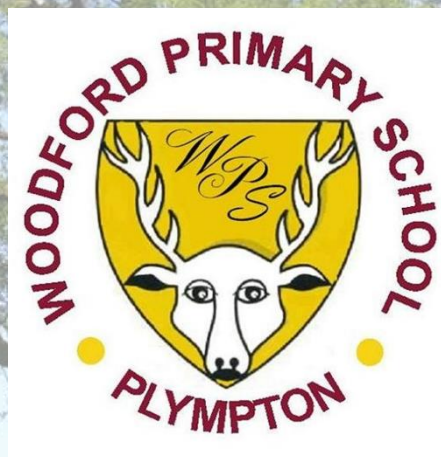
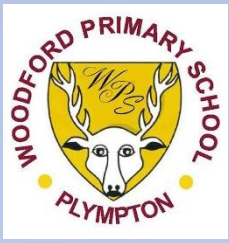


Getting to know Foundation Stage

Oak and Elm Class
2023 / 2024





Welcome



A Message from Mrs Patrick...

Welcome to the new academic year. Starting school this September, our number one priority is ensuring that the **children build strong connections with their new teaching team so that they feel safe, respectful and ready to learn** in their new environments. The first days and week have been centred around **oracy learning**, giving children the opportunity to build confidence in their talk, value collaboration and promote a love of learning and personal wellbeing. These priorities will remain as we move to our more formal, structured curriculum and curriculum delivery. Our aim for all children is to **grow their potential** to enable them to achieve high personal performance through our knowledge-rich curriculum. The curriculum is supported by our strong ethos of wellbeing and care; our STRIVE values; promotion of mental wealth and having high expectations for all our children to succeed.

Please do message me on class dojo or email woodford.primary.school@plymouth.gov.uk should you wish to get in touch. Alternatively, I am at the main entrance in the mornings to welcome the children into school.

We look forward to working positively in partnership to achieve the very best for your child.



Meet the Foundation Team



Lucy Marples
Oak Teacher



Miss Riggs
Elm Teacher



Miss Baptie
Foundation TA



Mrs Hower
Foundation TA



Mrs Hough
Foundation TA
apprentice

Children will work with all staff across the Foundation Stage team. During PPA times this first half term Kayleigh from Wild Tribe will be teaching Outdoor learning and a HLTA Mrs Mumford will be introducing children to the library.



Meet the Leadership Team



Mrs Patrick
Headteacher



Mrs Rose
Deputy
Headteacher



Miss Ritchie
Assistant
Headteacher and
SENCo



Mr Bennett
EYFS/KS1 Phase
Leader



Meet the Safeguarding Team



Mrs Patrick
Headteacher



Miss Ritchie
Assistant
Headteacher
and SENCo



Mr Bennett
EYFS/KS1 Phase
Leader



Mrs Milbourn
PSA



Mrs Latham
Attendance
Officer

Should you have any concerns about a child, please talk to a member of staff or alternatively email
safeguarding@wps.plymouth.sch.uk.

Safeguarding a child is everyone's responsibility.



Meet the Wellbeing Team



Miss Ritchie



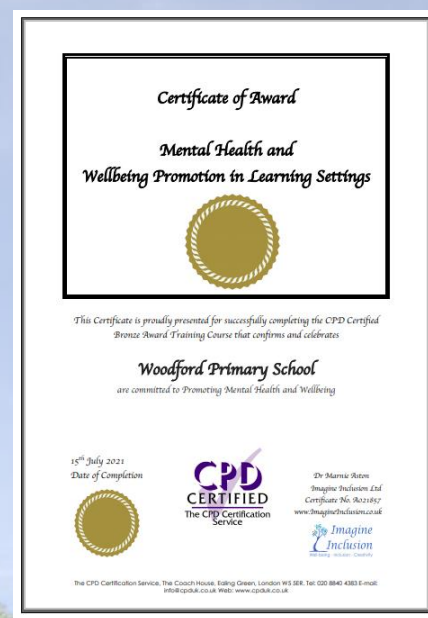
Mr Howarth



Mrs Milbourn



Mrs Eames



We recognise the importance of promoting **positive wellbeing** for all and have a dedicated team to support this in school. Please feel free to make contact if you feel there is any support you require.

Our school website also has a dedicated wellbeing page which has many support links that you may find useful. [Woodford Primary School - Mental Health and Wellbeing](#)



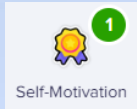
STRIVE for Success



These are our values in school that help us to be responsible and informed citizens who have a positive impact on the world that we live in.

Self-motivation

- Set goals and take positive risks.
- Be brave and believe!
- STRIVE to achieve the end goal.



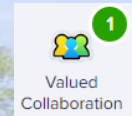
Resilience

- Persevere and make mistakes to learn.
- Self-reflect to improve performance.
- Listen and act on feedback.



Valued Contribution

- Negotiate, listen carefully and learn to compromise.
- Build and maintain healthy relationships.
- Contribute to team learning.



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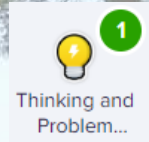
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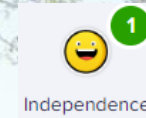
Thinking

- Ask questions.
- Experiment with own and others' ideas.
- Articulate, reflect and respectfully challenge attitudes and viewpoints.



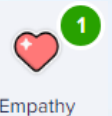
Independence

- Attend and be punctual.
- Be ready for learning.
- Identify opportunities, organise and plan.



Empathy

- Be self-aware with feelings, emotions and actions.
- Show compassion.
- Understand and feel with others.



Behaviour in School

Woodford Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Positive relationships and behaviour make our school a safe, respectful environment to enable effective learning to take place.

How we celebrate positive behaviours.



Praise
Stickers



Dojo points

Positive verbal feedback

Star of the day - daily

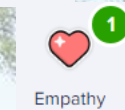
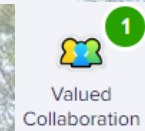
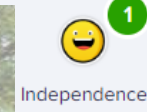
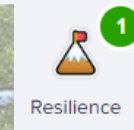
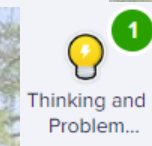
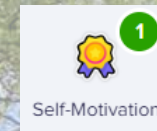
Messages home

Merit certificate - weekly

Whole class dojo awards -
half termly

Headteacher Awards - termly








Woodford Wonders - termly



We hold boundaries, limits and expectations firmly but are gentle and relational with the child.

Behaviour in School

Steps to Behaviour Recovery

1 Reminder	 	An adult will remind you of the 'on-task' behaviour that is expected so that you can focus on learning. Show the expected behaviour.
2 Time out	 	You have not made a good choice to show the expected behaviour and will need time to talk about the behaviour with an adult during break or lunch time. A 'Needs Work' Dojo will be added to let your carers know. 
3 Reflect	 	An adult will help you to recover the behaviour and talk through the behaviour changes that are expected to be demonstrated during break or lunch time.

How we respond to behaviours that do not meet our school expectations, teaching responsibility for actions and choices.

Reminder

Time in - short thinking time in the classroom, conversation with an adult, needs work dojo note

3 time outs - discussion with key stage phase leader

Parent and school meetings

Meeting with external agencies

Internal seclusion

Suspensions

Permanent exclusions

These are the steps used when children are not demonstrating a safe, respectful and ready to learn attitude. These are consistent across the whole school.

We hold boundaries, limits and expectations firmly but are gentle and relational with the child.



Daily Routines



- Start of day – 8.40-8.50. Doors close at 8.50
- End of day – 3.20
- PE day: Tuesday (Wear PE kit and plimsolls/trainers to school – no earrings)
- Outdoor learning: Thursday (Wear PE kit and school shoes to school)
- Snack – 1 piece of fruit/healthy snack – nothing containing nuts
- Drinks – water/flavoured water only
- Clothes/Book bags/lunch boxes/drinks bottles – Please name everything in a visible place



All children are expected to wear school uniform.
It consists of the following items:

School uniform/
PE kit

In Winter our uniform is maroon sweatshirts/jumpers/cardigans with school badge and grey skirts/pinafores or trousers. We also encourage children to wear white polo shirts also with the school badge on them.

In Summer, children can wear shorts and summer dresses (maroon and white striped or checked).

Foundation Stage children wear white t-shirts (these can have the school logo) and black shorts, along with black plimsolls/velcro trainers. Black jogging bottoms or leggings can be worn for P.E /outdoor learning sessions.

PE Kits will be worn to school on class PE days and Wild Tribe days.

In KS1 and 2 P.E. kit consists of t-shirt in your child's team colours Red (Plym) Yellow (Tamar) Blue (Dart) Green (Tavy).





Our Curriculum

We use the Early Years Curriculum and the following resources support the curriculum planning and learning:

Maths

Mastering Number
Spring - Numbots

Phonics

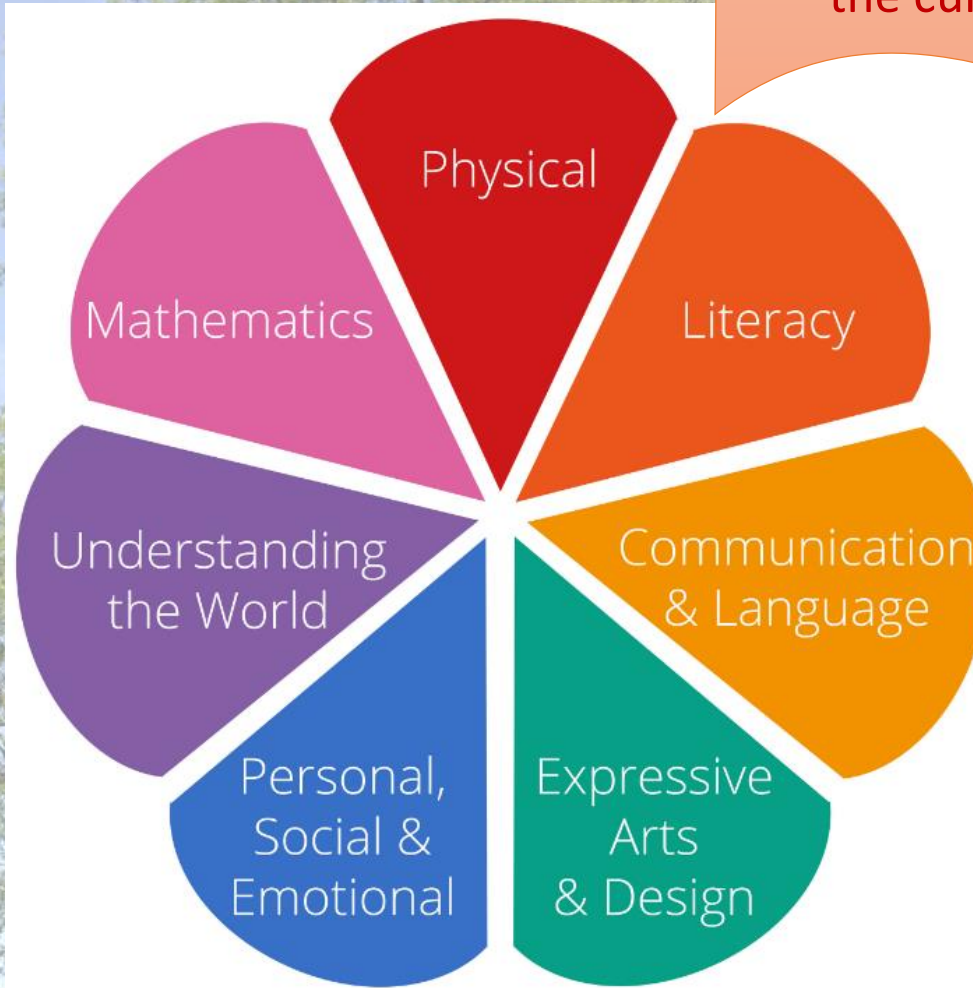
Read, Write Inc

English

Talk for Writing

PSHE

Jigsaw





Reading

Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We want your child to love reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read. Parent's support with regular reading at home can really make a difference!

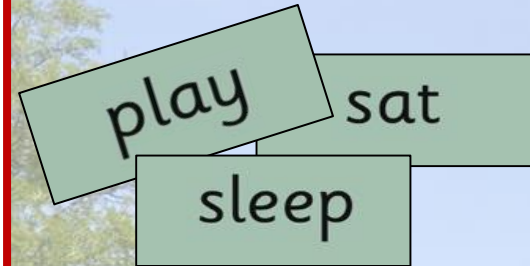




Read Write Inc



Read Write Inc (RWI) is a rigorous phonics programme which helps all children learn to read fluently and at speed. In RWI sessions, children will learn different sounds and will read words containing these sounds. They will then move onto reading decodable books containing sounds and words they can read independently. They read each storybook three times at school. At the end of the week, this book will be sent home, along with a new book that the child has not read in school containing the same sounds. On each reading, children's fluency increases and they have a better understanding of what the story is about. Children are assessed and re-grouped every half term. Extra intervention is given to children to ensure they keep up if and when this is needed.





At Woodford we begin writing with print using the Read, Write Inc rhymes and sayings for formation. As we progress through the school we use a scheme called *Letterjoin* for cursive writing.

Handwriting...





Learning Partnership planners

Woodford Primary School



Learning Partnership Planner

Name	
Class	
Year	

'STRIVE for Success'



Learning Partnership Planners, which every child will have received promote the high value we put on home/school links and continuing school learning at home.

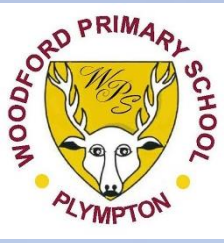
Home learning must be recorded in them each week and planners then shared with the class teacher.

These are to be valued and looked after by children. Replacements will need to be purchased should your child lose or damage them.



Please use the weekly planner pages to record home learning completed.

Please use the weekly planner pages to record home learning completed.



Our Learning this term

Each term, you will receive a parent overview of the curriculum. This helps support the learning partnership.

WOODFORD PRIMARY SCHOOL		Curriculum Overview for Parents 2023-2024		Year: Foundation	Term: Autumn 1
Curriculum Areas					
Phonics: This term we will be teaching daily phonics sessions using the Read, Write Inc scheme. We will start the term teaching whole class lessons focusing on learning to recognise, blend and write the alphabet sounds. Each week we will share on class dojo the sounds we have learnt along with their associated rhyme, letter formation and a cued articulation action to act as a prompt for how to say the sound. Just before half term, we will assess the sounds that children know, and they will then be placed into smaller phonics groups.		Literacy: This term we will be reading a range of stories. We will begin to learn to retell some familiar stories in a more simplified format. Children will begin to learn how to retell a familiar story using story maps, words and actions. We will introduce vocabulary sessions focussing on vocabulary from our key texts. Story time will be a daily part of our routine with a range of stories read to the children to develop their vocabulary and build a love of books and reading. Some key texts will be: Elmer and The Little Red Hen.		Maths: We will begin the term by focussing on numbers to 5 – matching numbers to quantities and sorting different amounts and objects in different ways. We will look at representing these numbers in a range of ways and learning how these numbers can be made e.g. number bonds to 5. We will also be introducing children to the concept of subitising (recognising quantities to 5 in different arrangements without counting).	
Personal, Social and Emotional Development: This year we will be following the Jigsaw scheme of learning. Jigsaw Jennie our cuddly will help children to explore their feelings, talk about how to use kind hands and words with others and how to consider the feelings of others during play situations.		Communication and Language: We encourage children to speak in full sentences. Talking about their emotions and how different situations make them feel. We will be teaching children a range of new vocabulary and encouraging them to use these words in their daily interactions. Children will be encouraged to spot these words being used throughout the day and hopefully this will continue into their home life.		Understanding the World: We will begin the term by talking about our families and experiences using our green special Bear Books as a prompt. As part of our Welcome to Woodford topic we will be exploring our school grounds and we will create our own simple maps using photos and resources that we collect on our journeys around the school. We will also be learning about people who help us in school and in our wider community.	
Physical Development: Children have daily opportunities to develop their gross and fine motor skills by accessing a range of resources. These include the use of balancing equipment and balance bikes for gross motor development and tweezers, threading and daily squiggle while you wiggle sessions for fine motor development. We will have weekly PE sessions which will focus on developing our core strength, coordination and balance skills. In our weekly Outdoor learning sessions we will be learning to use a range of tools and equipment safely.		Expressive Arts and Design: Throughout this term we will be learning a range of different creative skills and exploring different materials and resources. This will include using poster paints to create recognisable pictures including self-portraits. We will begin to explore transient art both indoors and outdoors and design and create our own models using recycled materials. Imaginative play will be developed through various areas of our classrooms including the stage area, storytelling areas, small world and role play. We will also be learning to sing a range of familiar songs and rhymes and exploring sounds using a range of musical instruments.			
How I can support my child this term: <ul style="list-style-type: none">Please help your child to practise forming the letters that they have learnt each week correctly using the letter formation sheets. (These will be provided weekly).Watch Phonics virtual classroom videos with your child (links will be sent later on in the term).Please message the class teacher on Class Dojo should you have any questions or queries about the curriculum, learning, wellbeing or behaviour.		My child's timetable: PE will be on a Tuesday. Outdoor learning will be on a Thursday.			
STRIVE for Success					



Our Timetable



We build up children's carpet and whole class learning times from sessions of about 10 minutes in Autumn term to longer sessions of up to 30 minutes by the end of the year.

Children are taught phonics daily and this is one of our key focusses in Foundation.

PE and Outdoor learning days can change half termly and these are shared on dojo and the parents overview.



Foundation Stage Standards

This document shows you what your children will be aiming to achieve by the end of Foundation stage in reading, writing and mathematics. These are called the Early Learning Goals.

These are available on our school website.

<https://www.woodfordprimary.co.uk/page/?title=Foundation&pid=54>



Literacy/English

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 sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

WHAT I CAN DO TO HELP MY CHILD:

Encourage your child to want to write. Let them use crayons, pencils, felt-tips & paints to make patterns and pictures.

Read books with your child and talk about the story, the poems or the information in them. What parts of the book have they enjoyed the most and why?

Daily reading gives children the best advantage, rereading is vital to building confidence and understanding.

Maths

Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (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.

WHAT I CAN DO TO HELP MY CHILD:



Involve children in every day opportunities like cooking, laying tables, shopping, counting stairs and spotting shapes, house numbers and license plates.

Counting objects in their daily life, supporting children to understand that they can touch objects and say one number for each that they touch.

Make use of our online resources to support your child's learning.



Playing board games to support subitising numbers on the dice, counting on and number order.

Communication and Language

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 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 on conjunctions, with modelling and support from their teacher

WHAT I CAN DO TO HELP MY CHILD:

Talk about stories you've read, looking at the thoughts and feelings of the characters. Perhaps think about when you might have felt the same.

Talk about their day, using Tapestry or Dojo to help if they can't remember what they've done

When listening to your child talk, model back any incorrect grammar and pronunciations. Try to add new vocabulary e.g. Child – "I got the cat" You – "Oh really? You got the fluffy cat"



Parent partnership

We are very keen to promote positive parent/school partnership.

Our main form of communication between the classroom and home is through Class Dojo, so please ensure you are signed up to this.

Communication will take place weekdays between 8:00 and 6:00 for family and staff wellbeing.



Throughout the year, we will have opportunities to discuss your child and their learning. To do this we use Dojo, Teams, telephone calls and face-to-face meetings.

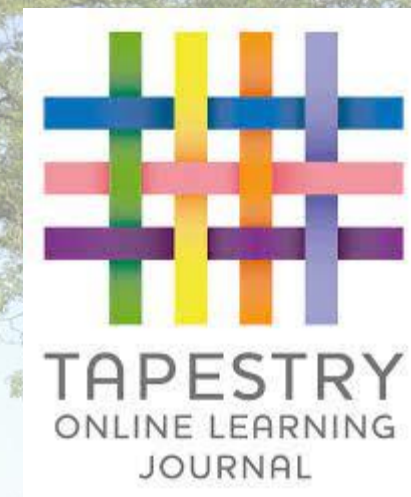
AUT-Dojo review SPR-mid year virtual learning reviews SUM-annual reports

There will also be opportunities throughout the year for your children to share their learning with you through our learning open afternoons.



Class Dojo/Tapestry

We will use Class Dojo for showing whole class learning and Tapestry for small group/individual learning.
If you are having difficulties accessing these please let us know.



Technology in School - Our Rules

Woodford Primary School is committed to creating a positive learning environment - in class and online.

I know that I can only take photos with **permission** from an adult and any people I am taking photos of.

I know that I can only use an iPad if there is an **adult** in the room.

We are **iPad PALS**
Permission
Adults
Learning
Safe

Your story is rubbish...

I know that I only use the iPad to support my **learning**.

I know that I can only watch videos or visit websites an **adult** has asked me to use.

I know that I can only write **safe** and respectful comments or messages.



We will all make safe, respectful choices when we are online.



Our school website is an excellent place to find out key information about the school. We hope you find it helpful.

School website



[Woodford Primary School - Home](#)



Any questions?

If you have any further questions please
contact the teaching team in the first
instance.

Thank you 😊