

Welcome
to
Stanford in the Vale
Primary School



May 2024

Introductions

- Headteacher: Mrs Amanda Willis
- Chair of Governors: Mrs Claire Lewis
- Foundation Governor: Mrs Amanda Bellerby
- Class Teacher: Mrs Fay Warner-King
- Teaching Assistants: Mrs Sarah Woodyer-Ward and Mrs Stephanie Goddard



Sunflower Class

The Foundation Stage

- Final stage of Early Years curriculum
- Continuation from pre-school





The early years Statutory framework was updated in January 2024

It states:

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children with everything they need to fulfil their potential.



The 7 Areas of Learning

PRIME AREAS

1. Communication and Language

Encourages children to develop conversational skills in a rich language environment and in a range of situations

Will help children to develop listening and concentration skills.

Enables children to express themselves and understand and act on instructions given to them.

2. Personal, Social and Emotional Development

Become self-confident and self aware;

Making and building relationships

Know what their own needs are;

Dress and undress independently;

Become independent

Manage feelings and behaviour - tell the difference between right and wrong.

3. Physical Development

Support children's healthy development.

Provide opportunities for using a range of large and small equipment.

Help them to develop a sense of space around themselves and others.

Encourages balance.

Develop practical skills such as dressing, undressing etc

Handling equipment and tools effectively including pencils for writing.

Fine motor skills

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

Then there are 4 SPECIFIC AREAS



4. Literacy;

Reading

Continue a rhyming string.

Link sounds and letters.

Segment sounds in words and blend them.

Read words and simple sentences.

Writing

Encourage children to develop pencil control and to begin to make marks on paper.

Communicate meaning through clearly identifiable letters.

Write for a wide range of purposes- name, labels

5. Mathematics;

Number

Helps children to count up to 20.

Supports children's understanding of numbers.

Shape, space and measure

Encourages the use of mathematical words such as greater, smaller, heavier, lighter, more, less etc.

Develops skills in comparing and sorting objects.

Supports children's understanding of shape and size including 2D and 3D shapes.





6. Understanding the World;

People and communities- Helps children to gain an understanding of their world.

Encourages them to look at changes over time (History).

Encourages them to explore, observe and investigate their environment (Science).

Helps to develop designing and making skills (DT).

Will give your children the opportunity to understand and use information and communication technology and understand how it is used in homes and schools (ICT).

7. Expressive arts and design

Inspires children to explore colour and colour changes.

Helps them to explore a variety of materials, tools and techniques.

Experiment with colour, design, and textures.

Develops an interest in music, singing, music-making and dancing.

Develops confidence and imagination.

Managing Self:
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.

Personal, Social and Emotional Development

Self-regulation:
Understanding of own and others' feelings, and able to regulate their behavior 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, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.

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

Comprehension:
Demonstrate understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary.
Anticipate – where appropriate – key events in stories.
Use and understand recently introduced vocab. during discussion about stories, non-fiction, rhymes and poems and during role-play.

Word Reading
Say a sound for each letter of the alphabet and at least 10 digraphs.
Read words consistent with phonic knowledge by sound-blending.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy

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.

Understanding the world

Past and Present:
Talk about lives of 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.
The Natural World
Explore and make observations of the natural world.
Similarities and difference in the natural world.
Understand important process and changes, including seasons and changing states of matter.

People, Culture and Community:
Describe their immediate environment using knowledge from observation, 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.

Communication & Language

Listening, Attention and Understanding
Listen attentively and respond appropriately to what they hear with relevant questions, comments and actions during whole class and small group discussions.
Comment on and ask questions about what they heard to clarify understanding.
Hold conversation when engaged in back and forth exchanges with teachers/peers.

Speaking:
Participate in small group, class, and 1:1 discussions, offering their own ideas, using recently introduced vocab.
Offer explanations for why things might happen making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Express ideas and feelings about their experiences using full sentences, including use of tenses and conjunctions. With support from their teacher.

Physical Development

Fine Motor:
Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
Use a range of small tools i.e. scissors, paintbrushes, cutlery.
Begin to show accuracy and care when drawing.

Gross Motor:
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...

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 and 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.

Maths

Number:
Have a deep understanding of numbers to 10, including the composition of each number.
Subitise up to 5
Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.

Expressive Arts and Design

Creating with materials:
Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, pattern, texture, form, and function.
Share creations, explaining the processes 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.

Communication with Parents

Class Dojo



Mrs. Warner-King
Sunflower Class

Apr 15

1/2

Book Hook

Sunflower Class

Classroom Class Story Messages Events Dojo Islands Student login 100% Family connections Options

Students Groups

Student	Points
Whole Class	108
Albie	4
Alexcia	2
Allister	5
Amanda	5
Antonina	3
Autumn	2
Ava	4
Barney	7
Charlie	4
Eiza	7
Ella	2
Emily	3
Fran	3
Jackson	7
Jaron	1
Kaya	4
Layah	1
Levi	7
Louis	3
Macy-Jane	4
Malta	4
Mark	2
Marshall	5

This term we will be exploring life cycles as well as amazing animals. Each week we will have a new 'book hook' theme. This week it is under the sea. We will be looking at all things sea life. Our book will be rainbow fish, which links to our relationship and friendship theme in jigsaw. We can't wait to see what we create this week!



Starting School

All the children will start school on a **part-time** basis.

Week 1 – 8.40-11.45 (mornings only)

Week 2 – 8.40-12.45 (morning and lunch)

Week 3 onwards – 8.40-3.15 (full time)



A Typical Day in our Sunflower Class...

8.40 - Welcome and Register

8.50 – Focused carpet time

9.15 – Adult/Child initiated activities





10.20 – Snack and discussion time

10.35 – Focussed Carpet Time



11.00 – Adult/Child initiated activities

11.40 - Lunch



12.45 – Focused carpet time

1.10 – Adult/Child initiated activities



2.20 – Tidy up

2.25 – story time

2.40/2.45 – Collective Worship

3.15 – Home time





The School Year

- 6 Topics – 1 per half term
- 3 Sharing assemblies
- 3 Class collective worships
- Services at the church – Harvest, Mother's Day, Easter, Father's Day
- Themed weeks and days
- Open morning/evening
- Christmas Play
- Stanford's Got Talent
- School Discos



Nature School



Nature school

Today's activity was to make a zoo enclosure for an animal, the children were asked to think about what their animal would need, housing, food, water? I think they did a wonderful job and their animals would be very happy living there.





School Dinners

Your School Lunch

AVAILABLE DAILY - natural yogurt with toppings, chopped fresh fruit, fresh bread, salad bar and lots of fresh water!

Week One – 22nd April, 13th May, 10th June, 1st July, 22nd July, 2nd September, 23rd September, 14th October

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Meat Feast Pizza	Chicken and Tomato Pasta	Roast British Pork with Apple Sauce	British Beef Burger with Onions	Fish Fingers
Garlicky Cheese & Tomato Pizza (v)	Cheese Pin Wheel (v)	Quorn Roast (v)	Veggie Hotdog with Onions (v)	Summer Quiche (v)
Jacket Potato with Tuna	BLT Bap	Pasta Pot with Tuna & Sweetcorn	Stuffed Jacket Potato Skins (v)	Creamed Cheese, Ham and Cucumber Wrap
Sweetcorn & Garden Peas	Summer Vegetable Medley	Roast Potatoes, Yorkshire Pudding, Cauliflower, Carrots & Gravy	Crunchy Coleslaw & Sweetcorn	Chips or Pasta
Melting Moment with Orange Wedges	Banana Toffee Cake	Flapjack with Sultana Pot	Chocolate Mandarin Brownie	Garden Peas or Baked Beans
				Frozen Fruit Yoghurt

Dinners must be booked via Parentmail on the Thursday of the previous week using the online booking system.

Packed Lunches

If your child does not want to eat school dinners then you can send them in with a packed lunch.

Packed lunches should be healthy.

We recommend that packed lunches should include:

- One portion of fruit or vegetable eg. cucumber, tomatoes, apple, raisins...
- - A portion of dairy food eg. yoghurt, cheese, milk.....
- - A portion of starchy food eg. bread, wrap, pasta, rice, couscous....
- - A portion of meat, fish, eggs or beans eg. ham, chicken, egg, chickpeas.....
- - A drink eg. water, no added sugar squash....

Nuts, chocolate and sweets are not permitted in school lunch boxes.



Breakfast and After School Club



Breakfast Club

Monday-Friday – 8.00-8.40

After School Club

Monday-Thursday – 3.15-5.30



Uniform



Winter

- Black/grey pinafore, skirt, culottes or trousers
- White or red polo shirt
- Red school sweatshirt or cardigan
- Sensible flat black shoes

Summer

- Red and white checked dress, black/grey pinafore, skirt, culottes, tailored shorts or trousers
- White or red polo shirt
- Red school sweatshirt or cardigan
- Sensible flat black shoes or sandals

Please name all items with a permanent pen.

Other things you need:

PE Kit

- Black shorts
- Team coloured t-shirt (either red, yellow, green or blue)
- Plimsolls or trainers
- School jumper for outside use (no hoodies)

Hoodies are **not** allowed as part of school PE kit.

Forest School

Black joggers or leggings

School polo shirt

School jumper

Wellington boots

School provides overalls when they are needed

In hot weather:

- Hat
- Suncream

In wet weather:

- Waterproof Jacket

Book bag

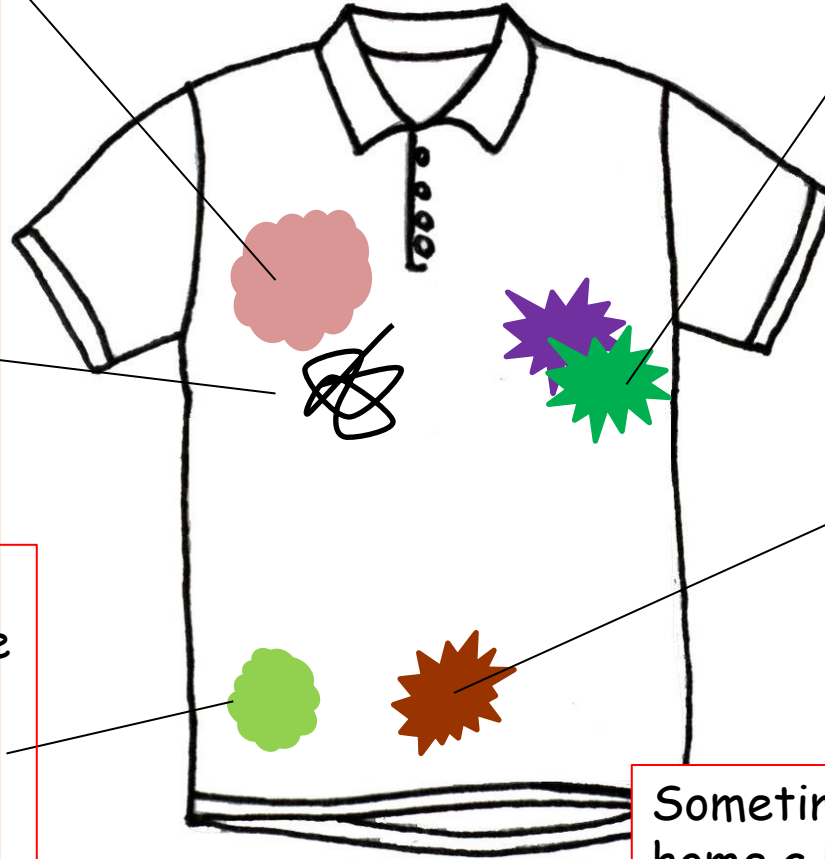
Getting dirty

A dirty uniform shows what the children have been learning.

This splodge is part of my lunch. I am trying so hard to use a knife and fork correctly.

This black mark was made with a pen. I am trying to develop my writing and drawing skills.

This grass stain shows that I have been using the outdoor area to develop my physical skills.



Painting helps me to develop my creativity. Sometimes I accidentally get paint on my shirt as I work.

The mud kitchen is very messy but it helps me develop my imagination and use of descriptive language.

Sometimes my uniform comes home a little wet. I learn huge amounts of science and maths in the water trays.

Am I ready for school?



Tips for parents

When your child starts primary school there are a number of skills that they should ideally have mastered. Use this sheet as a guide to help track their progress.

Self-care

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I don't feel well

Speaking & literacy

- I am interested in reading stories & looking at picture books
- I am able to talk about myself, my needs & feelings
- I am practising recognising my name when it's written down

Getting dressed & undressed on my own

- I can button & unbutton my clothes
- I can put my own shoes & socks on
- I can put my coat on & use a zip

Interest in the world & new activities

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions

Eating

- I can use a knife & fork
- I can open my packed lunch on my own
- I am confident at opening wrappers & packaging

Writing skills

- I like tracing patterns & colouring in
- I enjoy experimenting with different shaped scribbles
- I am practising holding a pencil

Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash & dry my hands without any help

Independence

- I am happy to be away from my mummy, daddy or my main carer
- I am happy to tidy my belongings & look after my things
- I am feeling confident about starting school

Listening & understanding

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules

Sharing & turn taking

- I can share toys & take turns
- I can play games with others
- I can interact with other children

Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
- I can recognise some numbers when they are written down

Routines

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days



Getting ready for school

