



Our Lady of the Rosary

PRIMARY SCHOOL

Welcome to Our Lady of the Rosary Foundation Stage

Today's Meeting

- To give you an overview of the Early Years Foundation Stage (EYFS) and its curriculum.
- To find out how the school day is organised and some of the routines and rules your child will experience on a daily basis.
- To understand how you can support your child at home and prepare them for starting Reception.

School Day

The main school gates are opened at 8.35am, pupils proceed directly to their classrooms via their external doors.

Registration is undertaken at 8.40am.

If a child arrives at school after 8.40am they will be signed in late and escorted to their external classroom doors.

If your child will be absent from school, please ensure you ring and inform the School Office before 9.15am. Messages may be left on the answer machine.

In cases of sickness and diarrhoea children must remain at home for 48 hours after the last time they displayed any symptoms.

The school will not authorise any holidays taken during school time. Notification of planned absences must be recorded on the school form and submitted to the Headteacher. Absences will only be authorised in exceptional circumstances.

Please ensure your child is booked onto Breakfast and Afterschool club as they cannot attend without being on the register.

Our Journey

Love God

Others First

Respect All

Persevere to Succeed

Attendance

Attendance really matters!

Rewards will be given out termly and at the end of the year



Uniform

The expectation is that all children will wear school uniform. This can be purchased from Monkhouse in Stretford Arndale or online. Children are expected to wear sensible, waterproof black trainers. This is due to the children taking part in daily mile activities, and daily access to the forest areas. Early Years Foundation Stage (EYFS) & Key Stage 1 children should have Velcro trainers unless they can tie laces independently.

All uniform needs to be clearly labelled. (Please check this regularly as labels and pen do come off in the wash).

Boys

School tie (optional)

Blue or white cotton shirts/polo shirt

Grey trousers /shorts

Navy jumper or sweatshirt - school logo optional.

Socks must be grey/black not white

Girls

School tie (optional)

Blue or white cotton shirts/polo shirt

Grey trousers/ grey skirt/ grey pinafore

Navy jumper/ sweatshirt/ cardigan -school logo optional

Blue checked dress (summer)

Jewellery

Stud earrings only that must be removed or taped for PE lessons.

Fitness tracker may be worn but no watches.





PE at OLOR

We aim for children to have 2 hours of PE each week. This is the statutory requirement for all year groups in Primary school. If a child is unable to take part in the physical element of the PE lesson, they will still join the lesson but adjustments will be made to ensure they are still developing the required skills and knowledge.

Children will need to come to school on these days wearing full PE kit. This consists of:

- Black unbranded shorts/leggings/tracksuit bottoms
- School logo blue t-shirt
- Black socks
- School hoody or plain navy blue hoody.
- Black Trainers

****Long hair must be tied back and earrings removed/tape must be put over them before children come to school.****

***Each half term I will let you know which day is PE day**



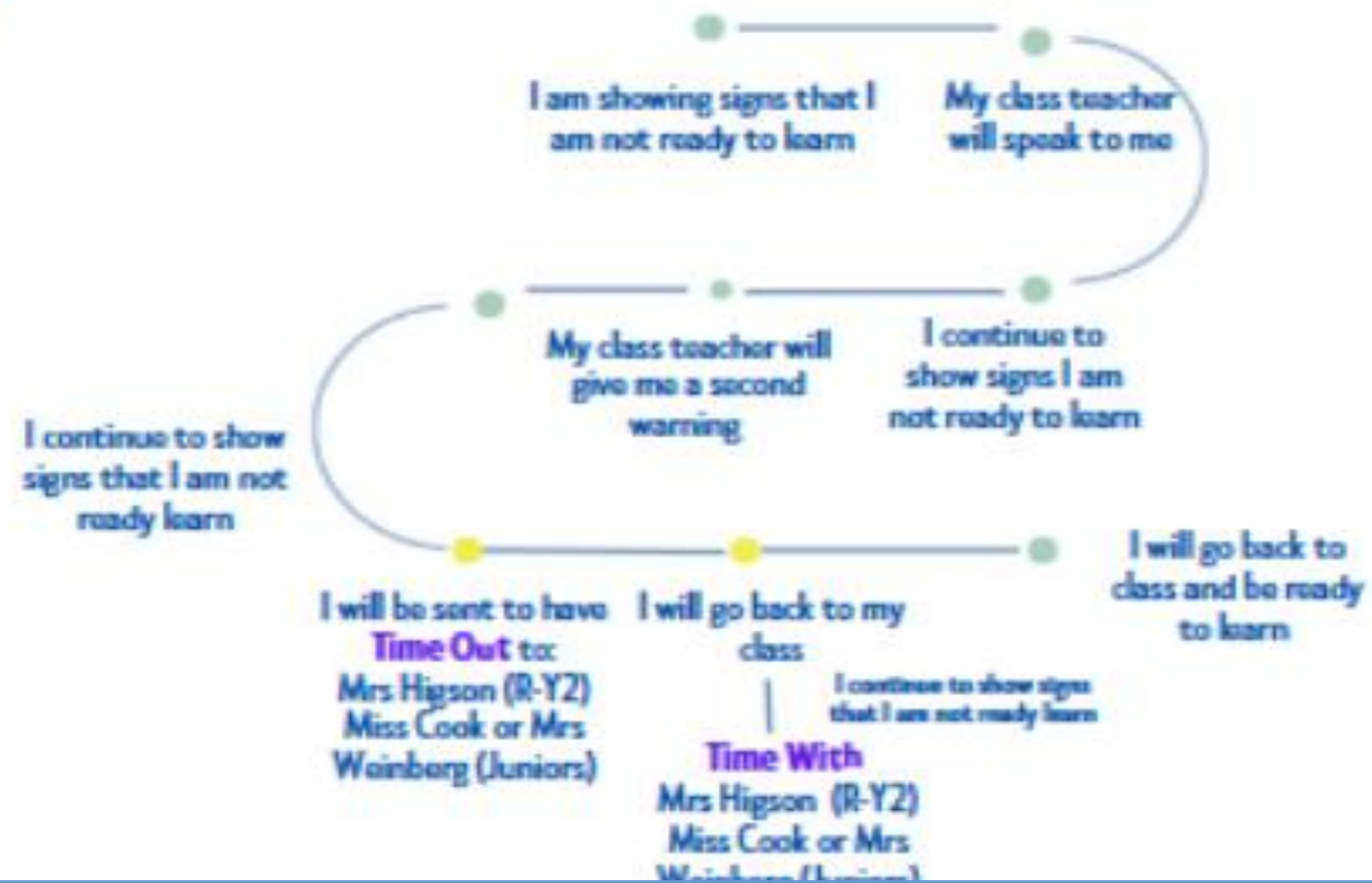


Give Respect
Ready to Learn
Engage Positively
Effort Counts
Never Give Up

Be safe Be respectful Be Green



OLOR's approach to behaviour



British Values at OLOR

Democracy
Our opinions matter in school

Rule of Law
We keep to rules

Respect
We look after each other and our school

Liberty
We are free to make choices

Tolerance
We accept each others differences



EYFS Staff



Mrs. Faux
Reception Teacher
EYFS Lead



Miss Gearey
Nursery Teacher



Miss Sheil
Reception TA



Mrs. Loynes
Reception TA and
Nursery lunchtime cover



Mrs Hollins
Nursery TA

Our learning environment



Books to help your child transition to school



Curriculum: Areas of learning

The Foundation Stage Curriculum:

PRIME AREAS

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

These are crucial for developing children's curiosity and enthusiasm for learning.

SPECIFIC AREAS

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- 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

- 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 of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- 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 in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- 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 this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- 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

- 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

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- 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

- 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.

Physical Development

Gross Motor Skills

- Negotiate 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

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- 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

- 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

- 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.

Early Learning Goals - Reporting in June

Age Related Expectation is 'Expected'

'Best Fit' children do not have to have equal mastery of all aspects of the ELG.

Expected (2) the level of development expected at the end of the EYFS.

Emerging (1) When a child is not securely working in the ELG, they will be emerging. You will be aware of this for your child from conversations with class teachers.

For each of the 17 areas, they are all assessed individually. Your child may be expected in most areas and emerging in one or two. For other children, they may be emerging in most areas.

Parental Involvement



Working with Parents and Carers is so important to us at OLOR. Children will begin to bring home reading books during their first term in Reception, these will often be accompanied by activities linked to the phonic phase they are working at. These need to be supported during completion and returned back to school on the correct days.

Volunteering to help in school, reading with the children and changing reading books, accompanying school trips, etc.

It is essential to work together in order to support your child's development and plan effectively for your child's learning.

Ways you can help get your child ready for school

To be able to put their own coat and shoes on.

To be able to go to the toilet independently.

Recognise their own name.

Be able to feed themselves.

Be able to ask for help or communicate their needs.

Practice a daily routine. e.g. Breakfast, getting ready, packing a bag, walking to school etc.

Talk about their feelings, read books about feelings and talking about characters and what they could do in certain situations.

Play with them.

Let them know its ok to get things wrong and boost confidence.

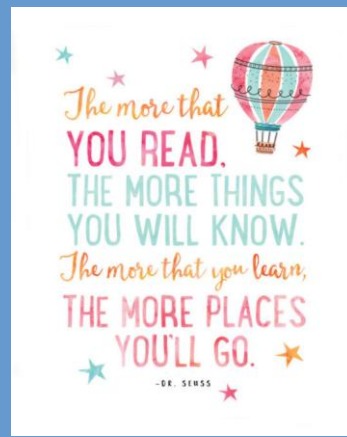
Read with them.

Play turn taking games which helps model sharing.

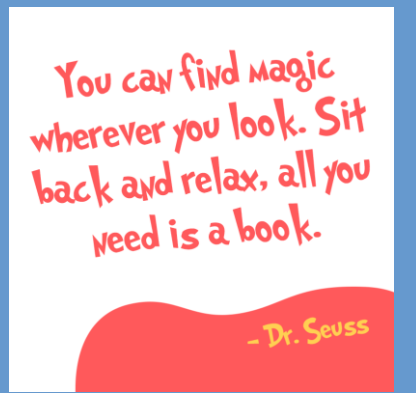
Sing Songs - counting rhymes and nursery rhymes are great!

Talk openly about School.

These are all things that you probably all ready do so just keep doing what your doing. All these things help communication, social and emotional skills that will help your little one start School.



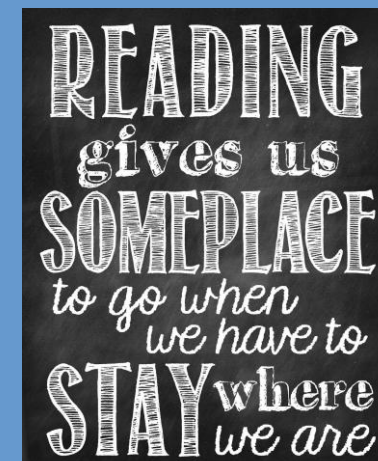
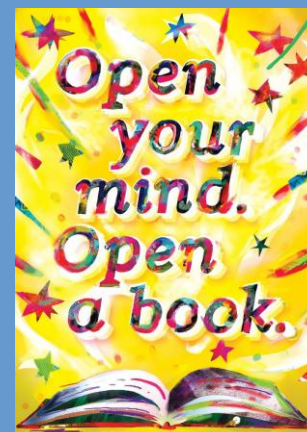
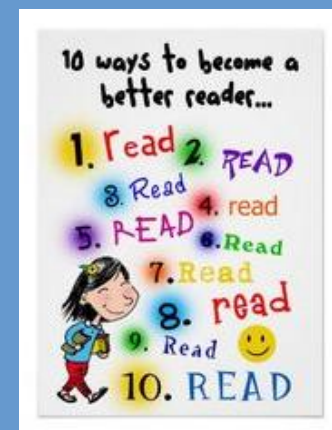
Reading at home



Reading for fun and pleasure is one of the best ways to create a love of learning. It will have the greatest impact on your child's academic achievements throughout their education.

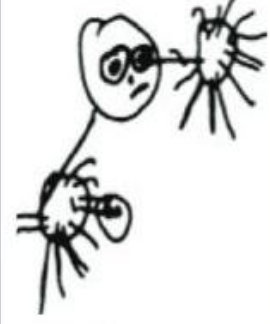
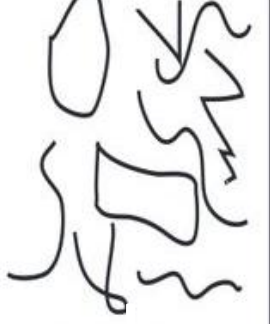
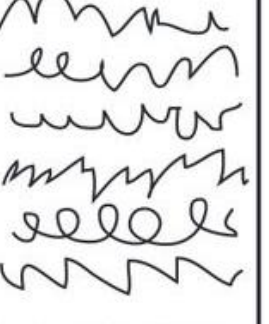
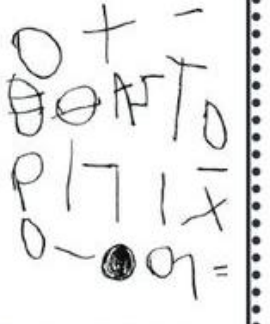


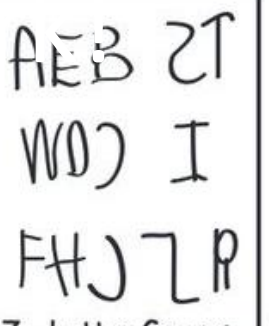
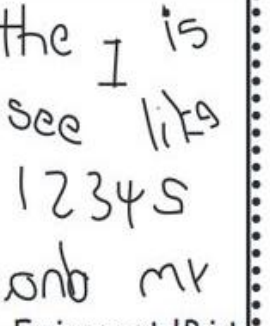

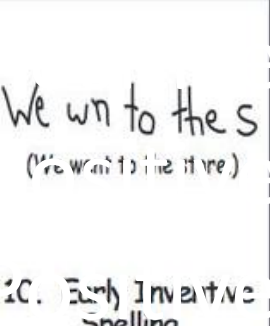
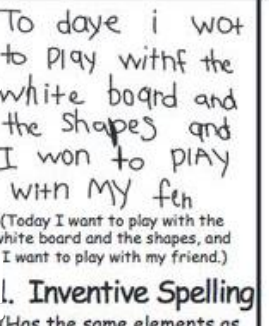
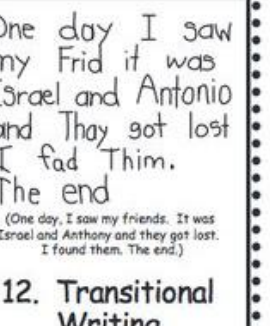
We ask that you read with your child EVERYDAY. Please share bedtime stories, visit the library, buy them a magazine, take the time to help them read things that interest them such as signs, menus and packaging on toys.

Being a successful reader depends on language comprehension. This is understanding the story and using vocabulary influenced by books. Please talk to your child about plot, characters, ask them to predict what might happen next, or why they think a character felt in a certain way. Ask your child to re-tell the story when they have finished, encourage the use of new words, use puppets/teddies to act it out.



Development in Writing

Writing for real purposes....

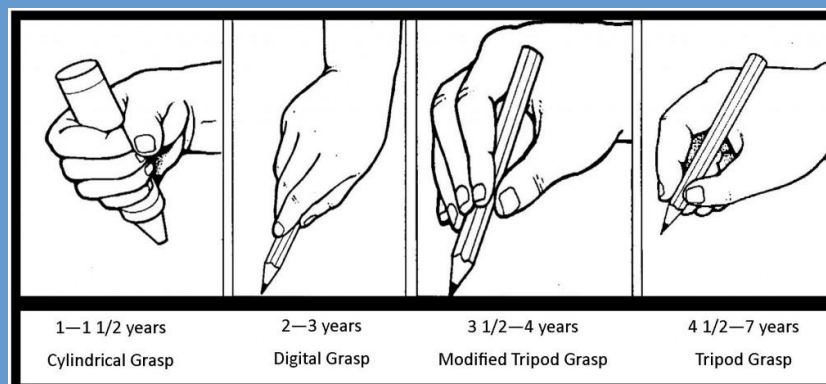
 <p>1. Pictures</p>	 <p>2. Hand and Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
 <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	 <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	 <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	 <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

Writing does not have to be sitting down at a table, we want to avoid children thinking it is only something done with an adult.

Provide a range of mark making materials: chalk, whiteboards, paint, pens, paper, crayons, notebooks, cards, clipboards....

Write down the sounds THEY can hear.

GIVE THEM A PURPOSE! MAKE IT REAL AND RELEVANT!
Shopping lists, birthday cards, letters, wish lists...



Maths at Home



- Pocket money, putting money into a money box etc.
- Baking / cooking – talking about weight and measures
- Routines and times
- Setting the table for enough people
- Counting stairs
- Counting rhymes e.g. 5 little ducks
- Spot numbers in the environment e.g. registration plates, house numbers, clocks, microwaves.
- Deliberately make mistakes and let your child correct you. Children need to understand mistakes are normal and everyone makes them e.g. get mixed up when counting, muddle two numbers when ordering them
- Games with dice and number e.g. snakes and ladders/dominos – how can you keep score? Encourage the child to say how many spots without counting.
- Outdoor games such as skittles and hopscotch
- Number hunts
- Books with Maths concepts such as The Very Hungry Caterpillar.
- Numberblocks on Cbeebies. This programme is written by maths specialists to model maths concepts and represents number brilliantly.
- More / less, sharing equally
- Ask children to say how many without counting (5 or fewer)
- Ask children to set the table with enough knives, forks and plates for everyone.
- Ask children to think of their own representations for numbers e.g one of them, two hands, three bears, four wheels on a car, five toes, six sides on a dice, seven dwarves, eight legs on an octopus etc.
- Hide numbers around the house or garden for children to find
- Read books with maths concepts e.g The Very Hungry Caterpillar, One is a snail, ten is a crab, What's the time, Mr Wolf? The doorbell rang.
- Draw attention to more and less.
- Ask questions such as “How many more?”, “How many altogether?”, “How many would I have if...”



A typical day in Reception...

- 8.40am Welcome, self registration, handwriting & guided reading
- 9.00 – 9.30 Phonics
- 9.30 – 9.45 Snack
- 9.45 – 11.00 Literacy and continuous provision
- 11.00 – 12.00 Maths and Continuous provision
- 12.00 - 1.00 Lunch
- 1.00 - 1.10 Registration
- 1.10 – 2.50 RE, UW, P.E., EAD, continuous provision
- 2.50 - 3.00 Story Time
- 3.10pm Home Time

Observations and Assessment

- Each term your child will become a VIP for the week. During this week staff will focus on your child and observe them in a range of activities that are supported by us while they are playing.
- These observations help us to understand your child and provide for their next steps.
- We use this information to plan the resources and activities that are then offered during the focus activities and environment.
- Seesaw Online Learning Journey





Reception Curriculum Overview Autumn

| This is an overview of what we will be learning in Reception this half term. You can find further curriculum information on the school website.

Personal, Social & Emotional

The children will talk about their feelings to trusted adults or special friends. They may come into school upset but can be comforted by adults. The children will listen to the rules and expectation and begin to follow them. They will develop an awareness of themselves and form their own opinions. Children will become more independent at coming into school in the morning and getting ready for home at home time. They will use the toilet independently most of the time at school. The children will learn it is okay to ask for help and will do so. Children will build new positive relationships with pupils and staff in their new setting. They will begin to play alongside other children if ready.

Communication & Language

Children will begin to listen to other children in their setting. They will listen during story time and show an interest in the books being read. Children will sit on the carpet and show some attention - this may only be for a short time. They will pay attention to one thing at a time and join in with story time, rhymes and poems. Children will respond appropriately when asked e.g. 'smart sitting on the carpet' and will follow 1 step instructions. They will understand appropriate 'why' questions and speak in simple sentences. Children will say simple rhymes and sing songs and poems. They will speak to the adults and children in the class and talk to other children during their play.

Physical Development

Gross Motor Development
Children will begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table and learnt to safely use tools and equipment.
Fine Motor development
Children will use pencils and other equipment comfortably and make snips in paper either using one hand or two.

Literacy & Phonics



Reading Comprehension

Children will join in with rhyme, songs and poems. They will be encouraged to hold a book correctly and carefully turn pages. The children will understand books have a beginning and an end and they will listen and enjoy sharing a range of books both fiction and non-fiction. Children will learn that text in English is read top to bottom and left to right. They will recognise pictures and illustrations in a text Vs the writing and spot familiar words in books.

Word Reading Development

Children will begin to blend sounds to read simple words. They will begin to build their confidence with early reading and spelling.

Phonics Development

Children will learn all Set 1 single letter sounds and some digraphs. They will start to form letters using RWI handwriting phrases.

Maths



Match, Sort and Compare

Children will learn to match objects; match pictures and objects; identify a set; sort objects to a type. Also they will explore sorting techniques, create sorting rules and compare amounts.

Talk about Measures and Patterns

Children will learn to compare size; compare mass, and compare capacity. Also, they will explore simple patterns; copy and continue simple patterns and create simple patterns

Understanding the World



Humanities

Children will talk about members of immediate family talk about different types of families. They will discuss similarities and differences between people in their family. They will sequence family members by explaining who they are and the key differences between what they can/can't do. They will talk about past and upcoming events with their immediate family. Children will talk about people who help them in their immediate area. Children will identify features on a simple map, using them to locate objects in 'real life'. They will talk about their local environments and talk about what they see. They will begin to identify similarities and difference between homes in our country.

Science

Children will name and label parts of their body. They will use their senses to describe what they can taste, smell, touch, hear and see. Children will name and order seasons and understand the effects of seasons on the natural world, discussing when and how things grow. They name and talk about weather. They will learn about different types of plants. They will explore light sources and how shadows are made.



RE

Branch 1 Creation and Covert

The children will be learning about how God made our beautiful world and everything in it. They will understand that God made them, loves them, made us all unique and that we are part of a family. They will celebrate God's beautiful world and understand the words and actions of the sign of the Cross.



PHSE/ RSE

PSHE

This half term the children will read 5 different texts from the Think Equal Programme. The stories will cover a range of different concept including how to develop self-confidence and self-esteem and to recognise and value similarities and differences between themselves and others. Children will also begin to learn to connect emotions and emotion-words to feelings and colours. They will name 'big' feelings and begin to demonstrate compassion for all creatures-animals and humans.



Expressive Arts and Design



Art

Children will explore mark making using a range of drawing materials. They will investigate marks and patterns when drawing. Children will identify similarities and differences between drawing tools and investigate how to make large and small movements with control when drawing. They will practice looking carefully when drawing and begin to combine materials when drawing.

Music

Children will listen and respond to different styles of music, embedding foundations of the interrelated dimensions of music. They will listen to, learn to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place. They will focus on the topic of Me! - explore: growing, homes, colour, toys, how I look.



Enrichments and Key Information



- 12th September: Family Festival 4.30-7.30pm
- 15th September: Phonics Meeting 2.50pm
- 26th September: MacMillan cake sale
- 30th September: Individual photographs
- October is Black History Month
- 7th October: Our Lady Feast Day, children to come to school wearing blue
- 10th October: Harvest Festival 2-2.30pm in school hall
- 24th October: Carnival Day and finish for half term

The First Few Days ...

There can be a lot to remember in the first few days, but please do not worry as your child will quickly be teaching you the routines!

Wet suit and wellies for outdoor activities

Milk provided daily

£1 class fund contribution each week

School Book Bag everyday

School lunch provided for Reception

Labelled water bottle

All clothing named – including trainers!

Free fruit for snack time

The First Week...

Our Lady of the Rosary pupils Years 1 – 6 start back at school on **Tuesday 2nd September** at 8.40am. Reception will also start back on this day but at **9am**.

The children will be dropped off and collected at the front of school by the class teacher and teaching assistants via the green gate entrance to the EYFS Unit. The Reception children will be met on their first few days by their Year 6 buddies.

If your child attends our breakfast or after school clubs they will be walked to and from the classroom by a member of staff.

DIARY DATE: Phonics meeting Monday 15th at 2.50pm

<https://www.ourladyrosary.co.uk/>



Thank you

We look forward to a happy partnership in your child's first year at school and throughout their time at Our Lady of the Rosary. If you have any questions please contact us via this Seesaw app.

