

# Eynesbury Church of England Primary School



Welcome  
to  
Pre-School

# Starting Pre-School

Starting Pre-School is a big step for both you and your child. In order to make the transition from home to Pre-School run smoothly and happily, we arrange the following events. Before starting at Pre-School, we offer a chance for you to come to Pre-School to meet you and your child individually. This is a chance to discuss your child's needs and answer any of your questions. As children feel more at ease in their own familiar home setting, they often find it easier to begin to get to know the Pre-School adults during this visit. Two members of the Pre-School Team work together on home visits which usually take about half an hour.

Entry into the Pre-School will be gradual and individual, building up to a maximum of 15 or 30 funded hours (as per your entitlement) when your child is ready, usually after the first few weeks. You are expected to stay with your child for their first session, and also be prepared to stay for the next few sessions if necessary. We are happy for you to stay and join in with our activities until your child feels confident for you to leave them. For some children settling in takes longer. We prefer parents not to leave if their child is distressed, but to seek support from a member of the Pre-School Team. If your child finds settling in difficult, we will work in partnership with you to draw up an individual settling in routine.

***When children are allowed to settle gently and happily into Pre-School, they grow into confident and independent children.***



# Parents as Partners

Children learn best when parents and staff work closely together and at Eynesbury Primary School we highly value the home/school partnership. A successful partnership with you will require a two-way flow of information. We need and value your knowledge and expertise about your child and both formal and informal opportunities are provided to share this information with us. Please also remember to let us know of any events at home which may affect your child's behaviour or learning.

## TAPESTRY ONLINE LEARNING JOURNAL

Across the Early Years we record and share children's achievements using an online Learning Journal called Tapestry. Parents are able to log on with a secure username and password and view observations and photographs taken during the school day. This allows you to follow your child's progress closely and reflect upon their achievements with them. Parents are also able to reply to our comments as well as adding observations, news and photographs from home. This helps us get to know your child better and plan for their needs and future learning.

Across the Early Years Foundation Stage our home-school links include:

- Tapestry online Learning Journals
- Settling in chats and Parent consultations
- Informal chats *after* school
- School website
- Twitter
- Eynesbury Echo weekly news
- Newsletters
- Special events and workshops for parents to attend
- Parent notice board



# Clothing

First and foremost we want your child to feel comfortable and independent and be able to manage their own clothes with little or no help. It is a good idea to dress them in simple elasticated pull-on trousers/skirts. Shoes should be easy for the children to manage themselves – Velcro straps are ideal. The children enjoy outdoor play in all weathers. During the Winter months, please ensure that your child has warm, outdoor clothes and a pair of **named** wellies to keep at Pre-School. In Summer months, they will need a **named** sun hat and sun cream should be applied before your child arrives.

Pres-School children are encouraged to wear our school uniform which can either be purchased online through: <https://myclothing.com/school-uniform/27079.school> . We are happy for them to wear uniform purchased from high street shops or supermarkets.

Our school uniform consists of grey trousers or skirts, a white shirt or collared top (a 'polo' style shirt is ideal) and a navy blue jumper or sweatshirt. Long hair should be tied up and no jewellery should be worn please. Pre-School children do **not** need a PE kit.

Please remember that the children will get messy, and whilst we do provide aprons, they may still get paint or mud on themselves, so do not dress them in best clothes! Each child is provided with a drawstring bag on their peg. This is for you to leave a spare set of clothes in case your child needs it. (Please note that spare clothing does not need to be school uniform, just something old will be fine!)

School book bags may also be purchased online, please see the enclosed leaflet. Book bags are useful for your child to bring home books and letters from Pre-School.

***ALL CLOTHES MUST BE CLEARLY LABELLED  
WITH YOUR CHILD'S NAME.***



# A Healthy Child

It is only natural that children of this age are going to catch a variety of germs which 'do the rounds' each year. If your child is unwell please do not send them to school, If they have been sick, suffered an upset stomach or a similar ailment, **you must allow at least 48 hours** after the last incident of sickness or diarrhoea before allowing them to return to school.

We follow '**Guidance on Infection Control in Schools and other Childcare Settings**' ([www.hpa.org.uk](http://www.hpa.org.uk))

Please inform the school office if your child is absent from Pre-School.

## **ACCIDENTS**

If your child has a minor accident whilst at school, a trained First Aider will deal with it appropriately and record it in our accident book. We will also send a letter home to inform you of the accident and any treatment that was given. Mrs Hawkins is a qualified First Aider working in the Pre-School.

If a child comes to Pre-School with an injury sustained at home, we are required for their safety, to make a written note of that injury, signed by you. Please let us know if your child has any injury when they arrive at Pre-School, and any treatment that has been given.

## **MEDICINES**

Medicines are not normally administered by school staff, unless your child has an ongoing medical need which has been identified by your Doctor. A signed consent form will then be required.

## **HEAD LICE**

Do not be alarmed if your child picks up head lice. This is something which may happen from time to time, and is no reflection on your standards of cleanliness. Check for head lice regularly when your child is in the bath by carefully combing through wet, conditioned hair with a special nit comb. Do tell the school staff of any infection, but please remember that it is your responsibility to keep your child's hair free from head lice. Please do not send a child to school with head lice. Treat your child and return them when they are clear.

# Snack time

Each day, the children have opportunities to sit together to eat and drink. At morning snack time, children may choose from a variety of fresh fruit and are given a choice of milk or water to drink. Fresh water is available for the children to drink at all times during the Pre-School day.

**PLEASE LET US KNOW IF YOUR CHILD HAS ANY FOOD ALLERGIES**



# Bringing and Collecting your Child

If you bring your child to Pre-School by car, please do not park on the zigzag or double yellow lines outside the school entrance at the top of the school lane. We regret that there is not space in the small car park for additional parking other than for staff, official visitors and disabled access.

When walking to the Pre-School, we ask that you **DO NOT** walk through the car park. The car park is busy throughout the day and it very dangerous for adults or children to be walking through it in order to gain access to the school.

When you arrive at the Pre-School, please wait outside the security gate at the top of the lane, until a member of the Pre-School Team opens it. If you arrive late or during a session, please press the button at the bottom of the keypad to alert staff. Once inside the Pre-School, please bring your child into the main room and ensure that they find their name card and place it on the board. They may then choose a book to borrow if they wish before they start their first activity. On exiting the Pre-School playground, please press the red button on the wall inside the security gate to release it.

**For the children's safety, always shut the gates behind you.**

If you will not be collecting your child yourself, please inform us at the beginning of the session, and give the identity of the person who will be collecting your child. Children are only allowed to leave the Pre-School with an authorised adult.

**Please note that children must not play on the outside equipment before or after school, as we are not insured at this time**



# The Early Years Foundation Stage Curriculum

Your child's time in Pre-School will provide them with a rich and varied range of stimulating and valuable experiences. Children will learn through planned, purposeful play both inside and outside, and activities will be practical and fun.

On the following pages we outline the Seven Areas of Learning and Development for children in the Early Years Foundation Stage. We also give suggestions for what you can do to help your child at home.

As you may be aware the Statutory Framework for the Early Years Foundation Stage has been revised and updated, becoming effective in September 2021. As practitioners we have been aware of these changes for some time and have been introducing them gradually into our practice. They are important changes but your child will probably not be aware of them, and they will not contradict any prior learning your child has experienced.

Emphasis is placed on developing Well being, Involvement and the Characteristics of Effective Learning. These are: Playing and Exploring, Active Learning and Creating and Thinking Critically. These are skills which underpin all Areas of Learning and are essential for development both in the Early Years and beyond.

If you have questions about any aspect of the Early Years Foundation Stage Curriculum, please do not hesitate to ask.



## Personal, Social and Emotional Development

This area of the curriculum includes the development of Self-Regulation, Managing Self and Building Relationships.

Successful Personal, Social and Emotional Development is critical for young children in all aspects of their lives and gives them the best opportunity for success in other areas of learning. At Eynesbury, we aim to provide experiences and support to enable the children to develop a positive sense of themselves.

We want the children to feel safe and secure, learn to respect themselves and others, and learn about the importance of friendships, sharing and turn taking. Our PSE Development also involves encouraging the children to be independent and to think for themselves. Children are encouraged to choose their activities and organise their own resources and belongings. Children are supported to gain confidence in managing their own hygiene and personal needs and understanding the importance of healthy food choices.

Give your child lots of different opportunities to with mix with others outside of Pre-School too as this will help them develop these vital social skills. Don't worry if they still play by themselves for much of the time - it is quite normal at this age.



## Communication and Language

This area of the curriculum includes the development of Listening, Attention and Understanding, and Speaking.

During their time at Pre-School, children are given many opportunities for speaking and listening and to represent ideas in their activities. We encourage them to express needs and feelings, interact with others and establish their own identities and personalities. The children are given time to talk to friends, teachers and assistants in one to one conversations, group activities and whole class times.

Talking and listening to your child at home during play and everyday activities is key to their language development. It is also important to share rhymes and stories with them every day.



# Physical Development

This area of the curriculum includes the development of Gross and Fine Motor skills.

Physical Development in the Early Years is about improving skills of co-ordination, control, manipulation and movement. Through varied indoor and outdoor play experiences, we help the children to gain confidence in what they can do and to encourage them to be healthy and active. We have a good range of bikes and vehicles for the children to ride as well as a variety of climbing equipment, blocks and tunnels. Children will also be given opportunities to handle and manipulate a range of small equipment to help develop fine co-ordination and control, for example, threading beads or peg boards.



# Literacy

This area of the curriculum includes the development of Word Reading, Comprehension and Writing.

## Word Reading and Comprehension.

Children share books and listen to stories with adults on a regular basis. They are encouraged to talk about the illustrations, story events and characters. Children are encouraged to become aware of rhyme and rhythm in words and to listen out for sounds around them and in words. Signs and labels around the Pre-School classroom help children to learn that print carries meaning and they learn to recognise their names by putting their name card on the board at the beginning of each session. Children are encouraged to borrow books from the Pre-School regularly to share at home.

Please read with your child as often as you can and show them what a pleasurable experience reading can be. When you are out and about, point out words and signs in the environment and read them to your child.

## Writing

As soon as children make marks or 'scribbles' on paper and 'read' what it says, they have started writing, even though such writing might be incomprehensible to us. In Nursery, the children are given lots of opportunities to mark-make. We provide a wide range of writing, drawing and painting resources both indoors and outdoors and the children are allowed free access to them.

Children often mark-make during their pretend play, for example, writing shopping lists, telephone messages etc. We also encourage the children to 'have a go' at writing their names on their pictures from the very beginning – even if it is just a 'scribble' at first! The 'scribbles' will later become more recognisable letter shapes.

Children will be introduced to early phonic activities which will develop their awareness of, and ability to recognise, a range of sounds.

Try to promote plenty of drawing and writing at home. Provide a range of mark-making materials such as pens, pencils, chinks, crayons and different kinds of paper. Value your child's early attempts at writing and drawing. Encourage him or her to talk about their marks and explain to you what they mean. Let your child see you write frequently. Say the words out loud as you write them. Perhaps your child could 'write' his or her own shopping list alongside you. Use lower case letters to role model writing, with capitals only at the beginning of sentences and names. It is not helpful to make 'dotted' letters for your child to copy over as this will inhibit their own natural attempts to write.



Young children need to strengthen and control the muscles in their hands before they are able to hold and manipulate pencils correctly. With this in mind, we provide opportunities such as squishing and squashing playdough, squeezing water out of sponges, using a thumb and forefinger 'pinching' action to pick up and sprinkle glitter or sand. You could try some of these activities at home.

As your child approaches Reception Class age, they may begin to write their name using recognisable letters. However, not all children are ready for this, so let your child develop at their own natural pace.....



# Mathematics

This area of the curriculum includes developing understanding about Number and Numerical Patterns.

Mathematics includes counting, problem solving, shapes, space and measures. We also develop mathematical understanding through stories, songs, games and imaginative play, so that children enjoy using and experimenting with numbers.

Mathematics is an everyday activity, experienced through children's everyday play. Children are given regular opportunities to count, compare, add and take away objects in practical situations. Numbers are displayed widely around the learning environment and used within a range of activities to help children begin to recognise written numerals. We have a wide range of mathematical games and resources which help children to develop their mathematical skills, eg threading beads, peg boards, magnetic shapes, puzzles and number fans.

At home, and when you are out and about, try to provide lots of practical opportunities for children to count and recognise numbers in real situations. You could also help your child to sort and compare objects, for example, sorting out their toys into the correct boxes or pairing up the socks in the laundry.



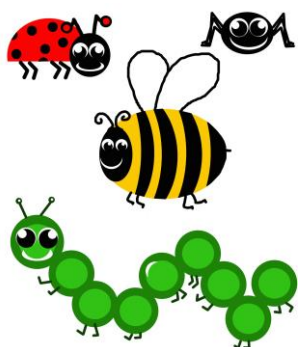
# Understanding the World

This area of the curriculum includes developing awareness of Past and Present, People Culture and Communities, and The Natural World.

In this Area of Learning, we aim to help the children begin to develop the crucial knowledge, skills and understanding that help them to make sense of the world around them. This forms the foundation for later work in science, technology, history and geography.

During the Early Years we provide children with opportunities to develop their knowledge through exploration, observation, problem solving, prediction, critical thinking, decision-making and discussion. Our environment provides children with a wide range of activities indoors and outdoors that stimulate their interest and curiosity. Children also experience computers, programmable toys and the Interactive White Board.

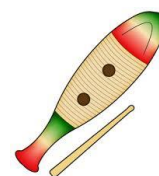
A wealth of scientific experiences are available in the home, garden and immediate environment for you to explore and talk about with your child.



# Expressive Arts and Design

This area of the curriculum includes developing skills for Creating with Materials and Being Imaginative and Expressive.

Expressive Arts and Design includes art, music, dance, and imaginative play. Children are given time to explore and experiment with materials and ideas and to try new ways of doing things. Paint, glue, paper, collage materials, and many other craft resources are freely available to the children during play sessions. There are many opportunities during the Nursery week for singing and playing musical instruments, both as a whole group and during self-initiated play. To help develop the children's imaginations, we have a specific role play area in the classroom. This may take on many guises during the year, for example, a house, shop, café, doctor's, castle or fire engine. Sometimes, the children decide for themselves what they would like in the role play area and then play a part in developing it and making the resources.



# A Typical Morning Session in Pre-School

## **8.45 -11.15 ACTIVE START/ PLAY SESSION**

Children find their name card and put it on the board. They choose a book and put their book bag in the book box to take home later on. Children are ready to play and select from a wide variety of activities, indoors and outdoors.

## **9.00-10.00 GROUP TIME**

During the play session some children may take part in adult led activities and games in small groups. These activities are play based and carefully planned to address children's learning needs.

## **10.00 SNACK TIME**

At snack time, children go to the toilet and wash their hands and come to the table. They choose a piece of fruit and get a drink of milk or water. Children and adults at the table enjoy a social time eating drinking and chatting together. Afterwards the children help to tidy the table and return to their activities.

## **10.15-11.15 PLAY SESSION /GROUP TIME**

## **11.15 TIDY UP TIME**

The children all help to put the toys and equipment away.

## **11.30 CARPET TIME**

We all come together again on the carpet for a story, songs or ring games.

## **11.45 GOODBYE TIME**

# A Typical Afternoon Session in Pre-School

## **12.30-3.00 ACTIVE START/ PLAY SESSION**

Children find their name card and put it on the board. They choose a book and put their book bag in the book box to take home later on. Children are ready to play and select from a wide variety of activities, indoors and outdoors.

## **12.45-1.45 GROUP TIME**

During the play session some children may take part in adult led activities and games in small groups. These activities are play based and carefully planned to address children's learning needs.

## **2.00 SNACK TIME**

At snack time, children go to the toilet and wash their hands and come to the table. They choose a piece of fruit and get themselves a drink of milk or water. Children and adults at the table enjoy a social time eating drinking and chatting together. Afterwards the children help to tidy the table and return to their activities.

## **2.15-2.50 PLAY SESSION /GROUP TIME**

## **2.50 TIDY UP TIME**

The children all help to put the toys and equipment away.

## **3.00/30 CARPET TIME**

We all come together again on the carpet for a story, songs or ring games.

## **3.15/30 GOODBYE TIME**