



Welcome to Early Years Foundation Stage

A vibrant school inspiring children to realise their potential

We would like to offer you a warm welcome to Bushey Heath Primary School Early Years Foundation Stage. As Early Years practitioners we understand this is a very important change in yours and your child's life and we strive to make this an exciting and happy time.

We are a dedicated and committed team who aim to work in close partnership with parents/ carers to ensure all children accessing our provision have a safe and happy time.

We recognise the importance of Early Years education in supporting children to develop and progress, both now and throughout their educational lives. Through play-based learning and adult supported activities we endeavour to provide each child with a range of opportunities which stimulate their creativity and support their development.



Respect, Encourage and Achieve

Meet the Reception Team

Mrs Sutherland
Early Years Leader & Class Teacher

Miss Allett
SENCO

Miss E Cross & Miss S Cross
Learning Support Assistants



"Staff in the early years constantly expose children to high quality language. Children then confidently use this language themselves. The activities the school chooses for children to complete help them to learn well across all areas of the curriculum. Of particular note is the way children build their concentration and perseverance by sticking with activities that challenge them. This prepares children very well for key stage 1".

Ofsted Inspection Report 2024

Reception Hours

The Reception hours are:

8.45 am to 3.10 pm

We offer a rolling start, whereby children can be dropped to the classroom door from 8.45 am. All children should be in class by 8.55 am. Parents/ Carers are asked to leave their children at the door to encourage independence. We appreciate this can be a challenging time for some children, however we urge you to work closely with the Early Years team to support the smooth transition into school. Reception day ends at 3.10 pm and the children will be dismissed from the classroom door they are dropped at.

Different Collection Arrangements

Please inform the office by telephone or email if someone else is collecting your child. We will only release your child to another adult with your prior permission. Alternatively if for any reason you are delayed or plans change please telephone the office. May we remind you the Reception staff have jobs to do after the session, so prompt collection is important.



Communication with Teachers

The teaching staff are always available for quick messages at the beginning of the day and the end of the sessions.

However, please be aware that their main focus at this time is to ensure the children arrive and leave safely. Please make an appointment with your child's teacher if you have something you wish to discuss at length.

If you do not bring your child to Reception but would like to arrange a time to chat to your child's teacher, please telephone or email the school office.

The Early Years Foundation Stage Curriculum

At first glance, it can appear that the children are 'only playing' whilst in the Foundation Stage. However, the best Early Years education is based on the understanding that whilst children are playing, they are learning.

During the day there will be a mixture of adult initiated, child initiated and adult-led activities as well as whole class, small group and individual activities.

The Early Years Foundation Stage (EYFS) is based on seven areas of learning. These areas are then split into two groups, prime areas of learning and specific areas of learning. The prime areas are fundamental and work together to support the specific areas of learning. The specific areas of learning include essential skills and knowledge that will be taught throughout their schooling.

Prime:

Communication and Language
Personal, Social and Emotional Development
Physical Development

Specific:

Literacy
Mathematics
Understanding the world
Expressive Arts and Design

Each learning area has a number of stages called 'Development Matters' which children work through; with the Early Learning Goals being the end of year assessment in Reception. Development Matters recognise the 'age band' your child is working at. It is expected your child is working at 'four and five year olds'.

The Seven Areas of Learning at a Glance

1 Communication and Language

This area of learning will develop children's speaking and listening skills. It is important for children to develop these skills in order to express their needs and feelings and to interact with others effectively.

We do this in various ways:

- Listening to a range of stories
 - Encouraging children to anticipate key events and make relevant comments about texts.
 - Asking 'how' and 'why' questions and explaining their reasoning
 - Discuss weekend/ home news
 - Opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
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2 Personal, Social and Emotional Development

This area of development is vital at the foundation stage as it promotes the growth of personal values, self esteem and an understanding of themselves and others. It supports learning about emotional well-being, encouraging children to learn to value themselves and others through developing appropriate ways to express ideas and feelings. This will encourage the children to build positive relationships and be confident and motivated to learn.

3 Physical Development

This area includes fine motor skills as well as gross motor control and helps the children to understand the importance of good health and an active life. Through PE sessions and outdoor play, children are encouraged to develop their gross motor skills which include physical control and co-ordination, mobility, awareness of space and how to use equipment. Fine motor skills are developed through the use of malleable materials, puzzles and a range of mark making tools, to strengthen hand muscles and prepare children for learning to write.

The children have daily access to the outside area where they can use the climbing wall, climbing scrambler, bikes and scooters. The children also have planned PE sessions on a weekly basis. PE sessions may include gymnastics, ball skills, team work games, dance and aerobics.

4 Literacy

Through planned Essential Letters and Sounds (ELS) activities children will develop their phonic knowledge to help them to decode regular words when reading. Furthermore, children will use their phonic knowledge to write words which match their spoken sounds.

We do this in various ways:

- Promoting children's emergent writing through play e.g. writing a menu in the cafe role-play.
- Using a variety of resources in the writing area e.g. pens, crayons, greeting cards, flap books and postcards.
- Developing handwriting skills by supporting fine motor control and hand eye co-ordination.
- Planned Literacy writing tasks to develop the use of phonics.

5 Maths

In this area of learning we endeavour that children enjoy experimenting and become confident and curious about number and numerical patterns.

We do this in various ways:

- Giving children opportunities to count, sort, match and order real objects.
- Developing mathematical understanding of addition and subtraction through practical activities.
- Developing mathematical understanding through stories, songs, games, every day activities and imaginative play.

6 Understanding the World

In this area of learning, children are developing the knowledge, skills and understanding to help them make sense of the world. This forms the foundation for later work in science, history, geography, design technology and computing.

7 Expressive Arts and Design

In this area children are encouraged to use their imagination and senses through Art, Design and Music in order to express themselves creatively. Activities are planned which allow children to use a variety of tools, textures and media as well as exploring music and movement. The creative area is accessible to all children where they can choose their own resources and materials.

Assessment

Throughout the Early Years Foundation Stage your child will have goals and objectives to meet. The progress your child makes throughout the EYFS will be carefully tracked and measured against the baseline assessments which are individually conducted for each child on entry to Reception.

From September 2021 every child starting Reception class will be participating in the Reception Baseline Assessment (RBA) within the first six weeks of starting Reception. The purpose of the assessment is to provide the starting point for a new measure that will help parents understand how well schools support their pupils to progress between Reception and Year 6. (Please see link on school website for more information).

Throughout EYFS, regular assessments will be completed to build up a picture of your child's progress. They will include: Phonic Assessments, Baseline Assessments, Observations, Literacy Activities and Numeracy Activities.

Your child will be continually assessed through observations and daily group work, this is called 'Assessment in Real Time' and helps support the teacher's planning so lessons delivered meet the needs of your child.

The adults working in the Early Years Foundation Stage use a combination of observational information and assessment to conclude what age boundaries your child is working at. The 'Development Matters' documentation describes what your child should be able to accomplish at each age stage. These guidelines are used to make judgements about what age your child is working at throughout the year.

At the end of the school year your child will be judged against the progress they have made towards 'securing' the objectives within the 'four and five year olds' age band in each area of learning. You will receive your child's report in July.

Helping your child at home

A child's home and family life is of immense importance to them and much of their early learning takes place at home. Talking with your child, reading to them and playing with them are all valuable experiences.

If there is a younger brother or sister, that few minutes every day with just mum or dad's undivided attention can be immensely important for a child.

If you wish to teach your child to write his/ her name we would ask that you use lower case letters except for the initial capital letter. Encouraging your child to listen to sounds, both in the environment and by discussing the sound of the week will assist them in their phonic knowledge in preparation for reading.

The Reception Classroom

The Reception setting is arranged into seven areas of learning. Toys and equipment are all within the child's reach, so that they may help themselves. This promotes decision making and independence.

The interactive whiteboard is a favourite activity and the children may use it at any time, choosing from a range of software and thus building up a mathematical sense and promoting hand/ eye co-ordination as well as using technology to explore and support learning.

The creative area is very popular. Here children can enjoy choosing their own resources and creating freely. Model making with junk materials forms a sound basis for the design and technology which follows later on.

We have a variety of boxed games and puzzles which are used to help the children understand turn taking, winning and losing, following simple rules as well as assisting in mathematics and language.

In the writing area 'tools of the trade' such as pens, pencils, crayons, whiteboards, chalk and scissors are always accessible to increase fine motor skills and encourage drawing and emergent writing. We aim to have a preferred hand and a good tripod grip by the end of the year. We also have a designated reading area for reading for pleasure.

The role play area, stage and dressing up clothes promote imagination, a very important part in a child's development and an understanding of the complex adult world. Social interaction plays a vital part, language is encouraged to flow freely and basic mathematics, such as sorting and matching, thrives in the home corner.

Handling materials, such as clay or play dough, are essential in the Early Years curriculum. Young children need to explore for themselves, finding out how these substances behave. We have three weekly sessions of 'Dough Disco' to help strengthen our fingers, readily for writing.

Our outside area, 'learning garden' is an extension of the continuous provision in bringing our classroom outside and will also incorporate physical play – climbing, cycling, balance, ball skills as well as an area to explore nature. There are minibeasts to be found and observed and herbs growing, to use in the mud kitchen. We have a large construction area as well as sand and water play. We also spend time in the chicken garden with a pond to explore.

We strive to encourage the children to use all of the Reception activities to provide an all round pre school education.



Reception Routine

The morning session follows the same basic routine, which nevertheless allows for flexibility and extra activities:

AM

- Dough disco/ board work/ interventions
 - Welcome and register
 - Star of the day, date and weather
 - Phonics
 - Child initiated learning/ adult directed/ led activities (indoor/ outdoor)
 - Snack time
 - Tidy up
 - Break time
 - Whole class input (literacy/ understanding the world)
 - Child-initiated learning alongside adult directed tasks (indoor/ outdoor)
 - Tidy up & lunch
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PM

- Register
- Whole class input (maths)
- Child-initiated learning/ adult directed tasks/ interventions (indoor/ outdoor)
- Story/ singing/ PSED—circle time
- Home

Experience shows using a routine helps the children to feel secure, to know what comes next, that home time comes after story time and also gives them a concept about the passage of time.

Lunch

We are able to provide a range of hot school meals cooked on the premises in our school kitchen by Radish.

Alternatively you may wish to provide your child with a packed lunch from home. Please note that due to allergy concerns we are a nut free school and therefore we ask that you refrain from sending children to school with nuts or nut based products e.g. peanut butter sandwiches, cereal bars containing nuts etc. It is recommended that children under five drink water or milk.

All children in Reception, Years 1 and 2 are guaranteed entitlement to free school meals. Just inform the school office to register your child for free school meals.

We are a NUT FREE school.

Google Classroom and X (Twitter)

Every class has its own Google Classroom account. The teacher will share what the children will be focusing on that week with you, so that you can support your child at home with extra learning. Please share any of this on the account and also any other things your child is interested in or would like to share with their peers e.g. a photo of their growing beanstalk.

We have our own X (Twitter) page, please follow us to see photos of your children engaging in activities in Reception. This will give you an insight into what they have been doing so that you can talk about it with them after school.

[Reception X](#)

[Bushey Heath X](#)



Parent/ Carer Consultations

There are two formal opportunities throughout the school year for parent/ carer consultations. These take place in October and February. Parents/ carers are invited to come and see the class teacher, to look at their child's work, discuss progress and how we may work together to help the child achieve their full potential.

Topics

The children will follow different topics based on books throughout the term. By careful planning the topic will bring in each important area of the curriculum. Outside visitors will enhance this occasionally. A home learning note on GC will inform you of what we have covered at the end of each week. You will receive a range of activities for you to engage with your child at home and support their learning.

Reading Books

After initial assessments your child will be given a reading book to read with you at home. We encourage you to share the book with your child on a daily basis. Children will be listened to in school once a week. Your child may begin with a picture book as they may not be ready to read. It is still important to share the book daily to practise talking about the pictures and developing story language. This will be changed once a week on a Monday. Your child will also get to borrow a book from our library to share with you. These will also be changed every Monday. In addition to this, your child will also receive a weekly e-book to match the sounds that have been taught in class.

This will be a 'shared' read that not all children would be expected to read independently yet. It will also be changed every Monday

Outside Play

There is always a member of staff on duty during outside learning/ play. Reception children share the KS1 playground with Year 1 and Year 2 during break and lunch playtime.

Hygiene

Please impress upon your child the importance of flushing the toilet and washing their hands with soap for 20 seconds. This basic training in personal hygiene prevents the spread of viruses, tummy bugs etc. as well as increasing the child's independence.

Head Lice

We do occasionally have cases of head lice in the school: Please check your child's head weekly. If you require further information the staff will be happy to assist.

Spare Clothes

Please can all children bring a drawstring bag with a spare set of clothes, socks and shoes this does not have to be school uniform, leggings or tracksuit bottoms and t-shirt are fine. Even if your child is not prone to accidents, on rainy days and with water play, they can still need to change occasionally, please name the bag. School PE bags are available to purchase at DJ Uniforms in Bushey if you don't already have one.

Please also provide us with a pair of named wellies for outside play, that we will keep in Reception.

Fruit

Fruit is provided for the children at snack time. Fruit varies on a day-to-day basis and can consist of carrots, satsumas, apples, bananas, tomatoes and pears. Please inform staff of allergies known.

Milk

Milk is provided in cartons and is free for under fives. If your child does not like milk or cannot drink it for health reasons, they can use their own water bottle. Please visit [Cool Milk](#) to register your child for milk.

Allergies

We need to be aware of any allergy from which your child suffers. The children often taste various foods, handle different materials and take part in cooking activities.

Illness or Injury

If your child should fall ill or suffer an injury while in school we need to be able to contact you. Please be sure to inform us of any change to either your home or work telephone numbers. We also need the telephone number of a friend or relative should we be unable to reach you.

Asthma

If your child is asthmatic please supply an inhaler that can be kept in the school. You will be asked to sign a consent form before we can administer the medication. Please ensure that your child's medication is in date.

Hearing and Speech

Please keep Reception staff updated on speech therapy and hearing tests; as we need to be aware of any concerns. A copy of any results would be useful to aid us to support your child's needs.

Tips for Starting School

Get to know other children who are starting in the class.

Help your child to look after their own belongings, dress and undress independently, recognise their name on clothing, use the toilet and use toilet paper correctly, and eat with a knife and fork.

Be positive about starting school (hide any of your own worries or fears).

Play games together e.g. I spy, Snakes and ladders, Snap. Help your child to realise how numbers occur in everyday life, e.g.: bus numbers, car registration numbers, door numbers.

Inform the school of any health, social or emotional problems.

PE Kit

This will remain at school and be sent home for washing at half term.

- Black shorts (dark black/ grey/ blue tracksuit for outdoor Winter sessions).
- White T-shirt.
- Black plimsolls/ trainers.

PLEASE ENSURE ALL CLOTHING, SHOES AND WATER BOTTLES ARE LABELLED AT ALL TIMES

Jewellery

Jewellery is not permitted in school. If your child has pierced ears she/ he should wear one small stud earring in each ear only. Pierced ears will be taped for PE lessons and it will be necessary for you to provide tape. No other piercings are permitted.

Parking

You are requested not to bring your car into the school grounds. The car park is for staff use only. We have the safety of the children in mind, as they are often out and about in the school grounds during the course of the day.

Toys

Please discourage your child from bringing in toys from home (unless specifically requested to do so) as they remain in the going home box for the session and quite often we end up with several unclaimed items. An exception to this might be if a child was finding it difficult to settle at Nursery and needed a link from home as a comfort.

Sickness

Children suffering from sickness or diarrhoea should be kept at home for at **least 48 hours** to ensure a complete recovery and prevent cross infection.

Absence

If your child is absent from school please telephone/ email the office each morning to inform the school.

A Special Message to the Children

Hello Boys and Girls

We are all very excited about meeting you in September and getting to know all about you!

There are lots of exciting activities in your new classroom and lots of friends waiting to play with you!

We are looking forward to saying a big hello on your first day at Reception!

From all your teachers in Reception!

School Uniform

- We are proud to wear our school colours of grey and maroon. All uniform and accessories can be purchased from DJ Uniforms however **all items apart from the school tie can be purchased elsewhere** – please do adhere to the school colours and requirements as per below and also see our School Uniform Policy.
- All clothes and accessories should be clearly labelled with the child's name.
- Regular uniform checks are conducted and the children are expected to be neat and tidy at all times.
- Make-up, nail varnish and temporary tattoos are not allowed.
- All hair that touches the collar or below should be tied back at all times with a maroon, grey or black hair band/ tie, no large bows.
- Jewellery should not be worn to school. For those with pierced ears only studs maybe worn and covered during PE with tape.
- Watches may be worn but, as with other personal items, the school/ staff cannot accept responsibility for them. Please note that 'Smart' watches are not allowed.
- Bushey Heath Primary School also have preloved uniforms available to purchase organised by The Friends of the School. Please speak to the school office for further details.

Items marked with an * are optional the remaining items are all required.

Girls - Winter

White shirt
School tie (branded)
Grey skirt or trousers
Maroon or grey cardigan
Grey socks or grey woollen tights
Black school shoes
Maroon, grey or black hair bands/ ties *

Boys - Winter

White shirt
School tie (branded)
Grey trousers
Maroon or grey jumper
Grey socks
Black school shoes

Girls - Summer

Pink checked or striped summer dress or
Plain white polo shirt and grey skirt (all skirts/ dresses should be knee length) grey trousers or shorts
Maroon or grey cardigan
White socks
Black school shoes
Maroon, grey or black hair bands/ ties *

Boys - Summer

Plain white polo shirt
Grey trousers or shorts
Maroon or grey jumper
Grey socks
Black school shoes



Our Mission is to Provide

A vibrant school:

- With a safe, secure and caring environment.
- That is a lively, happy place for your children to learn in. Colour and vibrancy will encompass all aspects of school life.
- That inspires the children to question and challenge.
- With excellent teaching and learning opportunities. Children will be encouraged to take pride in their achievements.
- That provides imaginative learning opportunities, rigorous challenge, the opportunity to make mistakes – and to know that to make mistakes is okay.
- That provides the opportunities to develop independent, resilient children with a love for learning.

A school that provides opportunities for children that realise their potential:

- By equipping children with critical thinking skills, respect for themselves and for others, a strong work ethic and high expectations we will prepare them for secondary school and for their future success.

