encourage the use of all their senses and to express themselves through art, design, dance, imaginative play, music and movement. The children have the opportunity to use a range of tools and techniques and to understand different methods of joining things together.

**Ways in which you can help:**

* Engage in art and craft activities with your child.
* Make resources available for your child to practise skills such as cutting, painting, using brushes, spatulas and other tools.
* Provide opportunities for your child to plan and make objects of their own design.
* Demonstrate enjoyment through activities such as singing and dancing.
* Share stories and role play situations together.

**Parent/Teacher Consultations:**

Consultation evenings are held in the Autumn and Spring terms and take the form of a ten minute appointment with your child’s teacher. A further open evening is held in the Summer Term. This is also an opportunity to meet your child’s Year 1 class teacher. Parents are able to email the class teacher directly or see the class teacher at any time between these more formal sessions. Please see the class teacher to make an appointment.

**A Guide to School Terminology**

You may be unsure of the meaning of some of the words you hear or see in school. We hope you find the list below helpful.

* **Maple, Larch, Elm, Oak, Cedar, Beech, Redwood, Rowan, Sycamore, Hazel, Chestnut** – these are names given to different rooms or classrooms within school.
* **Linford** – this is the name given to the building and children in Foundation, Year 1 and Year 2.
* **Salcey** – this is the name given to the main school building where you will find the Head Teacher’s office and Year 3,4,5,and 6.
* **Foundation Stage** – this is a term used to describe children in Maple Class. We follow the Early Years Foundation Stage curriculum.
* **Key Stage 1** – this refers to the curriculum stage that Year 1 and 2 follow. However, in school it can sometimes be used as a term which refers to Maple (Foundation), Larch (Year 1) and Elm (Year 2).
* **Key Stage 2** – this refers to the older school years from years 3-6.
* **House System** – we currently have four different houses within school (Deer, Fox, Owl and Squirrel). Your child will be able to earn themselves ‘house points’ which contribute to the total overall score for their house.
* **Golden Time** – this is free choice activities for those children in Foundation and KS1 who maintain the expected levels of behaviour within school. Golden Time takes place once a week on a Friday afternoon for half an hour.
* **The Traffic Light Behaviour System** – this is the behaviour management system which is used for Linford children.
* **Phonics** – this is the term we use to describe the sounds of letters. We learn fun actions for each of the sounds to help us remember them.
* **326** – this is an independently run breakfast, after school & holiday club. You can contact them on 07776 097366.

***A Typical Day in Maple Class***

*At 8.45 a member of staff is always at the door to welcome us and our parents. We hang up our coats and P. E. kits on our pegs, then put our lunch boxes on the lunch trolley and our fruit (in a labelled pot) in the box. At the beginning of the day we hand in our Home School Books along with any letters. We then find an activity in the classroom that we would like to do on our own or with friends.*

*At 8.55 the bell rings and we stop to take the register. Later in the year we will start to join the rest of the school for some assemblies.*

*Sometimes we work with the teachers and sometimes we work in small groups. We have access to our outdoor area every day, so remember we will need a warm coat, hat and gloves.*

*At 10.30 we stop, wash our hands, eat our fruit snack we have brought in from home and reflect on what we have been learning. We have a story and sing songs.*

*10.50 is when school has playtime. We know it is the end of playtime because the whistle blows twice and we have to line up ready for our teacher to take us back to class.*

*From 11.05 -12.00 we continue our learning.*

*At 12.00 it is lunchtime. Some people have hot lunches and some bring a packed lunch. We eat our lunch in Linford hall and then we go out to play.*

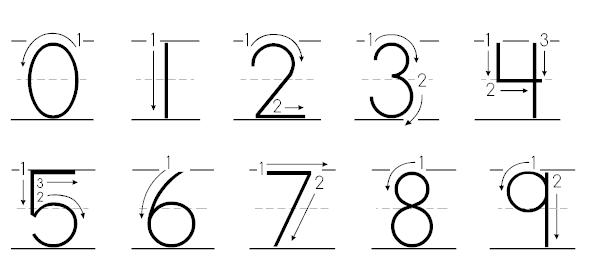
*At 1.00 we start our afternoon learning. We have stories, rhymes, and songs, sometimes we have visitors who talk to us about all sorts of things and sometimes we go on visits. Once a week we have P.E. We have Golden Time every day to reward our good behaviour.*

*3.10 is home time. We are normally tired from our very busy day!*

C:\Documents and Settings\BRIDGETTE\Local Settings\Temporary Internet Files\Content.IE5\FHN7UCDG\MC900445730[1].wmf

**When I Start School:**

* On Mondays I need to bring my named PE kit into school in a named bag. In the bottom of this bag I will have a spare set of school clothes in case I have an accident, or get wet when I am playing.
* I will need a drawstring ‘Outdoor Learning Bag’ which will contain a hat, a pair of gloves, scarf, waterproof trousers, waterproof jacket, tracksuit trousers and a warm hoodie/tracksuit top. These are in addition to any hats, coats and gloves that are needed on a cold day.
* In September I will need to bring in a named pair of wellington boots that will stay in school.
* I take my PE bag home on a Friday.
* Every day I need to bring in my book bag. (Your grown up can buy these from us for £5.)
* In my book bag I will have my small named fruit snack pot that fits in my book bag and in my school drawer.
* In September I will have a Home School Book (communication book) and eventually a reading book. I will ask my grown up to check daily for messages and letters from school. We also check Home School Books daily for messages from home.

Number Formation

