

Shoreditch Park Primary
EYFS



Parent Handbook 2022/23

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Early Years Team



Hi I am Ms Erwin and I am the Early Years Phase Lead at Shoreditch Park Primary School.

Nursery

We have one Nursery class. There are some full time places, some morning places and some afternoon places

Our Nursery Class is staffed by

1 Qualified Teacher
1 Nursery Education Officer (NEO)
1 Midday meals supervisor

Reception

We have 2 classes of up to 30 Reception children

Each class is staffed by

1 Qualified Teacher
1 Nursery Education Officer (NEO)
1 learning support assistant

We also have a designated Early Years SENCo and an Early Years Speech and Language Therapist.

We are so looking forward to meeting you all and welcoming you into our school for our many parent engagement sessions!

Curriculum

Shoreditch Park Primary School

Aspire Higher Together



Approach in the EYFS

In the EYFS (Nursery and Reception) the curriculum approach is underpinned by a strong understanding of how children learn, with continuous opportunities for outdoor play and exploratory learning.



Early Years Foundation Stage Curriculum

The Prime areas of learning

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

The Specific areas of learning

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

Curriculum is planned to reflect these areas of learning and with a sensitive understanding of the primary need to develop PSED, CLL and Physical development.



How your child will learn

We follow the 2020 Statutory framework of the EYFS and the four guiding principles that shape practice within the Early Years setting:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. (See “the characteristics of effective teaching and learning” at paragraph 1.15)
- Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

How we teach

Teaching strategies for adult lead activities:

- Planned focused activities for specific children. Teachers will differentiate the activity to meet the needs of every child participating.
- Small group teaching of early reading and writing through Read Write Inc- a phonics based programme
- Whole class teaching for short periods of time such as shared story time, direct teaching (for example of maths), songs and rhymes, discussions and celebration time. Teachers also take account of children’s self-initiated learning, providing a balance of child initiated and adult led activities.



Reading in the EYFS

We teach children to read through the successful phonics programme Read Write Inc Phonics.













The way Read Write Inc Phonics works is simple.

We teach sounds, children practise reading and spelling words containing these sounds , then we give children decodable books containing sounds and words they can read. The programme ensures that children quickly become confident and independent readers.

They read each Storybook three times at school and again with you at home.

On each reading, children's fluency increases and the more they can focus on what the story is about.

Children also learn to spell the words they have been reading and develop their ideas into sentences so that they can write about the storybooks they read.

Alongside this we read stories **to** children: stories they cannot yet read for themselves

Our aim is for children to finish the RWI Phonics programme quickly so they can start reading these books for themselves.

Shoreditch Park Primary School

Aspire Higher Together

Our ASPIRE Curriculum

We have developed an innovative curriculum which empowers children to become independent and curious learners.

Achievement : *supporting children to reach their very best*

Self – Awareness : *growing well rounded, happy and confident young adults*

Pride: *creating every opportunity to celebrate and take pride in themselves*

Inclusive: *supporting all learners at every stage of their school life*

Respect: *guiding children to respect themselves, others and the environment*

Enquiry: *developing curious, creative thinkers who challenge, probe and question*





Assessment in the EYFS

. Baseline assessment- Within the first 6 weeks of school each child will be assessed on their maths and language skills. It will be carried out one-to-one with your child's class teacher

- No pass mark
- No individual mark
- A way to accurately assess PROGRESS

. Formative assessment/ Observations- Observations form the main part of the children's assessments. All adults observe the children and use these observations to help plan the children's next steps. Observations and annotated evidence of your childs learning are collated in a Learning Journey.

. End of Year assessment- In the final term of the year in which the child reaches age five, the EYFS Profile must be completed for each child. The Profile provides a well rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Children are assessed against the 17 Early Learning Goals set out in the EYFS Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Daily Routine Nursery

We know that children learn best through a carefully planned mixture of direct teaching input, planned focus activities and exploratory play. Our timetable reflects this.

8.45 ASPIRE mornings/ ASPIRE Active/ Parent sessions
9.10 Carpet session
9.20 Free flow activities
9.50 Playtime
10.10 Carpet session
10.20- Free flow activities
11.00- Carpet session
11.10- Free flow activities
11.40 Lunch and playtime
1.00 Topic focus (inside and outside free-flow)

- PE
- Gardening sessions with school gardener
- Science investigations
- Computing curriculum (use of ipads, Beebots, cameras)
- Art- painting, sculpture, modelling, drawing, printing
- Music lessons
- Singing assembly
- *SAL, Emotions, Communication intervention groups*

Daily Routine Reception

We know that children learn best through a carefully planned mixture of direct teaching input, planned focus activities and exploratory play. Our timetable reflects this.

8.45 ASPIRE mornings/ ASPIRE Active/ Parent sessions
9.10 Phonics- reading progress groups (start in week 3, progress groups week 4)
9.40 Story time
9.50 Playtime
10.10 Maths/ Literacy (linked to half-termly topic, 1 book over 2 weeks)

- Whole class teaching input followed by focused group work and independent activities/ free-flow
- Inside and outside space used

11.15- Maths/ Literacy Booster Session
11.40 Lunch and playtime
1.00 Topic focus (inside and outside free-flow)

- PE
- Gardening sessions with school gardener
- Science investigations
- Computing curriculum (use of ipads, Beebots, cameras)
- Art- painting, sculpture, modelling, drawing, printing
- Music lessons
- Singing assembly
- *SAL, Emotions, Communication intervention groups*

Ways to help at home

- Ensure your child gets a good nights sleep! (the NHS advises 11- 12 hours each night at this age)
- Surrounding your child with talk and language

Top tips

Become a narrator “Oh look. I can see you are playing with a big spiky dinosaur!”

Sing songs and rhymes with your child

- Reading (in any language) to your child is the most important thing you can do to support your child's learning and development.

Top Tips:

Visit the local library!

Schedule a regular reading time- maybe just before bed time or after school!

Look for books on topics that your child is interested in



Uniform

All our uniform can be purchased Khalsa Schoolwear in Bethnal Green. Please visit their website for more details or to order online.

Nursery and Reception

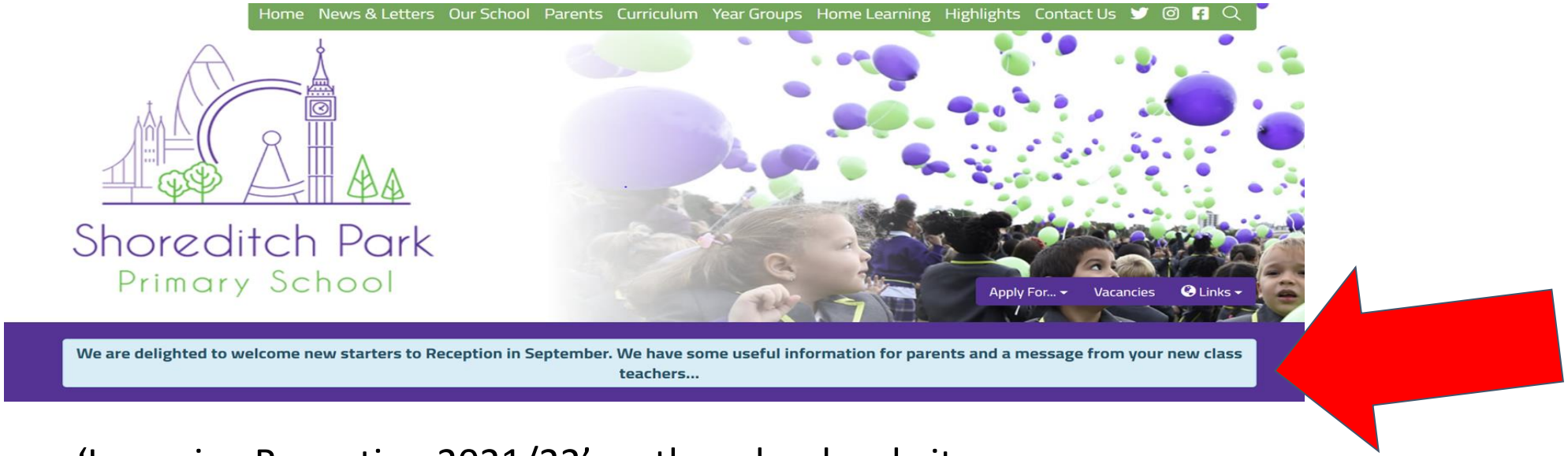
Girls	Boys
Tartan skirt* or grey pinafore/trousers	Grey trousers or shorts
White polo shirt	White polo shirt
School jumper*	School jumper*
Optional blazer*	Optional blazer*

KS1 and KS2

Girls	Boys
Tartan skirt* or grey pinafore/trousers	Grey trousers or shorts
White open necked shirt	White shirt and tie*
School jumper*	School jumper*
School blazer*	School blazer*



Transition documents- These will be added to throughout the upcoming weeks



- 'Incoming Reception 2021/22' on the school website
- Video introduction and story from class teachers (once classes have been allocated)
- Transition booklet for children
- All letters/ key information for parents