

# Roundwood Primary School

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Welcome to the  
Foundation Unit  
2020 - 2021



The banner features a blue header with the school's logo (a yellow circle with a stylized tree and sun) on the left. To the right of the logo, the text reads "Roundwood Primary School" in a bold, white font, with "IN THE PURSUIT OF EXCELLENCE" in a smaller font below it. Further right, contact information is provided: "Tel: 01582 460756 Fax: 01582 768014" and "Email: admin@roundwoodprimary.herts.sch.uk".

Below the header is a dark blue navigation bar with white text for the following links: HOME, ABOUT US, NEWS, CLASS INFORMATION, DIARY, CURRICULUM, MEDIA, and CONTACT.

The main body of the banner is a colorful illustration of a school landscape. On the left, a green flag with the school logo flies. In the center, a large tree stands on a green hill. To its right, a group of diverse children are engaged in various activities: one is playing a guitar, another is reading, and a third is using a telescope. A small child is playing soccer nearby. A large, striped hot air balloon in blue and yellow floats in the sky, with the text "WELCOME TO ROUNDWOOD PRIMARY SCHOOL" written on its side. On the right, there is a tree with autumn-colored leaves and a smiling green frog.

At the bottom of the banner, there is a green section with white text. On the left, it says "WELCOME TO ROUNDWOOD PRIMARY". On the right, it reads "WE STRIVE TO PROVIDE A HAPPY, SAFE AND CARING ENVIRONMENT WHERE EVERYONE IS VALUED AND ACTIVELY ENCOURAGED TO REACH THEIR FULL POTENTIAL".

# Welcome

## Foundation Stage Team

### Nursery Nurses

Miss Helen Champion

Mrs Tracey Dallow

Mrs Sue Jarvis

Mrs Gurgit Binning

### Reception Teachers

Mrs Mandie Bentley EYFS Lead

Miss Poppy Boby

Miss Lindy Sibanda -Trainee Teacher

### Teaching Assistants

Mrs Maureen Saint

Miss Jessica Kelly

Mrs Helen Roberts

### SENDCo

Mrs Debbie O'Connor

# Our Approach

## Foundation Stage Unit

- Reception share effectively two open planned classrooms with dedicated teaching and learning areas
- Nursery learning – own dedicated learning area
- Environment is key to the children's learning in providing rich, enabling opened-ended learning opportunities – continuous provision
- Opportunities for the children to interact and learn together – free flow
- Outdoor area – rich breadth of learning opportunities – muddy kitchen, gardening,

# Getting to know you and your child

We want to work with you to help your child settle and to be confident in their new surroundings. The sharing of information about individual needs enables early planning to meet those needs.

- The Early Years staff hope to visit your child in their current setting. Where there isn't a current setting we will arrange a home visit with you. We are hoping to provide home visits for all nursery children.
- Stay and play sessions
- Information gathered from you and your child's previous setting
- Transition for each child will be carefully planned with you and the class teacher/ key worker
- Opportunities for you to ask questions and share concerns



# Attendance

Children are expected to arrive at school between 8.30 and 8.40 am.



The day starts with fine motor activities which are important to help with finger and hand dexterity.

The Foundation Stage door closes at 8.40pm. You are requested to sign in at the school office after this time.

Please contact the school office regarding any absence.



If there has been any cases of sickness and/or diarrhoea children must be absent for at least 48 hours.

# Snack Time

- Please provide Nursery children with a healthy snack.
- Reception- participate in school fruit and vegetable scheme
- Milk is provided by the school- see pack for ordering
- Allergies- Please make sure we are aware of any allergies in the information you hand into the office.



# Lunchtime

- All reception children are entitled to a free school meal.
- Important part of the day – encourages independence, social skills and even trying new food.
- Talk to class teachers with any concerns about lunchtimes – no matter how small.



# What did you do today at Nursery?

First Jobs of the day

Busy Fingers

Multi- active learning

EYFS Curriculum – seven areas of Learning using a cross curricular approach

Focus on Communication and Language which is embedded in all areas of children's learning.

Group time

PE session

Outdoor Learning Opportunities

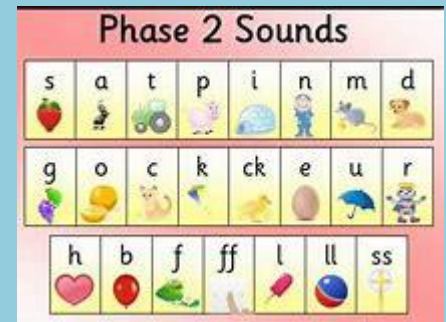
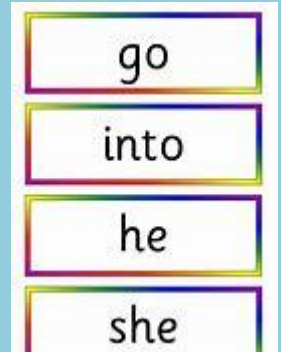


# What did you do today in Reception ?

- First jobs of the day.
- Busy Fingers - promotes fine motor development to support with pencil control and handwriting.
- Self Registration.
- Each day there is a mixture of adult directed and child initiated 7 areas of learning divided into 3 Prime areas: Communication and Language, Physical, Personal, Social and Emotional and 4 prime areas: Mathematics, Literacy, Understanding of the World and Expressive Art and Design.
- PE session
- Multi sensory approach - active learning
- Emphasis on skill based learning building upon the children's interests.

# Phonics

- We follow Letters and Sounds teaching programme.
- Children will work in whole class or in small groups.
- In Reception tricky words for reading or spelling will be highlighted in a weekly newsletter which is emailed out and which will be available on the website.
- Phonics reading and writing workshop for parents and carers early September



# Maths

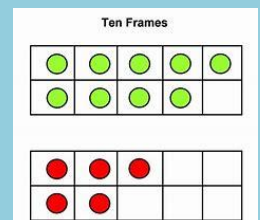
2 areas of maths

**Number** – counting, recognising, ordering, more/less, adding and subtracting, problem solving

**Shapes space and measures** – 2D and 3D, naming and describing their properties. We talk about weight, capacity, position, distance, time and money, patterns



- All children benefit from deepening their conceptual understanding of mathematics.
- Children must be given time to fully understand, explore and apply ideas, rather than accelerate through new topics. This approach enables children to truly grasp a concept, and the challenge comes from investigating it in new, alternative and more complex ways using different learning resources eg unifix cubes, tens frames, money etc
- Number is reinforced to build competency and fluency. It is important that children secure these key foundations of maths before being introduced to more difficult concepts. Children are encouraged to explain their mathematical thinking about how they have approached a task and the strategy used to problem solve.





# Reading

In reception after the children have settled in school they will be bringing home a reading book and reading record.

Please ensure the book and reading record is in school each day.

Please try to share the book with your child each day and write a comment and/or sign in the reading record.

Encourage your child to use the pictures to support their understanding and ask questions to predict what they think might happen relating to personal experiences where possible. Encourage pointing to each word whilst reading.

Look for print together in the environment such as road signs, shop names, food labels, letters etc.

Share rhymes and stories together at home.

# Learning Through Play

Learning Through Play provides opportunities for children to develop positive dispositions towards learning through:

- Finding an interest
- Exploring and being willing to try things out
- Problem solving- creating problems and finding a solution
- Being engaged and involved; persevering with a task even when it is a challenge
- Knowing how and when to seek help
- Making choices and decisions
- Playing and working collaboratively with peers
- Taking risks
- Being resilient - finding alternative strategies if things don't go as planned
- Understanding the perspectives and emotions of others
- Reinforcing skills taught in adult directed sessions

# Assessment

In Learning Through Play the adults in the setting observe the children and use these observations to inform planning. We look to see if the children are consolidating skills taught in adult directed sessions and how effective they are in their learning by observing certain characteristics:

**Playing and exploring**- engagement by exploring, being willing to have a go.

- **Active learning** - motivation by being involved and concentrating, keep trying
- **Creative and critically thinking**- thinking by making links and having their own ideas

## Baseline Assessment

In September reception children will be taking part in a statutory Baseline assessment. This will be alongside our own assessments. More details to follow.

## Formative Assessment

This is on-going throughout year for nursery and reception children in all areas of the curriculum and helps us to plan lessons at the appropriate pitch for all children. We expect all children to make progress from their own starting points. To do this we track progress throughout the year. If we feel that children are not making the progress we would expect then we will speak with you about further personalized support for your child.

## Summative Assessment

At the end of the reception year Statutory teacher assessments (Early Years Foundation Stage Profile) We assess against statements in all curriculum areas. Children are assessed as being at age related expectations, above age related expectations and below age related expectations.



## Next steps



In Foundation Stage all the children will be given a 'Next Step' to give them challenge and to move their learning forward. The 'Next Step' will be found through observation and samples of the children's work. When the children meet their 'Next Step' their success is shared with the rest of the Foundation Unit during Celebration assembly.

# Outdoor Provision



- The outdoor provision supports risk taking, problem solving, physical and cooperative play.
- Children will be given the opportunity to play outdoors in all weathers.
- Children will need indoor shoes (plimsolls) to change into each day.





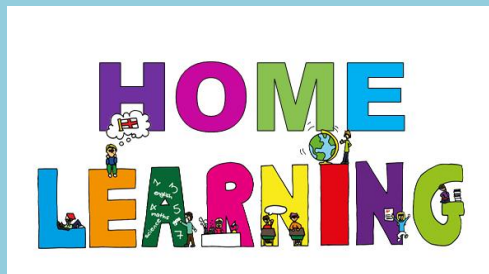
# Working Together

- We value working with parents and carers and it is important that all decisions are made together between you and the school. Please also let us know if there is any medical/personal information that we need to know in order to further support your child in school.
- We are keen to communicate with parents and carers so there will be further opportunities to find out how your children learn and what they will be learning through curriculum evenings, parent letters, regular newsletters, topic webs and parent consultations, Facebook, Twitter
- Morning drop off also provides an opportunity to share information/ messages.
- If you would like to meet with Mrs Hoofe or the Foundation Stage staff, please make an appointment via the office.

# Learning Journeys

Learning Journeys are a unique record of your child's interests and achievements. We value contributions from home and periodically send home a magic moment sheet for you to fill in with your child. You are also invited into school for the children to share their Learning Journey with you and there are opportunities at Meet the Teacher for these also to be viewed.





In Foundation Stage we encourage a partnership between home and school. In Reception a challenge is sent home on a Friday linked to something we have or will be learning. We encourage the children to record their work in their own way, with parental support, as it is important they are able to share what they have done and take ownership of their learning. Home Learning will be shared weekly. All Home Learning Books must be in school on a Friday. The Home Learning task will be detailed on the weekly newsletter.

# E-safety

- You can help your child to stay safe online by understanding the games and services they are using. You may be able to enable safety features (such as Guided Access on the iPad) and establish rules around the way they use it.
- Make sure your child knows what to do if they see something that makes them feel uncomfortable online. At school we teach them to turn off the screen and go and speak to an adult. If this was to occur, the adult would be able to see exactly what had made the child feel uncomfortable. There is more information online at: <http://www.childnet.com/parents-and-carers/hot-topics/keeping-young-children-safe-online>
- Many of our children enjoy using computer games. Games which are labelled 18+ are deemed to be inappropriate for younger children. Please be aware of this as what they see can have an impact!

# Supporting your child

A child's first day at school, is a big moment for you and for them and it can be both an exciting and nervous time for everyone .  
Here are some other ways you can give your child help and encouragement to help them be ready for school.

## Starting School



## Questions

- If you have any further questions please feel free to contact the school office.