

WELCOME TO F2

Welcome

We are delighted to welcome you and your child to F2.

Your child is now ready to start attending full time and continue their learning journey through the Foundation Stage.

It's exciting....

Moving on from Nursery (F1) to starting school full time is an exciting change. We want you to be fully involved with this transition for your child.

Just ask

We hope this booklet gives you the information that you need to ensure both you and your child are comfortable during the transition period.

If there is any more information that you would like please don't hesitate to ask.



Learning in F2

It is important that the children joining F2 continue to be enthusiastic, independent learners. This will enable them to access the opportunities on offer to the children in both the inside and outside environment. In F2 we also plan focused activities across the seven areas of the 'Early Years Foundation Stage' (EYFS) curriculum to enable the children to progress both academically and socially.

Our teaching enables the children to take their next steps in learning through carefully planned independent and small group work, adult led and child initiated learning activities and whole class teaching.

Our goal is to create a relaxed and happy atmosphere where our children are happy, self motivated enthusiastic learners.





Daily Routines

- The doors open at 8:50am.
- Parents / Carers need to stay with children on the playground until the door opens and children have arrived in class.
- You are able to come into the classroom with your child, to help them settle and get ready for the day for the first term, if they need you to. (September - December)
- In the new year we ask that you leave the children at the door to help gain their independence.
- The cloakroom area is small so all book bags need to go in the children's trays. Therefore, they need to be flat book bags.
- Children need to find their name cards off the board and put it in their dinner choice box from today's available school menu. After this the children can self select an activity in either of the F2 classrooms.
- Water bottles should be placed in the basket provided by the sink. Please note these are not filled or cleaned by staff. They should be taken home daily.

Learning through play

Children instinctively explore objects from an early age. They try out different ways of using an object and often use it to represent something else in their play. As children learn to socialise their play becomes more sophisticated as they develop their own stories in their play and organise themselves and others.

Often all the learning associated with play goes unnoticed by the child, which enables them to take risks, make mistakes and make connections in a relaxed and safe way. Self initiated challenges are often the best vehicle for learning as the child has the interest to persist to a desired outcome.

With this in mind, whilst adult led activities have a specific learning intention, they are set in the context of tasks that the children will enjoy completing. For example, a literacy task might be reading instructions to plant seeds.



Staff that your child will meet in school.



Mrs Bates
Assistant Head Teacher
EYFS Leader / SENCO/SEMH
F1 Teacher (part time)



Mrs Parry
F2 Teacher



Mrs Beck
F2 Teacher (part time)



Miss Wike
F2 Teacher (part time)



Mrs Jackson
F2 Classroom Support Assistant



Mrs Drew
F2 Nursery Nurse



Mrs Palmer
F1 Nursery Nurse



Mrs Greenwood
F1 Teacher (part-time)



Miss Jennings
F1 Teacher (part-time)

Other staff your child will get to know.



Mr Blakeley
Head Teacher



Miss Henderson
Assistant Head Teacher/PPA
Teacher/ Safeguarding / SEMH



Mrs Healy
School Cook



Mrs Moon
Lunchtime Senior Supervisor

Glossary

F1- Foundation 1 (nursery)
F2- Foundation 2 (reception)
EYFS - Early Years Foundation Stage
SENDCO- Special Educational
Needs & Disability Coordinator
SEMH -Social, Emotional, Mental
Health
KS1- Key Stage 1
KS2- Key Stage 2

Our weekly timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.50-9.00	Self register Free choice play				
9.00-9.30	Support groups Continuous Provision				PE
9.30-10.15	Whole class group time Snack time				
10:15-11.15	Adult focused Continuous provision / outdoor play available	Adult focused Continuous provision/ outdoor play available	Adult focused Continuous provision/ outdoor play available	Adult focused Continuous provision/ outdoor play available	
11:15-11:40	Whole class group time				
11:40-12:40	Lunchtime				
12:40- 1:15	Whole class group time				
1:15 - 2:45	Adult focused Continuous provision / outdoor play available	Adult focused Continuous provision / outdoor play available	Adult focused Continuous provision / outdoor play available	Adult focused Continuous provision / outdoor play available	Adult focused Continuous provision / outdoor play available
2:45 - 3:10	Topic group time	Topic group time	Topic group time	Topic group time	Star of the week group time
3.10	Home Time				

Adult focused Literacy may be

Guided reading (small groups).

Guided/shared writing (small groups).

Or Individual reading.

What will the children will learn

Throughout the year we work towards the children achieving the Early Learning Goals. We teach towards these goals through half termly topics.

Our topics for the year are;

	Foundation 2
Autumn Term 1	8 weeks - All About Me
Autumn Term 2	7 weeks - It's a celebration
Spring Term 1	6 weeks - Water
Spring Term 2	5 weeks - Growing and Change
Summer Term 1	5 weeks - Space
Summer Term 2	7 weeks - Castles

These topics cover the following areas;

Key: CL-communication & language, L-Literacy, PSED-Personal, social & emotion development, M-maths, UoW- Understanding of the World, EA&D- expressive Arts & Design, PD-Physical development.

Autumn 1.	Ourselves	8 weeks
CL	What do I like / don't like? Explaining why I like/ don't like things.	
L	Non-fiction - names, labels, captions. Recognising and writing own names. Writing a list of things in school I like to do. Caption writing I like.... Shared writing - class rules.	
PSED	Getting to know each other. What do we like / dislike? What do we do in and out of school? Discussing our experiences. Do we go to church, mosque? Learn the importance of being tolerant, polite and showing respect. Play alongside others, expressing their feelings and consider the feelings of others.	
M	How old are we? What is our age, the number of our house? Days of the week and months of the year. When do we do different things at school? When is our birthday?	
UoW	What were we like as babies? How have we changed? What are we hoping to be? Use the camera to take photographs of each other.	

Autumn 1.	Ourselves	8 weeks
EA&D	Musical instruments to make body sounds, I have a body. Self portraits / pictures of my family.	
PD	What shapes can we make with our bodies? How can we move our bodies?	
CL	Understand how to listen carefully and why listening is important. Learn new vocabulary. Develop social phrases. Listen carefully to rhymes and songs.	
L	Letter knowledge. Segmenting to spell and read short words using the sounds they know.	

Autumn 2.	It's a Celebration	7 weeks
CL	Discuss how we might be good or bad. How do we use words to make people feel? Discuss good and bad words. Engage in story time and re-tell a familiar story.	
L	Fiction - Rama and Sita - the story of Divali. The Christmas story. Use of time connectives in stories. Writing character speech in speech bubbles. Writing greetings in cards. Invitations - write invites for parents to come to our Christmas performance.	
PS&D	Discuss the triumph of good against bad/ evil. To begin to understand the importance of rules and laws. Remember the classroom rules without an adult reminding them. Begin to understand how others may be feeling. Valuing difference. Manage their own needs and personal hygiene.	
M	Rangoli patterns and symmetry, sequencing and making patterns for decorations.	
UoW	Who celebrates Divali / Eid / Christmas? Why and how do they celebrate? Creating shadows - light experiments. Making Eid/ Divali sweets. Recognising similarities and differences between life in other countries.	
EA&D	Diva lamps, mendhi patterns, Christmas cards- trees, calendars, table decorations with candles, stick dancing for Divali, nativity production songs.	
PD	South Asian dance, learn the gestures for the characters in the Divali story, Bhangra dancing for Eid.	

Spring 1.	Water.	6 weeks
CL	Describe events in some detail. Engage in non-fiction books. Using new knowledge and vocabulary from the books.	
L	Non Fiction - water. Create a fact file. Use adjectives to describe the rain and the sea.	
PSED	Keeping myself safe- road safety, stranger danger Pantasaurus	
M	Capacity - full, half full (half empty), empty, comparing length and size of boats.	
UoW	Canals, rivers, oceans - what do they and what do they look like? Using the map of the world to find different sources of water.	
EA&D	Design and make a boat that floats.	
PD	Use one handed tools and equipment within the continuous provision. Use comfortable grip when holding pens and pencils.	

Spring 2.	Growing and Change	5 weeks
CL	Ask questions to find out more and to check that they understand what has been said to the,.	
L	Life cycle of a seed, butterfly and frog. Instructions of how to plant a seed.	
PSED	Democracy - children are listened to and are taught to actively listen to each other. Respecting the right of every individual to have their opinions and voices heard. Know and talk about their own health and well being.	
M	Measuring height of plants. Compare weight and length. Compose and decompose shapes.	
UoW	Plant a seed and understand what it needs to grow.	
EA&D	Design and create a flower using different media. Flower printing. Observational paintings and drawings of flowers.	
PD	Fundamental movement skills -rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Have a good posture when sitting on the carpet.	

Summer 1	Space	5 weeks
CL	Labelling the planets, describing imaginary aliens, space rocket role play. Discuss the children's observations of the change of season.	

Summer 1	Space	5 weeks
L	Non fiction - the planets - writing fact files using labels, captions, titles and diagrams. Or make a planet poster. Write instructions to make a planet mobile. Note the features of writing instructions. Fiction - alien stories, write speech bubbles for the characters, extend this to using speech marks and wider punctuation for some groups. Compare two alien stories and write a book review. Explain that this is the children writing their opinion.	
PSED	Feeling lonely, give the children stars and discuss what they would wish for?	
M	Make space pictures from shapes, investigate stars.	
UoW	Make star biscuits, find out about Neil Armstrong and Helen Sharman, explore the seasonal change - summer, sun care.	
EA&D	Make rockets, paint aliens, make model planets / aliens , create space music using different instruments.	
PD	Ball skills, musical rockets.	
Summer 2.	Castles	7 weeks
CL	Discuss the stories that the children know that have dragons and princesses. Are princes and princess real?	
L	Non-fiction - what are castles? Who lived in them? Our royal family. Explore the features of information texts. Fiction - The princess and the pea. Time connectives, retelling through drama and then adaptation for the 'Brave knight and the spider.' The frog prince - adaptation for 'The spider princess' Poetry - the dragon machine - write own versions. Invitations - write invitations to parents for sports days.	
PSED	Do boys always rescue girls? Are all boys brave and girls caring? Contest the role of stereotypes using the story 'The paper bag princess'.	
M	Harlequin patterns.	
UoW	What are castles made of? Look at the properties of different materials. Investigate whether dragons are real, look at Komodo dragons.	
EA&D	Design, make, evaluate a jester's hat, a moving castle character, make shields and crowns, drawing of castles.	
PD	Team games, dragon dances, learn to juggle like a jester.	

Children's Interests

Where ever possible the topics may be changed or enhanced in response to the children's interests. Topic boxes are also available to enable the children to follow personal interests. There are group times available within the weekly timetable to pursue the children's interests.

The Early Learning Goals

2021 Early Years Foundation Stage Profile Handbook- EYFS areas of learning and their associated ELGs

The Early Learning Goals - Children's expected level of development

CL- Communication and language development involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.	ELG 01 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. ELG 02 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.
PD- Physical development involves providing opportunities for young children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.	ELG 03 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. ELG 04 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

The Early Learning Goals - Children's expected level of development

PSED -Personal, social and emotional development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.	ELG 05 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. ELG 06 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. ELG 07 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.
L- Literacy development involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials - for example books, poems, and other materials to ignite their interest.	ELG 08 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. ELG 09 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. ELG 10 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.

The Early Learning Goals - Children's expected level of development

M- Mathematics development involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.	ELG 11 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. ELG 12 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.
UoW-Understanding of the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.	ELG 13 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. ELG 14 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. ELG 15 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.

The Early Learning Goals - Children's expected level of development

EA&D- Expressive arts and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.	ELG 16 Creating 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. ELG 17 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.
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Little Wandle Phonics

Phonics is an important part of children's literacy development. We follow the Little Wandle scheme that starts in Foundation stage and continues throughout Year 1 and 2.

All children will have a reading bag. This will contain the book that your child is currently working on at school. Don't panic if your child's folder appears to contain different things to other children's; the contents are specific to each child.

Reading bags should be brought to school everyday and left in your child's drawer. We sometimes use these in phonics or to read with throughout the week. Please try to practise the contents of the reading bag with your child. It is recommended that short frequent sessions are better than longer intensive sessions. Practising little and often will benefit your child. Remember to make it fun.

Reading Books

As children make progress recognising letter shapes and being able to segment and blend sounds to read words, children will be given reading books.

Twice a week children carry out group reading where they read their book of the week and an adult supports them to experience the book for the first time. We also, listen to children read individually. Please can all books be brought back in on Thursday so that they can be changed and returned back to your child on a Friday . Please note it will always be school staff that decide when a child is ready to change their book or start the reading scheme. We use the Big Cat Collins reading scheme. Along with a reading book the children will bring home a sharing book and a library book each week, this helps promote shared reading at home and encourages your child to gain a love of reading.



Golden Principles

These are simple and yet woven into everything we do and say.

RESPECT: Ourselves, each other, our environment and our school in all we say and do.

EFFORT: Try our hardest across all areas of school, with each other, with adults, with our work.

HONEST: Be honest to ourselves and all around us. Be the best we can be.



Topic Information

Every half term you will receive an F2 news letter and a knowledge organiser. These inform you of the things that your child will be doing over the half term.

Diary dates and other messages will also be included.

You can help your child by talking to them about what they have been learning and what they will be learning about next.

Parents' Evening

We have Parent's Evening at two points throughout the year and then hold a coffee morning during the last term where you can collect your child's profile results.

(Assessment against the Early Learning Goals) Parents' Evenings will provide you with the opportunity to talk to the Teachers / Nursery Nurses about your child's progress and to view their work.

Information and Coffee Mornings

Throughout the year we hold coffee and information sessions. These may be social events (e.g. Mother's Day/Father's Day), or to provide curriculum information and to enable you to work with your child in a subject themed workshop.

We currently run a popular potions themed Literacy workshop and a Numeracy and Phonics games workshop. More details will follow with dates as they are planned.

Just a note

We encourage children to tell us about the things that they have done at home. It might be that they have been somewhere nice (out of school club, weekend activity, holiday, shopping, party), seen something special, or that you have noticed your child doing something that you would like to tell us about. It can be as brief or as detailed as you like and can include photos and pictures.

PE

Our PE is on a Wednesday. During the winter months this is indoor and children do not get changed, they will just take off their shoes and socks. The children will not need a PE kit until after Easter. Weather permitting PE is outdoor after the Easter holidays. Children require a plain white T-shirt and black or blue shorts, they also need trainers or pumps for PE.

All jewellery should be removed or covered with plasters from home for PE. Long hair must be tied back.

Baking

Children bake throughout the year. We would be grateful of a voluntary contribution of 50p each half term towards the cost of ingredients. This also enables us to make fresh play dough with the children.

Donations can be given to the member of staff on the gate.

Outdoor / Messy Play

During free choice play, children have access to a range of outdoor and messy play activities. This includes gardening, digging, painting, water play and exploring materials such as shaving foam, gloop, bubbles and jelly baff. We provide aprons, however children often get their clothes messy. Children who worry about getting their clothes dirty are restricted and will not gain the full enjoyment and learning of an activity. School uniform provides essential work wear, that the children have no fears about becoming messy in. Please expect your child's clothing will become soiled at school. We strongly recommend that your child wears outdoor coats that are specifically for playing in.

Labelling

Please ensure that all removable clothing, including shoes are clearly labelled with your child's name. Clothes often get muddled on PE days!

Outdoor coats often get taken off during lunch, please add your child's class to make returning them easier for lunch time staff.

Hats, gloves, scarves and wellies need labelling too!

If your child brings home the wrong clothing, please could you return this to school promptly and hand it in to a member of staff.

Returning school equipment

Children often take home small items such as figures and jigsaw pieces that fit in pockets. Please don't panic about this, they are simply learning about acceptable behaviour and boundaries. Please help us by returning items.

Book bags/ bottles

Book bags and water bottles can be purchased from the office. Please place correct monies in a envelope stating your child's name, class and what you wish to purchase.

Book bags are £4.00. Bottles £1.30

Communication between home and school

We use Class Dojo as our online learning journal. We will use it to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to document their WOW moments.

Also, it is used as a communication platform where we can send both private and public messages and information out to you. However, we are unable to read and respond to private messages that you send to us. Instead, we ask that you send any queries to foundations.hopton@kirkleeseducation.uk.

Class Charts is used to record positive and negative behaviour points each day. The children get two points, one for the morning sessions and one for the afternoon session.

Important information

Absences

If your child is absent from school, please contact the school office before 9.30am. We have a legal requirement to follow up on absences. Office staff will contact you, if we are not aware of the reason for your child's absence. Late arrivals should be signed in at the school office, where staff can ensure arrangements are in place for your child's dinners requirements.

Collections

Please ensure that staff are informed of any changes to the collection of your child. Late arrangements should be reported to the school office, to ensure staff know for home time. Children will not be released to older siblings who are still at Primary school. Passwords should be used to identify unknown adults. If in doubt, your child would not be released

Medicines

If your child has been diagnosed with a specific medical need, please speak to a member of staff. We do not administer medicines and antibiotics to children, however, you can come into school to administer them yourself if you wish.



School Uniform

White or red shirt, polo shirt, blouse
Dark coloured trousers/ skirt / pinafore dress / shorts (grey/blue/black)
Red gingham dress
Red sweatshirt, jumper, cardigan or fleece
Sensible shoes
Uniform does not require the school logo.
Should you want to purchase items with our logo it is available at Rawcliffes Dewsbury.

Contact Details

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