

St Joseph's Catholic Primary School Exmouth



Reception Curriculum Parent Booklet

The Early Years Foundation Stage Overview

Starting school is a very big step for your child. This booklet aims to support you in understanding the Early Years Foundation Stage and how we manage the curriculum at St Joseph's Primary School. The transition to school is most effective when parents, teachers and children work together closely, sharing their experiences and achievements. In this booklet we have outlined ways in which you can help your child make progress at home and at school across all the areas of learning.

Learning with your child at home

We really value the learning that takes place at home. There are several ways you can help to share this with us.

Wow Moments: Please record any significant achievements on tapestry. We will celebrate these with the class by sharing the observation with the class. If you need instructions on how to upload an observation to tapestry then please collect an instruction sheet from the class notice board.

Reading Books: Your child will receive three books that should be spread out over the week. This should include - reading, re-reading, discussing and retelling. They can also borrow a book from the class book box. These books are mostly story books and are aimed at you taking charge of the book and sharing it together at home. Please write a comment in their reading record book that will help us to understand how they are getting on with reading at home.

Reading at home is a **very** important part of your child's education and we hope it will be an enjoyable experience for you both. Please come and talk to us if you would like any further support.

Home Learning Activities: Your child will receive home learning each Friday. The tasks will be very practical and related to your child's learning. Each week, the home learning should be returned to the home learning tray, in the classroom, by the following Wednesday. Please tackle each task according to YOUR own child. You can extend or reduce the task as you feel necessary.

Website: Please visit our website to keep up to date with your child's topic at

<https://www.stjosephsprimaryschool.com/website>

Learning with your child at school: 'Come and Play' Happy Hour: Each term we will invite you in to school to learn with us. We will let you know the dates in the Reception newsletters.

Come in and help: If you would be interested in coming in to help please let us know.

The Curriculum

Young children learn best through real and purposeful experiences. For much of the school day they will be learning through play. During the foundation year the children will experience learning through a variety of methods:

Whole class Focused Activity: The children all work together with the teacher or the teaching assistant.

Group Adult Focused Activity: The children will work with the teacher or the teaching assistant in a small group of between 4 and 6.

Self Initiated Activity: The children access learning activities of their choice to engage in. We call this PPP (planned, purposeful, play) time

Characteristics of effective learning

The ways in which the 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 the child to remain an effective and motivated learner.

We observe how each child is learning and use our observations to help with our planning and teaching.

Playing and Exploring - engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning - motivation

- Being involved and concentrating
- Keep trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically - thinking

- Having their own ideas
- Making links
- Choosing ways to do things

During the Early Years Foundation Stage, your child will be learning from a broad and

balanced curriculum covering the following areas.

Prime Areas:

Personal, Social and Emotional Development.

Communication and Language.

Physical Development.

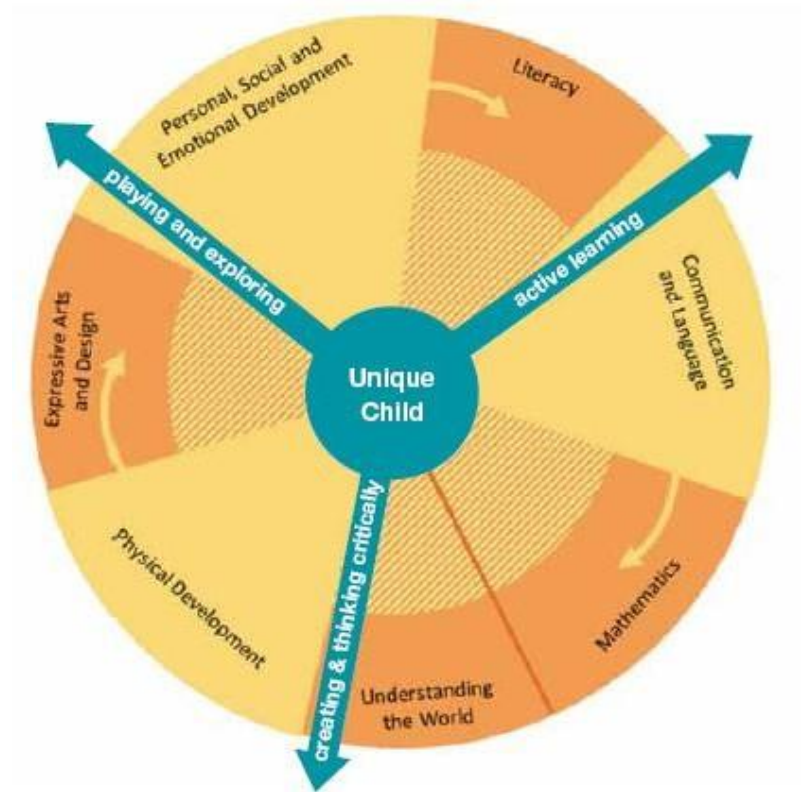
Specific Areas:

Literacy.

Mathematics.

Understanding of the World.

Expressive Arts and Design.



Personal, Social and Emotional Development

Self Confidence and Self Awareness

It is important that children develop a positive attitude to learning that will continue with them during their time at school and throughout life. We encourage the children to engage in a range of different activities that will motivate them to make choices, develop curiosity and extend their concentration.

How can you help?

Try to extend the length of time your child will play with a toy or game by playing together with them. We love to hear about family days out or special occasions so encourage your child to come to school and share what they have been doing at home.

Making Relationships

We teach the children how to share and take turns so that they can cooperate well with other children and adults and form good relationships. We help the children to understand their beliefs and customs and to value themselves. We also encourage them to learn that other people have different beliefs and customs and that it is ok to be different.

How can you help?

Sharing and taking turns is a difficult skill to learn and one that needs to be modelled clearly and consistently before children will do this independently. When your child is playing with other children they may get upset because they want to play with a toy another child has, or they may snatch a toy. Make sure you help your child to find a solution to the problem. For example, you might say 'I had that toy first, so you need to give it back.' Ask him if you can have a turn 'in a minute.' Encouraging children to resolve situations by having the dialogue with each other will help them to be able to resolve issues like that independently in the future.

Managing Feelings and Behaviour

The children will be taught ways to develop an awareness of their needs, views and feelings and also to consider the needs, views and feeling of others. There will always be opportunity for the children to take pride in their identity and their achievements. We will teach them to understand a range of emotions and how to express these appropriately.

We have agreed a set of 'Gospel Values' across the school that the children will learn when they first start. We will teach these values through role-play and stories. To encourage positive behaviour our children receive Gospel Value stickers when they are seen demonstrating the positive behaviours.

How can you help?

Talk to your child about how they feel in certain situations and how other people may feel. In school we talk about being happy, sad, cross, excited and worried.

The rules you have at home will be different to the ones we have at school, but rewarding positive behaviour and reinforcing the rules we have in school will help your child to settle quickly and understand what is expected of them.

Communication and Language

Listening and Attention

The children have opportunities to listen to and respond to stories, songs, music, rhymes, poems and they have opportunities to make up their own. We help them to listen attentively and respond to what others say.

Understanding

The children are asked to follow instructions involving several ideas or actions. They are taught to answer 'how' and 'why' questions about their experiences.

Speaking

We encourage the children to use the language they hear in their play and to imagine and recreate roles and experiences. They are supported to develop their own narratives and explanations.

In the unit we have Role-Play Areas which change according to the theme of our topic. We also have role play boxes where children can take the box and find a space to be imaginative in.

We always encourage the children to have conversations with each other and to use appropriate conventions such as turn taking, waiting until someone else is finished, listening to others and using expressions such as "Please, thank you and can I?" and to negotiate plans and activities.

How can you help?

The everyday conversations that you have with your child at home help them to develop their early language skills. Listen and talk to them about the things that interest them. Involve them in the day to day activities in the home and encourage them to reflect and talk about what they are doing.

Physical Development

Moving and Handling

During a typical school week the children have both outside and inside physical activity sessions. The children usually get changed into their P.E kit once a week. During these sessions we teach movement skills and spatial awareness. The children regularly practise using a range of equipment, such as climbing frames, balls, hoops, beanbags and skipping rope.

Throughout the school day the children have access to a range of resources that develop not only their gross motor skills, but also their fine motor skills. As well as the larger equipment the children have access to play dough, clay, fabric, pens and pencils, chalk, card, paper, glue,

scissors, paint, hole punches and string to create their masterpieces! They will have the opportunity to thread beads, weave materials, play with small world toys, and build with construction sets and bricks. Some activities will be adult led and many will be self initiated. These skills are a precursor to writing and when their fine motor coordination is developed enough your child will be ready to write. They will be taught to use and hold a pencil effectively to form recognisable letters and numbers.

How can you help?

Just by keeping your child active you are helping them in this area of development. Teaching them to throw, roll, kick and catch a ball, taking them swimming and to the park, for example, will naturally teach them about movement and space.

It is important to encourage your child to hold their pencil correctly and to make a fluid movement across the paper. There is also the opportunity to develop their fine motor skills, through activities like drawing, painting, writing in the sand, threading beads, cutting and sticking.

It would be particularly useful if your child has a pair of scissors at home so they can practise cutting and how to hold the scissors safely when they are walking from place to place.

Health and Self Care

We teach the children to recognise the importance of being healthy and the things that contribute towards this: eating well, getting enough sleep, exercising and good hygiene. We also help them to understand how our bodies change when we exercise. Children are encouraged to drink water throughout the day and we would like you to provide a water bottle for your child to drink from while they are in school. The school will provide fruit for an afternoon snack.

How can you help?

Make sure your child goes to bed early enough. They need their sleep, particularly when big changes are taking place, such as starting school. Many children find the first term very tiring.

Teach your child how to wash their hands properly with soap as there won't always be a teacher in the toilets to help the children when they are in school. We do teach this during the first week of school, but it would be useful if this routine was already established. Encourage your child to get dressed themselves in the morning.

It is a good confidence boost if they can be independent. This includes being able to do up buttons, zips and also being able to put on socks and shoes. Talk about which foods are healthy and which are unhealthy.

Literacy

Reading

The children will have the opportunity to enjoy rhyming and rhythmic activity through music, rhymes, poems and stories. They will be taught to hear and say the sounds in words, starting with the sound at the beginning of a word. In conjunction with Letters and Sounds to help them learn phonics we use the Jolly Phonics programme which matches an action to the sound and combines visual, auditory and kinesthetic learning. They will then be taught to blend and segment the jolly phonic sounds and use them to read and write words.

Your child will have opportunity to enjoy an increasing range of books at school. We will read stories to them, looking at the pictures and the print, listening to story tapes, looking at books in the book corner, and visit our school library. They will also bring home a reading scheme book which is changed on Monday, Wednesday and Friday. Many of these books are decodable which means that they will be able to use their phonic knowledge to read them. Once a week the children will have the opportunity to take a library book home from the classroom. They will also be taught that information can be retrieved from books and computers, and be encouraged to notice print in the environment around them.

How can you help?

Singing songs, reading rhymes, poems and stories will help develop your child's awareness of rhyme and rhythm. Playing "eye spy" with the letter sounds will help them to hear and say the sounds at the beginning of words.

Below is the Jolly Phonics sounds and actions sheets so that you can support your child with learning the sounds. If you are unsure of how to pronounce the letter sounds, then please come and see us.

Enjoy reading stories with your child. Talk to them about the characters and encourage them to compare the feelings of the characters with their own. Talk about the plot and see if they can think of any alternative endings. At first your child may not be able to read the words, but they will be able to use picture cues and make sense of the story structure. Begin to look for familiar and common words and read them together.

Here are some ways to approach the 'difficult job' of learning how to read. We hope you will find them useful

- * Most important of all, make reading with you as enjoyable as possible - not always easy after a hard day at work and school, but do try to persevere!
- * Look at the book first, talking about what you can see happening in the pictures. Try

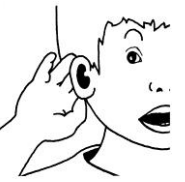
to predict the story and possible unknown words.

- * The pictures are a really important tool to help the children read. Please do not cover them up. If your child is becoming too reliant on the pictures, encourage them to point to the words to draw their attention back to the text.
- * Many words can be sounded out, e.g.: c a t. However, words such as 'was' are a little trickier as sounding them out does not work. The children just need to learn how they look.
- * Look out for words they already know within longer words e.g.: **board**
- * Remind children to think about how speech might be said to encourage them to read with expression. Punctuation helps your child to read with intonation and brings a book to life.
- * Question your child about events in the book to check that they have understood what they are reading
- * Retelling the story so far or predicting what might happen next will help you to gauge their understanding of what they have read.
- * Encourage your child to read a variety of different types of storybooks, information books, magazines, newspapers, letters etc.
- * Still read to your child. Hearing you read is a fantastic way to develop your child's vocabulary and intonation.

Join your local **library** and make use of their fabulous resources. There are also age appropriate on-line books available on the Oxford Owl website, which you can subscribe to for free. <https://www.oxfordowl.co.uk/for-school/for-school/oxford-owl-ebook-collection>



Phonics



We follow the letters and Sounds phonic model which is a **Synthetic phonic approach**

— refers to an approach to the teaching of reading in which phonemes [sounds] associated with particular graphemes [letters] are pronounced in isolation and blended together. For example, children are taught to take a single-syllable word such as *cat* apart into its three letters, pronounce a phoneme for each letter in turn c-a-t, and blend the phonemes together to form a word. Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, stretch it into its phonemes and say them in turn, for example d-o-g, and write a grapheme for each phoneme in turn to produce the written word, *dog*.

Letters and Sounds is broken down into Phases.

Phase 1 - These activities are arranged under the following seven aspects.

- Aspect 1: General sound discrimination - environmental sounds
- Aspect 2: General sound discrimination - instrumental sounds
- Aspect 3: General sound discrimination - body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting.

We then move onto Phase 2.

The purpose of phase 2 is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' or common exception words: **the, to, go, no, I**.

Letter progression (one set per week)

Set 1: **s a t p**

Set 2: **i n m d**

Set 3: **g o c k**

Set 4: **ck e u r**

Set 5: **h b f, ff l, ll ss**

Phase 3: Children entering Phase Three will know around 19 letters and be able to blend phonemes to read VC words and segment VC words to spell. While many children will be able to read and spell CVC words, they all should be able to blend and segment CVC words orally.

The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. **oa**), so the children can represent each of about 42 phonemes by a grapheme. Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words

and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

Set 6: j v w x

Set 7: y z zz qu

Graphemes:

ch sh th ng ar ur or ow oo er ai oi ee
oa ear

air igh ure

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

Glossary of terms

The following terms and their definitions have been taken from the National Curriculum.

blend — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap

grapheme — a letter or a group of letters representing one sound, e.g. s, a, t, sh, ch, ee, igh,

grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

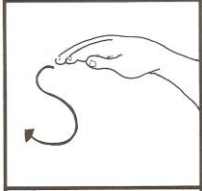
phoneme — the smallest single identifiable **sound**, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (s and p)

segment — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: c-a-t

VC, CVC, CCVC — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words,
e.g. am, Sam, slam.

mnemonic — a device for memorising and recalling something, such as a snake shaped like the letter 'S'. We also teach actions from the Jolly Phonics scheme eg ai as in r-**ai**-n.

S s

**ACTION**

Weave like a snake, making s shapes, saying *sssss*.

A a

**ACTION**

Wiggle fingers above elbow as if ants crawling on you, and say *a, a, a!*

T t

**ACTION**

Children imitate watching tennis, turning head from side to side and saying *t t t t*.

P p

**ACTION**

Hold up index finger, as if it is a lit candle, and imagine puffing it out, saying *p*.

I i

**ACTION**

Pretend to be a mouse, by wiggling fingers on end of your nose (whiskers), and squeak *i, i, i*.

N n

**ACTION**

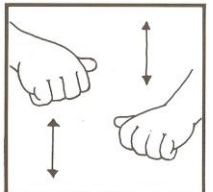
Hold out arms as if an aeroplane nose diving, and say *nnnn*.

M m

**ACTION**

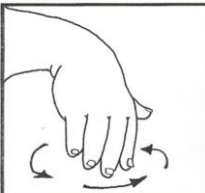
Rub tummy, seeing tasty food, and say *m m m m*.

D d

**ACTION**

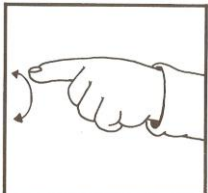
Pretend to hold drum sticks and beat up and down on a drum and say *d d d d*.

G g

**ACTION**

Spiral hand down as if water gurgling down a plug hole, and say *g, g, g, gurgle*.

O o

**ACTION**

Imagine turning switch on and off, and say *o, o, o, o, on, off*.

C c

**ACTION**

Raise hands and snap fingers together as if playing castanets, and say *k, k, k*.

K k

**ACTION**

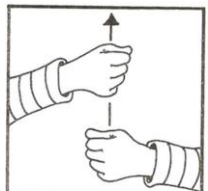
Raise hands and snap fingers together as if playing castanets, and say *k, k, k*.

ck

**ACTION**

Raise hands and snap fingers together as if playing castanets, and say *k, k, k*.

U u

**ACTION**

Keep one hand steady and raise the other, as if raising an umbrella, and say *u...u...u...up*.

E e

**ACTION**

Pretend to hold egg with one hand, as if cracking it against the side of a bowl or pan. Use both hands to open shell, saying *eh eh eh*.

R r

**ACTION**

Pretend to be a puppy pulling a rag, with teeth clenched and shaking head, saying *rrrr*.

H h

**ACTION**

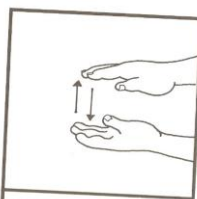
Act as if panting after a race, holding hand up to mouth, and saying *h, h, h*.

B b

**ACTION**

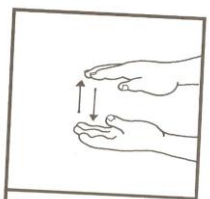
Place hands together as if batting a ball, and say *b, b, b*.

F f

**ACTION**

Place one hand above the other, lower the top hand as if inflatable fish is deflating, and say *fffffft*.

ff

**ACTION**

Place one hand above the other, lower the top hand as if inflatable fish is deflating, and say *fffffft*.

L l

**ACTION**

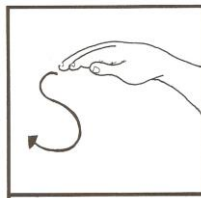
Pretend to lick a lolly, saying *lllll*.

ll

**ACTION**

Pretend to lick a lolly, saying *lllll*.

ss

**ACTION**

Weave like a snake, making *s* shapes, saying *sssss*.

H h

**ACTION**

Act as if panting after a race, holding hand up to mouth, and saying *h, h, h*.

J j

**ACTION**

Pretend to be a jelly, and wobble, saying *j, j, j, jelly*.

V v

**ACTION**

Pretend to be driving along in a van, saying *vvvv*.

W w

**ACTION**

Blow onto open hand like the wind, repeating *wh, wh, wh*.

X x

**ACTION**

Pretend to take an x-ray with an x-ray camera, saying *ks, ks, ks*.

Y y

**ACTION**

Pretend to eat yogurt from a spoon, saying *y, y, yogurt*, with each spoonful.

Z z

**ACTION**

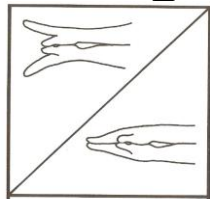
Pretend to be a bee, with elbows in, and hands flapping, saying *zzzzzzzzzzzz*.

zz

**ACTION**

Pretend to be a bee, with elbows in, and hands flapping, saying *zzzzzzzzzzzz*.

Qu qu

**ACTION**

Make a duck's beak with hinged hands, and say *qu, qu, qu*, quack.

Writing

The children will be taught to use writing to record and communicate. As their knowledge of the letter sounds develops they will be able to write down the sounds in words that they can hear and begin to write simple and then more complex words. In the unit there are opportunities in all areas where the children can choose to experiment with writing for their own purposes such as writing cards, letters, lists, labels, songs and stories.

When the children are writing we do not look for perfect spellings we want the sounds the child can hear.

So when writing 'tadpole' it may look like this: **t** or this: **tdpl** or this: **tadpol**

We would rather see just the dominant sounds than them copying an adults writing.

How can you help?

Encourage your child to write at home. Involve them when writing cards to friends, ask them to help write the shopping list, or write labels. At first they may only make marks but these will emerge into words as their sounds knowledge develops. Please value their mark making as it is an important part of the writing process.

Please help your child to write their names. Please remind your child about Capital letters and Full stops (not big footbolls, just a small dot!)



a b c d e f g h i j k l m n o p q r s t u v w x y z

Mathematics

Numbers

During the year the children will be learning to count up to ten objects reliably, to recognise, order and write numbers to ten. These skills will be taught using games, puzzles and concrete objects. The Smart Board and classroom computers are also used regularly to support and enhance their learning. The children will use their knowledge of counting to solve problems such as making sure there are enough cups on the table for every child at snack time. We will be working with numbers 0-20 later in the academic year.

Firstly, we will teach the children to understand the concepts of more and less. When this is established children will learn to add two groups of objects to find out how many there are altogether and learn how to relate subtraction to take away. We will encourage them to use a range of mathematical vocabulary

How can you help?

You can play simple board games, card games and puzzles. Look for numbers in the local environment, such as door numbers and the numbers on buses. Your child could count objects in the home that you need for a given purpose, such as, knives and forks for dinner, or count enough biscuits so that everyone has one. If your child is interested in writing numbers down at home, please encourage them to use the correct formation and orientation. If you are unsure about how we do them, please come and ask us.

Learning mathematical language is difficult to grasp at an early age because much of it isn't used in everyday talk. This means we need to keep 'drip feeding' the language so the children become familiar with it. You can help your child by using mathematical language such as, more, less, fewer, add, take away, subtract, share, estimate, how many altogether, total. It's better not to do number sentences (eg $3+2=5$) until they have learnt to do this at school. During the Reception year, if you think your child is ready to write calculations like this, please come and see us first so we can have a chat.

Shape, Space and Measure

The children will learn to describe the size and shape of flat 2D and solid 3D shapes, build models and create patterns. They will hone their sorting skills by identifying similarities and differences in objects. The children will be encouraged to use language such as full, empty, half full, holds more, holds less, heavier, lighter when exploring capacity and weight and will learn to use the language of position such as on, under, through, in between and over. We will be learning about money, length and time.

How can you help?

You can help your child to learn the names and properties of 2D shapes, by discussing whether they are big or small, how many corners or sides they have, whether they are long or short, curved or straight. You can do the same with 3D shapes by discussing the number of faces in the shape and whether they are flat or curved. You can also describe the 2D shapes that you can see in the 3D shapes. You could count the number of edges and discuss whether they are straight or curved. You can help your child understand measure and position by encouraging the use of the language we will use in school.

Understanding of the World

The World

During the Foundation Stage the children will learn to look closely at similarities and differences in relation to places, objects, materials and living things. They will find out about and identify some features of living things, objects and events the children observe. We will encourage the children to ask appropriate questions and be interested in how and why things work. There will be opportunities for the children to explore objects and materials using all their senses as appropriate.

How can you help?

Help them to enjoy the local environment in which they live. Visit the beach, Woodbury Common, Dartmoor and encourage them to observe different features and ask questions about what they see. We have had many parents over the years who have come into school to help broaden young inquisitive minds: if you could help in any way, please let us know.

Technology

The children will experience using the Smart Board, PCs laptops, CD players, karaoke machines, torches, walkie talkies, cameras and video cameras in order to support their learning. They will also learn to use programmable toys such as beebots!.

How can you help?

If you have a computer, it would be useful if you show your child how to click on an icon and drag and drop. It is also useful if they know the play and stop symbol on a CD player so they can use the CD player independently.

People and Communities

Throughout the year we will experience and discuss the changes in the seasons. The children will learn about the structure of their school day by using a visual timetable. We will find out about past and present events in the children own lives, and in those of their families and other people they know.

We will be noticing differences between features in our local environment and talking about the features we like and dislike. The children will begin to learn about their own customs and beliefs and begin to realise that other people live by other customs and beliefs.

How can you help?

Help your child to notice the changing seasons- we will have a collections table for the children to bring in objects of interest they find. Encourage them to show an interest in their family

structure and also be interested in things they have done in the past, for example, remembering a holiday experience or the birth of a baby in the family. Teach your child about the features in their local area. They may differ from other children in the class which makes an interesting discussion point. They are often very interested in the different houses people live in too. Be clear about the routines you have as a family, for example, you may take your shoes off before you go inside the house, another family may not. Your child will then begin to see that everyone is different and that it is ok to do things differently to others.

Expressive Arts and Design

Exploring and Using Media and Materials

At school the children will have the opportunity to involve themselves in creative activities throughout the day. These will include singing, dancing, designing and making, painting, playing a range of musical instruments and role-play. We will encourage the children to talk about their creations so that they learn to express their ideas and describe what they are doing.

During Adult Focused Activities, we will teach the children the skills they need to make the most out of their creative work. They will learn to explore what happens when they mix paints and to choose colours for a particular purpose. We will encourage them to cut collage materials to combine different effects, create different textures and use ideas involving overlapping and fitting. The children will be encouraged to make constructions in 3D as well as 2D.

How can you help?

We will send home a lot of their creations each week, so talking about and valuing the work they have done will encourage them to become more involved at school. We will also encourage the children to bring in creations they have made at home to show us. Ask questions that will encourage your child to share their ideas and to develop their descriptive vocabulary. We will very often use open questions like 'Can you tell me about what you have made/ painted/ built/ drawn?'

Being Imaginative

We have a listening area in the classroom that is always accessible during self initiated activity time. It includes a CD player. We teach the children how to handle CD's carefully, how to play and stop a CD and how to use the volume- crucial! We also have a box of musical instruments in the listening area. We will enjoy spending time as a whole class singing, dancing and learning the names and sounds of the musical instruments. We will learn to tap out rhythms and explore how sounds can be changed.

We will encourage the children to use their imagination in art, music, design, dance, role-play and stories. We have role-play areas: one home corner and others that will change regularly depending on our whole school topic. The children have the opportunity to play cooperatively to act out their first hand experiences as well as stories. Where possible the children will be involved in setting up these role-play areas and making props to use in them.

How can you help?

Knowing a range of songs and nursery rhymes will give them a head start as we always start the beginning of term familiarising the children with these. Teaching your child how to operate the CD player and how to recognise the stop and play buttons would give them the confidence to use the equipment independently. Encourage your child to make sense of their environment by role-playing their first hand experiences with them. For example: a trip to the beach or the shops. Read them a range of stories to develop their imagination.

Keeping Children Safe

Children walking home from school

Children from foundation upwards should be collected by an adult from the class door. If another adult is collecting your child, please let the class teacher know – even if you have arranged for another parent to collect.

Children in year 3 and 4 will not be allowed to walk home on their own unless you have written us a short note / letter.

Children in year 5/6 frequently walk home on their own, please do let the class teacher know of your wishes.

Internet Safety

Within school we have strict filters on our computers that help block inappropriate sites for the children. The children are frequently reminded of Internet Safety Rules.

We urge parents to keep a close eye on the internet usage that children access at home.

Children will not use Social Media sites in school, as primary school children are too young to be accessing them.

Information for Parents can be found :

CEOP: www.ceop.gov.uk

Think U Know: www.thinkuknow.co.uk

Childnet: www.childnet-int.org

Our website offers more information or links.

Pastoral Support

Many of our teaching assistants are trained to offer pastoral interventions. They will support individuals and small groups when the need arises.

Safeguarding:

Our Senior Designated Person is **Mrs N Taylor-Bashford**

Our Deputy Designated Person is **Mrs S Keeping**

If you have any concerns about the welfare of any of the children within the school, please do speak with us.

When concerns are raised or noticed, we have to make sure that any information is recorded. Parents will be contacted to discuss any concerns as soon as possible. On a few occasions, where there may be serious concerns, the information has to be shared with our partners in the Police, Social Services and in Health first.

Let your child's class teacher know if something has happened that means your child is upset or unhappy; or if there is something you feel we ought to know. This will enable us to support your child.

If you suspect ANY child is being neglected, abused or facing harm, let the school know or alternatively you may contact the MASH team on 0345 155 1071