



## **An introduction into our Foundation stage and what we will provide for your child**

Welcome to the Foundation Stage at Broadwood. We hope this brochure will be helpful to you in providing information and developing your understanding of teaching and learning in the Early Years at Broadwood Primary School.

Our Foundation Stage provision will provide your child with that essential start they need in their lifelong journey of learning. We will provide them with the foundation skills, knowledge and understanding they need as learners to take them through their school careers.

Throughout our Foundation Stage, wish to develop and maintain a partnership with yourselves as parents and carers, where we all work together to mutually benefit the children

As an Early Years team, we will endeavor to deliver a quality provision in our setting by:

- catering for the individual needs of each unique child, aiming to be fully inclusive
- providing a stimulating and interesting environment indoors and outdoors
- providing enthusiastic, quality teaching from practitioners who are constantly reflective about how and what we do
- having positive relationships with the children, parents and carers and between staff
- fostering independent learning – encouraging children to be confident decision makers in the early years
- providing child-initiated learning and adapting our days and planning to follow children's interests

*During their time in the Foundation Stage your child will be assigned a Key Person. In Nursery, the key persons will be Mrs Brooks-Tyreman and Mrs Stewart and in Reception the key person will be Mrs Wilkinson-Best.*

*Further information concerning our school is available in the Primary School booklet 'Information for Parents' as well as on our website ([broadwoodprimary.co.uk](http://broadwoodprimary.co.uk)). Any policies which you may be interested in reading (Special needs, Child Protection, Equal Opportunities Policy Behaviour and others) are available from school or can be read online. Please ask if you wish to read them.*

*Additional information is also available on our website (including Year Group Overviews of what will be taught each year, as well as more detailed plans of what will be taught each term). If you have any questions about anything at all, please ask a member of staff*

*We hope you will enjoy sharing with us the pleasure that your children experience, as they learn in their early years at school.*

*Mrs Brooks-Tyreman*  
**Early Years Lead**





## How do we approach teaching and learning with our youngest children?

Throughout the Foundation Stage, children will have the opportunity to develop socially, learn to play, share and take turns with their friends. They will learn self help skills, initially with support, however by the end of the Foundation Stage they will be able to look after themselves (dressing, undressing, toilet hygiene) independently.

We will provide the opportunities for children to develop as effective learners - to be able to find out about the world through exploring and encouraging a 'have a go' attitude.

We will provide lots of opportunities for children to talk and develop their speaking and listening skills —by playing games, having discussions and listening to stories. In number the children will learn to develop their counting skills, recognise numbers and, by developing their calculation skills, will be able to add and subtract in practical ways. Children will have many opportunities to explore numbers in depth so that they understand the patterns that make up numbers.

Children will develop their creativity—learning to express themselves in their own individual ways and following their own individual strengths. They will learn to use their imagination in role play, painting and other areas, learn to look and question what happens (e.g. cooking activities) and develop their physical skills (for example cutting, digging, riding a bike or climbing and balancing) through outdoor play or focussed PE sessions.

We will listen to the children, observe them in their play, and take account of their interests and individual needs in order to progress their learning.

The curriculum that the children follow is called the Early Years Foundation Stage and it incorporates 3 prime areas of learning and 4 specific areas.



Area of Development and Learning	Aspect
<b>Prime Areas</b>	
Personal, Social and Emotional Development	Self regulation Managing self Building relationships
Physical Development	Gross motor skills Fine motor skills
Communication and Language	Listening and attention and Understanding Speaking





<b>Specific Areas</b>	
Literacy	Comprehension Word Reading Writing
Mathematics	Number Numerical Patterns
Understanding the world	Past and Present People, Culture and Communities The Natural World
Expressive Arts and Design	Creating with materials Being imaginative and expressive

### **How will the children learn in school?**

Most importantly the Foundation Stage is organised in such a way that encourages the children to experience a wide range of activities and play areas. Fundamentally, by the end of Reception we would like children to be independent learners, confident with good social skills; whilst also able to read, write and be competent with numbers.

Mornings focus on these key areas of learning in a fun, playful way but where teachers have the opportunity to directly teach in small groups or with the whole group. There are occasions where children work at tables and write in books. Alongside this, children also learn in a play-based environment. This revolves around activities that reflect their interests or provision that is set up to follow a theme. These activities may be led by the adults or allow children to explore the play environment using their own initiative— providing lots of resources for children to access and use independently. Adults will support their play and extend their learning. In both year groups the children will have a consistent daily routine. Timetables will be displayed on our parent information board.



We treat the outdoors as a classroom as much as the indoor environment and children have many opportunities to spend time outdoors. Children will be able to investigate and develop their physical play, as well as explore the other areas of learning. Again, activities may be adult initiated or initiated by the children themselves and extended by the adults supporting the play.

### **Reading**

Children love stories and having stories read to them. As first educators you are crucial in helping your child to learn to read.

#### **You can help them by:**

- continuing to encourage your child's love of books and stories
- talking about the pictures in books
- predicting what the story might be about when you look at the front cover
- thinking what the next event might be
- saying what might happen in the end
- using storybook language such as 'once upon a time, happy ever after'
- beginning to point to the words as you read them—spotting letters and words and predicting what a word may be using your child's phonic knowledge and the picture cues.





**Most of all—have fun and enjoy stories together.**

### **How does phonics help your child learn to read?**

A systematic approach is taken with regards to the teaching of phonics, following the ‘Little Wandle Letters and Sounds’ programme. The teaching of phonics also supports our Foundation Stage approach to Reading and Writing. During the autumn term, we will invite Reception parents into school for a literacy/phonics workshop where you will have the chance to find out how we teach phonics, reading and writing.



Each day the children will benefit from a discrete daily phonics session—helping them to develop their auditory skills and introducing the letters and their corresponding sounds. Using phonics children will begin to be able to break down and build up simple words (segment and blend) and then they will be able to use this skill in their reading and writing (these skills are begun in nursery as we play games together with words and the sounds they are made up of).

Phonics is also an important feature of our Nursery days. We sing lots of nursery rhymes and listen to rhyming stories. We use action rhymes to help us ‘keep to the beat’. Every child in nursery will have their own nursery song which we sing at the beginning of the year and we like to involve parents by providing you all with a song sheet. Happy singing!

### **Words**

Early in the Reception year your child will be given some words to learn. Many of these words will be ‘tricky’ words - those words that are not able to be broken down and built up according to the sounds of the letters for example ‘the’ and ‘of’. When we teach these words, we help the children to identify which part of the word is tricky.

### **Home/School links**

Within Reception, children will have the opportunity to work at home with parents, practising their sounds, their words and number work. We welcome parents in both year groups to send ‘work’ or activities to school which the children have enjoyed doing and which we can add to their Learning Journeys. We welcome parents’ comments about their children’s achievements. This helps us to have a holistic view of your child’s learning. We will use Seesaw to deliver our homework and all children (in Nursery and Reception will be given instructions and a personal code to access the learning on this platform).

### **How will I be informed about my child’s progress?**

Teachers keep regular records of children’s progress. Through direct teaching, play and interacting, observations of your child are made and as a result, their next steps are identified. Throughout the school year, parents will be invited to discuss children’s progress at individual parent consultations. A short report (using the observations we have made) will have been prepared as a focus of discussion. It will also include targets for your child to help them with their progress.

In Reception, parents will also be able to view how their child is progressing towards meeting the Early Learning Goals; by the end of Foundation Stage (Reception), we aim for children to have achieved these Early Learning Goals.





At the end of the Reception/Nursery year, you will receive a report detailing the progress your child has made over the year. It will also include a comment on how your child plays and explores, thinks and problem solves as well as how they engage in their play. In Reception the final report will also include how they have done against the early learning goals.

If you are worried about your child's progress or have concerns about your child please speak to a member of staff in early years. Our SENDco, Mrs Dangerfield, is available too if you need to speak to her. At Broadwood, we have an Open-Door policy, and we are always here to help.

### **Before your child comes to School or Nursery – how can you help?**

Every child is unique; however, it would be lovely if your child in Nursery/Reception could do some of the following before they come to school.

In nursery it would be helpful if your child could recognise some colours and be able to count by themselves to 10. It is always lovely if children have a favourite story book for us to talk about and a favourite nursery rhyme or two we could sing. Can they say a rhyme all by themselves? Are they beginning to share some toys with some friends? When children come to nursery they **should** be toilet trained and out of nappies. We understand that a small minority of children may not be able to achieve this by the start of nursery and we will support parents with this, however, for the majority of children it is a skill they should have achieved and one that we expect.

Before Reception, it is helpful if they can recognise their name (this will help them find their own drawer and coat peg). Can they retell a favourite story and count to 20 all by themselves? Can they recognise some numbers that are important to them (birthday numbers, bus numbers they travel on, their door number)? Can your child spot words or print around them for example shop names, street signs or TV programmes? It would also be helpful if your child can undress and dress themselves independently and try to take care of their own personal hygiene.

### **How can you help your child?**

Take advantage of normal everyday experiences for example;

- looking at words/letters and numbers on a bus ticket
- using money to buy things in shops
- when buying new shoes talk about their shoe size and find the number on the shoe or box
- help to choose birthday cards and help your child to write their message or their name in the card.



Have fun and enjoy learning together and playing.

### **Can you be involved in our school?**

We would love you to be involved in school life (it has been difficult during Covid); however, we are approaching better times. Perhaps you would like to come on one of our trips or come into school and help prepare resources or do some reading with children.

If you would like to volunteer, please see the Foundation Stage staff. If you would like to help out in a different year group please speak to one of us, and we will forward your interest.





Please note that all volunteers in school must have DBS clearance and will need to provide personal information in order for this to be completed.

We appreciate that some parents are unable to help out or visit the school during the day because of work and other childcare. Every half term we will provide a letter informing you about topics, themes and how you can help your child at home. Information is also available on our website.

You can also support us in a variety of ways for example by saving boxes, cartons, etc. for our model making activities or by contributing to some of our fund-raising events.

### **CELEBRATING ACHIEVEMENTS**

At Broadwood, we believe that children's good behaviour and achievements should be rewarded. We do this in a variety of ways which include:

- Stickers and verbal praise during each day.
- Weekly certificates
- Class prizes
- Raffle prizes
- Stars of the term



We also celebrate achievements outside of school and children are encouraged to share with school any success they achieve in life. We strive to allow every child the opportunity to shine.

We look forward to getting to know you and your family throughout your child's year with us and throughout their school career.

### **And finally...a message from the Headteacher**

**Thank you for choosing to send your child to Broadwood School. We absolutely have the children at the heart of our school and we are constantly seeking for ways to improve our school to ensure every child has the best possible primary school experience and learn to be the very best that they can be. I always enjoy seeing the young children in school and I too will enjoy building a relationship with each and every child in our Foundation Stage.**

**I hope this booklet has given you an insight into our unique school. If you have any further questions, please do not hesitate to contact me. I am filled with an immense sense of pride at being the Headteacher of such a wonderful school and I am extremely fortunate to be surrounded by such wonderful staff, governors, parents and children.**

**Your Sincerely**

**Mrs Wendy Mitcheson**



