



Winchelsea Primary School

All Individuals Matter



EARLY YEARS 2022





DIAMOND STAFF



Miss Alison Stewart

Mrs Julie Hilton

Mrs Kerry Harrison

Mrs Jacqueline Smith

Mrs Daisy Wright

Mrs Karen Jones

Mrs Rebecca Doran

Deputy Head and Diamond Class Teacher

HLTA

Teaching Assistant

Teaching Assistant

Teaching Assistant (maternity leave)

PPA cover






Nursery Lunch Club





What we are hoping to do...

Aims of this presentation

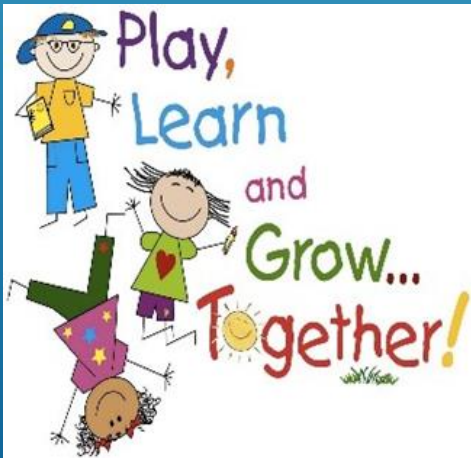
-  Our School Aims
-  Learn more about the Early Years Foundation Stage Curriculum
-  Find out how you can help to get your child ready for school
-  What your child will need
-  For support or reassurance how do you contact us

At Winchelsea, everything we do, everything we say, everything we are about is ultimately for the benefit of the learners in our school community. We strongly believe that we are all....

Worthwhile ~ doing worthwhile work, knowing we make the world a better place

In control of achieving the goals ~ taking charge of our responsibilities

Celebrating ~ cheering each other on and celebrating the process of moving towards the goals.



We start this learning journey in Early Years where our main aim is to work hard, play hard!!

Winchelsea strives to:

- Become highly motivated life-long learners with strong self-esteem
- Develop enquiring minds full of curiosity
- Develop decision-making, problem-solving and verbal skills
- Be independent and collaborative
- Give support, challenge and encouragement
- Provide high quality provision for all our learners
- Be healthy and stay safe; remain healthy and safe
- Make a positive contribution to our communities
- Demonstrate high standards of behaviour; honesty, integrity, good judgement, tolerance and respect for others
- Take a pride in our school and ourselves



THE SCHOOL DAY

School Opens: 8.45am

Assembly 8:55am

Lunchtime 12.00-1.00pm

(break times in Diamond are flexible to the learning and activity taking place)

Morning Nursery dismissed 12.00 pm

Reception and Afternoon Nursery dismissed 3.20 pm



The Foundation Stage Curriculum

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Characteristics of Effective Learning

- 🏰 **Playing and exploring** - children investigate and experience things, and 'have a go'
- 🏰 **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- 🏰 **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



Areas of learning....



Three prime areas:

Communication and Language development

Physical development

Personal, Social and Emotional development

Four specific areas:

Literacy

Mathematics

Understanding the world

Expressive Arts and Design

Communication and Language development

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Personal, social and emotional development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

LITERACY

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

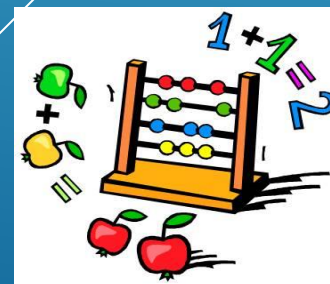




MATHEMATICS



Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.





Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.







Expressive art and design



The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



What can you do to help your child's learning when they begin school?

-  Sharing books regularly, talking about what they see
-  Reading books, sharing comments in their reading diary
-  Practise counting at anytime: climbing the stairs, shopping, looking at house numbers and car number plates etc
-  Play simple board games
-  Sing number rhymes and songs together
-  Share any resources that come home which may support learning for example sound and number work








Sharing and discussing books

- Make reading a special time in a quiet space
- Reading yourselves is a great model
- Point out labels, signs and adverts when out and about
- Read a range of texts
- Read to puppets
- Visit the library or book shops
- Sing songs nursery rhymes and poems with your child

Children who make reading part of their daily routine are well supported for their phonics which aids writing all subject areas.



Getting ready for school

-  Put on and take off their coats and shoes
-  Do up buttons, zips and shoes
-  Dress themselves
-  Go to the toilet, clean themselves, wash and dry hands
-  Use cutlery and be able to cut larger items
-  Open a lunchbox and snack pot
-  Be responsible for own belongings

We are always here to help as these skills develop, and will support in a way that encourages and promotes independence.

This is my classroom



This is the way to our class



This is where we hang our coats and bags












This is where we put our lunch boxes



This is where we wash our hands





What your child will need

-  A waterproof coat
-  Plimsolls to be used inside the classroom setting
-  Spare clothing to be left on pegs in case of accidents
-  Book bag for reading books, diary and correspondence
-  A water bottle that can remain in school
-  PE kits as we like to be active
-  Milk is provided to all under 5's by Cool Milk. After their 5th birthday provision can be arranged through the school office if you wish to continue.
-  The government provide free fruit for snack times
-  Hat, sun cream / Hat, scarf and gloves (weather dependant)

PLEASE NAME EVERYTHING! In a way that your child will recognise their belongings 😊

Tapestry

-  We use Tapestry, an online learning journey to capture learning and for assessment. You can see photographs of your child's learning and comment.
-  For setting up and all future communications please make sure I have your up to date email address (especially in the current circumstances where regular correspondence and updates may be necessary).



Starting school?- School Meals



IF YOU REQUESTED A HOT MEAL ON YOUR CHILD'S ADMISSION FORM, THE FARM KITCHEN WILL EMAIL YOU WITH YOUR LOGIN DETAILS AT THE END OF THE SUMMER YERM PRIOR TO STARTING.

IF YOU HAVE ANY MEAL ORDERING OR LOGIN QUERIES DURING THE SCHOOL HOLIDAY PERIOD, YOU CAN CONTACT THE FARM KITCHEN DIRECTLY BY TELEPHONING 01529 460821 OR EMAILING ENQUIRIES@THEFARMKITCHEN.COM

YOUR CHILD WILL AUTOMATICALLY RECEIVE THE STANDARD OPTION UNLESS YOU LOGIN TO SELECT THE ALTERNATIVE OPTION.



Useful websites

www.hungrylittleminds.campaign.gov.uk – top tips for simple activities

www.phonicsplay.co.uk/ -Early reading skills – segmenting and blending

www.youtube.com/watch?v=-ksblMiliA8 – How to say the Jolly Phonics sounds

www.Vimeo.com/10621366 - Jolly Phonics songs

www.ictgames.com – Range of early numeracy and literacy games

www.booktrust.org.uk – Sharing books with your child

www.bbc.co.uk – Early years games



Please remember if you are not sure about something just ask!

You can contact us at:
enquiries@winchelsea.lincs.sch.uk

or

Phone : 01526 832060

Visits to see the school in action are welcomed.
Please contact the school office who will arrange a convenient time.
We look forward to meeting you.

