



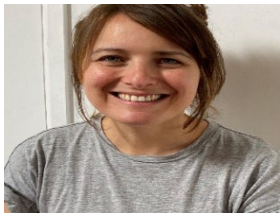
# Welcome to The Gattons Infant School



# Welcome to The Gattons

The first year at school is called Reception. We have 3 Reception classes and the children who attend are 4 and 5 years old.

Our 3 classes are named after small birds:

|                                                                                                   |                                                   |                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Swallows</p>  | <p>Mrs Kemsley</p> <p>and</p> <p>Mrs Woodhead</p> | <br> |
| <p>Robins</p>  | <p>Miss Tookey</p>                                |                                                                                        |
| <p>Wrens</p>   | <p>Mrs Parsons</p> <p>EYFS Leader</p>             |                                                                                        |

# The Early Years Foundation Stage (EYFS)

Throughout Reception, your child will be taught the Early Years Foundation Stage (EYFS) curriculum.

## The Seven Areas of Learning and Development

The Early Years Foundation Stage Curriculum is divided into seven Areas of Learning and Development. There are **3 prime areas** which are most important for a child's healthy development and future learning.

These are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

As children grow the prime areas will help them to develop skills in the **4 specific areas**. These are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. **(EYFS 2021)**

Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. **(Development Matters 2021)**

# Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.





# Communication and Language



The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers

throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

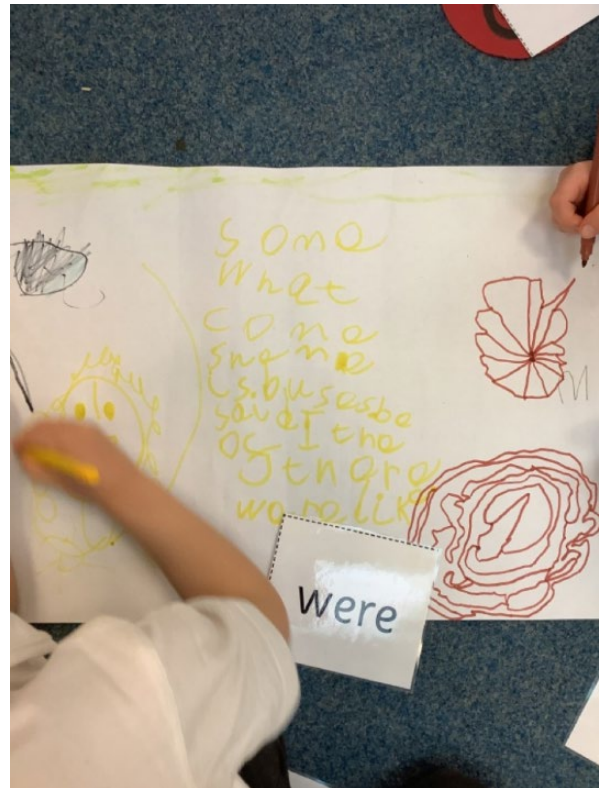
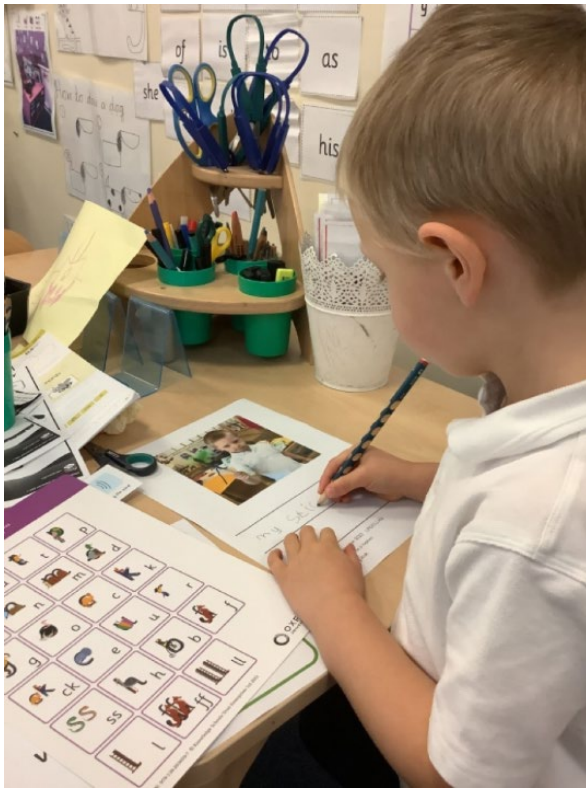


# Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence



# Literacy



It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled

word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



# Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.





# Understanding the World



Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

# Expressive Arts and Design



The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.





# Timings of the day

You can opt for your child to attend school on a part time or a full time basis. Children must attend school full time in the term after they are 5.

At The Gattons, our doors open at 8.50am.

Children will finish school at 11.45am (if they are part-time) or 3pm (if they are full-time).

The morning sessions run from 8.55am until 11.45am, with a snack time mid morning (fruit is provided).

Lunch is from 11.45am until 12.45pm.

The afternoon sessions run from 12.45pm until 3pm if your child is full time.

Please talk to your child's class teacher if you think your child will start part-time.

## Autumn Term

During the Autumn Term we spend a lot of time helping the children to settle in to school life and adjust to new adults, peers, routines and expectations.

We have a big focus on the teaching of Phonics to support children as they learn to read. We follow a Government Validated Phonics Scheme 'Essential Letters and Sounds'.

We provide opportunities for the children to begin to build and decode words using the letter sounds,

During our first Learning Journey we learn all about the school and our Rights Respecting Rainbow.



In the Foundation Stage the Learning Environment plays an important part in children's learning and development.

We work hard to make sure our learning environments are calm and stimulating.

Activities and displays are changed regularly and we encourage children to access resources independently.



## Inside Learning Environment

In all Reception classrooms there will be a range of areas that link to the different areas of learning. These include a:

- \* Book corner
- \* Writing area/table
- \* Numeracy area
- \* Role-play area
- \* Small-world area
- \* Construction area
- \* Computer area
- \* Creative area
- \* Funky fingers area

Resources and activities may vary from classroom to classroom depending on the children's interests and needs.

## Outside Learning Environment

The outside learning environment is shared by all three classes. There will be a range of different areas that link to the different areas of learning. These include a:

- \* Water wall and water trays
- \* Large Climbing Frame and Firefighter's Pole
- \* Sandpit
- \* Construction area

- \* Bike shed and track
- \* Physical area
- \* Music wall and stage
- \* Writing area
- \* Reading area
- \* Creative area
- \* Maths area
- \* Role play area

## Attendance

Our aim is for the highest level of attendance possible as a child who is not in school is missing out on part of his or her education.

Our attendance policy can be found on the website and states that no absence during term time will be authorised unless the request is absolutely exceptional. You may be fined for taking your child on holiday during term time.

- Please notify the school if your child is going to be absent on the first day of the absence.
- Please take holidays out of school time.
- Please be punctual.



# School Travel Plan

- Please try and walk to school each day or park away from the school and walk the rest of the way.
- If you must use your car, please:
  - Park safely and legally;
  - Don't block our neighbours' driveways;
  - Don't use the school car park - this is only for staff;
  - Use St Edward's Church car park - but don't stay there all day!

## Daily Events

- Free milk is provided until your child is 5 years old - you may pay for your child to have milk after that. **You must register for milk with Cool Milk** even if your child is not yet 5.
- Free fruit at snack time in the morning.
- Lunchtime - free hot lunch or you may bring a healthy packed lunch. Please make sure you don't bring nuts or nut products in packed lunches, including peanut butter and Nutella.
- Please bring a named water bottle to school.
- Please don't bring sweets to school or for Birthdays.
- Please bring a named PE bag to be left at school.
- Please bring a named pair of wellies to be left at school.
- Please bring a named book bag daily.

Book bags, PE bags and water bottles are available to purchase from the school office.

# Uniform

The school colours are grey with a blue sweatshirt. School uniform may be purchased from either:

Broadbridges, Ground Floor Showroom, Lynnem House, 1 Victoria Way, Burgess Hill. 01444 242682. Website: [www.broadbridges.co.uk](http://www.broadbridges.co.uk) or from:

Sussex Uniforms, Units 1&2 Bridge Road Business Park, Bridge Road, Haywards Heath, West Sussex, RH16 1TX. 01444 227066.

Website: [www.sussexuniforms.co.uk](http://www.sussexuniforms.co.uk)

All school uniform items, other than our school sweatshirt, can be found in many retail stores. Fleeces with the school logo (in addition to a sweatshirt/cardigan) are also available if parents wish to purchase one for outdoor wear only.



Children may wear:

White blouse or white polo shirt

Grey tunic or skirt, shorts or trousers

School sweatshirt or cardigan (fleeces may not be worn indoors)

White, black socks or grey tights

Summer dress in blue and white checked or striped fabric

Children may need a coat to wear outside at playtime and for outdoor activities. They also need a pair of wellington boots to keep at school for outdoor activities.

Both boys and girls are asked to wear sensible flat black shoes or trainers. Please can trainers have Velcro and not laces.