



MARLBOROUGH
PRIMARY ACADEMY

WELCOME PACK

EARLY YEARS
FOUNDATION STAGE



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Teacher's Welcome

A very warm welcome to Marlborough Primary!

Marlborough Primary Academy is a **happy and friendly school where children are at the heart of everything we do**. Our Early Years Foundation Stage aims to offer every child a caring and safe environment, in which learning is exciting, meaningful and challenging. We firmly believe that in order to help children achieve their goals and develop as individuals, a good relationship between home and school needs to be established. To this end, parents will normally be welcome in school and we will work hard to ensure there are as many opportunities for parents/carers to work with us.

The purpose of this booklet is not only to welcome you formally to the school, but also to provide you with **information about the school and suggestions of ways you can support your child in making this important transition to their next phase of development a lot easier**.

Please feel free to get in touch at any point if you have any questions, or any other issue about starting school you would like to raise. **Our contact details can be found at the end of this booklet**.

I look forward to meeting you all soon!

Ms M. Perez

MEET THE STAFF

MRS PEREZ	Willow - Class Teacher EYFS and KS1 Leader
MRS WHITE	Higher Level Teaching and Learning Assistant Early Years Practitioner



Mrs. Green	Executive Headteacher
Mr .Dore	Head of School
Mr. Dore	SENCO Special Needs Coordinator

OUR SCHOOL AND THE EARLY YEARS FOUNDATION STAGE

The School Day at Willow Class

School gates open from 8.45 AM. The children will be greeted and collected from the **side gate (old nursery) on Morice Square** by the Reception/Year 1 staff and will go up to class independently with the support of their peers and teachers.

Throughout the day there will be a mix of learning opportunities, some adult led and other child led.

We will have lunch from 11:55 AM, which includes a 'free play time'.

In the afternoon, we continue our learning from 12.55 until 14:45 PM, when we stop for story time.

Home time is at **15.15 pm.**



LATENESS AND ABSENCE

Please note **that we are required to record lateness. An adult explanation, written or spoken, will be needed for our records.** As well as being disruptive, lateness can embarrass and upset many pupils, so please be mindful of this. If pupils arrive late, or return from an appointment during the school day, they will be required to **sign in at reception.**



If, for some legitimate reason, your child has been delayed or is ill, we ask you to please **inform school as soon as possible on 01752 567681.** We strongly recommend that parents/carers do not disturb their child's education by taking them out of school during term time, and **full attendance is compulsory**, unless there is an approved planned absence. If you wish for your child to be away from school at any point during term time, **you must get in touch with the Headteacher well in advance to request leave of absence.**

For routine matters, such as **doctor or dental appointments**, parents/carers should email marlborough.primary@plymouth.gov.uk or get in touch directly with school office/reception.

SETTLING IN PERIOD

We understand that starting school for the first time can be nerve-racking for both children and parents/carers, so **we have made arrangements for shorter school days for the children's first two weeks at school.**





IMPORTANT DATES

Week	Who	What will happen and when?
Week 1 Week starting on 4 th September 2023. 4 th and 6 th September are Non-Pupil days- staff training.	All children	Wednesday 6 th ; Thursday 7 th and Friday 8 th START at 8.45 AM END– 11.55 AM (before lunch)
Week 2 Week starting Monday 11th September 2023	All children	Monday 11 th and Tuesday 12 th START – 8.45 AM END – 13:00 PM Children stay for lunch Wednesday 13 th ; Thursday 14 th , Friday 15 th Sep START – 8.45 AM END 15:15 Children stay all day
<u>NOTE: If your child is finding the transition period difficult, alternative arrangements can be made with the class teacher.</u>		

OUTSIDE CLASSROOM AND FOREST SCHOOL SESSIONS

As part of our curriculum, **we use the outside area in all weathers**. During the day, your child will have access to water and sand play, painting and other ‘messy activities’. Also, we play, plant, garden and dig in the mud, which encourages development in all areas of the curriculum. In Marlborough, we firmly believe that this explorative play encourages your child’s development. Additionally, **we offer our children the opportunity to have a weekly Forest School Session. More information about this will be added to the end of this welcome pack.**

During your child’s time here, they will go on trips outside of school and also have the opportunity to meet with children and staff from other classes.



WHAT TO TAKE TO SCHOOL?

We recommend that the children bring the following items on their first day. However, the focus will be on settling them into their new learning environment **so please do not worry if an item is forgotten in the first week**



BOOK
BAG



P.E. KIT



RAINCOAT/
WATERPROOF
COAT



A PAIR OF
WELLINGTON
BOOTS



SPARE CLOTHES



ANY MEDICATION
YOUR CHILD NEEDS,
WHICH MUST BE KEPT
AT SCHOOL SUCH AS
AN INHALER, ETC.

PLEASE REMEMBER TO LABEL EVERY ITEM OF CLOTHING AND EVERY BELONGING THAT YOUR CHILD TAKES TO SCHOOL. INCLUDE BOTH FIRST AND LAST NAME.

SCHOOL UNIFORM

Children need to wear their uniform whilst at school. We believe that school uniform helps us to create a sense of belonging and a **calm working atmosphere**. Please make sure children wear suitable plain footwear and named coat, waterproof if possible, as we do go out in the rain. **The wearing of jewellery apart from stud earrings is prohibited.**



P.E. KIT

Your child will also need PE kit. This must be **plain black or blue shorts, a white T-shirt and trainers or plimsolls**. In the colder months, children **can wear plain black or navy blue tracksuit bottoms**. Please make sure all of your child's clothing items are named. For safety reasons, jewellery must not be worn to school on any day.



SPARE CLOTHES

Often it is useful to have a set of spare clothes for your child in case of any toileting accidents or if they get particularly messy during their learning. **Please remember socks are important to include.**

BOOK BAG

Children will need to bring a book bag every day. Each child will be given a reading record in September and **every week** they will have the chance to choose a book to read at home. **Children will not be able to take a book home without a book bag.** Please ensure your child returns any borrowed books.



FURTHER INFORMATION

LUNCHES

When your child enters Reception, you may choose to provide your child with a packed lunch, or they may have a hot school lunch. **Every child in reception, Year 1 and Year 2 in state-funded schools is entitled to a free school lunch.**

If you decided to provide your child with a packed lunch, please ensure that it follows our healthy ethos. **NO fizzy drinks or too many sugary snacks.**



HEALTH AND SAFETY AND SCHOOL POLICIES

Children are supervised at all times, but young children will inevitably occasionally fall or injure themselves. **We treat minor bumps and grazes** by bathing wound with cold water, but **we will ask you to collect your child if the injury is more distressing**. All injuries are treated by an on-sight qualified first aider.

Sometimes it may be necessary to change a child who has wet or soiled him/herself, this is always carried out discreetly and in the presence of two adults. We ask that you please return any borrowed clothes.

Our school policies are available on our website. **If you require any further information, please feel free to speak to the school office.**



MARLBOROUGH
PRIMARY ACADEMY

THE EARLY YEARS FOUNDATION STAGE

CURRICULUM

“The Early Years Foundation Stage” (EYFS) sets standards for the learning, development and care of children from birth to 5 years old” (<https://www.foundationyears.org.uk/>). In this stage, your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

PRIME AREAS OF DEVELOPMENT

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

We support children in four specific areas, through which the three prime areas are strengthened and applied.

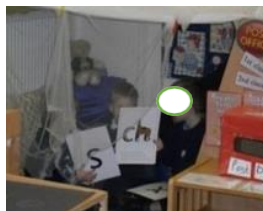
SPECIFIC AREAS OF DEVELOPMENT

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The EYFS calls for clearer attention to **how children learn**, and not just *what* they learn. To do described as the Characteristics of Effective Teaching and Learning. These are:

CHARACTERISTICS OF EFFECTIVE LEARNING

- **Playing and Exploring** – Children investigate and experience things and ‘have a go’.
- **Active Learning** – Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and thinking critically** – Children have and develop their own ideas and develop strategies for doing things.



WHAT SHOULD MY CHILD ACHIEVE BY THE END OF THE YEAR?

Within the **7 areas of learning** mentioned above, which are a bit like subjects, there are **17 Early Learning Goals**. They should be viewed as the final stage in your child's early learning journey. When your child finishes in July, you will be given a report which tells you whether or not your child has met the expected level for the end of the Early Year. These are some of them:

COMMUNICATION AND LANGUAGE

- **Listening & Attention and Understanding**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

- **Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



PHYSICAL DEVELOPMENT

- **Gross motor**

Children at the expected level of development will:

- 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**

Children at the expected level of development will:

- 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

PERSONAL AND EMOTIONAL DEVELOPMENT

- **Self-Regulation**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

- **Managing Self**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

- **Building Relationships**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.



Literacy

- **Comprehension**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



- **Word Reading**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

- **Writing**

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the letter or letters;
- Write simple phrases and sentences that can be read by others.



MATHEMATICS

- **Numbers**

Children at the expected level of development will:

Have a deep understanding of number to 10, including the composition of each number;

- Recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

- **Numerical patterns**

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



PARENTS/CARERS AS 'PARTNERS'



At Marlborough, we believe in creating positive links with parents so that we can all work together in the best interests of your child.

We welcome and value support from all parents. If you would like to spend some time in the class, perhaps with an activity or sharing books or cooking, please let a member of staff know. We have **an open-door policy** and you are always welcome to come and visit to enhance the children's learning. **Throughout the year, we offer workshops for parents to come and work with their child and also ask for parental help on trips.**

Your child will have a **five-week settling in period**. During this time, we will observe your child and learn about their interests and preferred activities. There will be an opportunity for you to come in and speak to a member of staff about how your child has settled at school.

If you are worried or have any concerns about your child please speak to a member of staff, and we will do our best to deal with any difficulties. We may also be able to put you in touch with other people who could offer you and your family support and help. We also have an experienced Parent Support Advisor who is based in school.

Dojo and Website

Our aim is to keep in continuous communication with you. To facilitate this, we encourage you to register on **class Dojo** <https://www.classdojo.com/> and keep it connected to check the updates regularly. Additionally, we invite you to check our class page on the website to see what we have been up to.

We look forward to your child joining us soon!



HOW TO HELP YOUR CHILD AT HOME

Everything that you do at home with your child is **crucial to support their learning and development**.

You can find the Early Years Foundation Stage which includes the early learning goals, resources and contacts at www.foundationyears.org.uk. Additionally, we will send a separate booklet with more ideas and activities you can carry out with your child before September.

On a trip to the supermarket, talk about all the different packaging shapes you encounter

Cook/Bake together

Read a book

Sing nursery rhymes and talk about them

Talk to your child/engage in conversation at every opportunity. E.g. talk about what you have planned for today

Allow your child to cut out and stick pictures from magazines



Use the weather – shadows, rain puddles, snow, wind, mist, sun – to extend your child's vocabulary

Talk about the numbers, colours, words and letters you see when you are out and about

Explore the park at a different time of the year – go off the beaten track

Plant seeds of bulbs in a pot or garden patch

THINGS TO PRACTICE AT HOME (BEFORE YOU START SCHOOL)

- Can you **put your coat** on by yourself and do it up?
- Can you put your socks and shoes on all on your own?
- Can you **write your name**?
- Can you hold pencils properly?
- Can you **share** your toys with your friends?
- Can you help your mummy or daddy to **tidy up** your toys?
- Can you **use children's scissors**?
- How many numbers can you find around you - both in and out of your house?
- How many **nursery rhymes** can you sing?
- Can you eat your dinner with a **knife and fork**?
- If you wear tights, can you pull them up on your own?
- Can you go to the toilet all **by yourself**?

More ideas are attached to this booklet

CONTACT INFORMATION



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