Ellison Primary Academy

WELCOME TO EYFS

Please find within this presentation information that we feel is important for you.

WELCOME

Year RLM and RM

The Lively Lemurs (Mrs Line and Miss Maqsood)

The Magical Monkeys (Mrs Martin)

Mrs Manser -EYP

Miss Woods – TA

Miss Dixon - TA

WELCOME

PE day - Monday

Library – Monday RM Tuesday RLM

Children have access to the computers daily and will have chance to explore the computing suite throughout our topics.

LITERACY

Literacy lessons involve immersion in a class text. Through this text, children will take part in reading activities, drama and discussion exercises and various writing projects.

Autumn	Spring	Summer
Concepts: Identity Difference An example of some of the texts that we explore the concepts through: Colour Monster Rainbow Fish Elmer *Nursery rhymes & traditional tales throughout*	Concepts: Choice Change Explored through the texts: Goldilocks and the three bears Little glow Megs Eggs Little Red Hen Macbeth (whole school RSC unit) *Nursery rhymes & traditional tales throughout*	Concepts: Life Exploration Explored through the texts: Somebody swallowed Stanley Handa's Surprise The Great Explorer *Nursery rhymes & traditional tales throughout*

WHAT THE FOUNDATION STAGE FRAMEWORK LOOKS LIKE.

Areas of learning and development:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design.

OUTDOOR LEARNING



At Ellison Primary Academy we have:

Two unique EYFS outdoor areas.

A mud kitchen

Planting in the Victorian Garden

Outdoor golf

Trim trail

Gym equipment

'It might be raining but we're still playing'.

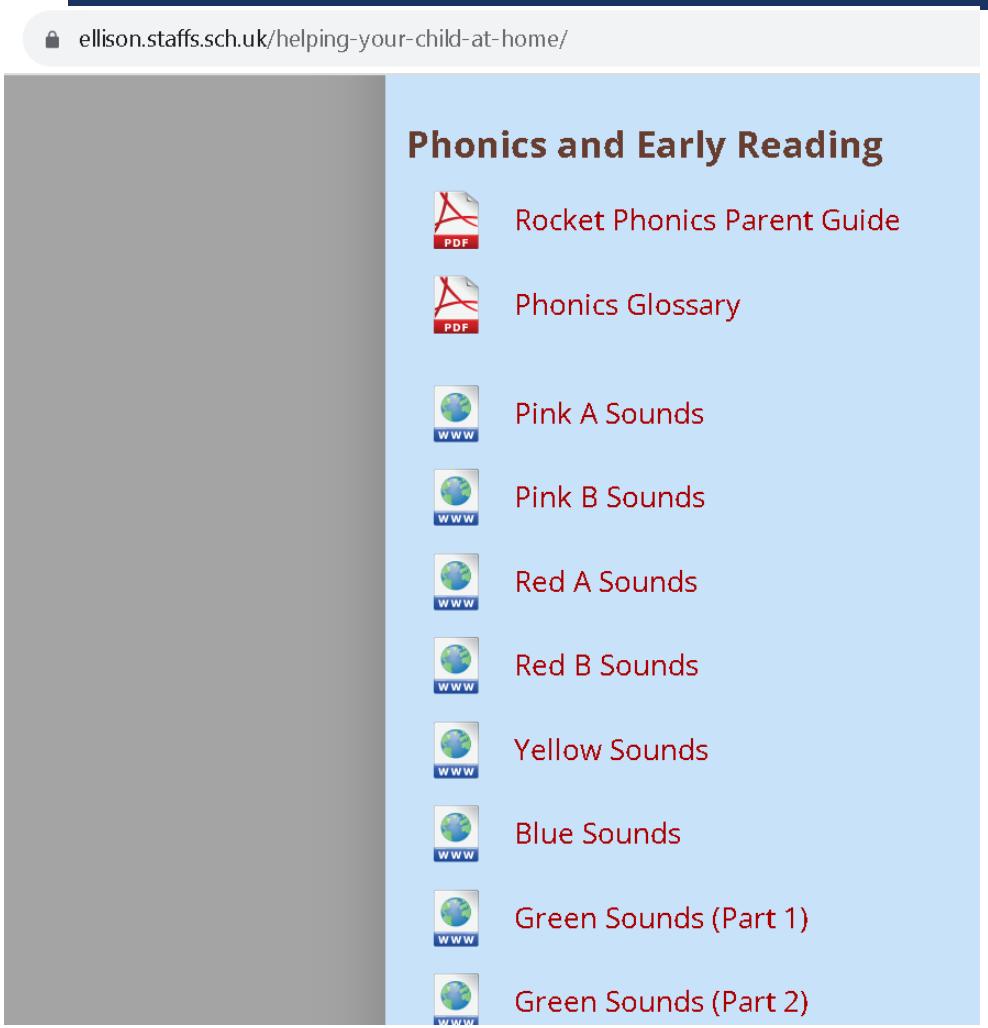
Please ensure that your child has adequate outdoor clothing for all weather conditions including a coat and wellington boots that are clearly labelled with your child's name.

Waterproof overcoats will be provided by school for messy mud sessions!

PHONICS

- Phonics is an approach to the teaching of reading by breaking words down into the individual sounds and spellings.
- Phonics sessions take place each day.
- At Ellison, we use the **'Rocket Phonics'** phonics scheme to support our Phonics learning.
- This is structured programme where days alternate between reading and writing focuses. It allows the children time to really explore sounds and consolidate their leaning. At the heart of the programme are 'Big Books' which we love to share with the children.

HELPING YOUR CHILD



- You have a copy of the sounds children will learn. These are also available on our website.
- There are also links where you can hear the sounds.
- Regular reading at home makes a huge difference.

READING

There will be a wealth of reading opportunities within our daily activities to practise early reading skills.

The children will participate in Guided Reading sessions within their school week. This will focus upon:

- Early letter recognition.
- Common exception words (tricky words) and high frequency word recognition.
- Blending to read.
- Early comprehension, in which they will answer questions about the text.

Each morning, your child will vote for their favourite book to be read by their teacher within story time.

'We love to read at Ellison'.

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READING – LILAC -ORANGE



- Children will take home a home reading book of a level suitable for them. This is based on their phonics knowledge and is carefully matched to the sounds they know.
- The expectation is all children will read **this book** at least 4 times a week.
- Staff will check the reading diaries every day to monitor what they are reading and how frequently.
- Every Monday (RM)/Tuesday (RLM), the diaries will be checked by the teacher and if they have read at least four times that week their name will be entered into a prize draw to win a prize book.
- Children will also bring home a library book of their choice; this is to be shared together. Reading from this book does not need to be recorded in the reading diary but you can list books you share on the front page.

READING AT LEAST 4 TIMES A WEEK

Book Band	Number of times recommended to read the book	What reading counts in the expected 4 times?
Lilac wordless	3 times	All recorded reading must come from the phonics book. 
Lilac+, pink, red, , blue	3 times	
green or orange	2 times	
Turquoise, purple, gold, white, lime, brown, grey, dark blue, dark red, challenge	1 time – however, children are still encouraged to repeat sections if they are not reading fluently or with expression	Children should read their scheme book at least once a week but free choice reading also counts towards our reading challenge.

HOME PHONIC KEYRINGS



Phonics keyrings are sent home to support what your child has been learning in school. You will be informed on the weekly homework sticker which sounds your child has been taught.

Please only practise the sounds that your child has learnt to encourage the use of pure sounds.





MATHS IN THE EYFS







Maths is one of the four specific areas within the Early Years Foundation Stage (EYFS). Each specific area is divided into Early Learning Goals, for maths these are:

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: 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 or 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.

Maths in the Early Years is taught through practical activities linking it to real life situations so that the children can make links with their life and maths.

THE CPA APPROACH TO MATHS



- The CPA approach helps pupils to develop a deep understanding of maths as part of their learning.
- It involves moving from concrete materials, to pictorial representations, to abstract symbols and problems.

EYFS ASSESSMENT AT ELLISON



In line with the EYFS framework, our assessment evidence will be gathered in a number of ways:



Short observations

Photographs and learning snapshots

Wow moments from home Please complete 'wow moments' with something that your child has achieved which has amazed you. These will be celebrated within class.



Evidence within school books

Children's independent creations, for example junk models, construction

Evidence from home i.e. certificates of wider activities

CONCEPT BASED CURRICULUM

- We have worked hard to ensure our curriculum is designed to be relevant and meaningful for all our children, while at the same time both stimulating and challenging for them.
- Our curriculum focuses upon concepts. Our first concept is identity, within this concept we will be looking to answer our key question of:

Is everyone unique?

Homework

- Homework this year will consist of:
  - Home reading at least 4 time a week
  - Creative/themed homework once each half term
  - Weekly Literacy or Phonics and Maths tasks
  - Phonics keyrings
  - Independence challenges.

HAPPY LEARNERS MAKE GREAT PROGRESS!



We ensure that various activities throughout the school day focus on promoting the children's wellbeing and allowing them to reflect on their learning, relationships and feelings. We use 'The Sandwell Project' to focus on 'Healthy Mind, Happy Me' and 'Jigsaw' for P.S.H.E. for classroom based learning. We also enjoy time each day to explore mindfulness.

SANDWELL AND JIGSAW

Sandwell and Jigsaw

There are 6 modules that the children will focus on (All about me, Friendships, Resilience and Coping, Belonging, Being the Best Me I Can Be and My Wider World) which will be returned to throughout their time at Ellison. The P.S.H.E. curriculum focuses on RSE, Health and Relationships Education, Resilience and Mindfulness.

SUPPORTING BEHAVIOUR THROUGH RESTORATIVE PRACTICE

- The Restorative Practice approach to behaviour ensures consistent and fair approach across the whole school built on values which separate the person from the behaviour. It promotes accountability and seeks to repair any harm caused in a situation.
- Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved.
- Questions could include: What was going through your mind when it happened? What were you thinking about? How do you feel since it has happened? Who has been affected by your actions? What needs to happen to put things right? Is there anything you would like to say?

Special Educational Needs and Disabilities

We are constantly monitoring and assessing the learning and progress of each child. Every lesson is carefully adapted to ensure all children can access the correct level of challenge for them.

For some children, additional support may be required and we endeavour to make all reasonable adjustments necessary. This could be:

- where the child sits in relation to the teacher;
- access to coloured overlays;
- work printed on specific colours;
- slightly adapted work books;
- access to additional resources;
- use of Now and Next boards.
- use of social stories.

If we feel that a child is still not making the expected progress, we speak to the Special Educational Needs Co-ordinator (SENCO), Mrs M. Adams

Special Educational Needs and Disabilities

Mrs. Adams will observe the child and offer advice. This is then monitored and if we feel further support is required, we can invite specialist services in to offer guidance and support. This is part of 'The Graduated Response'. Permission will be sought before this happens.

We would then follow advice given and monitor progress. Should we feel further support is required, we could ask for an Educational Health Care Needs Assessment to be undertaken. The evidence is reviewed by The Local Authority and a decision is made as to whether or not to grant an Educational Health Care Plan (EHCP). This process takes 20 weeks from the date of submission.

If you feel your child may require support, please speak to me in the first instance. If you think there is still an issue, you may contact Mrs Adams.

There are various SEND policies available to read on the school website.



LUNCH AND SNACK



- School meals are eaten in the hall, children are offered either a packed lunch or home cooked meal; such as a roast dinner or lasagne, salad bar, fruit or pudding.
- Please ensure home packed lunches are healthy.



- All children have the opportunity to purchase milk and toast or crumpets. (Milk is free until your child's 5th birthday)
- If you send your child in with snack; please ensure this is healthy, for example; fresh fruit, carrots or dried fruit.
- We have nut allergies in school so ask that parents are mindful of the food they send in.



SNACK PAYMENTS

- It is really important that there is money on ParentPay accounts each week to pay for snack if they have been requested. However, we know how busy parents are and sometimes this doesn't happen. Our procedure is as follows:

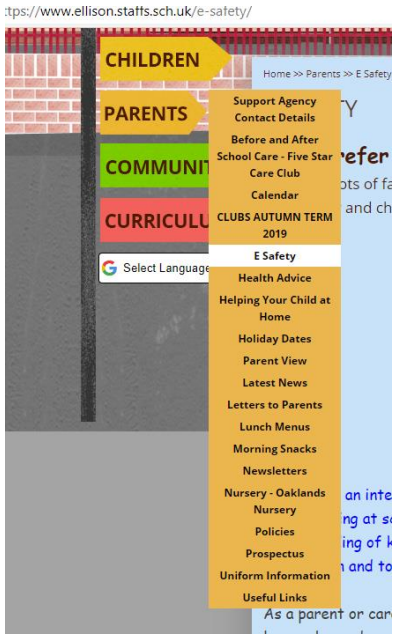
- When an account hits £10 in debt, a text will be sent to say you have a couple of days to pay off the balance
- If this is not done, a second text will be sent saying that snack cannot be provided the following day.

We will never let a child go hungry – we have plenty of fruit available and urge anyone who cannot pay at the expected time, for whatever ever reason, to contact the school office.

ONLINE SAFETY

- Online safety is an integral part of children's education in today's digital world and is embedded in their learning at school. We also want to help our parents and children improve their own understanding of keeping safe online, so we have developed this page to offer updated E-safety information, guides and top tips:

https://www.ellison.staffs.sch.uk/e-safety/



Keeping Safe Online Documents

- AppSafety-1.pdf
- Catch22 leaflet Online Parental monitoring.pdf
- CSE_stayingsafeonline_Feb18_2.pdf
- Family-agreement-advice Childnet.pdf
- ShareWithCare.pdf
- StayingSafeOnline.pdf

Online Safety Guides

- Netflix guide.pdf
- Zoom Online Safety Guide
- TikTok-Online-Safety-Guide-March-2019-1.pdf
- Houseparty Online Safety Guide
- YouTube-Kids-Guide.pdf
- Steam Online Safety Guide
- 10 Top Tips For Remote Learning For Parents

ONLINE SAFETY

Top Tips

1. Prioritise safety

Teach your child not to give out personal information and what to do if they see something they are uncomfortable with; we highly recommend that you are in the same room as your child whilst they are online.

2. Set parental controls

Agree with your child which websites and games they can use, and remember to check the minimum age.

3. Be interested and open

Talk to your child about their favourite websites and let them know that they can tell you about anything that happens on the internet.

4. Set boundaries and time limits on the use of the internet, tablets and gaming.

ONLINE SAFETY

Top Tips

- Some devices have built-in controls which can be activated, or you can manage your child's device from yours, so that you can see which apps have been downloaded;
- Google Family Link is a free android app for under 13s, which can be controlled by the parent's iPhone or Android phone.
- IPhone's iOS 12 and above offers controls at the operating system level.
- Net-aware.org.uk lets you check out any app before its downloaded and you can see independent reviews of the risks of any app.

JEWELLERY



- We discourage all children from wearing jewellery to school, although watches and small stud earrings are permitted.
- Watches must not be able to access messaging apps, connect to the internet or have access to a camera.
- For P.E lessons, children are not permitted to wear earrings. These should be removed prior to coming to school on your child's P.E day as staff are unable to remove earrings for them.
- Plasters are also not permitted to be used to cover earrings during PE lessons as the Associate for Physical Education guidance states plasters do not provide adequate protection and earrings can still cause damage to ears whilst wearing a plaster. If a child forgets, they will still be able to take part in the lesson in non-contact activities and through supporting the class teacher in non-contact roles, however, they will be unable to participate in the main activities.

PARENTAL ENGAGEMENT

Research proves that parental engagement has a significant and positive effect on children's learning. It is our priority to ensure that we offer a wide variety of opportunities in school to welcome our parents and carers into our school. Parental engagement also includes supporting learning at home, school-home and home-school communication, decision-making (e.g. being a parent governor) and collaborating with the community.



OUR SCHOOL WEBSITE

Our school website provides a range of information for you to access; from school policies, newsletters, calendar dates and most importantly your child's class page. Here you can see your child's exciting learning opportunities as they progress through their first school year.



Please follow this link to our school website. www.ellison.staffs.sch.uk

CONTACTING SCHOOL



- If you have any questions or concerns, your first point of contact is me, your child's class teacher . After school is the best time for this as staff are often busy welcoming children and starting to teach. Please contact school office if you would prefer a telephone conversation.
- Staff members are on duty in the morning to pass key messages onto the class teacher.
- Emails can be sent to the office (office@ellison.staffs.sch.uk).
- Following this, if we are unable to resolve matters, you can make an appointment with a member of SLT.