


Welcome To Woodley C of E Primary School.



The School

- ▶ 45 Pupils in each year group
 - ▶ Oversubscribed school: 315 full capacity
 - ▶ Children start in Foundation and leave in year 6
 - ▶ School organised into Foundation Stage 2, Key Stage 1 (Infants) and Key Stage 2 (Juniors)
 - ▶ Church Of England School that has strong core traditional values
 - ▶ Emphasis on good reading, writing and maths skills within a creative curriculum
 - ▶ Home/School Agreement that you and your child will be asked to sign in September
- 

Foundation Team – September 2017

Miss Lord
Miss McEvoy
Mrs Dunham
Mrs Moore
Mr Clark
Mrs Fennemore



The School Day

8.40 – 8.50am children arrive

8.50am school starts

11.40pm Lunch

1pm Afternoon school

3.10pm - Time to go home



Fruit and Veg Scheme



- ▶ Every day a piece of fresh fruit or veg is provided for each child. If you prefer, children can bring in their own piece of fruit from home.

Water Bottles and Milk

- ☐ Please provide your child with a named water bottle from which they can access water throughout the day.
- ☐ Children also have access to free cows milk daily.



Universal Free School Meals

- ☐ Under the government Universal Free School Meals, every infant child is entitled to free hot school meals on a daily basis.
- ☐ We do encourage all children to take up this opportunity.
- ☐ If however your child would prefer to bring in a packed lunch then we will encourage them to try the hot school meal in a taster portion!



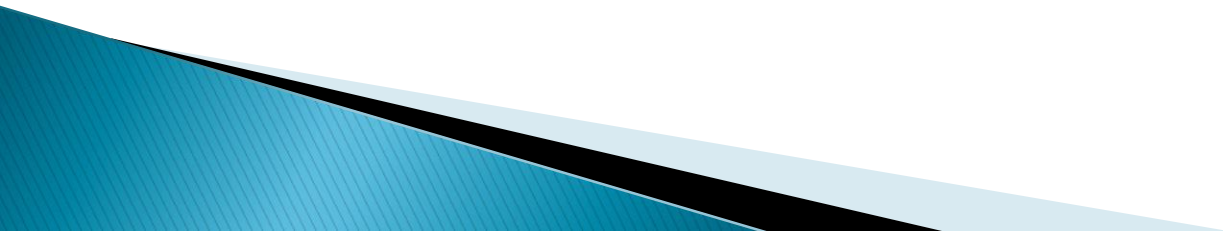
Universal Free School Meals



The Early Years Foundation Stage Curriculum Learning Through Play

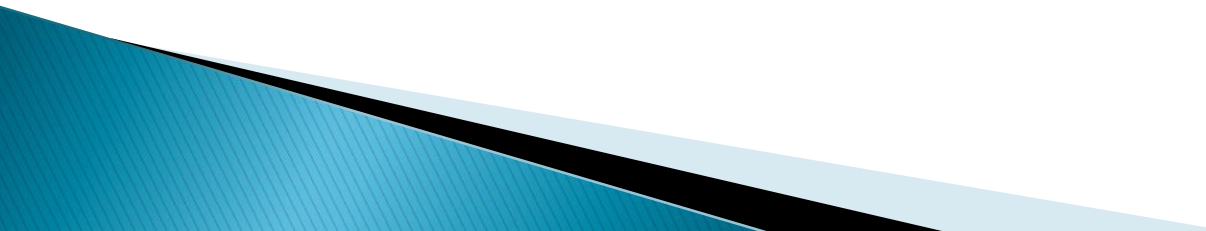
Foundation Stage Curriculum

The Foundation Stage is not a curriculum with lots of different subjects. There are 3 prime areas, and 4 specific areas of learning, which probably won't feel like learning - most children see it as just fun and play.



Communication and language

Listening and attention:

- ▶ Listen attentively in a range of situations.
 - ▶ Respond with relevant comments, questions or actions.
 - ▶ Give their attention to what others say and respond appropriately, while engaged in another activity.
- 

Understanding:

- ▶ children follow instructions involving several ideas or actions
- ▶ answer 'how' and 'why' questions about their experiences and in response to stories or events.



Speaking:

- ▶ children express themselves effectively
- ▶ use past, present and future forms accurately
- ▶ develop their own narratives and explanations by connecting ideas or events.

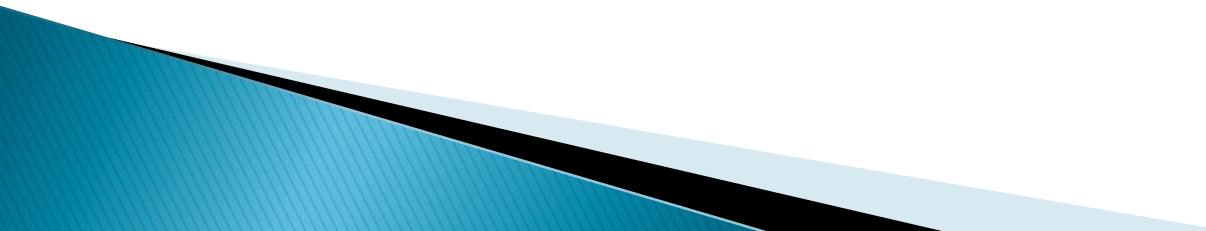


Physical development

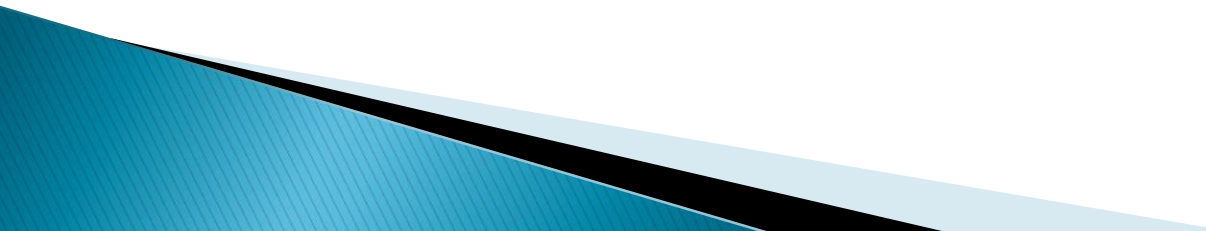
- ▶ Moving and handling:
- ▶ children show good control and co-ordination in large and small movements
- ▶ move confidently in a range of ways
- ▶ safely negotiate space
- ▶ handle equipment and tools effectively, including pencils for writing.



Health and self-care:

- ▶ children know the importance for good health of physical exercise, a healthy diet and talk about ways to keep healthy and safe.
 - ▶ manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- 

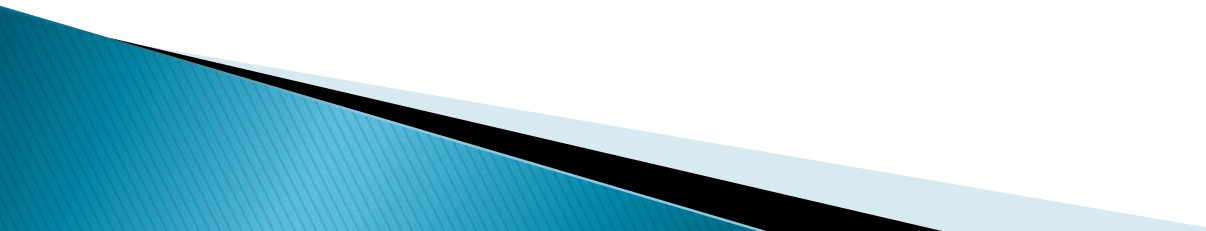
PE

- ▶ Children are encouraged to dress and undress themselves. This is something we ask they also practise at home.
 - ▶ All PE kits and bags should be labelled with names as should all school uniform, and be kept in school.
 - ▶ Children need trainers for use outdoors which should also be kept in school. They do not need plimsolls!
 - ▶ No jewellery or earrings should be worn for PE lessons. However, if earrings are worn, they should be covered before your child comes to school using plasters or micropore tape.
- 

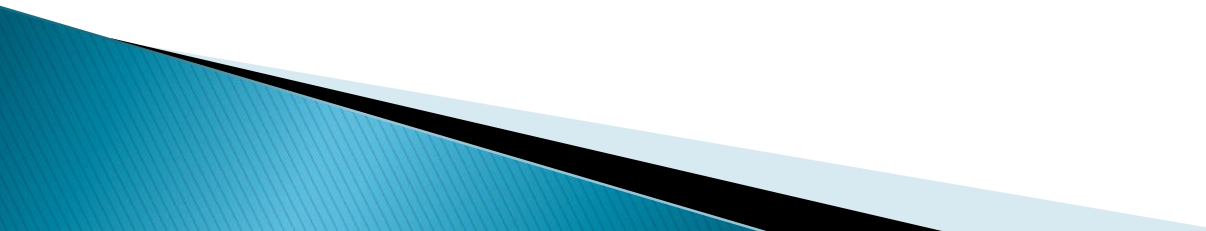


Personal, social and emotional development

Self-confidence and self-awareness:

- ▶ children are confident to try new activities and say why they like some activities more than others
 - ▶ confident to speak in a familiar group
 - ▶ talk about their ideas
 - ▶ choose the resources they need for their chosen activities
 - ▶ say when they do or don't need help.
- 

Managing feelings and behaviour:

- children talk about how they and others show feelings
 - talk about their own and others' behaviour, and its consequences and know that some behaviour is unacceptable
 - work as part of a group or class and understand and follow the rules
 - adjust their behaviour to different situations and take changes of routine in their stride.
- 

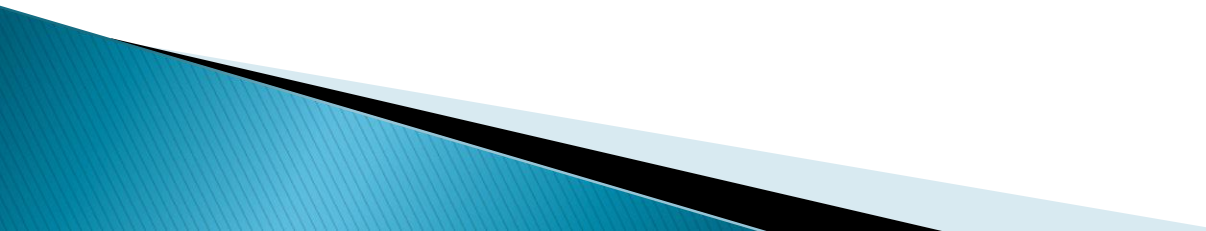
Making relationships:

- children play co-operatively, taking turns with others
- take account of one another's ideas about how to organise their activity
- show sensitivity to others' needs and feelings
- form positive relationships with adults and other children.

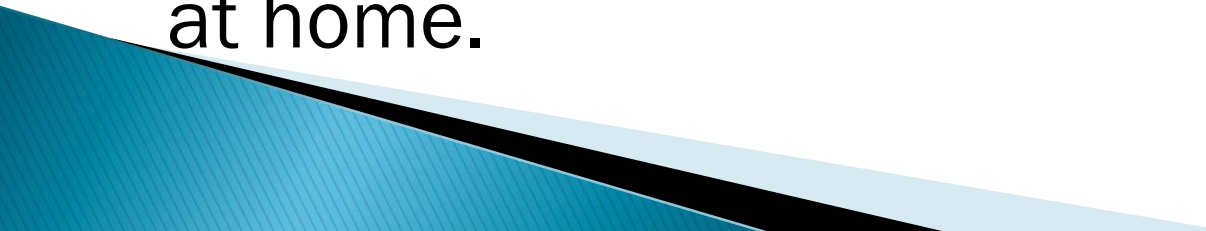


Literacy

Reading:

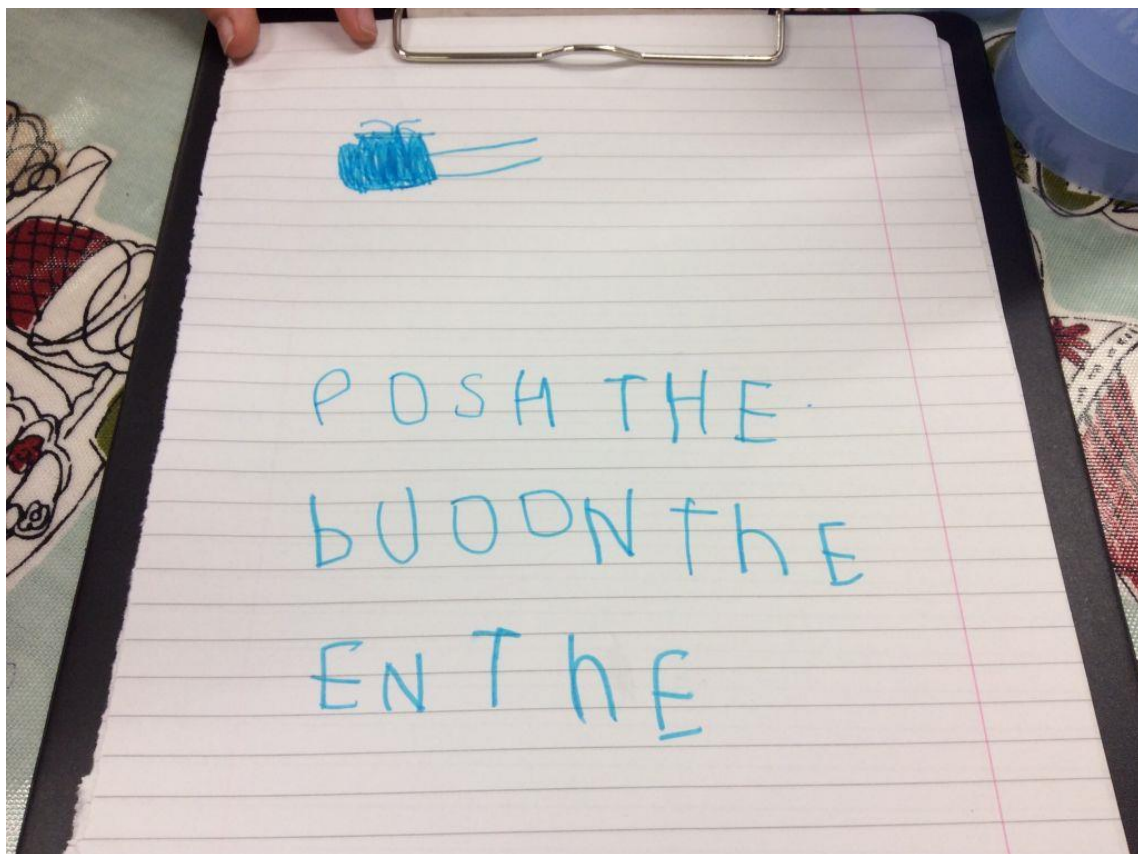
- ▶ children read and understand simple sentences
 - ▶ use phonic knowledge to decode regular words and read them aloud accurately
 - ▶ read some common irregular words
 - ▶ demonstrate understanding when talking with others about what they have read
-
- ▶ Once your child starts bringing reading books home we expect parents to hear their child read at least 5 times per week and sign in the reading diary when this has been done please.
- 

Writing:

- children use their phonic knowledge to write words in ways which match their spoken sounds
 - write some irregular common words
 - write simple sentences which can be read by themselves and others
 - some words are spelt correctly and others are phonetically plausible.
-
- In the Autumn term, you will receive a phonics pack to help support your child with their learning at home.
- 





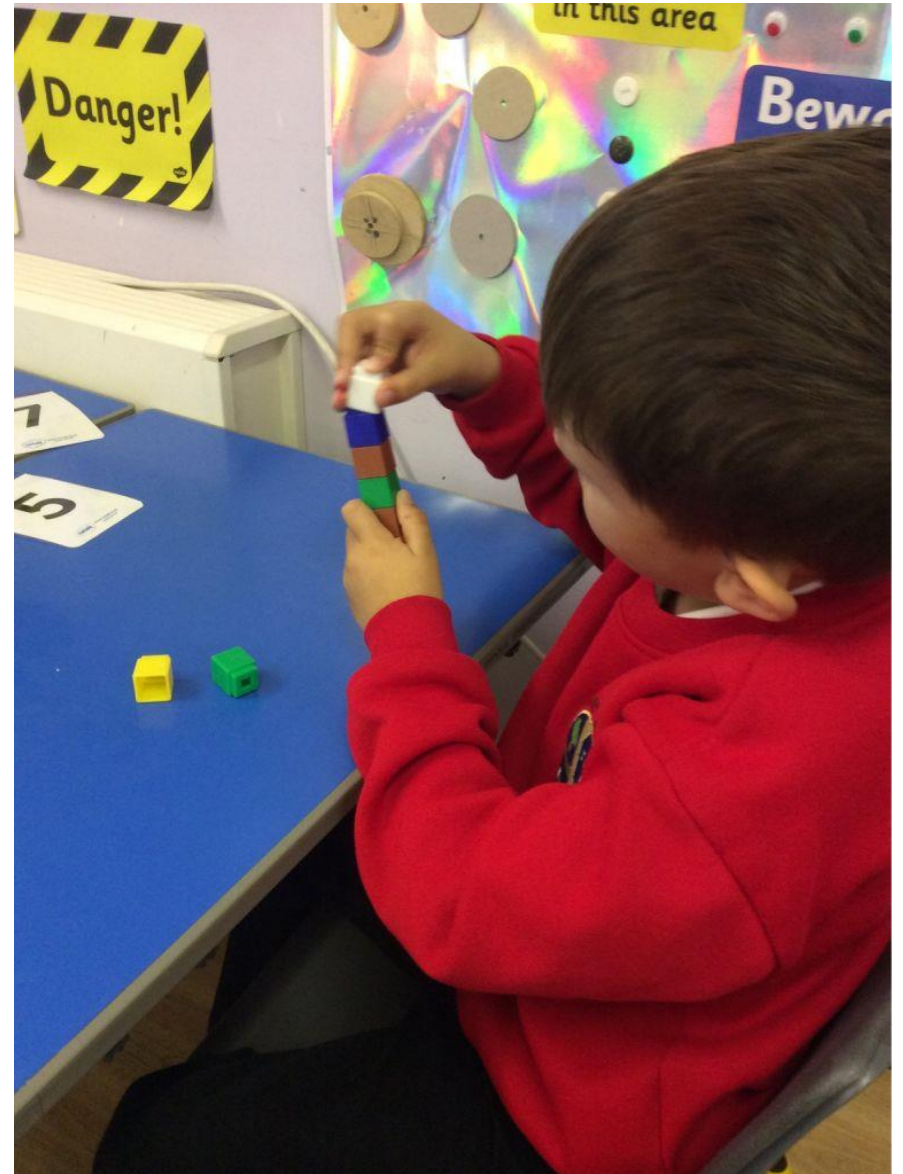


Mathematics

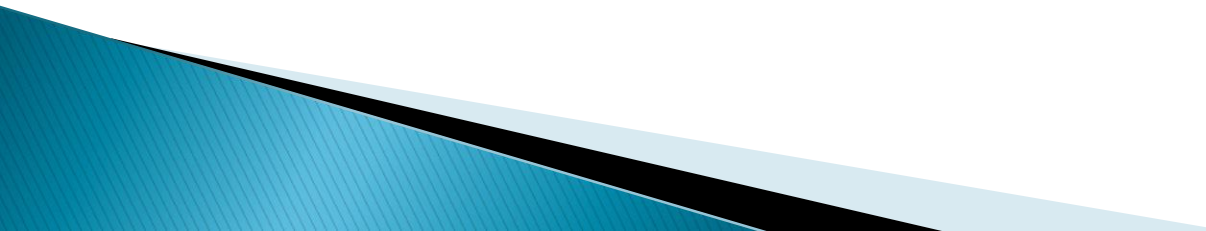
Numbers:

- children count reliably with numbers from 1 to 20
 - place numbers in order
 - say which number is one more or one less than a given number
 - using quantities and objects, they add and subtract two single-digit numbers
 - doubling and halving
-
- In The autumn term, you will receive a maths pack to help support your child with their learning at home.






Shape, space and measures:

- children use everyday language to talk about
 - Size, weight, capacity, position, distance, time, money
 - compare quantities and objects and to solve problems
 - recognise, create and describe patterns
 - explore characteristics of everyday objects and shapes and use mathematical language to describe them.
- 



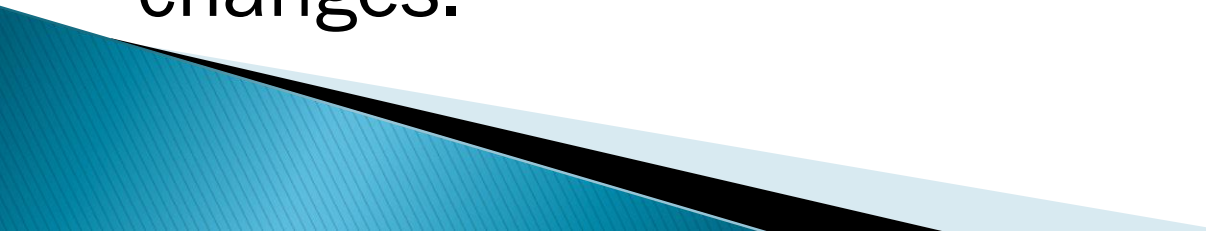
Understanding the world

People and communities:

- children talk about past and present events in their own lives and in the lives of family members
 - know that other children don't always enjoy the same things, and are sensitive to this
 - know about similarities and differences between themselves, others and among families, communities and traditions.
- 



The world:

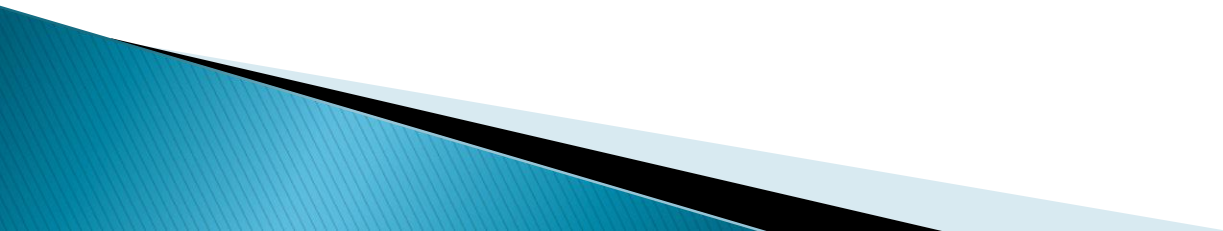
- children know about similarities and differences in relation to places, objects, materials and living things
 - talk about the features of their own immediate environment and how environments might vary from one another
 - make observations of animals and plants
 - explain why some things occur and talk about changes.
- 





Technology:

- children recognise that a range of technology is used in places such as homes and schools
- select and use technology for particular purposes.

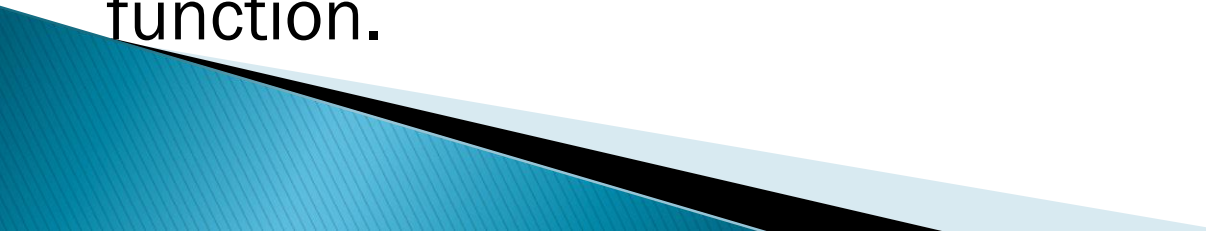




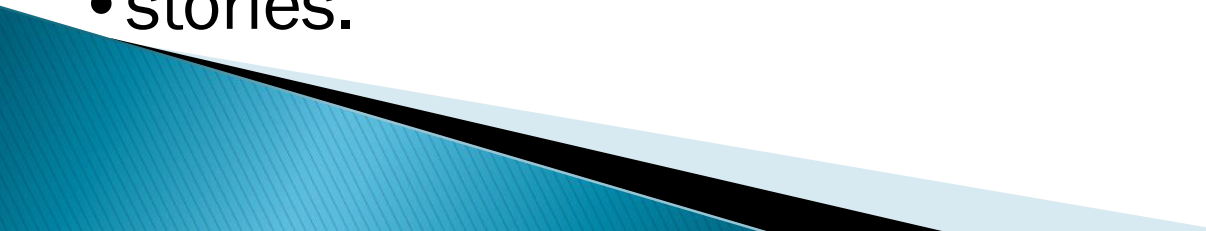


Expressive arts and design

Exploring and using media and materials:

- children sing songs and experiment with ways of changing them
 - make music and experiment with ways of changing them
 - dance and experiment with ways of changing it
 - safely use and explore a variety of materials, tools and techniques
 - experimenting with colour, design, texture, form and function.
- 

Being imaginative:

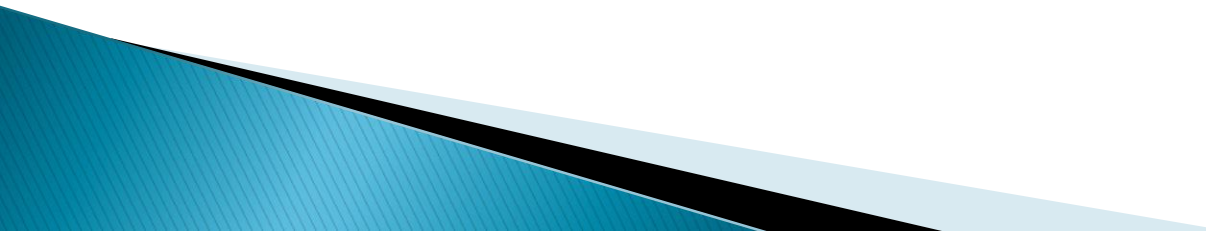
- children use what they have learnt about media and materials in original ways, thinking about uses and purposes
 - represent their own ideas, thoughts and feelings through
 - design and technology
 - art
 - music
 - dance
 - role-play
 - stories.
- 







Tapestry


- ▶ As well as having a physical profile, your child will also have an online learning journal which you can access at any time.
 - ▶ The foundation team record observations of your child which you can comment on, as well as upload your own snapshots from home.
 - ▶ You will be asked to sign a consent form before we begin using Tapestry for your child.
- 

Whole School Activities

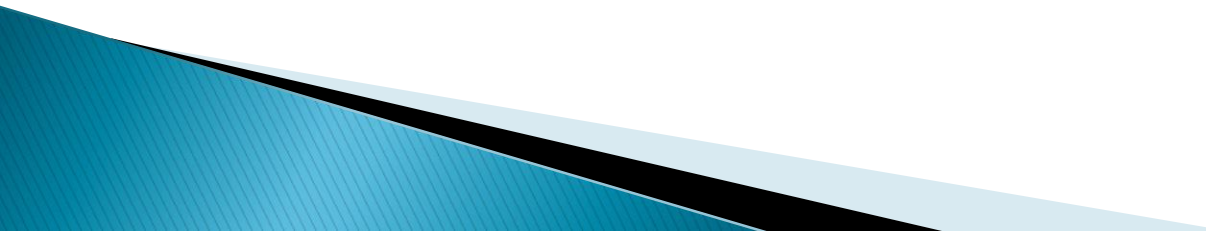
- As part of the Infant Department, Foundation children join in with many different activities – Sports, Fundraising, Comic Relief to name but a few

The Foundation class also join in with some assemblies. This includes an infant phase assembly each week.

Things to remember

- ❑ Your child's teachers for this year will be Miss Lord or Miss McEvoy
 - ❑ The Foundation team work closely together. Your child will be working with Mrs Dunham, Mrs Moore, Mrs Fennemore and Mr Clark as well as parent helpers.
 - ❑ If your child is upset at separating from you, please be reassured that we will look after them and they will soon settle in.
 - ❑ Please label all items of clothing before your child starts in September!
- 


Parent Helpers

- ▶ We warmly welcome parent helpers to come and help listen to children read.
 - ▶ If you feel that this is something that you would like to commit to then please speak to your child's class teacher.
 - ▶ All parent helpers will be required to have a DBS check before they can volunteer in school.
- 

Medical Requirements,

- ❑ If your child has any prescribed medication, a form should be left with this at the front office. Mrs Smith in the office will point you in the direction of any forms you need.
- ❑ If your child has an allergy to anything we do need to know. We will need their medication to be kept in school.

Pupil Premium

- ▶ If your child has been receiving the early years pupil premium then it is really important to let us know as it doesn't automatically carry forward when your child starts at our school.
 - ▶ We will be handing out forms for this in the Autumn term. Declaring that you are eligible for the pupil premium funding is extremely important for the school and your child's education.
 - ▶ If you have any questions about pupil premium then please speak to your child's teacher or our pupil premium champion Mrs Benham.
- 

PTA and Governing Body

If you are interested in joining the PTA or becoming a school governor, please contact the school office and speak to Mrs Smith.

Further Information

- ▶ Your child's class teacher
- ▶ Your pack

Please return the admissions booklet before your child's first visit

Yellow school dinner form

Your school uniform order form as soon as possible