

Starting School in  
**Early Years Foundation Stage**  
at



**OFFORD**  
PRIMARY SCHOOL

2022-2023



# Curriculum Statements of Intent

At Offord Primary School, our aim is to develop curious, enthusiastic and confident learners and build strong learning foundations for each child so that they can move confidently and successfully into Key Stage 1.

These learners can:

- confidently try new experiences
- care for themselves and others
- move their bodies with good balance and control
- be a good listener and a confident talker
- apply phonics skills to read unfamiliar words
- apply phonics skills to write a sentence that can be read by others
- begin to answer questions about a story
- confidently use and manipulate numbers and shapes
- investigate and ask questions about the world around them
- share or perform a creation of theirs to others



<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Developing confidence and skills in expressing themselves in conversation</li> <li>• Exploring and applying new vocabulary</li> <li>• Speaking and listening in a range of situations, engaging in role play</li> <li>• Understanding stories, non-fiction &amp; rhymes – engaging actively by predicting, re-telling and creating</li> </ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Developing a positive sense of self</li> <li>• Understanding emotions and managing feelings</li> <li>• Learning to persist with tasks &amp; wait for what they want</li> <li>• Learning how to make good friendships, co-operate and resolve conflicts peaceably</li> <li>• Learning how to look after their bodies &amp; manage tasks independently e.g. dressing, toileting, self-organisation</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Active and interactive learning experiences</li> <li>• Developing strength, balance &amp; co-ordination in gross motor skills – running, jumping, climbing, balancing</li> <li>• Developing proficiency, control &amp; confidence in fine motor skills – pens, pencils, tools, paintbrushes,</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Talking about &amp; enjoying a wide range of stories, poems &amp; songs</li> <li>• Linking sounds to letters</li> <li>• Applying sound knowledge to read and write</li> <li>• Learning correct letter formation</li> <li>• We use the Read Write Inc programme to teach phonics</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Counting, understanding and using numbers</li> <li>• Working out simple calculations</li> <li>• Number patterns</li> <li>• Understanding shapes, patterns and measures</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Understanding past and present events</li> <li>• Exploring similarities and differences between families and communities</li> <li>• Exploring the environment and talking about changes</li> </ul>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Exploring a wide range of materials to construct and create</li> <li>• Sharing thoughts and ideas through art, DT, dance and music</li> </ul>





## The Learning Space

The classroom is set up with resources to allow children to select and lead their own activities and encourage interaction in small groups. Activities may be related to a learning focus, but children are encouraged to combine resources and make links where possible. The outside space is used to support and extend learning in all the areas of learning and is accessed whatever the weather. We are lucky to also have plenty of opportunities to explore the main playground, field and Forest School orchard.

# A Typical Day

8.40 – 9.00	Children come into school. Starting activity.
9.00-10.15	Short whole class session followed by free flow activity and tasks as appropriate
10.15 - 10.30	Break
10.30 - 10.45	Assembly (Wrens join these when/if appropriate)
10.45 -12.15	Short whole class session followed by free flow activity and tasks as appropriate
12.15 – 1.15	Lunch
1.15 – 3.00	Short whole class session followed by free flow activity and tasks as appropriate
3.00 – 3.15	Tidy up, reflect, story or song.



**Staff are available at the start and end of each day to pass on messages or answer questions.**



- School uniform and PE kit
- Water bottle
- Packed lunch (*if not having a school dinner*)
- Reading folder (*provided by school*)
- Coat (*with hood*)
- Gloves, scarf, hat (*in colder weather*)
- Sunhat (*in warmer weather*)
- Forest School clothing (*old clothes and closed toe footwear/wellies*)

Please name clearly all belongings with your child's first name.

Children have a lot to carry each day, so a bag large enough to fit an A4 folder would be useful.

Once the children are settled in class, we will begin our Forest School sessions.

Wet weather gear and wellies will be required.



## What Your Child Needs

## Playtimes/Lunchtimes

For the first few weeks, the children are accompanied to play and lunch by their Year 6 buddy. This helps them quickly get used to the routines and supports them in getting to know the older children in school.

At break time, the children have free milk and fruit, so it is not necessary to bring a snack to school, although you may send one in if you prefer.

There is snack time every morning but not in the afternoons.

All children in EYFS and KS1 are entitled to Universal Free School Meals, but can bring along a healthy packed lunch if you prefer.

Children need to bring a bottle of water to school and can drink water whenever they wish. Please name your child's water bottle.



## Promoting Positive Behaviour

We have a policy for promoting positive behaviour and believe that the way in which we behave and treat others is relevant to all that we do in school. Our high expectations extend to all. We promote positive behaviour through our STAR system

**S**it smartly    **T**rack the speaker    **A**sk and answer questions    **R**espect.

School achievements are celebrated in each Friday assembly, to which parents are invited.

# How To Support Your Child Before They Start School

As a parent you will want to provide the best for your child and support the learning in school. Learning does not start when your child comes to school, but with you and it is taking place all the time.

The greatest support that you can give to your child is to build their confidence. Spend a little time each day to listening to and sharing experiences with your child. Have high expectations of your child that are reasonable and achievable. Expect your child to share things, talk and listen.

Use everyday activities like cooking, shopping, going out and about, gardening, bath and bedtime and all the DIY jobs around the house as experiences for you and your child to share. These activities contain reading, maths and science and you will be teaching your child many basic and essential skills.

Singing songs, learning rhymes and reading stories to your child is an important base for learning to read, as it helps develop memory and sequence.





# How To Support Your Child Before They Start School

The following poster has been put together by the Early Years Leaders in the Cam Trust to show what we hope children will come to school being able to do.



We, of course, recognise that all children are not the same and learn at different rates, so we will support them in developing these areas when they join us.



## Parents as Partners

Your input is just as valuable once children have begun the school journey and we value the sharing of information to promote a positive learning partnership. We use many strategies to inform you about your child.

We send regular updates of weekly work and events on our messaging App Parent Hub.

Each half term, parents are invited to spend an afternoon with us in school to join in with the activities and see your child in action. We call these 'welcome walks.'

In the Autumn and Spring Terms, we hold parent consultations to discuss progress and share next steps for the future.

At the end of the year, children receive a report which summarises their development and assesses the children in each area of learning.

We actively encourage you to share/send in events and achievements to help us build a rounded picture of your child's development.

*Of course, we also hold an open door policy and are happy to chat with you and answer questions anytime.*



Thank you for reading our starting school booklet. We hope that you are looking forward to joining us and joining in with all that we have to offer your family. We shall do our very best to make you feel comfortable, secure and valued. Our aim is to provide your child with the very best education that our resources can provide. We expect that you will wish to be part of this partnership.

We finish with some thoughts from the children who started school in September last year .....

I liked doing art at  
the making table

I'm proud of myself. I can  
read books now and I couldn't  
when I was little.

I enjoyed making the  
animals feel better in  
the vets role play.

Growing plants outside  
was my favourite thing.

I am really happy that  
I've made lots of friends.

I like it when we  
do maths in the  
orchard.

I love the school dinners.

I love getting  
dirty at Forest  
School!



# Appendix A

## Prime area: COMMUNICATION & LANGUAGE

### ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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.

### ELG: Speaking

Children at the expected level of development will:

- 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.

## Prime Area: PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

### ELG: Self-Regulation

Children at the expected level of development will:

- 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

### ELG: Managing Self

Children at the expected level of development will:

- 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.

### ELG: Building Relationships

Children at the expected level of development will:

- 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.



## Prime Area: PHYSICAL DEVELOPMENT

### ELG: Gross Motor Skills

Children at the expected level of development will:

- 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.

### ELG: Fine Motor Skills

Children at the expected level of development will:

- 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.

## Specific Area: LITERACY

### ELG: Comprehension

Children at the expected level of development will:

- 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.

### ELG: Word Reading

Children at the expected level of development will:

- 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.

### ELG: Writing

Children at the expected level of development will:

- 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.



## Specific Area: MATHEMATICS

### ELG: Number

Children at the expected level of development will:

- 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.

### ELG: Numerical Patterns

Children at the expected level of development will:

- 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.

## Specific Area: EXPRESSIVE ARTS & DESIGN

### ELG: Creating with Materials

Children at the expected level of development will:

- 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.

### ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- 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.



## Specific Area: UNDERSTANDING THE WORLD

### ELG: Past and Present

Children at the expected level of development will:

- 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.

### ELG: People, Culture and Communities

Children at the expected level of development will:

- 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.

### ELG: The Natural World

Children at the expected level of development will:

- 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.

