

Early Years Booklet



Bramingham Primary School

Welcome to Bramingham

Welcome to Early Years at Bramingham Primary School. We look forward to building a strong partnership between home and school, in order to best support your child. At Bramingham, we work very closely together as a team of teachers, teaching assistants and family workers. Your child will get to know each of us and we will each get to know your child.

If you have any information you need to share with us, or any issues you would like to discuss with us, please feel that you can approach any one of the team.



Our Early Years provision is based in multi-room mobile buildings with an expansive outdoor area, which includes grassed areas and a gazebo, as well as an area surfaced in soft pour tarmac.



Characterising Early Years

We believe that the Early Years Stage plays a major role in laying the foundations for future learning and success. At Bramingham, early years education is formed by a careful balance of direct whole-class teaching, small group teaching, partner work and play. We believe that the characteristics of Early Years should include:

- Building on children's learning from home, nursery or pre school
- A strong home-school relationship, where a love of learning and enjoyment of school is fostered and developed in partnership
- Securing the essential skills of reading, writing and mathematics to prepare children for the National Curriculum when they move into Year 1
- Instilling a day-to-day routine so that children feel safe, secure and happy
- Connecting with the wider school community through participation in whole-school events
- Instilling a culture of high expectations for behaviour and attitudes to learning
- Developing children's self awareness, confidence, concentration and ability to listen and follow instructions.

Outdoor Learning

This forms a very important part of the curriculum; we have an outdoor classroom that enables the children to have access to the outdoors throughout the day.

Our 'outdoor classroom' is resourced to cover all aspects of the curriculum. Activities will be planned to match topics and an adult will be based outside to lead a structured activity, this may include developing physical skills.

"There is no such thing as bad weather, just inappropriate clothing"

Please ensure your child always has clothes in school that are appropriate for the weather.



"The best classroom and the richest cupboard is roofed only by the sky."

Margaret McMillan

Characteristics of Effective Learning

The ways in which a child engages with other people and their environment – ***playing and exploring, active learning,*** and ***creating and thinking critically*** – underpin learning and development across all areas and support a child to remain an effective and motivated learner.





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The Importance of Play

SKILLS DEVELOPED THROUGH PLAY



Many experiences planned for your child will be seen by your child as 'play'. This is important to us. When your children are playing they are gaining confidence, developing social skills and without realising it, they are also learning. There will be opportunities for your child to choose from a wide range of play activities. At times there will be structured play activities planned and these will often involve a member of staff joining in the play. Children may be directed to specific planned tasks, which may develop a particular skill, or several skills.

Play is vital to children's learning and therefore vital to school. In play, children gradually develop the concept of relationships, the power to discriminate, to make judgements, to analyse and synthesise, to imagine and to formulate. Play fixes habits of concentration, which can be transferred to other learning.

"Children need the freedom and time to play. Play is not a luxury. Play is a necessity." – Kay Redfield Jamison

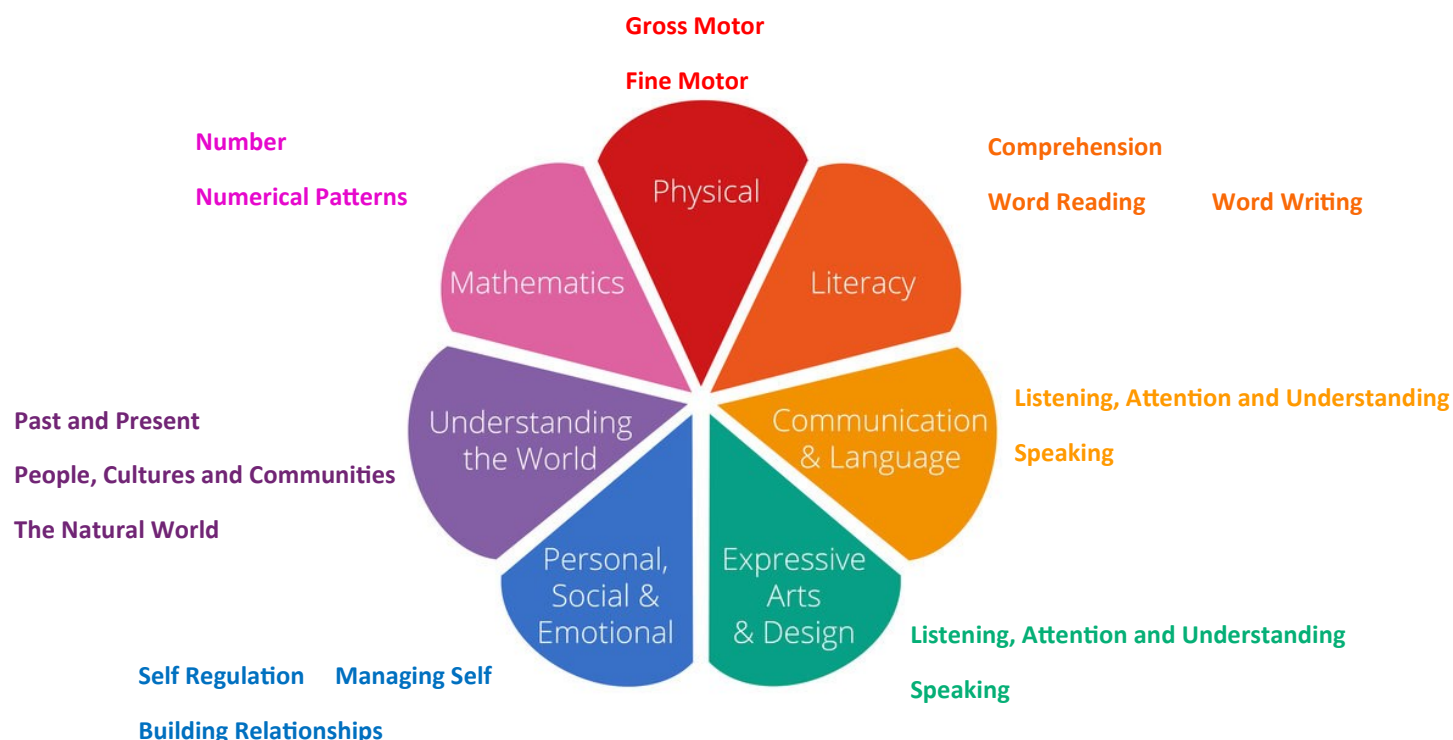
"Almost all creativity involves purposeful play." – Abraham Maslow

"Play is our brain's favourite way of learning." – Diane Ackerman

"Children learn as they play. More importantly, in play, children learn how to learn." – O. Fred Donaldson

Areas of Learning

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.



Communication, Language and Literacy

Reading forms a very important part of a child's education and much of the time in Early Years is spent developing reading skills. A child needs to develop many skills contributing to reading. They will realise that speech sounds are represented by letters and understand that words are made up of groups of letters. Through playing games and seeing words everywhere they look, a child begins to read.

In the Early Years, we are always reading stories together, this increases the child's interest and makes them want to read. The school runs a Star Reader scheme to motivate and reward regular home reading. All children are expected to read books we send home with their parents, preferably daily, but at least 3 times a week. Children who maintain this regular reading diligently through a whole term, receive a book prize and a certificate. Parents are expected to record this regular reading in the home/school reading record so that staff know reading has taken place. As children increase phonic awareness the reading changes from 'story telling' to the child attempting to blend words together and then this progresses to texts of whole sentences and more fluent reading. Children will also have opportunities to visit the school library to select a book they would like to take home to read for pleasure. In addition to the development of their phonic skills, children will be encouraged to learn the high frequency words by sight.

We are a TalkforWriting school. We start with enjoying and sharing stories and rhymes, which the children learn by heart. As they use actions to help them to recite stories and rhymes, the children learn new words and important early rules of grammar - though they are not aware of this! If the children can talk it, then they can write it! They build an extensive and rich vocabulary to use in their own writing and make progress which prepares them well for their move to Year 1.

Through the many role play situations we provide and model, children become aware of the different purposes of writing. They are encouraged to write within their play and their attempts are celebrated.

Personal, Social and Emotional Development

This area of development plays an essential part in all aspects of the children's lives and gives them the best opportunity for success in all other areas of learning. Children are encouraged to try new activities, initiate ideas and build relationships with their peers and adults. They develop an awareness of their needs, showing respect for their own culture and those of others. Independence is encouraged; the children are given opportunities to select their own activities and resources. Children are given guidance to understand and manage their feelings and behaviour.



Physical Development



Children move confidently and imaginatively with increasing control and co-ordination, developing an awareness of space and others. They use a range of small and large equipment and balancing and climbing apparatus, with increasing skill. They handle appropriate tools, objects, construction and malleable materials safely and with increasing control.

The children take part in structured PE lessons both in the hall and outside, on PE days, children come to school dressed in their PE kit (see details in the school booklet)

Mathematics

Children will encounter experiences that allow them to interact with numbers, shapes, space and measures.

They will be taught a range of number rhymes, songs, stories, counting games and activities. The activities will allow them to compare, sort, match, order, sequence and count using everyday objects. They will learn how to use numbers to 20 and will become familiar with larger numbers from their everyday lives. This will lead into solving addition and subtraction problems.

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns.



Understanding the World



Children are encouraged to talk about where they live, their environment, their families and past and present events in their own lives. They are given opportunities to explore and recognise features of living things, objects and events in the natural and made world and look closely at similarities, differences, patterns and change. They will be asked to talk about their observations, sometimes recording them. We will encourage them to ask questions to gain information about why things happen and how things work.

Asking and answering good questions is something we value highly across the school.

Expressive Arts and Design

Children explore sound and colour, texture, shape, form and space in two and three dimensions. They respond in a variety of ways to what they see, hear, smell and touch.

Through art, music, dance, stories and imaginative play, they show an increasing ability to use their imagination, to listen and to observe. They use a widening range of materials, suitable tools, instruments and other resources to express ideas and to communicate their feelings.

The children will be given opportunities to participate in dramatic play and expressive movement such as dance. These activities are vital as they provide opportunities for the expression of feelings and ideas as well as enhancing physical, emotional, social, verbal and intellectual development.



Monitoring Progress

Assessments and observations help us to recognise children's prior knowledge and to identify their next steps for learning. We make and record these assessments in a number of ways including taking photographs, collecting children's work and making observations.

The Foundation Stage Profile is an ongoing assessment that is carried out on every child within the Foundation Stage during the year after a child is 4 years old.

Assessments are carried out through observation and formal activities. At the end of the year the results of the profile contribute to a written report which is sent to parents. The results of the profile are submitted to the Local Authority.

The Role of Parents

“Parents are children’s first and most enduring educators.”

At Bramingham we believe the biggest impact on the learning of a child is a strong working relationship between home and school..

We usually carry out a home visit to each family in order to get to know you and your child. Throughout the year, there will be many opportunities for you to find out more about how your child learns in school. These opportunities will include parents evenings and workshops. Once the children have had time to settle into school life, we welcome parents as classroom helpers, by arrangement. Staff are always willing to arrange a time to meet, should you have anything you wish to discuss and can also be contacted, directly, via email.

How are parents involved at Bramingham?

Parents hear their children read a minimum of 3 times a week and share stories with them regularly.

Parents ensure children complete DoodleMaths at least 3 times a week.

Parents are invited in for coffee mornings with family workers.

Parents support their children with the homework that is set to reinforce current learning in class.

Parents can volunteer to help in class or with school trips.

Parents are able to join The Friends of Bramingham PTA or help with PTA events.

Parents attend parents’ evening to find out how their child is progressing and how they can support.

Parents attend workshops that explain teaching and learning methods at Bramingham.

Preparing for School

During your home visit, you will be given some tasks that you can carry out with your child over the summer.

In preparation for school, here are some things you can do with your child.

Speaking

- Speak clearly and confidently
- Model using the right words and set an example
- Speak in full sentences
- Use clear, simple directions for tasks and behaviours
- Engage in discussions with your child and allow them the time to speak without being interrupted
- Ask for their opinions
- Tell them about your day and ask about theirs

Listening

- Show your child how to be a good listener by listening to them and others
- Be patient - don't interrupt or finish their sentences for them
- Give them your full attention when they are speaking, showing them eye contact
- Respond to what they are saying by asking questions or ask about their opinions.
- Listen to your child reading or allow them to tell you stories they know.

Maths Skills

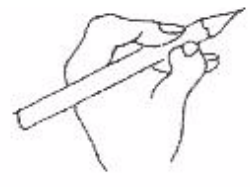
- Count daily with your child
- Learn number rhymes
- Introduce language such as bigger, smaller, most, least, in front, behind
- Count objects, actions, numbers and a range of things
- Identify numbers wherever you go - a neighbour's house number or the number on a bus
- Help children putting numbers in order
- Let children help with the tidying and sorting. Can they sort things by size or colour?
- Identify shapes around the home
- Carry out measuring activities together
- Look at coins together when shopping
- Use fingers to represent a number
- Watch TV programmes that stimulate interest in numbers Eg. Numberblocks.

Writing

- Encourage your child to mark make without feeling pressured
- Get your children colourful pens, gel pens and exciting new tools to encourage them to mark make
- Let them write their name on cards or letters. Only the first letter in capitals
- If your child is already writing with a pen or pencil, support their pencil grip so they do not develop a bad habit.



Right hand



Left hand

Preparing for School

It would be useful if your child practices the following activities:

- Dressing and undressing
- Fastening buckles, buttons and zips
- Using a tissue to blow or wipe their nose
- Independently using the toilet
- Demonstrating good eating habits
- Putting on their coat
- Putting on their shoes
- Peeling oranges and bananas and eating fruit whole

It is essential to us and your child, that all clothing and belongings are clearly named.

The School Day

The children will enter and be collected from their classrooms.

At the end of the day, children are only allowed to be collected by parents or an authorised adult. Please make sure you let the teachers know in advance, if someone different will be collecting your child. Please read the school booklet which gives additional important information.

The school day will consist of time spent learning as a class, directed by the teacher, working in small groups and time for children to choose the activities which they wish to do. Each day will be structured to include activities that develop skills from a range of the areas of learning.

Children will go over to the main building for lunch, where they will be supervised by the Teaching Assistants. At an appropriate time in the year, they will join the rest of the school on the playground. At the beginning of the year, they will access the Early Years outdoor area during lunchtimes.

We look forward to meeting you soon. If you have any questions, please feel free to contact our Early Years Lead, Sarah Miles.

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