



Welcome to the...

Early Years Foundation Stage (EYFS)

Phase booklet



Dear Parents or Guardians

We are pleased to be able to offer your child a place at Two Rivers Early Years.

This is a very exciting time for you and your child. There will be lots of new experiences and opportunities for your child to develop and grow!

- * Please send a change of clothes in a named bag. Please also name all coats, hats, drinks bottles etc.
- * If your child is in nappies would you please send in a supply of nappies and wipes which we will store for your child. We will let you know when these are running low.
- * We aim to go outside every day so please can you send your child with appropriate clothes e.g. a coat in colder weather, sun hat and apply sun cream before arrival on sunny days.
- * Please ensure your child is picked up on time. We are unable to keep your child after this time and are unable to drop your child off. Should you be unable to get to us to collect your child please make alternative arrangements for collection and inform staff as soon as possible.
- * If your child is ill or cannot attend for any reason, please ring to let us know on 01827 426125.
- * If transport has been arranged for your child, please contact the bus escort as soon as possible to cancel it.
- * Snack money is £6 per ½ term or £12 per term which is payable at the beginning of each term. Snacks for nursery children are arranged with parents according to individual need. Thank you.

Simone Parry

Teacher in Charge

The curriculum

The Early Years curriculum includes: **3 Prime Areas and 4 Specific Areas:**



Prime

Communication and Language

Speaking and listening skills are our priority and with the help of Speech Therapists we aim to give every child the opportunity to communicate effectively using their preferred mode.



Physical Development

We aim to give the children opportunities to develop physical skills, both indoors and outdoors, using a variety of large and small equipment. For children with particular developmental difficulties in this area we follow advice given by Physiotherapists and Occupational Therapists.



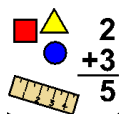
Personal, Social and Emotional Development

We support the child in developing self-help skills (dressing, toileting, feeding) as well as social skills (sharing, turn-taking, respecting each other) and helping them to develop a positive sense of themselves.



Specific

Mathematics



This area provides a foundation for later numeracy skills. By giving shape sorters, grading toys, pattern work, jigsaws etcetera. Children have the opportunity to explore, at their own pace, concepts required to develop mathematical ideas and problem solving. Play with sand, water, dough and other 3D materials also introduces mathematical language and concepts.



Expressive Arts and Design

A large variety of materials and equipment will be offered through art, music, role-play and the sensory room to stimulate senses and encourage creativity and imagination.



Understanding the World

The children have the opportunity to develop an awareness of the environment, people and features of the world around them, both natural and manmade.



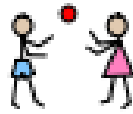
Literacy

The children have the opportunity to share books and develop their reading, mark making and writing skills.

A Parent's Guide to the EYFS can be found at:

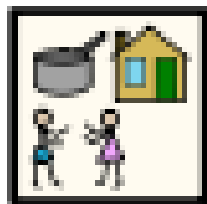
www.foundationyears.org.uk/early-years-foundation-stage

Organisation & Play

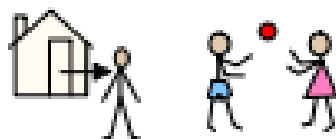



The aims of play and planned play within the setting are to:

- * encourage the development of each individual child's skills through all areas of the curriculum
- * develop self-help skills and independence wherever possible, for example separating from parents, feeding, dressing and making choices
- * stimulate and motivate children to explore, enquire and problem solve
- * build self-esteem through achieving new and harder tasks.
- * develop social skills and peer relations.



On arrival children are welcomed in the main play area where many activities are available. This includes the home corner, book corner, construction, mark making, puzzles, small world and floor play. The day begins with a group welcome activity followed by a sensory integration session followed by child initiated and adult led activities. Creative activities offer dough, paint, mark making, collage, water play etcetera, with resources available every day indoors and outside. We offer a free flow environment to allow children the opportunity to explore indoor and outdoor learning environments.





During the day children may be withdrawn to have 1:1 work on individual targets or speech programmes. Children are toileted as appropriate to their individual needs. Snack time is offered as a group activity to enhance the opportunity of communication and social development. We provide opportunity for sensory development through the music therapist, sensory curriculum, and the sensory room.

DEVELOPING
LIFE SKILLS



Developing Life Skills

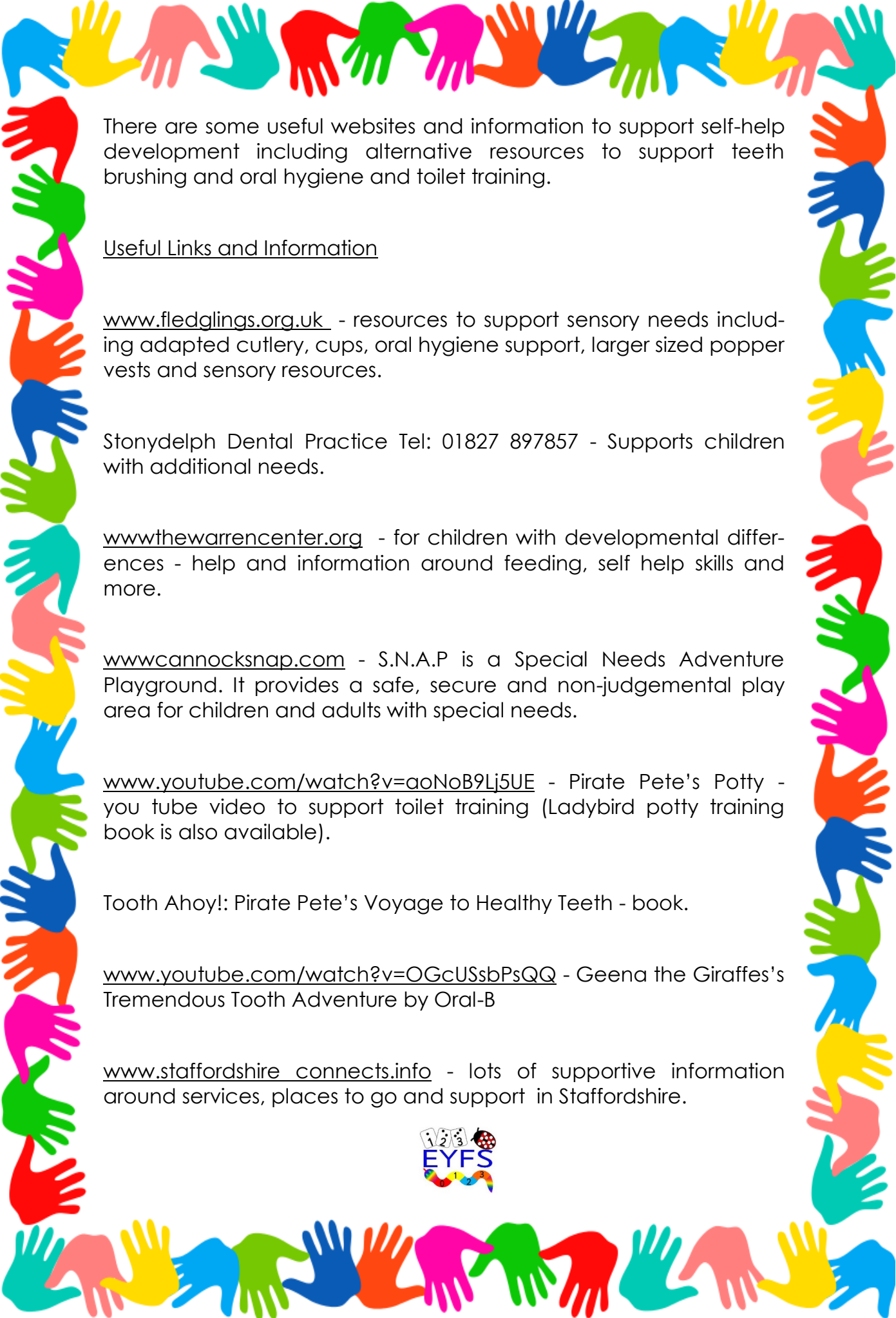
How can children in early years be helped to prepare for adult life?

Preparation for adulthood starts from birth. At Two Rivers Early Years, we will support each child to develop their self-worth and self-esteem through independence and personal growth.

There are lots of opportunities that can help children in everyday situations. Working in partnership between home and school will support each child to maximise independence and life skills; starting with small steps. We will support the home/school partnership through a shared focus of opportunities and individual targets. We will encourage children to learn to do things for themselves. This will include using a knife and fork, drinking from an open cup, recognising and collecting their own belongings, dressing themselves, putting on their coat and being as independent as possible.

However, many of the opportunities for self-help development occur at home and this is where you can support the development of your child too by encouraging them to: tidy their toys away, wash their hands and face, brush their teeth, get themselves dressed, use an open cup and cutlery, walk as much as possible and do things as independently as possible.





There are some useful websites and information to support self-help development including alternative resources to support teeth brushing and oral hygiene and toilet training.

Useful Links and Information

www.fledglings.org.uk - resources to support sensory needs including adapted cutlery, cups, oral hygiene support, larger sized popper vests and sensory resources.

Stonydelph Dental Practice Tel: 01827 897857 - Supports children with additional needs.

www.thewarrencenter.org - for children with developmental differences - help and information around feeding, self help skills and more.

www.cannocksnap.com - S.N.A.P is a Special Needs Adventure Playground. It provides a safe, secure and non-judgemental play area for children and adults with special needs.

www.youtube.com/watch?v=aoNoB9Lj5UE - Pirate Pete's Potty - you tube video to support toilet training (Ladybird potty training book is also available).

Tooth Ahoy!: Pirate Pete's Voyage to Healthy Teeth - book.

www.youtube.com/watch?v=OGcUSsbPsQQ - Geena the Giraffes's Tremendous Tooth Adventure by Oral-B

www.staffordshire_connects.info - lots of supportive information around services, places to go and support in Staffordshire.





Assessment

The children are at the centre of everything we do and observations form the core part of our assessments and daily practice. Observations are made during both adult led and child choice activities and identify strengths and areas for development. Photographs are used extensively. Outcomes of observations inform future learning opportunities by identifying the next steps to progress and learn.

When your child joins us, we gather as much information as possible about them to help us to meet their needs. We will assess your child's level of development by observing him/her in the group and by asking them to attempt some activities to assess their understanding.

These assessments cover all the Early Years Foundation Stage areas.

This will help us to set specific learning targets that we feel will be appropriate for your child to be working towards.

Activities will be planned to help your child achieve these targets and may involve working with an adult in a one to one situation, or working as part of a small group.

We celebrate each child's achievements and record them in their individual online learning journals on Tapestry using photographs and observations to support your child's progress.



Tapestry is a secure online learning journal and is our assessment tool. This is where we record the observations and assessments of your child.

Tapestry can only be accessed by logging into our web address. We will give parents an individual account and password. This login will give you permission to see only your own child's journal allowing you to be involved in your child's learning. Once logged in you will be able to see all the entries for your child and you can comment on new entries and even add your own - sharing your child's achievements at home. Tapestry can be found at www.eylj.org



Speech Therapist's Role is to...

- * review and assess children at their setting.
- * provide a programme to parents and settings agreeing targets. (Please note that the programme may not necessarily include direct 1-1 work with a speech therapist.
- * demonstrate activities to a key worker.
- * offer classroom observations and practical ways to support children.
- * meet with parents on request to discuss progress and demonstrate targets.



Health

- * If your child is ill and has an infection you are asked to keep them at home and inform school daily.
- * Children who have had infectious diseases will be allowed to return to school once the infection period has expired
- * Parents are asked not to bring their child to school if they have had sickness or diarrhoea or **until 48hrs after the last attack.**
- * If a child becomes ill at school, we may speak to the school nurse for advice and then contact you if necessary to collect your child.



Administration of Medicines

- A form for general medicines is included in the school welcome pack for plasters, nappy creams etc for you to sign if you wish.
- A permission slip must be completed in order for the school nurse to administer medicines including asthma inhalers.
- All medicines must have a pharmacy prescription label on if they are to be administered during the school day.



All children with a known medical condition will have a care plan produced by the school nurse.



Bullying

We will not accept bullying in any form by either children or adults. The unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.

Any complaints should be dealt with following the procedure identified in the complaints policy. This can be found on the school website.

Bringing and Collecting Children

Transport can be provided for children who meet the criteria subject to approval by Staffordshire LEA.

The bus company is responsible for the safe carrying of children on the bus and a regular escort is supplied.

If parents are not at home to receive the child after the school day and cannot be contacted, then the emergency numbers will be tried. If this fails then children will be taken back to school and First Response will be called.

The school day is from **9.10am to 3.10pm***. Children are expected to be dropped off and collected at these times. (*Nursery sessions will be arranged with parents to their child's need).

If children are to be collected by somebody new then we require the name of the person who will be collecting them. Parents must alert staff of a password to be used by the person collecting the child.

Transfer to other settings – see also transition policy

Whenever children leave the setting for a place in another educational establishment Nursery, Mainstream School, Special School or unit records of the child's progress will be sent preferably prior to the child moving.

Where transfer is planned ahead, staff from the child's new placement will be invited to visit us to introduce themselves to the child and make observations which will inform their planning. Transition meetings are held with parents and staff from both settings along with other relevant professionals.



Physical Support

Whilst we acknowledge that we cannot take the place of parents/carers and that physical contact must be appropriate giving due respect to age, sex and ethnic background or culture; it is of great importance for a small child to feel secure, valued and cherished. As a result, physical support and encouragement plays a vital part in our daily practice. This may be an encouraging smile or rewarding pat or hug, to the need to be placed on an adult's knee for comfort if upset.

It is the responsibility of the parent/carer to inform us if you object to this policy.

Physical support is particularly important for those children with a physical impairment who may need 1:1 help to move, sit correctly or position themselves using equipment such as a standing frame. This will be undertaken by staff, allocated 1:1 workers or visiting Health Professionals. Staff will demonstrate good manual handling at all times and will be encouraged to take advantage of courses and training available in this area.

In some circumstances it may be necessary to remove a child from danger to either themselves or others. This will be done with care, respecting dignity and safety of the child. If this is necessary it will be recorded and parents informed.



Management

Tamworth Nursery and Two Rivers Early Years is staffed and managed by Two Rivers School and detailed school policies can be found at www.tworiversschool.net. Information **specific** to Early Years can be found in this booklet.



Complaints Procedure

In the unlikely event of a complaint arising parents are asked to:

Discuss the problem with the Teacher-In-Charge. At this point every effort should be made to resolve the problem and the complaint will be recorded.

If the problem is not resolved the parent should then put the complaint in writing and send to Two Rivers School.

Parents wishing to complain to OFSTED, contact details are:

Piccadilly Gate
Store Street
Manchester
M1 2WD
Tel: 03001231231



Ofsted
raising standards
improving lives

Foundation stage 2 year topic overview

Term	Theme	Reading support	Diversity	Talk Box	Identiplay	Language focus (weekly focus vocab will be identified on the weekly planning sheet linked to the floor activity)
Aut 1	Ourselves <i>Transition coffee</i>	Box A1	Families Diwali	Family	Babies	Mommy, daddy, brother, sister, grandma, grandad, baby, dog, cat, rabbit, fish,
Aut 2	Autumn Celebration <i>Christmas celebration</i>	Box A2	Bonfire Night Remembrance day	Christmas	Presents!	Leaves, bug, wellies, coat, hat, gloves, present, wrapping paper, bow, surprise
Spr 1	Transport	Box S1	Chinese New Year Burns' Night	Transport	Cars	Car, bus, boat, plane, train, bike, road, hello, friend, stop, brmm-brmm.
Spr 2	Traditional tales <i>Mother's Day Sponsored walk</i>	Box S2	St Patrick's Day Easter	Homes	Gingerbread man	House, bed, chair, book, telephone, teddy, gingerbread man, fox, lady, yum-yum
Sum 1	Brown Bear (Colour and shape)	Box Su1	St George's Day Spain	Colours	The Rocket	Red, yellow, blue, green, colours as they appear during classroom activities; Circle, square, triangle,
Sum 2	Pirates <i>Leaver's tea party</i>	Box Su2	British heritage Schools-moving on	Pirates	Dig for treasure	Pirate, boat, ship, sea, spade, sand, dig, coin, parrot, hat.

*Invitations to parent/carer

*Sub theme-Speech/diversity focus

Foundation stage 2 year topic overview

Term	Theme	Reading support	Diversity	Talk Box	Identitplay	Language focus <small>(weekly focus vocab will be identified on the weekly planning sheet linked to the floor activity)</small>
Aut 1	Ourselves <i>Transition coffee</i>	Box 2A1	Families Diwali	Family	Babies	Mommy, daddy, brother, sister, grandma, grandad, baby, dog, cat, rabbit, fish,
Aut 2	Snow and ice <i>Christmas celebration</i>	Box 2A2	Bonfire Night Remembrance day	Christmas	Presents!	Santa, bell, tree, Rudolph, present, wrapping paper, bow, surprise
Spr 1	Food	Box 2S1	Chinese New Year Burns Night	Food	A cup of tea	Cup, spoon, bowl, plate, banana, apple, cake, teapot, stir, hot, mmm...
Spr 2	Dinosaurs <i>Mother's Day Sponsored walk</i>	Box 2S2	St Patrick's Day Easter	Dinosaurs	Dinosaurs	Bone, teeth, footprint, spade, brush, fossil, dinosaur, horns, tail, feet, claw, roar.
Sum 1	Animals	Box 2Su1	St George's Day Spain	Animals	Animal splash	Chicken, cow, sheep, pig, horse, dog, duck, cat.
Sum 2	Nursery rhymes <i>Leaver's tea party</i>	Box 2Su2	We're all different! Schools-moving on	Actions	Click clack cars	Running, walking, sleeping, eating, car, track, click, clack, clap, jump.

*Invitations to parent/carer

*Sub theme-Speech/diversity focus

The Early Years Setting





For further information contact:

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Silverlink Rd

Tamworth

Staffs

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Educate, Communicate, Celebrate

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