

## Welcome to Early Years at Shaw Ridge.

At Shaw Ridge we believe that early childhood education forms the foundations on which all future learning can be built. The foundation stage is an important stage in its own right and as such, has a high status within the school.

We aim:

- To provide a secure and stimulating environment in which the children are able to succeed because they feel safe, confident, happy and valued.
- Through careful monitoring and planning to provide a broad balanced and relevant curriculum that fulfils the requirements of the Early Years Foundation Stage curriculum (EYFS).
- To provide an environment where the children are encouraged to develop positive attitudes and disposition towards their learning, by experimenting, exploring, questioning, reflecting and setting their own challenges.
- To work within a framework that ensures equality of opportunity for all children and families and that recognises that the relationship between parents and school is fundamental to the child's development and progress.



## The Curriculum

The Early Years Foundation Stage curriculum covers 7 areas of learning.

There are 3 prime areas:

- Personal, social and emotional development
- Physical development
- Communication and language

And 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive art and design.



The foundation stage curriculum is delivered through a wide range of activities based around topics and themes. Classroom observations by staff show what the children CAN DO and are used as the starting points for learning. The activities experienced by each child will provide opportunities to develop a number of competencies, skills and concepts across several areas of learning. Since children learn most effectively when they are interested and actively involved, much of the curriculum is delivered through carefully planned structured play and practical activities. On a daily basis the children are provided with opportunities to participate in child initiated, adult initiated and adult led activities.

*Play is the work of young children and playing and talking are the main ways in which children learn. We believe that children learn most effectively by DOING rather than being told.*



## Staffing/ Organisation

The Foundation Stage Unit (F2) is staffed by one full time equivalent teacher and a teaching assistant to every 30 children. Where specific individual needs of pupils' demand higher staffing levels the SENCo will liaise with the parents and preschool as necessary to support applications for extra funding to support need on transition into school.

Members of the Early Years team are qualified paediatric first aiders.

The unit is organised to allow opportunities for the children to develop across all areas of the curriculum.

They have access to:

- Writing and drawing
- Maths
- Role-play
- Reading nook
- Computer and Interactive whiteboards
- Small world
- Construction
- Sand/water
- Painting
- Discovery
- Outside play
- Messy play
- Creative opportunities
- Music
- Loose parts play



## Daily Routines

The organisation of the school day allows for planned daily routines. Each day follows a similar pattern so that the children know what comes next. This contributes to a sense of security and encourages independence.

### A typical day consists of:

Parents and children gather at the start of the day in the central playground. When the bell is rung the children line up alongside the outside wall adjoining F2's kitchen and are then led in through the side door. Parents are welcome to come in with their child to settle them initially. As the year progresses we encourage the children to come into school unaccompanied to develop independence.

The children participate in child-initiated activities, whilst the staff observe the children at play or work with individual/ groups of children as required. At various points in the day the children will be directly taught by the teachers to develop their maths, reading and writing skills. This may be in a large or small group depending on the activity being taught. We operate a rolling snack system where the children are encouraged to have their snack when they choose. They are given the opportunity to experience different fruits and vegetables. Milk is free to all children under five, and costs a small amount once they turn five. Please register your child directly with "coolmilk" if you want your child to have milk. If your child does not like milk, water is offered instead. We do not encourage juice to be drunk during the day although juice for packed lunch is acceptable.

Phonics is an important part of the EYFS and children have a daily input which is led by the staff. This takes place after morning break and is followed by funky fingers. Funky fingers describes a range of activities to develop fine motor skills.

All children eat their lunch in the small hall. Those children who do not take up the "free school meal option" eat their packed lunch with their friends in the hall too. After this the children have another opportunity to play outside. The afternoons are less structured and this is the time when more creative activities are completed.

## Clothing and personal items

Please arrange for your child to be sensibly and comfortably dressed in clothes that they can cope with when going to the toilet, playing in the water or changing for P.E. It is important that they are able to develop independence.

Ensure that all items of your child's clothing are clearly named including coats, hats, gloves etc... Children need to bring a coat to school every day as we have outside play.

If your child has an 'accident' in school, we will change them and provide clean clothes. Please return school clothes as soon as possible, as supplies are limited.

On a Friday afternoon we have 'Golden time', which is a reward for working well during the week. During this time your child can bring in a toy from home to play with. Please do not bring in precious, valuable items that can get damaged or small items that could easily get lost.

## Complaints and concerns

If you have a complaint or concern about your child at school, please do not hesitate to contact his/ her class teacher. If we are unable to resolve it then an appointment with the head teacher can be made to address the problem.



## Illnesses

If your child is going to be off school, please ring the school office and report it using the absence line. Please take note of the following list of illnesses and how long a child should remain off school, to ensure a full recovery and minimise the risk of spreading infection.

Chicken Pox	Until blisters are all crusted, or skin has healed.
Conjunctivitis	Until infection has cleared (the child can be readmitted to school once prescribed antibiotic drops have been administered for a minimum of 24 hrs.)
Diarrhoea	For 48 hrs after symptoms have cleared.
German Measles/ Rubella	For nine days or advised by your GP. Minimum of 5 days after rash appears.
Hand, foot and mouth	For seven days, when blisters have disappeared.
Head Lice	When treatment has been carried out successfully.
Impetigo	Until spots have healed, following treatment of at least 5 days.
Measles	For 5 days after onset of rash.
Mumps	For nine days (after swelling has appeared).
Ringworm	When treatment has commenced.
Scabies	Until after treatment has been completed.
Scarlet Fever	For a minimum of 5 days (once antibiotics commenced).
Threadworm	When treatment has commenced.
Vomiting	For 48hrs after symptoms have cleared.
Whooping Cough	For 28 days.
High Temperature	Until temperature is normal for 24hrs.

- Coughs and colds do not normally require exclusion unless they are severe or the child is distressed.
- Please seek medical advice if you are concerned.

## Just Playing

When I'm building in the block room,  
Please don't say 'I'm just playing'.  
For, you see, I'm learning as I play,  
About balance, I may be an architect someday.

When I'm getting all dressed up,  
Setting the table, caring for the babies,  
Don't get the idea 'I'm just playing'.  
I may be a mother or father someday.

When you see me up to my elbows in paint,  
Or standing at an easel, or moulding and shaping clay,  
Please don't let me hear you say, 'He is just playing'.  
For, you see, I'm learning as I play.  
I just might be a teacher someday.

When you see me engrossed in a puzzle, or some 'playing' at my school,  
Please don't feel the time is wasted in 'play'.  
For you see, I'm learning as I play.  
I'm learning to solve problems and concentrate.  
I may be in business someday.

When you see me cooking or tasting foods,  
Please don't think that because I enjoy it, it is 'just play'.  
I'm learning to follow directions and see the differences.  
I may be a cook someday.

When you see me learning to skip, hop, run and move my body,  
Please don't say 'I'm just playing'.  
For, you see, I'm learning as I play.  
I'm learning how my body works.  
I may be a doctor, nurse or athlete someday.

When you ask me what I've done at school today,  
And I say, 'I just played'.  
Please don't misunderstand me.  
For, you see, I'm learning as I play.  
I'm learning to enjoy and be successful in my  
work.  
I'm preparing for tomorrow.  
Today, I am a child and my work is play.

