

Welcome to EYFS at Woodford Primary School



Meet the Foundation Team



Mrs Marples
Oak class
teacher



Miss Riggs
Elm class
teacher



Mrs Hewer
Teaching
assistant



Ms Baptie
Teaching
assistant



Mrs Hough
Teaching
assistant

Meet the Leadership Team



**Mrs Patrick
Headteacher**



**Mr Rose
Deputy
Headteacher**



**Miss Ritchie
SENDCo and
Phase Leader**



**Mr Bennett
Phase Leader**

The Early Years Foundation Stage

In the Early Years Foundation stage the children learn by...

Playing and exploring, having opportunities for **active learning** and **creative and critical thinking**.

We provide children with lessons and activities which allow them to feel the **thrill** of acquiring new knowledge and skills and the **will** to want to engage. This ensures that the children develop the **skills** and knowledge needed to become independent and successful lifelong learners.



The Early Years Foundation Stage

Seven areas of learning:

- **Personal, social and Emotional development** (Turn taking, friendships, managing behaviour, understanding and recognising their feelings. Jigsaw PSHE.)
- **Communication and Language** (The development of their spoken language - their vocabulary and their ability to listen attentively and understand.)
- **Physical Development** (Gross motor skills - large movements - running, jumping, skipping and fine motor skills - threading, using tweezers, holding a pen/pencil correctly to make marks. Weekly PE and Outdoor Learning sessions - Wild Tribe)
- **Literacy** - (Reading - both language comprehension and word reading. Talk for Writing. Writing. Phonics - RWI)
- **Mathematics** - (Mastering number)
- **Understanding the World** (Geography, History, Science and RE)
- **Expressive arts and design** (Art and design, music, dance, performing)

A typical day in Foundation

8:40 - 8.50 - Children arrive

8:50 - 9:00 - Register

9:00- 9:10 - Squiggle While you wiggle/Dough Disco (Gross/fine motor development)

9:10 - 9:35 - Phonics (Read Write Inc)

9:35 - 11:00 - Independent Learning Time - Self service snack, adult led activities and independent choosing time.

11:00 - 11:10 - Tidy up time

11:10 - 11:35 - Literacy/Jigsaw PSHE/RE/Geography/History

11:35 - 11:45 - Story time and getting ready for lunch

11:45 - 1pm - Lunchtime

1:00 - 1:05 - Register

1:05 - 1:30 - Maths

1:30 - 2:45 - Independent Learning Time - Self service snack, adult led activities and independent choosing time.

2:45 - 2:55 - Tidy up time

2:55 - 3:20 - Story time/songs/getting ready for home

3:20 - Home time

(We also have weekly PE and outdoor learning sessions)



Parental Involvement

Open door policy - Children are greeted each morning and said goodbye to at the end of each day by the teaching staff at the door of their classroom.

Working closely with parents and carers is important to all of us at Woodford Primary. It is essential that we work together to support your child's development.

Class Dojo - A means of communication between parents/carers and the class teacher.



ClassDojo

An induction process that provides a number of opportunities for both yourselves and your child/children to meet the teaching staff.

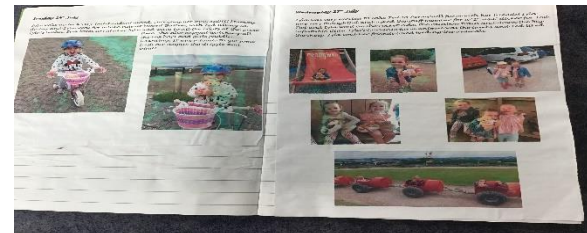
1st induction meeting - children and parents/carers invited to a stay and play session in the school hall.

2nd induction session - children go into their class whilst parents/carers are able to stay in the hall.

3rd induction session - children go into their class and parents/carers leave the school site.

Home visits - Your child's teacher along with a teaching assistant will visit you at home to give you the opportunity to ask any questions you may have and to spend some time with you and your child in a familiar environment.

On the third induction session each child will be given their own Woodford bear to take home and name. They will also receive a book to record their adventures together throughout the Summer holidays. When they start their school journey at Woodford they can bring their book with them (and their teddy in their bag if needed) and each of the books will be shared with the whole class during story time.





ClassDojo

We use Class Dojo and Tapestry to share with you the learning that the children do in school. Whole class learning will be shared on Class Dojo, along with our daily 'Star of the day' and important information such as lunch menu choices. Tapestry will be used to share your child's individual learning experiences and successes. We welcome communication from parents and carers via Class Dojo and updates on your child's learning and achievements outside of school via Tapestry.



WESTCOUNTRY
SCHOOLS TRUST



TAPESTRY
ONLINE LEARNING
JOURNAL

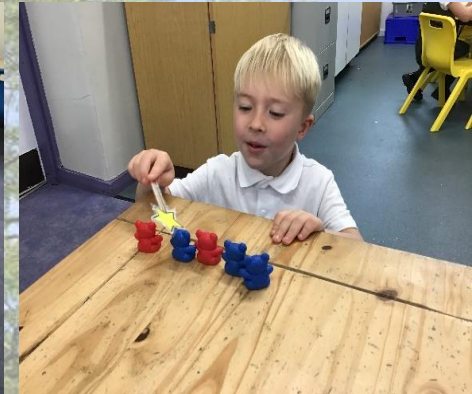


Foundation stage goals

This document shows you what your children will be aiming to achieve by the end of Foundation in all areas of learning.

This document is available on our school website.
Follow this link:
[Early learning goals](#)

Children at the expected level of development at the end of the year will be able to...			
Communication and Language			
Listening, Attention and Understanding <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using verbally 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 tense and making use of conjunctions, with modelling and support from their teacher. 			
Physical Development			
Self-Regulation <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Work and play respectfully and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 			
Personal, Social and Emotional Development			
Physical Development Gross Motor Skills <ul style="list-style-type: none"> Navigate 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 <ul style="list-style-type: none"> 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. 			
Literacy			
Comprehension <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them, by retelling stories and narratives using their own words and recently introduced vocabulary. Participate – where appropriate – by events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading <ul style="list-style-type: none"> Try to read for each letter in the alphabet and at least 10 digraphs. Recognise common words with their phonics knowledge by sound-blending. Read about simple sentences and books that are consistent with their phonics knowledge, including some common exception words. Writing <ul style="list-style-type: none"> Write recognizable letters, most of which are correctly joined. Start to identify sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 			
Understanding the World			
People and Places <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read to them. Understand the past through settings, characters and events encountered in books read to them and through role play. People, Culture and Communities <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in the country, drawing on their experiences and what has been read to them. Explore some similarities and differences between life in the country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps. The Natural World <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 			
Expressive Arts and Design			
Creative with Materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Show their intentions, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Mathematics <ul style="list-style-type: none"> Have a deep understanding of number up to 10, including the composition of each number. Subitize (recognize 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. Verbalize counts beyond 20, recognizing the pattern of the counting system. Compare quantities up to 10 in different contexts, recognizing 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 even and odd, double facts and how quantities can be distributed equally. 			





Read Write Inc



Read Write Inc (RWI) is a rigorous phonics programme which helps all children learn to read fluently and at speed. Children learn different sounds and how to blend these sounds to read words. They will then move onto reading decodable books containing sounds and words, which they practice in school and can then read independently at home.

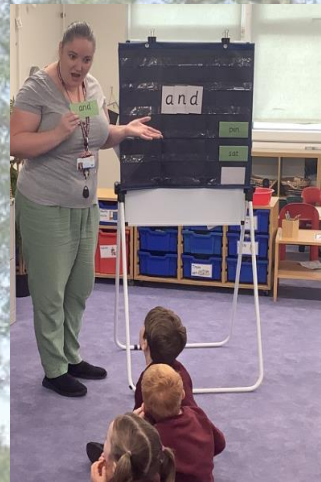
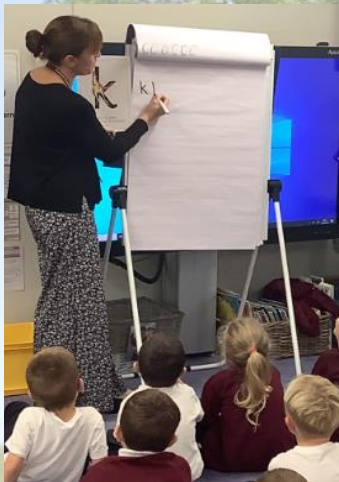
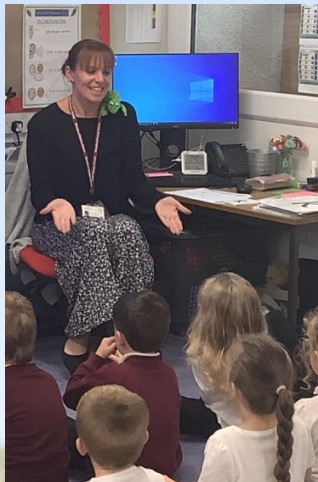


play sat
sleep

Read Write Inc
Desktop Speed Sounds Chart

Speed Sounds Set 1

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng



Information for Parents ~ 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
Merits

Star of the day

Headteacher Awards

Whole class dojo awards

Positive verbal feedback

Messages home

Woodford Wonders

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 parents/carers know. <small>ClassDojo</small>
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.

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

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

Reminder

'Needs Work' Dojo notification
Messages home

Time out - time with an adult during
break or lunch

3 time outs - discussion with key
stage phase leader

Parent and school meetings

Meeting with external agencies

Internal seclusion

Suspensions

Permanent exclusions

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