



METROPOLITAN BOROUGH OF CALDERDALE

# Woodhouse Primary School

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# FOUNDATION STAGE HANDBOOK 2023/24



**Achieving Success Together**

[www.woodhouse.calderdale.sch.uk](http://www.woodhouse.calderdale.sch.uk)

## The Early Years Foundation Stage (EYFS)

The Statutory Framework for the EYFS sets the national standards for the learning, development and care for all children from birth to the age of five and is guided by four overarching principles:

- ❖ 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.
- ❖ importance of learning and development. Children develop and learn at different rates.

## The Seven Areas of Learning

The EYFS is organised into seven areas of learning and development which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year. The learning environment, activities and experiences reflect these areas and provide a framework for the Early Years' curriculum. These seven areas of learning are:

### **Prime Areas**

Communication and Language

Physical Development

Personal, Social and Emotional Development

### **Specific Areas**

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

At Woodhouse, all the areas of learning and development are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Each of the seven areas of learning consists of **Early Learning Goals**. The Early Learning Goals establish the level of development children should be expected to have attained by the end of their first year in school. Most children at Woodhouse will meet these expected levels of development, whilst others will be emerging and will continue to work towards them in Year 1, thus ensuring continuity.



## Personal, Social and Emotional Development

Personal, Social and Emotional Development (PSED) is one of the three prime areas within the Early Years Foundation Stage which is divided into three early learning goals. For PSED these are: Self-Regulation, Managing Self and Building Relationships. At Woodhouse, children are provided with experiences and support to help them show an understanding of their own feelings and those of others; develop respect for others; be confident to try new activities whilst showing independence, resilience and perseverance in the face of challenge. Children will be encouraged to develop their social skills and a positive disposition to learn. Children learn and understand the class golden rules and develop an understanding of the reasons why we have class rules and boundaries, gaining an understanding of right and wrong. We aim to provide an environment where all children feel safe and secure in which meaningful and positive attachments with both adults and peers can be built.



Parents and carers can help their child become more independent at home by encouraging them to become independent in managing their own basic hygiene and personal needs including dressing and undressing, understanding the importance of making healthy food choices and to become confident in dealing with their personal hygiene when going to the toilet. It is also helpful if they are accustomed to working with other children, sharing toys, taking turns in games and tidying away after play.

## **Communication and Language**

This prime area of learning involves developing all the skills needed to become confident within communication and language. This area is divided into two early learning goals: Listening, Attention and Understanding and Speaking.

The development of children's spoken language underpins all seven areas of learning and development. The use of communication and language is at the heart of young children's learning. Children are provided with experiences to develop the quality of conversation they have with both adults and their peers. Learning to listen and speak emerges out of non-verbal communication such as facial expression, eye contact and taking turns. The ability to communicate gives children the capacity to participate more fully in school life and beyond.

At Woodhouse, we aim to provide a climate where children are encouraged to speak, with both adults and their peers, to listen and to be listened to. Children are read to frequently and are encouraged to engage actively in stories, non-fiction, rhymes and poems. Children are provided with experiences to develop their communication and language skills through role play as they further develop their narrative and rich vocabulary.



You can support your child's learning in this area in many ways.

When you are with your child talk to them, explain what is happening and tell them your feelings. If you are out and about encourage your child to tell you the things they can see and maybe explain something that has happened in the day that they have enjoyed.

Often at school we give instructions for example, “Go and wash your hands and then collect your lunchbox.” Can you and your child give or respond to simple instructions?

## Physical Development

Physical development is about improving skills of coordination, control, manipulation and movement. This prime area of learning is divided into two early learning goals: Gross Motor Skills and Fine Motor Skills. Gross Motor Skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is linked to early literacy. Effective physical development helps children develop a positive sense of well-being.

At Woodhouse, children are supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They are encouraged to develop an understanding of the importance of physical activity, negotiating space and obstacles safely, developing strength and working on developing balance and co-ordination when playing.

Children engage in regular physical activities indoors and outdoors, through P.E. lessons and outdoor play. Children experience daily outdoor play sessions where they are encouraged to practise and develop their gross and fine motor skills through both adult led and child-initiated learning. We also provide a range of small objects, such as mark-making equipment, play dough, modelling tools and threading equipment to encourage fine motor control.



There are plenty of opportunities to encourage your child's physical development such as:

- ❖ Taking regular exercise - walking, swimming, skipping, biking;
- ❖ Using a range of construction sets;
- ❖ Cooking together and discussing healthy options.

## Literacy

Literacy is a specific area of learning and is divided into three early learning goals: Comprehension, Word Reading and Writing. At Woodhouse, we believe it is crucial for children to develop a life-long love of reading. We follow the phonics scheme 'Little Wandle Letters and Sounds Revised', which is a complete systematic synthetic phonics programme that has been validated by the Department for Education. This is a programme which focuses on learning to read and spell, whilst developing children's speaking and listening skills. Little Wandle has 5 'phases'. Phases 1 to 4 are taught in Reception and Phase 5 is taught in Year 1. Children will continue to practise and develop their phonics skills during year 2 and beyond. In Reception, we deliver Little Wandle phonics through daily, robust phonics lessons, frequent assessments, daily catch up interventions for those needing it and reading sessions which take place three times weekly for every child.

Children are taught to write the letters using the letter formation phrase to go with each letter, picture and mnemonic. Early in September, teachers begin by demonstrating how letters are formed through the phonics sessions. The children will be taught to form the letters at the same time and in the same order they are taught the phonemes.

Throughout the year, children will be immersed in an environment which is rich in print. We also ensure continuous access to a range of reading materials and mark making equipment.



You can also encourage your child's reading and writing skills at home.

Sharing stories with your child is an enjoyable experience for you both. This fosters an interest in books and stories and shows the children how to handle books correctly. Pointing out signs in the environment, such as shop names, traffic signs and labels on tins and packets will help to make your child aware of print and the purpose of print. Once the children have developed their confidence to blend the sounds together to read words, they will begin to bring home a school reading scheme book to practise their word reading, expression and comprehension skills further at home. This same book is read at school with their class teacher who closely monitors their progress and attainment in reading. Each week the children will bring home a 'sharing' book which can be shared at home and read to the child by a parent/carer. At Woodhouse we develop a love of reading through sharing stories daily with the children which is also encouraged at home.

Let your child see you writing, for example, a birthday card or a shopping list and let them have a try themselves. Making marks on paper is your child's first experience of writing, so provide them with a variety of mark making equipment, such as pens, chalks and paint brushes.

## **Mathematics**

Mathematics is a specific area of the Early Years Foundation Stage and is divided into two Early Learning Goals: Number and Numerical Patterns.

Within this area of learning, children are provided with opportunities to develop a strong grounding in number as they are taught to count confidently, develop a deep understanding of numbers to 10, the relationships between them and the patterns within those numbers.

Children use mathematics in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. Mathematical understanding is developed through stories, songs, games and imaginative play, ensuring that children enjoy using and experimenting with numbers. Children are given rich opportunities to develop their spatial reasoning skills including shape, space and measures. All children are encouraged to 'have a go' and to develop positive attitudes and interest in mathematics.

At Woodhouse, we aim to give children the opportunities to practise and extend their mathematical skills and to gain confidence and competence in their use. These include a range of play-based activities and appropriate resources within the classroom and the outdoor learning area.



You can also develop your child's mathematical skills at home.

Playing games such as Snakes and Ladders and Dominoes help your child with number recognition and counting. Jigsaws and matching games help to develop their awareness of shape and space. Sharing number and shape books is an excellent way of developing mathematical interest and knowledge further.

Whilst out and about in your local environment, you can focus your child's attention on number recognition through door numbers, car registrations and bus numbers. Helping with domestic chores such as laying the table and sorting the socks also helps your child develop an understanding of shape, space and patterns.

## **Understanding the World**

This specific area of learning is divided into three early learning goals: Past and present, People, Culture and Communities and The Natural world.

In this area of learning, children are developing the knowledge, skills and understanding which will help them to make sense of the world. This provides the foundation for later work in science, design and technology, history, geography, religious studies and computing. Understanding the world involves guiding children to make sense of their physical world and their community.

In order to develop children's knowledge and understanding of the world, at Woodhouse we provide opportunities for children to engage in first-hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion. We aim to create an environment with a range of stimulating activities both indoors and outdoors in order to foster interest and curiosity.



There are plenty of opportunities to develop your child's understanding of the world such as:

- ❖ Taking your child on visits and trips from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.
- ❖ Reading a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially and diverse world.
- ❖ Discussing with your child the things which are happening around them and developing vocabulary will support later reading comprehension.



## Expressive arts and design

This specific area of the Early Years Foundation Stage is divided into two Early Learning Goals: Creating with Materials and Being Imaginative and Expressive. At Woodhouse, children are provided with opportunities to explore and engage with the arts as they share their thoughts, ideas and feelings using a wide range of media and materials. This is provided through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics and design and technology.

At Woodhouse we aim to provide an environment where creativity and expression are valued. Creativity is fundamental to successful learning.

There are plenty of opportunities to enhance your child's creative development such as:-

- ❖ Providing your child with a range of toys that stimulate their imagination;
- ❖ Providing experiences which stimulate their senses.



## **Learning through Play**

Play is the main way in which children learn. There are two kinds of play; free play and structured play. Free play takes place where children are leading the play experiences and controlling the way the play develops. Structured play is often adult-led and can be described as the adult teaching the child through play. An example of this would be an adult carrying out a cooking activity with a group of children, who then role-play cooking in the home corner. Both types of play offer valuable learning experiences and it is important that children are given opportunities to engage in both.

At Woodhouse, we value the importance of play, and offer opportunities for children to engage in, both structured and free play. We plan for structured play through the resources that are available in the water area, the sand area, the role-play area and the mark-making area. Within this planned play, however, there is opportunity to engage in free play, for example in the reading area, dinosaurs accompany the story 'Harry and the Bucketful of Dinosaurs' but often the dinosaurs are not used to tell the story!

Some resources are accessible to the children throughout the year, whilst other resources relate to specific topics for a time limited period.

## **Assessments**

The Reception Baseline Assessment is a short, statutory assessment which takes place within the child's first six weeks at Woodhouse. The purpose of the reception baseline assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created. The outcomes are not reported to parents.

Throughout your child's first year in school, it is necessary to assess their development in relation to the Early Years Foundation Stage Profile (EYFSP). These are used as part of the teaching and learning process. The assessments are made on the basis of observations and knowledge of the whole child. They are carried out on a regular basis and track the child's individual progress and achievements and are reported to parents at the end of the year.

## **Partnership with Parents**

Parents are children's first educators, so it is important for parents and staff to work together. When these links are established, it has a positive impact on the children's development and learning. A successful partnership needs a two-way flow of information.

At Woodhouse, we aim to keep parents fully informed about the curriculum we are offering and events happening in school. In addition to regular school newsletters, we email home a Weekly Newsletter each Friday. This includes information on the work we have covered that week, what we will be teaching in all areas the following week and any other relevant pieces of information. At Woodhouse, every child is set up with their own Seesaw learning journey account at the beginning of their Reception year. Seesaw is an online record of the children's learning journey which includes observations of attainment and next steps in all areas of the Early Years Foundation Stage. This is continuously shared with parents and can also be used for observations and achievements at home to be shared with your child's class teacher to ensure learning taking place out of school is also captured.

Each child has a Home/School Link Book. This book is used to pass information from home to school and vice versa.

## School Hours:

|              |                                    |
|--------------|------------------------------------|
| Reception:   | 8.50am – 12.00pm, 1.00pm – 3.20pm  |
| Key Stage 1: | 8.50am - 12.00pm, 1.05pm – 3.20pm  |
| Key stage 2: | 8.50am – 12.20 pm, 1.10pm – 3.25pm |

The school gates will open from 8.40am.



## School Uniform:

School uniform and book bags can be ordered via the shop on 'Arbor'. Orders are then placed every half term with our supplier. Deadline dates for ordering are shown on the weekly school newsletter. Children will also require a P.E kit in a pump bag. Please ensure that all items are named.

## Milk and Snacks:

For those children wishing to drink milk at snack time, we can provide this and it is free for children whilst they are 4 years of age. Once they turn 5, the charge is 26p per day, paid termly via the 'Arbor' online system. Alternatively, children have access to their own water bottle in the classroom. Woodhouse Primary School is part of the National Fruit and Vegetable Scheme so there is no charge to children in Reception. A selection of seasonal fruit and vegetables is delivered to school daily.

## Lunchtime

Children from Reception to Year 2 are entitled to a free school dinner. The school lunch includes a hot choice or sandwich and a dessert. A hot vegetarian option is also available daily. Details of the menu can be viewed on the school website. Lunches are not prepared on site, but are freshly delivered each day. Alternatively, you may send your child with a packed lunch. Please note no fizzy drinks, sweets or nuts. **Please note that the school is a nut-free zone.**

## Absences

If your child is ill please telephone or e-mail school to inform us of their absence. (01484 714750 or office@woodhouse.calderdale.sch.uk) Please consider keeping him / her at home until they are fully recovered.

### **Medicines**

On the rare occasions where medicines need to be taken during the school day, parents should complete an Administering Medication to Pupils Form available from the School Administrator. Medicine will only be administered if prescribed four times a day by the doctor. Where permission for staff to administer medicines is given, an adult MUST take the medicines to the school office. A member of staff will then lock the medicine in the First Aid cabinet. Two members of staff will oversee the administering of any medication.

### **Serious Accidents**

Every effort will be made to contact you by telephone in the event of a serious accident. It is vitally important that up-to-date records of emergency contact numbers are kept for each child. Please inform us of any changes.

### **After School Clubs / Childminders / Nurseries**

We work very closely with the following Nurseries, After School Clubs and Child Minders. Children are brought in a morning and collected from the hall after school.

**After School Clubs/Nurseries**

S.O.S. Club  
Daisy Road  
Brighouse HD6 3SX  
Tel: 01484 400915  
(Before and after school only)

Bridge End Day Nursery  
Bridge End  
Brighouse HD6 3DH  
Tel: 01484 719179  
[enquiries@bridge-endnursery.co.uk](mailto:enquiries@bridge-endnursery.co.uk)

Bridge End Day Nursery  
66a Netheroyd Hill Road  
Fixby  
Huddersfield HD2 2LS  
Tel: 01484 454854

Waters Edge Nursery  
Park Road  
Elland HX5 9HZ  
Tel: 01422 373723

The Willows Day Nursery  
21 Firth St  
Brighouse  
HD6 3BB  
Tel: 01484 715676

**Childminders:**

Mrs Alicia Ainsworth  
11 Shaftesbury Avenue  
Brighouse  
HD6 3TW  
Tel: 07966 266179

**Nurseries only**

Toy Box Day Nursery  
Daisy Road  
Brighouse HD6 3SX  
Tel: 01484 717180  
[toyboxnursery@btconnect.com](mailto:toyboxnursery@btconnect.com)

Bradley Bar Nursery  
371 Bradley Road  
Bradley  
Huddersfield HD2 1PR  
Tel: 01484 429202  
[bbpdn@btconnect.com](mailto:bbpdn@btconnect.com)

