



Tywardreath  
School

# Early Years Foundation Stage 2022



At **Tywardreath School** we aim to establish an atmosphere that is secure and reassuring, continuing the warmth, care and trust of home. We encourage and develop positive attitudes such as respect for each other's ideas, taking turns, sharing and tolerance- whereby each child can be accepted as an individual with different needs, skills and interests. Each child's contribution is valued and care is taken to explore ways to celebrate success and achievement.

This booklet will give you an insight into our Curriculum, School day, uniform and other useful pieces of information. Hopefully, we managed to answer most of your questions about this during our Starting School meeting. If you do still have aspects that you would like to discuss with us then please come and speak to us before your child starts school.

## EARLY YEARS AT TYWARDREATH SCHOOL

The Early Years Foundation Stage covers the development of a child from birth to the end of their first year in school. As your child joins our school in Reception they will be entering the last stages of the curriculum and will be working towards their Early Learning Goals (ELG). The 7 areas of learning within the Foundation Stage are; 3 Prime areas which are at the heart of the curriculum and the 4 specific areas that focus on different subjects.

<b>Communication and Language</b>	<b>Listening, Attention and Understanding</b>	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
	<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
<b>Personal, Social and Emotional Development</b>	<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
	<b>Managing Self</b>	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
	<b>Building Relationships</b>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>



Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
	Fine Motor Skills	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>

Literacy	Comprehension	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
	Word Reading	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>

Maths	Number	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>
	Numerical Patterns	<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
	People, Culture and Communities	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>
	The Natural World	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

The Early Years Curriculum also is based on the characteristics of what it is to be an effective learner:

### Playing and Exploring

Finding out and exploring  
Playing with what they know  
Be willing to have a go



### Active Learning

Being involved and concentrating  
Persevering  
Enjoying achievement

### Creative thinking and thinking critically

Having their own ideas  
Making links  
Choosing ways of doing things.



## GETTING READY FOR SCHOOL

There are a few things that really do help your child prepare for school, everyday activities that you could perhaps give a little more time to over the summer. We are sure that you probably do these anyway with your child but here is a reminder:

- Conversation, about anything and everything
- Listening to stories and telling stories
- Looking at books, school stories would be excellent
- Listening to story CDs
- Reciting Nursery Rhymes, (really good for your children to know a few)
- Turn taking games
- Colouring, drawing, painting
- Cutting and sticking
- Play dough, (make your own, messier but cheaper!)
- Jigsaws
- Role play, get the teddies out and play schools
- Make books about school

We do try to encourage your child to be as independent as possible in school and there are some things which we hope your child will be able to do, or are well on the way to mastering, when they join us.

- Use the toilet without assistance. ( Please let us know if this is a problem for your child)
- Be able to blow their nose.
- Be able to dress and undress.
- Put their coat on and turn the sleeves the right way round if they are inside out.





## The School Day\*

\*(Please be aware that school start and finish times may change very slightly due to current Covid guidelines, we will inform you of any changes as soon as we know ourselves.)

The school day starts at 8.55am. In the mornings please bring your child to the classroom door. You can enter the classrooms via the EYFS green gates at the main school drop off entrance.

**PLEASE NOTE THAT CHILDREN SHOULD NOT BE BROUGHT INTO SCHOOL BEFORE 8.30AM. STAFF ARE NOT AVAILABLE TO SUPERVISE CHILDREN AND THE SCHOOL IS NOT LEGALLY RESPONSIBLE FOR YOUR CHILD BEFORE THIS TIME.**

Once the children are settled, the school day will look something like this:

### Full Time Pupils

8.30 am - Children may arrive at school from this time

8.55 am - School day begins

9.10 am - RWI (Phonics)

9.45 am - Story

10.00 am - Circle time and

10.50 am - Maths and activity session

11.50 am- Lunch time and playtime

1.00 pm - Register

1.05 pm - Topic

1.30 pm - Activity session/intervention sessions

14.45 pm - Story time/Carpet time/Reflection time

3.10 pm - Home time



snack

At the end of the school the children will be dismissed from their classroom door. Please can we ask that you stand back near the fence so we are able to see everyone, allowing for a smooth transition for each pupil? (Thank you in advance for your co-operation) If you do need to see your child's class teacher then can we please ask that you wait until all children are dismissed.

### Part Time Pupils

8.30 am Children may arrive at school from this time. 8.55am Children line up and the school day begins

9.10 am - RWI (Phonics)

9.45 am - Story

10.00 am - Circle time and snack

10.50 am - Maths and activity Session

11.50 am - Home time

### Tapestry

At Tywardreath School, we have decided to use a piece of educational software called 'Tapestry' that allows each child to have their own individual learning journal. By logging on with a secure username and password, you will be able to access your child's journal.

Tapestry online learning journals allow you to view your child's observations and photographs from the comfort of your home. We will also reference your child's learning to the EYFS Curriculum. This will keep you informed of the areas of learning in which your child is achieving, as well as the age band they were working in for the observed activity.

We know how much your children like to bring home their work to show you. Therefore, any work to be included on their learning journal will be photographed and added with an explanation of the learning that took place.

Tapestry allows you to add observations and photographs of your own as well as post comments. We love to hear about learning and WOW moments from home, so please add any moments of interest or learning that you all experience out of school.

## LEARNING IN THE FIRST FEW MONTHS



Hopefully your child will have attended the 'Learning Together sessions' and will be familiar with the class team when they start school in September. When your child joins us they will already have experienced a great deal of learning experiences with you. To help the children settle more easily in the first few weeks we try to engage the children in activities they are familiar with. Of course, there will be new experience that we are sure will excite and stimulate your child. In order for your child to begin learning they need to be secure and confident in their surroundings. We achieve this through lots of social games and activities, encouraging children to form positive friendships. Although there are two registration groups, both classes work ~~day~~ together and have the opportunity to explore both classes and use our outdoor area.

Outdoor learning is an important part of the Early Years Curriculum. We are lucky to have extensive school ground as well as our own dedicated outdoor area and forest school which we make good use of throughout the year. Last Year the children enjoyed shelter building, nature rambles, trail making and many other exciting activities.

## COOKING DONATION

Throughout the year we like to provide lots of cooking and food tasting opportunities for the children. In order to provide these opportunities we ask for a voluntary contribution at the start of the year of £5.00. This will cover the cost for the whole academic year.



## SCHOOL TRIPS

Throughout the year (once the children are settled) we aim to take the children on a variety of trips, some of which will be local and others further afield. We aim to keep costs to a minimum however some voluntary contributions will be necessary.





## SCHOOL UNIFORM

### Boys

- Navy V-neck jumper with school logo
- Black trousers/shorts
- White polo shirt
- Black shoes

### Girls

- Navy V-neck jumper with school logo/ Navy Cardigan with school logo
  - Black skirt/trousers/pinafore/shorts
  - Blue check/gingham Summer dress (Summer only)
  - White polo shirt
- Black shoes

### PE Kit

- T-shirt in house colour
- Black shorts
- Black plimsolls/ Velcro trainers

In addition to the school uniform, we ask that you provide wet weather trousers and wellies for your child. As we encourage all children to change into their outdoor clothes independently, the simplest pull over, waterproof trousers are recommended. Please ensure these items of clothing are also labelled with your child's name.

**PLEASE ENSURE THAT ALL YOUR CHILD'S UNIFORM IS LABELLED-PARTICULARLY THEIR JUMPERS. This makes returning your child's belongings much easier.**

### PLAY SHOES

During lunch and at any other opportunity throughout the day, children will have access to our trikes and bikes. Please ensure your child has 1 pair of labelled play shoes that you don't mind getting scrapped and scuffed. The children will change into these shoes before lunch and change back into their school shoes after lunch.

## SUNCREAM AND SUN HATS

From time to time we do experience some sunny weather at Tywardreath School. As the children have free access to the outdoor area at times throughout the day, we do ask that you provide your child with a sun hat and apply 'all day' sun lotion in the mornings before school.

## HEALTHY EATING AND SNACK TIME

Tywardreath School has Healthy School Status. We encourage our children to make healthy food choices throughout the day.

We participate in the government 5 A Day Programme. One type of fruit or vegetable is offered to every child in Reception, Year 1 and Year 2 every day. The fruits and vegetables offered include; apples, bananas, cherry tomatoes, satsumas, carrots, pears, cucumber and strawberries.



We are aware that some children do not always like the snack provided and although we do always encourage them to try new things we know that it isn't always that easy! We therefore allow your child to bring in their own healthy snack to have during snack time. This could be a pot of grapes, chopped carrots, a cereal bar etc. (No chocolate, crisps or biscuits please) It would be useful if you could label your child's snack/snack pot to reduce the instances of lost property.

Please inform your class teacher of any food allergies or specific dietary requirements that your child may have.

## Water

Children learn best when they are hydrated! Please provide a named water bottle and make sure that your child brings it to school EMPTY at the start of the week. The class TA will fill the bottle with cooled water each morning and replenish as needed throughout the day. The bottle will be sent home with your child at the end of the school week.





## LUMPS, BUMPS AND LICE!

### Absence

All children including those in Reception follow the attendance policy of our school and must attend school every day unless they are unwell. Holidays should not be taken during term time. Medical and dental appointments should be booked outside of school hours unless they are emergency appointments.

Of course there will be times when your child will be too unwell to come to school. Please let the school know by phoning the school office on **01726 812807** before 9 am.

If your child becomes unwell whilst at school we will contact you and ask you to take your child home. So please ensure that your contact details are always up to date.

We recommend that you keep your child at home for 48 hours following a bout of sickness or diarrhoea. This prevents infections spreading.

### Medication in School

If your child uses an inhaler there is an asthma register at school. Please enquire at the school office for the appropriate form. All inhalers must be clearly named and in a box or bag. It is useful for a separate inhaler to be kept in school at all times.

If your child suffers from any allergies eg Nut, dairy, then please let the school know.

It is our policy not to administer medication to children during the school day except in extreme or urgent circumstances. In extreme circumstances we will administer measured units of prescribed medicine if we have written permission from parents and we have discussed the matter in advance. Medicine will need to be handed into the office, clearly labelled with written instructions regarding dosage. Please do not put medicine in your child's school bag.

### First Aid in School

Inevitably your child will fall over at some point in the playground! There is always a qualified first aider available on duty at every break and lunch time. They can administer basic first aid, such as cleaning a graze and applying a plaster if necessary.

If your child has visited first aid during the day they will come home with a slip. This will give you a bit more information about their bump or graze. If the first aider feels that the bump/graze is more serious then you will be contacted immediately.

### Head lice

Head lice are inevitable and nothing to be embarrassed about. Wet combing your child's conditioned hair with a nit comb will help you spot them. There are a number of effective preventions and treatments available from chemists or on line. [www.nitnurse.org](http://www.nitnurse.org)

### Collection from school

If your child is unwell and has to be collected from school, or they need to be collected during school hours for any other reason, you will be asked to sign them out at the office. It is essential that we have up to date contact numbers (including mobile, and/or work) for parents/carers in case we need to contact you to ask you to come and collect your child because they are ill or have had an accident.

### Useful Contacts

**Tywardreath School**  
**Southpark Road**  
**Tywardreath**  
**Par**  
**Cornwall**  
**PL24 2PT**

**School Office: 01726 812807**

Our school website is also updated on a regular basis. General information and newsletters can be found at [www.tywardreathschool.org.uk](http://www.tywardreathschool.org.uk)

We also have a school Facebook page which is regularly updated with lots of useful information and reminders.

Each class also has their own Class Dojo page. This is updated weekly and is a great way for you to see what is happening in the classroom.

We hope that you have found this booklet helpful. There is so much that goes on in school that we could not possibly mention everything! If you have any questions or queries please do not hesitate to contact the school and a member of the Foundation Stage team will get back to you as soon as possible.



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