



**Aston Hall**  
Junior & Infant School

**Aston Hall**  
**EYFS Prospectus**





# Welcome to Aston Hall Junior and Infant School

**“Aston Hall Junior and Infant School is a warm and friendly school with a family atmosphere. Our children are at the very heart of everything we do and are valued as individuals. Our caring and dedicated team are committed to supporting every child to become the very best that they can be.”**

This prospectus is designed to give parents and carers an insight into the Early Years Foundation Stage at Aston Hall Junior and Infant School.

**We aim to create:**

- A safe, stimulating, positive and happy environment in which our children can develop socially, emotionally, intellectually and physically to reach their full potential.
- An atmosphere that encourages everyone to value others regardless of ability, race, gender and creed.
- Opportunities that will enable the children to work with increasing independence.

**| We are committed to supporting every child to become the very best that they can be.**



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# Meet Our Staff



**Mr S Holmes**  
Headteacher



**Mrs G Ditchburn**  
Assistant Headteacher



**Mrs Thompson**  
Foundation  
Stage Leader



**Mrs Grady**  
Foundation  
Stage Teacher



**Mrs J James**  
Level 3 Teaching  
Assistant



**Mrs R Rodgers**  
Level 2 Teaching  
Assistant



**Mrs T Hall**  
SMSA

We instill in our children;

Respect,  
Resilience,  
Pride  
Aspiration  
Independence

We also provide  
professional  
development  
opportunities for  
students within  
the unit.





# What is the EYFS?

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old.

The EYFS framework supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

There are four main themes of the Early Years Foundation Stage. They express important principles in underpinning effective practice in the care, development and learning of young children.

## A unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.



## Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.



## Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.



## Learning & Development

Children learn and develop in different ways and at different rates, and all areas of Learning and Development are equally important and interconnected.



| We make every effort to make sure new pupils are made to feel welcome.

# Learning & Development

There are seven areas of learning and development that must shape educational provision in Early Years settings.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are named as Prime Areas. Four other areas are named as Specific Areas. Staff will support children in these specific areas, through which the three Prime Areas are strengthened and applied.

## **Prime Areas:**

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

## **Specific Areas:**

- Literacy
- Maths
- Understanding the World
- Expressive Arts & Design

During Foundation Stage at Aston Hall we offer a curriculum rich in wonder and memorable, hands on experiences.

We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We believe warm and positive relationships between staff and children, consistent routines and strong relationships/communication with parents are key.

We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

## **Reception Baeline Assessments**

In the first 6 weeks of children's school year, they will undergo a statutory assessment called the Reception Baseline Assessment. This isn't a test with a score, but an assessment of where children are at developmentally when starting Reception. More information can be found here:

<https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents>

## **Phonics**

We follow the Little Wandle Letters and Sounds Revised programme, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects. We value reading as a crucial life skill and ensure that by the time children transition to Y1, they are ready to further develop their reading skills ready for their Phonics Screens Check. We encourage our children to see themselves as readers for both pleasure and purpose.



In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term. Children in Reception are taught to read and spell words using Phase 2 and 3 Grapheme - Phoneme Correspondence (GPC), and words with adjacent consonants (Phase 4) with fluency and accuracy.

Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning. We also teach children to read through reading practice sessions once a week. These are taught by trained adults and take place towards the end of Autumn 1.

## Maths

Staff teach a broad range of activities which enables a deeper understanding of the composition of numbers to 10. They have solid strategies to improve their deep understanding of the value of each number. Within the environment, staff try to incorporate whole school resources such as tens frames, Numicon and whole part models in other areas as well as the maths area. This is to promote and embed these resources to give them a deeper understanding but to also help them with their transition to Y1 and the national curriculum. They encourage the children to think mathematically by utilising resources and adapting the environment to promote real-life problem-solving.

The children have become used to thinking critically and they have developed their early reasoning skills because of this. Due to the revised ELGs, it's helped staff deliver more effective assessments and gain a better understanding of the knowledge children have of early numbers. Staff don't miss a learning opportunity and wherever possible, encourage children to think mathematically and to problem solve.

**Opportunities  
that will  
enable the  
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increasing  
independence.**



# Early Learning Goals

By the end of FS2, we would expect children to be 'on track'. This means that they will have achieved all the Early Learning Goals.

## Personal, Social & Emotional Development

### • Managing Self

Confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.

### • Self-Regulation

Understanding of own and others' feelings, and able to regulate their behavior accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

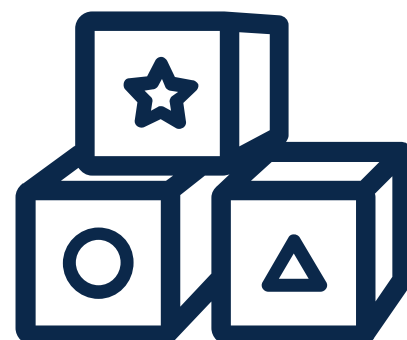
Give focused attention, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.

### • Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments with adults and friendships with peers.

Show sensitivity to their own and others' needs.



## Literacy

### • Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocab. during discussion about stories, non-fiction, rhymes and poems and during role-play.

### • Word Reading

Say a sound for each letter of the alphabet and at least 10 digraphs.

Read words consistent with phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### • Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences and can be read by others.

## Understanding the World



### • Past and Present

Talk about lives of people around them and their roles in society.

Know some similarities and differences between things in the past and now – drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

### • The Natural World

Explore and make observations of the natural world.

Similarities and difference in the natural world.

Understand important process and changes, including seasons and changing states of matter.



- **People, Culture and Community**

Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

## Communication & Language



- **Listening, Attention and Understanding**

Listen attentively and respond appropriately to what they hear with relevant questions, comments and actions during whole class and small group discussions.

Comment on and ask questions about what they heard to clarify understanding.

Hold conversation when engaged in back and forth exchanges with teachers/peers.

- **Speaking**

Participate in small group, class, and 1:1 discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express ideas and feelings about their experiences using full sentences, including use of tenses and conjunctions. With support from their teacher.

## Physical Development

- **Fine Motor**

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools i.e. scissors, paintbrushes, cutlery. Begin to show accuracy and care when drawing.

- **Gross Motor**

Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance, and coordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing.

## Maths



- **Numerical Patterns**

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than and the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

- **Numbers**

Have a deep understanding of numbers to 10, including the composition of each number.

Subitise up to 5.

Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.

## Expressive Arts and Design

- **Creating with Materials**

Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, pattern, texture, form, and function. Share creations, explaining the processes they have used. Make use of props and materials when role playing characters in narratives and stories.

- **Being imaginative and Expressive:**

Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music.





# The School Day



Children are to arrive at school between **8:35am** and **8:45am**. The gate will be locked after this time and children should be brought to the school office.

After organising their things onto their pegs or into their draws, there will be a morning activity to complete before registration starts at **8:50am**. The activity changes throughout the year to develop key skills and independence.

At **9am** Phonics is taught.

After Phonics, children then have active learning time where they get to choose an area to play in. This can be inside or outside. Although this play is child-led, adults are skilled in expanding children's experiences by never missing opportunities to develop their learning. This is achieved through outstanding adult communication skills by either questioning the child, repeating/introducing vocabulary or facilitating children's conversations with each other.

Don't be surprised if your child tells you that they have only been playing all day – because they have for a lot of it! However, it's facilitated play to maximise learning opportunities.

At **10am** children tidy up for snack time. Each day we provide healthy snacks for all children. They can choose from a variety of fruits and vegetables. They also receive milk until they are 5. When they are 5, parents can choose to pay for the milk to continue. Water is available at all times.

At **10:15am** children have a small Literacy input and then adults take small groups for Literacy activities. During the small group work, the rest of the children are actively learning again within the unit. This is also the time where adults deliver interventions such as Speech and Language, phonics etc.

Lunch is **11:45 – 1pm**

At **1pm** Maths is taught, adults take small groups for Maths activities/interventions. During the small group work, the rest of the children are actively learning again within the unit but there are independent Maths activities for children to complete and this is a focus in each area.

When Maths groups are finished, adults then take the opportunity to deliver activities linked to Understanding the World and Expressive Arts and Design.

At **2:30pm** we tidy up for a story and rainbow rewards/show and tell. All children listen to a story every day.

School finishes at **15:10pm**. Parents are asked to line up outside the classroom door and wait until your child is dismissed. Please be prompt when picking up your child and see our website for our end of day policy regarding adults collecting.





# General Information



## Uniform

All children are expected to wear the school uniform. Wearing the school uniform develops a sense of belonging and pride. Our uniform is:

- Royal blue sweatshirt or cardigan (school logo is optional)
- Navy blue fleece (optional)
- Gold or royal blue polo shirt
- Plain black or grey trousers/skirt or pinafore dress
- Plain black or grey tailored shorts, or blue and yellow checked dress in the summer months
- Flat plain black shoes or trainers with black laces / Velcro

In the winter, please ensure your child has a warm coat and appropriate footwear as we play outdoors every day! In the summer, please ensure your child has a sun hat. Please apply sun cream before school – the 8h cream is the best option.

## PE Kit

Children in FS2 are expected to have a full PE kit. This can be left on their peg until the end of each half term.

- A plain white polo shirt
- Plain black PE shorts
- A plain black tracksuit is essential for outdoor games lessons which take place at ALL times during the school year
- Trainers for outdoor PE18
- Trainers or plimsolls (these must be a different pair from day to day wear)

Jewellery should not be worn in school. The exception to this is for pupils with pierced ears, children can come to school with their ears taped on PE days.

## • Label your Child's uniform

It can be very challenging for staff and parents when a child has lost their jumper or cardigan and it has not been labelled with their name. All the children will be wearing the same jumpers and cardigans as each other. It is not always possible to match up children to their lost items if they are not labelled, so please ensure that your child's uniform is clearly labelled with their name. Use a permanent pen and regularly check that the name can be clearly read.

## Shoes

In Early Years, we strongly encourage children to become more independent at getting themselves dressed and undressed, and for some children, shoes can be a little bit tricky. Children need to be able to change their shoes independently for P.E. and for outdoor activities where wellies are needed.

It is important that children can unfasten and refasten their school shoes without needing much help. Laces often come undone throughout the day and can present a danger when children are walking and running. We advise that children should only wear laced school shoes if they are able to tie them independently, otherwise black Velcro fastening shoes are often the best.

## Toileting

There is an expectation that three-year old's will be able to use the toilet independently when they start school. Being toilet trained is a skill that children need to develop independence, self- esteem and confidence to thrive at school. We encourage children to wipe themselves independently so please help your child learn how to do this prior to starting school. We appreciate that there are exceptions to this, so please talk to us if you feel that this is the case with your child. We will also encourage your child to wash and dry their hands. Although we do not potty train children, we are able to offer advice and support before your child starts school.

## Spare Clothes

Throughout their time in F2, lots of children will have an accident from time to time. We request that parents provide their child with a bag of spare clothes and underwear in case of any accidents. The bag of clothes can be kept at school on your child's peg.

## Water Bottles

Children are permitted to bring in their own water bottles from home that will be kept in the classroom. Please ensure that the bottle is clearly labelled with your child's name. This can be taken home every day and filled with fresh water.

We would ask parents to discourage children from bringing items from home as it can cause upset and distress if they are lost or broken.



# Ways In Which You Can Support Your Child's Learning At Home

## Reading

At our school we encourage children to develop a “love of books” and an enjoyment of stories. We teach the children early book skills, which will help them to become independent readers. You can help them at home by:

- Reading together whenever possible.
- Showing your child how to hold a book and turn the pages correctly and carefully.
- Talking about the pictures as well as the story.
- Letting your child re-tell their favourite stories.
- Encouraging them to notice labels, signs and print around them.
- Share library books at home together.

## Writing

Some children want to draw and practice “writing” at an early age. Don’t push your child if they are not ready. In order to encourage early writing skills, children need to develop their fine motor skills. Activities that can help are:

- Painting with water using large paintbrushes outdoors
- Jigsaws
- Building with bricks
- Playdough activities
- Fastening buttons/zips
- Praise your child’s efforts

Ask your child what their writing says, even if it only looks like “scribble”. This is the beginning of writing development and needs to be encouraged. Remember that learning to write is very difficult!

## Speaking and Listening



Children learn language through listening and talking. You can help them develop their language skills and confidence to participate in these activities at home by:

- Learning and singing songs and nursery rhymes together
- Talking about the things they see, e.g. on a walk, on the bus, at the shops
- Watching a TV programme together and talking about what they see/what happens
- Planning and talking about special events such as outings, birthdays, buying new clothes, visiting relatives
- Reading stories together, so that they can hear and understand new words and listen to the language of stories

## Becoming Independent

When your child begins school, they will be encouraged to become increasingly independent. You can help them at home by encouraging your child to do lots of things for themselves:

- Get dressed
- Put on their own coat
- Use the toilet/wash their hands
- Tidy away their own toys
- Help with little jobs, e.g. dusting, laying out the table







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