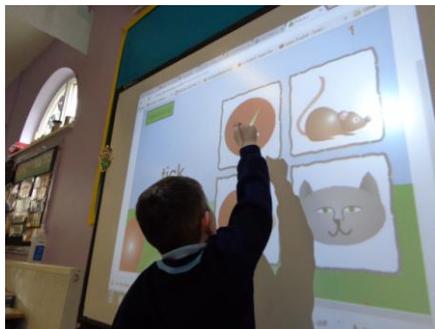




# Great Finborough Primary School

## Foundation Stage Induction Booklet



## Welcome to Green Class

*Your child's first experience of school is very important. Settling into school is a big step for your child and we endeavour to make it a happy transition. Our aim is to make school a happy, stimulating and rewarding environment for your child to discover, learn and play. It is very important that home and school work together in developing an effective partnership. This booklet is designed to be the first step towards building a successful relationship. It contains information about some of the learning opportunities and experiences that the children will have.*

### Contents

General Information	2
The Reception Year	3
The School Day	5
Preparing your Child for school	9
Parents as Partners	11
Induction Programme 2016	13

## **General Information**

Great Finborough CEVC Primary School  
High Road  
Great Finborough  
Stowmarket  
Suffolk  
IP14 3AQ

Tel/Fax:01449 613208

Email:[admin@greatfinborough.suffolk.sch.uk](mailto:admin@greatfinborough.suffolk.sch.uk)

Headteacher: Mr Stephen Dodd  
Assistant Headteacher: Mrs Susan Baldry  
SENCO: Mrs Siobhan Howson  
Business Manager: Mrs Harriet Elliss

If you need to access the school during the school day (when the main gates are locked), please ring the bell by the front gate and a member of staff will be pleased to assist you.

## The Reception Year

*Between the ages of 3 and 6 your child learns faster and develops more rapidly than at any other time during his/her life. We believe this learning should be a pleasurable and rewarding experience, in which he/she plays and explores; investigates; creates; practices and rehearses. The children follow a play-based curriculum, focussed around topics that will usually change each half-term. All of these opportunities are designed to develop confident children, who make the most of their school experience and enjoy high levels of success.*

Green Class is where the excitement begins! The children learn in an environment which is developed around the children's interests. We pride ourselves on being an exciting and engaging place to be - encouraging our children to be independent learners through a range of practical activities. We follow a thematic curriculum which allows us to be creative with our lessons and let the children lead their own learning.

Green Class children follow the Early Years Foundation Stage Framework (EYFS). This curriculum is based upon four themes and principles.

**The Unique Child** - We understand that every child is an individual child who is capable in their own right. The holistic child has a variety of needs that need meeting over their time EYFS.

**Positive Relationships** - Social interaction is key to children's development. Children become strong, independent learners; as well as scaffolding their learning through positive social interaction.

**Enabling Environments** - Providing a safe, secure and stimulating base for your children is key to their development. The framework allows for experiences that respond to the child's individual needs/ interests; as well as developing a strong partnership between practitioners, parents and carers.

**Learning and Development** - Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

During the reception year your child will be working towards, and beyond, the Early Learning Goals (ELGs) The seven areas learning are:

- Personal, Social and Emotional Development (PSED)
- Communication and Language Development (CDL)
- Physical Development (PD)
- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

Your child will be involved in a wide range of activities every day, developing their skills in many different areas. Activities are designed to follow the interests of the children and move their learning forward, so the topics vary from year to year. The foundation stage year is about well planned play activities to develop the children's strengths in all areas of the curriculum. Play is a fundamental part of the EYFS curriculum which is carefully observed and led. Properly supervised, organised and resourced play promotes the following important aspects of development. It will help children:

- become creative and imaginative
- work alongside or co-operate with other children
- communicate
- investigate and discover
- express feelings
- extend their experiences in a safe environment
- care for others
- develop and express new ideas
- explore
- develop concentration
- learn
- share
- make sense of the world
- practise and develop skills
- take risks
- learn self control
- be happy
- understand the need for rules

## The School Day

### What will your child's day be like?

- 8.45 :** Children enter school, self-register and play and explore
- 10.30:** Tidy up time and WOW session
- 10.45 :** Snack time
- 11.00 :** Playtime
- 11.20 :** Phonics and maths sessions
- 1.00:** Register and circle time
- 1.25:** Play and explore session
- 2.30:** Tidy up and WOW session
- 2.45:** Shared story
- 3.00:** Get ready to go home

## **School Dinners, Milk and Fruit**

A menu is sent to parents regularly. School dinners are free for all children in Reception, Year 1 and Year 2. The teacher will take the children to lunch every day, where they will be given a place at a table. Lunchtime supervisors and older children on the table will help them and show them what they need to do. Children are offered a piece of fresh fruit at break time and a carton of milk if they wish. Every child under the age of 5 qualifies for free school milk. Once children reach Year 1, milk costs 20p per day.

## **In the Mornings.....Settling your Child**

Children are brought into school via the front entrance. Green Class children and their parents are invited to come into the classroom from 8.45 to see their child's work, watch as the classroom changes around their child's interests and make sure their child is settled. However, we do ask that you please leave by 8.55am to enable us to start our activities promptly. They will self-register by putting their name card in the appropriate box (this will be explained as they arrive). After the first half-term, we encourage you to allow your child to walk into school by themselves as much as possible.

Once in the classroom the children can get involved with one of the activities on offer. Usually, children settle very quickly and parents/carers are able to leave after a few minutes. Sometimes children find this separation difficult and may even become clingy or tearful. If this happens, and you would like the teaching assistant or myself to intervene and reassure your child to enable you to go, then please let us know. Very often, children who seem distressed, settle relatively quickly once the separation is made.

If your child is tearful, then those first few days of wondering if they are okay, or if they are still upset, can be a heart wrenching time. If you would like a phone call at break time to let you know how your child is, I will be happy to do this.

## **Collecting Children from School**

Part-time children need to be collected at 12.00pm from the school office and full time children at 3.20pm from the back field. The children will be brought to the school field to meet their parent/carer. If you are not collecting your child

yourself, you will need to notify the school who will be collecting in your absence. For their security we are not able to release children to other adults without this permission from parents. If adults not known to the school are likely to collect your child, then it would be helpful if we could have a photograph of them first.

### **Things to Bring to School**

- Wellies—we play outside in all weathers!
- Suitable coats—nothing too special as it is likely to get sandy, muddy or wet.
- Spare clothes—just in case we get wet in water play or have an accident.
- Hats, scarves and gloves.
- Sun hats.
- Water bottles.
- Book bags, reading records and reading books—these are checked and changed regularly.

### **Medications**

If your child needs regular medication in school, such as asthma inhalers, then please make sure you have discussed this with the teacher. Medication needs to be correctly labelled and in date. Please see the prospectus or ask for further details regarding administration of medicines.

### **At Playtime**

There are different zones on the playground and the children will be informed of these during their first week. The teacher on duty will remind the children which area they can play in that day. All children can use the playground. Children needing the toilet need to ask the teacher on duty first. At the end of playtime the teacher will ring the bell for the children to stand still. The teacher will then ask the children to walk to their lines ready to go back inside. This will be explained to the children.

## **PE**

Over the first term PE is introduced very gradually, and changing into their PE kit is managed in stages. As children become more able and confident with changing, we gradually work towards using full PE Kit. In PE we play games, use the bikes/trikes, dance and learn to move our bodies in different ways.

### **Getting more Involved**

We are always on the look out for parents who would like to be more involved with the school and this can benefit the children's education in a number of ways. It sends a clear and important message to your child that education is something that carries value. On a more practical level it enhances the education provision for the children - whether you become involved in classrooms, clubs, in the Friends or in the Governing Body.

### **What if I Need to Discuss a Problem or Concern?**

If you have any questions or worries, however small, then please feel let us know. You can catch teachers after school for a quick chat, or phone or pop into the office if you wish to make an appointment.

## **Preparing Your Child for School**

Your child will be in a class of 20 plus children. It will make starting school much easier and happier if they are independent and can do many things for themselves.

### **What should he/she be able to do? Can he/she...**

- Dress and undress themselves?
- Use the toilet independently and ask to go there?
- Tidy up after himself/herself?
- Recognise their own name? Please tell your child's teacher if their name is abbreviated in any way.
- Feed himself/herself?
- Share toys and equipment?
- Sing some nursery rhymes?
- Practise counting to 10?
- Listen well and follow simple instructions?

### **How can I help my child prepare for school?**

- Encourage your child to be as independent as possible even if it takes far longer for them to get ready.
- Get them used to a routine of reasonably early to bed and up early enough for you and your child to have a stress free time to get ready for school.
- Never threaten them with school! Be positive. Show it to them as an enjoyable experience.

### **What can I do with my child before they start school?**

- Give your child as many varied experiences as possible: drawing, painting, cooking, singing, making models, playing games, jigsaws, etc
- Get them used to: pencils, crayons, felt pens, chalks, paints, play dough, scissors
- Share stories, books and rhymes. Read to them.
- Count everything and share things out.

Great Finborough Church Primary

- Use lots of one to one correspondence—cup, plate, knife, for and spoon for each person.
- Talk to them all the time. Name familiar things and discuss what they see around them and what things are for. Talk about what you see when you are out and about. Watch people work and discuss what they are doing.
- Read the 'All about Reception' book that will be given out on Transfer Day (Monday 11th July 2016)
- 'Play' schools at home - role play is a very effective way of helping your child to understand what will happen.

## **Parents as Partners**

We recognise the importance of parents and carers in a child's developing stages. As a primary care provider you are your child's first educators and we greatly value any input, opinions and information you can share with us about your child's learning and progress.

To facilitate this we would very much like you to complete an 'All About Me' project over the Summer Holiday period. This can be presented in a way that suits you and your child; a book, a poster or a notebook.

### **You could include the following:**

- Photographs
- Drawings
- Sentences or words.

### **It is very useful for us to know:**

- Family Members (ie. Brothers and Sisters, Grandparents etc.)
- Pets
- Hobbies and Interests
- Favourite things – food, stories, toys,
- Places you have visited over the Summer

If you could bring your child's 'All About Me' project in during the first week of the Autumn Term, so that it can be shared with the whole class, and then displayed.

To support this, we also produce a 'Learning Journey' within the classroom that records your child's learning and achievements during school. The children are familiar with these diaries and they represent both child-initiated activities

and directed tasks. These are available for you to look through with your child during the school year. We also encourage you to contribute to these by making small observations at home. At home your child will also have many WOW moments, for example your child may: complete a puzzle independently; ride a bike without stabilisers; participate in a club activity; be involved in a special ceremony (wedding, christening) or remember something interesting from a visit you have been on. Furthermore, if your child's target is to identify numbers to 10, you may notice him or her using the remote control to change the channel correctly to channel 3. This is showing us that your child can recognise the number three independently.

Your child will also receive 'Reading Diary' in the first few weeks of starting school, which is also frequently used as a 'Home-School Diary'. These are checked each morning for comments regarding reading, targets and any messages that need to be relayed.

We provide many other opportunities for parents and carers to take an active part in their child's education. These include:

- Share events where parents are welcomed to join in with our sessions—e.g Reading sessions
- Educational visits where parent-helpers are invited (including Forest Schools)
- Sport events
- Regular newsletters
- Class web pages updated with news and topic webs
- Parents' evenings
- Report
- 

Most importantly, Mrs Howson and Mrs Cotton are usually available at 8.45 am or 3.20pm to answer any questions and Mr Dodd is usually in the playground before school. Phone calls to the School Office are most welcome, where Mrs Elliss will offer her assistance, or will arrange an appointment with members of staff if requested.

## Induction Programme 2016

During the Summer Term, Mrs Howson and Mrs Cotton will endeavour to make visits to see children in their preschool setting, and to visit their Key Workers to gather information about them. This allows us to prepare for your child's arrival, incorporate their interests and help them to feel comfortable on induction days. This should make the transition process an exciting and enjoyable start to their primary education.

<b>Date</b>	<b>Activity</b>
Wednesday 15th June at 6.30pm	Induction Evening
Thursday 23rd June 2.00-2.40pm	Come and Join in Sessions
Thursday 7 <sup>th</sup> July 2.00-2.40pm	Come and Join in Session
Monday 4 <sup>th</sup> and Tuesday 5 <sup>th</sup> July 2016 9.00-5.00pm	Home Visits
Monday 11th July 10.00-12.00	Transfer Day and Shared Lunch