

# Getting Ready for School

Welcome to the

## Early Years Foundation Stage Unit

British Forces School

Naples

2020 -2021



BE THE BEST THAT YOU CAN BE IN ALL THAT YOU DO



## Getting ready for School

Welcome to our Early Years Foundation Stage (EYFS) Unit. Starting school is a huge step for you and your child; we hope this booklet will give you some useful information and advice to make the process easier for both you and your child as they join the EYFS Unit at BFS Naples. Please ask us if there are any questions you would like answered or if there is any help we may be able to give you.



Please encourage your child to look forward to coming to school. We will be working hard to help your child to feel happy. It is important that we get to know you, and that you have confidence in us, so that your child is aware that we work together. The education of your child is seen as a partnership between the school and yourself. If we work together, then the advantages for your child's learning are enormous.

If possible, try to arrange for your child to be used to being away from you for some part of the day, so that he/she is used to this before starting school.

Encourage your child towards independence and help him/her to:

- dress/undress him/herself
- change from shoes to plimsolls and vice versa, getting them on the right feet.
- put on and take off socks
- fasten buckles and tie laces as soon as possible
- hang clothes on a peg or hanger
- be able to ask to go to the toilet, cope with this and always wash his/her hands afterwards.

## Library books.

The children will also bring home a 1 free choice book from the class library to share with you; this will be changed once a week. This book is to encourage the children to read and take interest from both fiction and non-fiction books and may be a book that they cannot read independently.

## Super School Rules

These are the rules the Foundation Unit is run by. They are the same as the rest of the school. We share these rules regularly.

We use kind hands and kind feet

We respect everyone and everything

We always try our best

We are polite and use good manners

We are honest

Once again, our priority is to make your child's experience of starting school a happy and memorable time. Please feel free to discuss any of these items with us, or see us if you have any queries or concerns.

Best Wishes from the Foundation Stage Team





## **Reading books**

FS1: In your child's bag there will be a reading record in which we ask you to write any comments about the books that they will bring home to share with you once a week. Most of the first stage of reading is to encourage enjoyment, confidence and imagination in the use of books. Please do not worry about when this happens for your child as it happens at different ages for all children.

FS2: The children will bring home a book to 'read' with you. This might be a book that you share and take turns in reading. The reading record is a chance to note when you or the FS2 staff have read with your child. Please use this record book to note anything else that you feel important that day.

Please could you talk to your child about the layout of a book, i.e., the front/back cover, the title, the authors name and how to turn the pages? As you both look through the book, it would be great if you could encourage your child to talk about the pictures, tell their own story using the pictures and guess what they think may happen next. This helps your child to understand story language and the sequence of a story. By asking your child questions about the story and what they think will happen, you can help them to understand the story they are telling/ reading, as opposed to just going through the motions.

Once your child is reading books, we would appreciate it if you could encourage them to sound out words, i.e. c-a-t says cat. Some words can't be sounded out, for example, the, you and was, if you could explain this to your child and encourage them to learn them by sight. We will also send home a sounds book for the children to practice. This is a way of multi-sensory teaching to make it easier for the child to remember. Each sound has a story, an action and a song. We will send home the actions so that you can help your child along. Again please do not force your child to do this; everything in the foundation stage should be fun.

## **Early Years Foundation Stage.**

FS1 can take children from the term after their third birthday until they are ready to start in FS2, the school year in which they become five.

Foundation Stage 1 and 2 are located in a purpose built area of the old school site., situated next to the Year 1/2 classroom.



## **School times.**

FS1 start the day at 8.30 and finishes at 11.30.

The doors will be open at 8.15 and children are able to access the setting from this time.

FS2 start the day at 8.25 and finish at 15.05 . Children are also able access the classroom from 8.15.

During the last half term of the summer term FS2 starts at 8.25 and finishes at 13.00. This is called Summer Hours due to the high temperatures at this time of year. This is for the whole of the school.

## **Morning Routine**

Please encourage your child to enter the classroom by themselves if they are able to. This helps them to become independent and reduces congestion in the cloakroom. Foundation Stage staff will be available to welcome children and to speak to parents at the double doors.

## **Collection Routine**

FS1—the children will walk up to the pedestrian entrance to the school site , where they can be collected.

FS2: Please come to the main double doors to the building and wait for collection

## **School Uniform:**

FS 1 – Parental choice; children can wear their own clothes or school uniform.

FS2 - Uniform is expected.

### *Boys*

School sweatshirt

White polo shirt

Grey black or navy shorts or trousers

### *Girls*

School sweatshirt

White polo shirt

Grey black or navy shorts, trousers, skirt or pinafore. In the summer the girls can wear a blue gingham dress.

In FS1, please do not dress your child in their best clothes to come to school. Please dress your child in clothes that are easy for them to manage. We do have a lot of messy play in the Foundation Setting and while we try to keep the children's clothes clean, accidents do happen.

Once the sun comes out we ask that all children bring a sunhat, and when the clouds start to appear please make sure that they bring a coat as we do go outside in all weathers.

When you are unpacking your shopping, ask your child to help. Discuss the shapes of the containers, tins and packets, and how they would best fit on the shelves. When you are baking at home, encourage your child to measure out the ingredients, discussing the amounts (for example, we need 1 cup of water and 100g of flour). At bath time, let your child play with different shaped/ sized containers. Talk about which holds the most/ least water, how many cups fill the bottle?

## **Literacy (English)**

There are lots of games and songs that will encourage your child to learn letter names and the sounds they make, for example eye-spy, nursery rhymes and action songs and singing the alphabet song.

## **Letter names/ sounds - Phonics**



Each day, we engage in phonics sessions following Read, Write Inc. phonics. We also utilise lots of opportunities throughout the day to have fun with sounds. We use rhythm and rhyme in classroom routines and practise orally segmenting (splitting up) and blending sounds to make words. There will be regular opportunities for parents to attend workshops which will help to explain how phonics is taught and can be supported at home.

## **Writing**



In the EYFS, we encourage emergent writing. We ask the children to have a go and experiment with their writing. Initially, this may start with them scribbling across the page, from left to right. Then the children may write random letters on the page. As the children grow in confidence and grasp the idea that letters represent sounds, they may sound out words and write down the sounds they hear. As their confidence grows even more, they will then sound out and write words more accurately. We encourage each child to try their best, and do not tell them they are wrong, just because the words aren't spelt correctly. Once we feel they are confident enough, we will talk about sounding out accurately and spelling out high frequency words which cannot be sounded out phonetically.

FS2 children will be working towards their Early Learning Goals which are structured within the seven Areas of Learning and Development:

- Personal, social and emotional development;
- Physical development;
- Communication and Language;
- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design

Practitioners keep records of children's learning journeys (their progress through the Developmental Matters Framework and towards the ELGs.) This information contributes to the EYFS Profile and Learning Journey—a summary of children's achievement throughout the EYFS. This is reported to MOD Schools at the end of EYFS, and shared with parents. The profile is an important record which can be shared between setting or with other professionals, for example, at transition times or when multi-agency working is required.

### **Show and tell.**

Time is given to speaking and listening. If your child would like to bring something to share and talk about, it would be lovely to hear about it. If your child wants to bring something of personal interest or linked to the half termly theme this would be beneficial to the group.



### **Mathematics**

When you are out with your child: Encourage them to count objects (for example, 'How many blue cars can you see?' Put 6 apples into a bag). Encourage your child to read numbers, on shopping lists, price tags, number plates, etc.

### **FS2 PE Kit**

(Please make sure that your child's kit is sent in each Monday)

#### **Indoor PE Kit**

Black shorts

T-shirt

Plimsolls

Long hair must be tied back.

Children must not wear earrings for PE. (They must either be removed by you or your child or you should send in plasters to cover them)

#### **Outdoor PE Kit**

Tracksuit or sweatshirt

Jogging bottoms or Shorts

Trainers

**Jewellery** – No jewellery should be worn to school except plain stud earrings.

### **Labelling of clothes**

Please try to ensure your child's name is labelled in all their uniform. Nothing is worse than losing expensive clothing and it makes life a lot easier to be able to identify whose jumper or item belongs to whom.



### **Snack and lunch**

In the Foundation Setting we use snack time as a social time where all the children can sit together and enjoy a snack. A fruit and/or veg snack and cup of milk is provided at no cost. We do ask that children bring their own named water bottles daily so that they can sip water throughout the day. This can be re-filled from our water coolers. If your child has any food allergies or dietary requirements we do ask that you let us know about them.

Children in FS2 will need to bring a packed lunch to school. We ask that you try to make it a healthy lunch although it is really important that the child likes what you put in their lunchbox as it can really upset a child if they do not like their lunch. The children will also need a drink. Please do not send fizzy drinks to school. We are a nut free school so we ask that you avoid products with nuts.

The children are supervised at lunchtime by members of the Foundation Team as well as other members of staff, so there will always be someone they are familiar with around. They will also monitor what the children are eating and encourage them to eat.

### **Early Years Foundation Stage Curriculum:**

Underpinning your child's learning is the EYFS curriculum, which is from birth to five years old. Learning is carefully planned and structured, with an emphasis on activities that are fun, relevant and motivating for each child. Practitioners delivering the Foundation Stage curriculum therefore support children's learning through planned and focused play as well as extending and developing children's spontaneous learning.

Knowledge of child development, observation and assessment for learning all combine to give practitioners a view of:

- where your child is in their learning;
- how your child needs to progress;
- the most effective practice to support your child in achieving that progress.

The strategies used in learning and teaching vary and are adapted to suit the interests and needs of your child.

Teaching in the early years means systematically helping children to learn so that they are:

- helped to make connections in their learning;
- actively led forward;
- helped to reflect on what they have already learned.

### **Developmental Matters Framework**

An important feature of the EYFS is the principle of it being a developmental framework. Rather than prescribing a set of learning objectives or "targets", it is intended to provide a continuum of development (milestones) which acknowledges the fact that children are unique and may not progress in the same way or at a uniform rate.

Although children may be at different points along their own developmental pathways, the EYFS does identify "average" expectations.

The framework gives an indication of stages of development – what *most* children will have achieved within key timescales:

- Birth to 11 months
- Eight to 20 months
- 16 to 26 months
- 22 to 36 months
- 30 to 50 months
- 40 to 60 months onwards.

This helps practitioners and other professionals track children's progress and identify potential difficulties or areas for development. Knowing what is "normal" for individual children, and being able to compare this with average expectations, can provide the basis for important decisions about provision for children and early intervention.

### **Early Learning Goals:**

Although the EYFS is based on the principle of a Developmental Matters Curriculum, it does contain "Early Learning Goals" (ELGs), which provide parents and practitioners with an indication of what children are working towards – the average expectations for children at the end of the EYFS (the end of the Foundation Stage 2 Year).