



# Rotherhithe Primary School



## Early Years Foundation Stage Handbook 2020 - 2021



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# Welcome to Rotherhithe Early Years!



Rotherhithe Primary School is a welcoming, secure and happy environment where every child is valued.

Your child is about to start their journey where they will learn through discovery, excitement and play. We hope that you will work closely with us in supporting your child throughout their journey and in ensuring that your child reaches their full potential.

There are many opportunities to become involved in your child's journey- from joining us on a school trip, reading with groups of children, or sharing any skills you may have.

We hope that this booklet will give you an insight into your child's learning and what you can expect from the Early Years. Please feel free to contact your child's teacher or the Early Years Leader should you have any queries.

# Meet the team!

## Nursery

### Turtle class

Emily Byjoo-Kassam/Matthew Kenney - class teacher

Jackie Davies - nursery nurse

Michelle Roberts - early years educator

## Reception

### Penguin class

Helen Walsh - class teacher & EYFS lead

Delrose Thomas - nursery nurse

Jo McDonagh/Maria Daly - support assistant

### Jellyfish class

Suzy Malakhi - class teacher

Laura O'Sullivan - nursery nurse

# The EYFS Curriculum



The Early Years Foundation stage (EYFS) is the framework in which all OFSTED registered early years' settings work from.

This framework ensures that settings provide a positive and consistent foundation for children's learning and covers children from birth to the end of the Reception year.

The Foundation Stage is based on the recognition that children learn best through play and active learning and states that,

*'A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up'.*

There are four guiding principles that shape practice in early years settings.

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
2. Children learn to be strong and independent through positive relationships;
3. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
4. Children develop and learn in different ways and 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.

# The EYFS Curriculum

The areas of learning covered by the Early Years curriculum are:

## **Communication and language**

development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

## **Personal, social and emotional**

development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

## **Physical development**

involves providing opportunities for young children to be active and interactive; and to develop their co-ordination and control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

## **Literacy**

development involves encouraging children to link sounds and letters and begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

## **Understanding of the world**

involves guiding children to make sense of their physical world and community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

# Working at home with your child

## Communication and language

- talk to your child about anything they are interested in
- play word games e.g. eye spy
- sing songs and rhymes together
- encourage children to make up stories/ role play

## Personal, social and emotional

- encourage your child to say please and thank you
- encourage your child to be independent e.g. taking off and putting on their own coat
- allow them to select some toys and activities themselves and discuss their preferences and opinions
- encourage your child to use the toilet unaided
- support your child in turn taking and sharing
- encourage your child to talk about their feelings

## Mathematics

- count out loud with your child
- count using fingers
- point out numbers to your child e.g. door numbers, bus numbers etc.
- sing number songs or rhymes
- read stories with numbers in them
- practice counting groups of objects and ask questions such as, 'how many?'
- encourage children to identify shapes

## Physical development

- give your child the opportunity to handle both large and small equipment
- support your child in using scissors
- provide opportunities for your child to run, hop, skip, jump and travel and manoeuvre in a range of ways
- play games such as follow the leader to develop coordination
- discuss changes to their bodies after exercise; heart beating faster, feeling hot etc.

## Literacy

- allow your child to select books for themselves; ones that interest them
- look at and discuss picture books with repetitive language e.g. Julia Donaldson books
- ask your child to 'read' what is happening in pictures, prompt them to share a sentence about what is happening
- begin to form letter shapes; write them in sand, in the air, etc.
- support your child in recognising their own name and beginning to write their name and other letters of the alphabet

## Understanding of the world

- talk to your child about special occasions
- encourage them to explore their surroundings, particularly the outdoors
- allow your child to observe and speak about animals and plants
- provide opportunities for them to explore age appropriate technology for short periods

## Expressive arts and design

- allow your child to listen to and sing songs and rhymes
- engage in role play with your child e.g. pretending to be characters, playing house etc.
- explore different media and tools; paint, pencils, crayons, glue, scissors etc.
- dance to songs and make up actions to songs and rhymes e.g. the wheels on the bus
- encourage them to feel and describe different textures e.g. rough, smooth, soft etc.

# Our school day

At RPS we understand that the Foundation Stage brings many new and exciting changes for both children and parents which can be a very emotive time. We therefore value the settling in period and feel that it is important to introduce the children gradually to their new setting to ensure a smooth and successful transition. Both Nursery and Reception children will be given a settling in timetable outlining dates and times of when they will be attending school over the initial few weeks. We will work in partnership with parents to ensure that this transition period is tailored to meet the individual needs of each child.

**Once your child is settled into the environment a normal school day will commence:**

## Nursery

Option 1 - AM 8.30 - 11.30

Option 2 - PM 12.20 - 3.20

Full time (limited spaces) - Monday - Friday 8.30am - 3.20pm

## Reception

Monday - Friday 9.00am - 3.00pm

Parents should drop off and collect their children **promptly** from their classrooms. Please wait outside the gate until a member of staff welcomes you into the Early Years area.

It is important to drop off and collect your child on time. Young children can become very distressed if they do not have a consistent routine. If you are late at drop off, your child will be given a late ticket at the office and a member of staff will escort your child to their class.

In the event of an emergency, please telephone the school so that we can reassure your child and keep the staff informed.

**Telephone on:**

**020 7237 1586**

**Please note, we are unable to allow a child to leave with an adult who is unfamiliar to us or with someone who is under the age of 16.**

# School uniform

School uniform is an important aspect of who we are as a school community and we need your support in ensuring that your child / children come to school dressed in full school uniform.



**Shirts:** Plain, white, cotton long/short sleeved shirt with collar or white polo t-shirt

**Jumper:** Blue school jumper / fleece with the school badge (*available to purchase at the school office*)

**Trousers:** Grey Trousers

**Skirt:** Grey, plain approximately knee length.

**Headscarf:** Plain black (if worn). White headscarves may be worn in summer. (*In the interest of health and safety children will be asked to remove these during PE sessions.*

*They will be allowed to wear a bandana for the session.)*

**Shoes:** Must be completely black, flat shoes or completely black trainers with black velcro straps. Laces are only allowed for children who can tie their laces this is to support their own independence skills for self-care and dressing.

**Socks:** Plain black or plain white ankle or knee length.

**Tights:** Grey or plain black thick tights to be worn under skirts.

**School Bag:** Blue book bag with the school badge. This is to ensure that the school reading journal and homework is kept neat and presentable.

**Nails:** Should be kept clean and short enough to enable students to participate safely in practical activities. No coloured nail varnish is allowed.

**Jewellery:** For health and safety reasons, jewellery in school is not permitted. For children with pierced ears, we will allow one pair of small stud earrings. Please note that neither staff nor children can accept responsibility for lost or broken jewellery.

**PE Kits:** Children will leave a labelled bag in school with a white t-shirt and tracksuit that they will change in and out of in school.

It is important to ensure that **all** personal items are **clearly labelled** with the child's **name and class** to prevent items being lost. Please practise getting dressed and undressed at home to support your child with developing independence skills and recognising their own clothes.

Please be mindful that Early Years involves numerous messy and physical activities which can mean that they leave a little messier than they arrived!

## Uniform Price List

The following uniform items can be purchased at the school office.

**School Jumper (3-4 | 5-6 | 7-8 | 9-10 | 11-12): £11.50**

**School Fleece (3-4 | 5-6 | 7-8 | 9-10 | 11-12): £16.50**

**Sweat Shirts (XS | S | M | L): £15.00**

**School Fleece (XS | S | M | L): £19.00**

**PE Tops: £3.50**

**Book Bags: £5.00**

# Reading homework



At RPS we love reading and aim to provide regular opportunities which will allow staff, parents and children to share books together. We have a 'lending library' which allows all children in the Foundation Stage to have access to a wide range of books. Children are invited to borrow chosen books to take home and are encouraged to share their reading with others.

**Nursery children** will be given the opportunity to borrow books and story sacks on a regular basis from their classroom.

**Reception children** will be given a reading record and a reading book, which will be changed at least once a week, to read with adults both at school and at home. The reading record will serve as a progress log and as communication between school and home. Regular communication between adults is important in order to track progress. If you do not wish to comment, please inform us of how many pages have been read and to sign the record.

Reception children will also be encouraged to take home a variety of '**story books**' which they will be unable to read themselves and should have read to them by an adult. These books aim to further promote and develop your child's love for reading.

**Reading Café:** Once the children have settled into school we will be hosting a 'Reading Café' every Friday where parents/carers are invited into the classroom for the first twenty minutes of the day to read a story with your child in class.

**Please ensure that your child brings their book bag to school every day to maximise opportunities for shared reading.**

## Home - School communication

We know that children do best when parents and teachers work together!  
We aim to maximise communication between home and school in the following ways:

- Conversations at drop off and/or pick up
- Use of Tapestry - our online learning platform
- Class room notice boards
- Weekly school newsletters
- RPS's school website
- School texting service
- Parents evenings/ open days
- Parents workshops

## Parent workshops

Throughout the year we will be hosting a number of parent workshops, designed to 'keep you in the know'. The workshops are a fun and interactive and help parents to become involved and support their child's learning and development. The sessions will be relaxed and friendly and are a great opportunity to ask questions and meet other parents!

Dates and times will be confirmed near to the time and sign-up sheets will be available from the class teacher.

## Things to practice

- Can you put your coat on and do it up? Can you take your coat off? Can you carry and look after your book bag?
- Can you put your shoes on by yourself?
- Can you use a knife and fork to eat?
- Can you drink from a cup by yourself?
- Can you go to the toilet on your own?
- Can you wash and dry your hands correctly?
- Can you tell an adult what you need?
- Can you recognise your name?
- Can you share toys with others?
- Can you tidy up your toys and put them back in the right place?
- Can you talk about yourself and the things you like?

## Tapestry



At RPS we use an online learning platform called

Tapestry. This is used for recording significant learning moments and tracking children's progress. You can access this platform via an app or the website. As parents/carers you can upload pictures and comments of special events and learning moments at home too. This is a useful tool for communication and celebrating children's work. The class teacher will provide you with further information when your child begins school.

We look forward to seeing you!

Thank you in advance for your support. We look forward to working with you so that together we can enjoy an exciting and successful year.

Best wishes,

Helen Walsh and the Early Year's team.