



Woodchester Endowed Church of England (Aided) Primary School
'Love, Learn and Flourish Together'

Early Years Foundation Stage Curriculum

September 2024



Woodchester Endowed Church of England Primary School community seeks to inspire children and adults to *'Love, Learn and Flourish Together'* so that we may become everything God has created us to be.

Our Christian vision is rooted in the desire to nurture the whole community. This Christian vision recognises that we are unique individuals, loved by God.

Indeed, the body does not consist of one member but of many' (1 Corinthians 12; 14-16)
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Early Years Foundation Stage Curriculum

Purpose and Aims of the Early Years Foundation Stage:

‘Every child deserves the best possible start in life and support to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and 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 learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’

Statutory Framework for the Early Years Foundation Stage, DFE 2021

Children start to learn about the world around them from the moment they are born. The care and education offered by Woodchester Endowed Church of England Primary School helps children to continue to do this by providing them with interesting activities that are appropriate for their age and stage of development. In our latest Ofsted Report (Ofsted, March 2017) the inspector commented:

“Children in the Early Years enjoy a rich, stimulating school experience. This provides a strong foundation on which their future learning is built.”

At Woodchester Endowed C of E Primary School, we follow the Early Years Foundation Stage curriculum in our Reception class.

The principles that guide our work are grouped into four themes:

A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments

The environment plays a key role in supporting and extending children’s development and learning.

Learning and Development

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter connected.

The guidance divides children's learning and development into seven areas. For each area, the guidance sets out Early Learning goals. These goals state what it is expected that children will know and be able to do by the end of the Reception year.

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Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.



Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.



Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. These activities develop:

- Gross Motor Skills:
 - Negotiate space and obstacles safely, with consideration for themselves and others;
 - Demonstrate strength, balance and coordination when playing;
 - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Fine Motor Skills
 - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
 - Use a range of small tools, including scissors, paint brushes and cutlery;
 - Begin to show accuracy and care when drawing.

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Literacy development involves three areas; comprehension, word reading and writing. Children are given access to a wide range of materials (books, poems, and other written materials) to ignite their interest. We teach children to read using Monster Phonics, a systematic synthetic phonics programme. Children love to engage with the different monsters as they learn their letters and sounds. Children's learning in reading is further supported by Monster Phonics decodable books which complement the scheme.

Children are taught to write using pre-cursive handwriting which include a lead in and out of every letter, in readiness for joined handwriting in Year 1. Writing skills are taught discretely and we encourage children to apply these skills in their own independent learning.



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Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems. We support our children in knowing facts as this frees the mind to think about mathematical concepts. We want our children to develop flexibility with number, to be able to reason, and to be able to look for and see relationships in order to develop a deep understanding of number. In addition to learning about number, children explore numerical patterns, for example, comparing different quantities.



Understanding the World involves guiding children to make sense of the Natural world, the Past and the Present, and People, Culture and Communities. Children will explore similarities and differences and will draw on their own experiences to make sense of the learning and the world around them.



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Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.



Forest School

In Ash Class we are lucky to go to our Forest School area once a week, throughout the year. Mrs Holmes is a trained Forest School leader and is supported by teaching assistants and parent helpers.

Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.

Forest School is a specialised learning approach that sits within and complements the wider context of outdoor and woodland education. Forest School Association (2020)



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Religious Education

Planning for R.E. is taken from the Gloucestershire Agreed Syllabus (2017), which is published by Gloucestershire Diocesan Education Authority. Religious teaching in the Early Years Foundation Stage and Key Stage One will focus on Christianity and other religions from around the world.

In January 2017 we achieved an Outstanding Grade, in all areas, in our SIAMS Inspection.

Special Educational Needs

As part of the Woodchester Endowed C of E Primary School's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. Pre-school liaison and ongoing assessments will hopefully highlight children who are bringing any specific special educational needs to school.

If the class teacher has any concerns about a child's progress, they will discuss these concerns with both the Special Educational Needs Co-ordinator and with parents. If it is considered that the child requires additional input the child may be placed on the school's Special Educational Needs register and his/her progress will be monitored closely. You will be kept informed at regular meetings.

Working together for your child

Mrs Holmes and Mrs Banks are the class teachers and they lead a team who work together to support the learning and development of all children in Ash Class at Woodchester Endowed C of E Primary School. Volunteer parent helpers are also encouraged as they complement this teaching, as do parents who support their child with learning at home.

We all work together to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide;
- allow the children to explore and be adventurous in safety.

Parents in Partnership in the Early Years Foundation Stage at Woodchester Endowed C of E Primary School

In Ash Class we actively encourage parents to be involved in the education of their child. As we operate a curriculum which is based on the interests of the child, what better place to start than experiences at home.

There are many ways in which parents can take part such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- helping in class as a reading buddy;
- sharing their own special interests with the children;
- contributing to assessment evidence of their child by recording significant events as they happen at home;
- helping their child learn their sounds and hearing them read.

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Assessment

Children in Reception are assessed using the Early Years Foundation Stage Profile. The profile is a way of summing up each child's development and learning needs at the end of the Foundation Stage before they move onto the Key Stage One curriculum. The Early Years Foundation Stage profile is based on observations and assessments throughout the year in all seven areas of learning and development.

All adults who interact with the child at school contribute to the assessment process. We use the Tapestry Online Learning Journey and school staff put on photographs and written assessments then parents are updated by email. Parents can also upload photographs and comments about their child's experiences at home. We really value the benefits that come with the sharing of knowledge between home and school.

In addition to this ongoing assessment, parents are invited to attend Parents' Evening during the year with the initial consultation in the autumn term to reflect upon the settling in process.

Parents will receive a brief interim report, detailing mid-year progress, in the Spring term and a full written report of their child's learning journey throughout the Early Years Foundation Stage in the Summer Term.

Timetables and Routines

Children and parents can arrive in the playground from 8:35am onwards. The bell is rung at 8:45am and the children line up in classes at the front of the school building and walk into school a class at a time. A typical day in Ash Class is set out as follows:

- | | |
|--------------------------------|-------------------|
| • Snack (FS and KS1) | 10:15am |
| • Playtime (Whole School) | 10:30am – 10:45am |
| • Daily Mile (Ash Class) | 11:30am – 11:40am |
| • Lunch | 12:15pm – 1:15pm |
| • Afternoon break (FS and KS1) | 2:00 – 2:10pm |
| • End of the Day | 3:15 pm |

At the end of the day the children will come out to the front playground and will be released into the care of the collecting adult. It is therefore important to let us know the names of the adults that will be collecting your child whether on a regular basis or as a one-off arrangement. To ensure the safety of children, parents are invited to send in a collection password.

Getting Ready for School

Before September

All children are invited to attend two taster mornings before their official start in September. In these sessions the children will meet their teacher, Mrs. Holmes and other members of the team. We hope the children will enjoy these sessions and it will make them feel more confident and happier about coming to school. As we have a close partnership with Woodchester Playgroup many of the children will have the added benefit of visiting school as part of our weekly snack time together during their pre-school year.

We aim to make this transition time as smooth as possible. In our Ofsted Report (March 2017) it states "children are given a 'flying start' when they begin school. The Early Years Co-ordinator works closely with pre-school staff to discuss and cater for children who have very specific needs."

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Skills Checklist

Listed below are some of the skills that it would be helpful for your child to complete in readiness for starting school.

- **Dress and undress independently** - this includes being able to take off outdoor coats as well as being able to dress for P.E.
- **Use a pencil and paintbrush** – we encourage children to use a pincer grip when using a pencil.
- **Use a pair of scissors safely**
- **Use the toilet independently** - including wiping themselves, flushing the toilet and washing their hands afterwards.
- **Eat dinner without help** – this includes being able to access their lunchboxes and using a knife and fork for hot dinners.
- **Attempt to write their own name or recognise their own name** – if your child is ready, please can you show your children how to write their name using an upper case for the initial letter and lower case for the remaining letters.
- **Communicate their needs**
- **Respond and follow simple instructions**

Uniform and other requirements for the start of school

- All children are asked to wear school uniform.
- The school colours are green, yellow or grey and we like all children to wear uniform (named) in these colours:
 - Sweatshirt, school jumper or cardigan (green)
 - Polo shirt (Yellow or Green)
 - Grey trousers, shorts, skirt or pinafore
 - Green gingham dresses during the summer
 - An optional outdoor fleece is available but should not be worn in the place of a school top
 - Sunhats are available seasonally
- Children in the Reception class should wear velcro fastenings on shoes or buckles to help them change independently for PE.
- PE bags and kit – all children will need a named P.E. bag. The children will need a pair of daps, a pair of black or grey shorts, a yellow T shirt and a track suit for cold weather. Please could all children have a spare pair of pants and socks just in case!
- Forest School Kit – long sleeved top and long trousers.
- Wellies – we are able to provide children with a complete waterproof suit for outdoor play but please could we have a pair of wellingtons at school at all times to prevent damage to school shoes.
- Book Bag – needed in school daily.

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Starting School

The first few weeks in school are the most important. There is so much to learn and it's all so exciting! It is important that your child feels positive about school and settles quickly into a routine.

In September, your child will start school on a part-time basis and you will be informed when your child will be required to attend. On the whole, this will be for mornings only to begin with, then finally the whole day, if it is felt appropriate. It is planned that all children will be staying all day before the end of September.

Lunch

Children eat their lunch with the rest of the school and are overseen by the midday supervisors. Hot meals are available from an independent catering company. Currently, the government fund universal infant free school meals ensuring that all infant children can have a free hot school meal. However, any child whose parents are in receipt of certain benefits may enable school to apply for extra funding called Pupil Premium. This funding makes a huge difference to school and we would be grateful if you would let us know if your child might be eligible for Pupil Premium. Any children who chose to have a packed lunch will need to bring their food in a named container with a non-fizzy drink.

All infant children receive a piece of fruit or vegetable every day at snack time. This will be from a selection of apples, tangerines, bananas, carrots, tomatoes and pears. Children who are under five are also entitled to free milk, however, this needs to be ordered in advance.

Illness

If your child is unwell please keep them at home. It is much better that your child stays at home and recovers fully before returning to school. If your child becomes ill during the school day parents will be contacted to collect them. As a general rule you should allow 48 hours before a child returns to school following a sickness bug, conjunctivitis or other infectious diseases.

Medicines

If possible, we prefer you to administer medication to your child. This may be by spacing the doses so they are not required during school hours or coming into school at lunchtime to give your child medicine. If your child needs medication and you are unable to give it then you will need to complete an Administration of Medication Permission form. Please do not give medication to the class teacher or let your child bring it into school.

If your child needs an asthma inhaler you will need to let us know by completing a school asthma card. The inhaler will be kept in the classroom.

Telephone Numbers

It is important that we have your home and work telephone numbers in case of an emergency. Should we be unable to contact you we also need a second contact number. It is essential that you keep us informed of any change of address or telephone number.

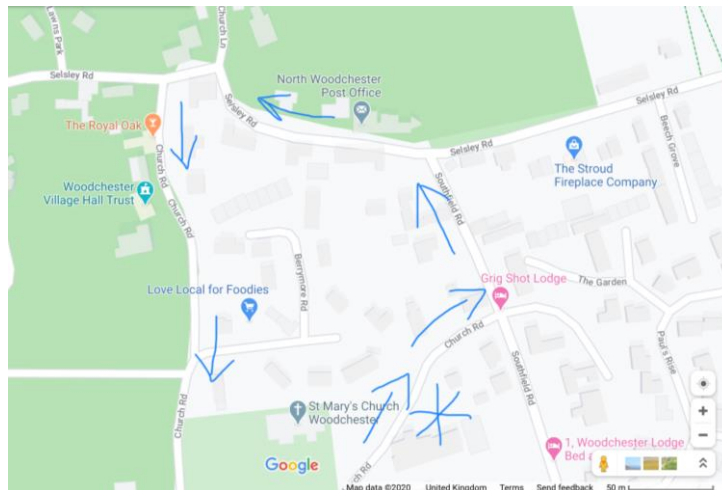
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One Way System

To ease congestion outside school and to make the school environment safer, there is a suggested one-way system to get to the school at drop off and pick up times. The route is to come up Selsley Road and turn left into Church Road, past the Royal Oak Pub. Follow the road around, park locally and drop your child off at school. Come away from school turning left onto Southfield Road and then onto Selsley Road again.



At the end of Reception

- Y1 children are educated in Ash or Beech class
- Before the end of the year, Mrs Pennington will inform parents of the placement of Year One children, following discussions with Mrs Holmes and the team.
- Whether children spend Year 1 in Ash or Beech Class, a Year 1 child will receive a Year One curriculum including Maths and Literacy as well as Phonics and other subjects.
- Every opportunity is explored to have activities that allow the Year One to come together as a whole group. This may be daily at playtimes or on particular occasions such as the Nativity play.

School Contact Details:

Co Head Teachers: Mrs L Pennington & Mrs L Loomes

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