

Aragon Primary School

Early Years Foundation Stage



Information Pack

[School contact details:](#)

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Dear parents/carers,

A very warm welcome to Aragon Primary school, we feel privileged that you have chosen our school for your child.

This welcome pack is designed to give you valuable information on the aims, organisation and learning that happens in our Early Years throughout the day. We hope it will answer many of your questions.

All our contact details are on the front cover if you wish to get in contact and ask any questions. We value our parent's contributions tremendously and believe that home and school working in partnership can provide the best possible learning experiences for your child.

As a parent, your child's well-being is paramount - and it is equally important to us. At Aragon, we endeavour to provide a stimulating, safe and nurturing environment that enables children to thrive as they learn through their play.

We understand that entrusting your young son or daughter to the care of others is an important step. From your child's first day with us, our team will keep in contact with you, communicating at every stage.

If you have any concerns or questions about your child starting school, please contact a member of staff.

We look forward to welcoming you to our school.

Nicola Pearce

Early Years Lead

Aragon Primary School



Meet Our Team



Executive Headteacher of The Willow Learning Trust Mrs Davey and Headteacher Mrs Ryder.



Miss Pearce.
Head of Early Years and Class Teacher in Beatrix Potter Class.



Katie O'Sullivan
Nursery Lead Teacher and SENCO for the school.

Nursery:



Miss Smith
Class Teacher



Mrs Sutton
EYFS Teaching assistant



Mrs Stonell
EYFS Teaching assistant

Reception:



Mrs Curl
Class Teacher in Eric Carle Class.



Miss Thompstone
Class Teacher in Winnie the Pooh Class.



Miss Grimes
Reception Higher Level
Teaching Assistant



Mrs Roberts
Reception Teaching
Assistant NNEB



Mrs McMahon
Reception Teaching
Assistant NNEB

Organisation and Routines.

Nursery

We have a large, well-resourced and welcoming nursery. Our nursery is divided into different areas so that we can offer a wide variety of activities and experiences.

Daily routine - AM Placement

8.30am - 8.45am: Your child's day will start with a meet and greet by our friendly staff.

After placing their belongings on their named peg, children are encouraged to self-register.

11.15am - 11.30am: You are given a 15-minute window to collect your child from nursery. Half-past eleven is the end of your child's session.

Daily routine - PM Placement

12.30pm - 12.45pm: Your child's day will start with a meet and greet by our friendly staff.

After placing their belongings on their named peg, children are encouraged to self-register.

3.15pm - 3.30pm: You are given a 15-minute window to collect your child from nursery. Half-past three is the end of your child's session.

Daily routine - 30 hours Placement

8.45am - 9am: Your child's day will start with a meet and greet by our friendly staff. After placing their belongings on their named peg, children are encouraged to self-register.

11.30am - 12.30pm: This is your child's lunch hour. Children can bring a packed lunch or sign up for a hot school dinner at a cost of £2.30 per day.

3pm - 3.15pm: You are given a 15-minute window to collect your child from nursery. Quarter past three is the end of your child's school day.

Throughout the school day.

Your child will be encouraged to make their own choices throughout the school day and take part in adult led activities. Our environment is set up in a way that children's development takes place through their natural curiosity.

We observe children individually, ensuring that each child has the opportunity to learn and develop a broad range of skills through play and discovery, based on their interests and level of development. We will track your child's development on Tapestry, our online Learning Journals.

Children will participate in four short carpet sessions throughout the day. These carpet sessions will be linked to our chosen topic.



Reception

Our three Reception classes work as a unit. The children are divided into these three classes for registration and daily carpet sessions (such as literacy, maths and phonics). They do, however, have access to all three classes during their free flow time, which we like to call our 'Busy Time'.

Like Nursery, our Reception classrooms are divided into different areas so that we can offer a wide variety of activities and experiences centred around child initiated learning.

To ensure that the children feel safe, secure and happy starting with us, we allow for a settling in period at the start of the year.

For the first week times will be;

(The children will not need lunch on these days)

- ▶ Thursday 2nd September 2021
 - ▶ Friday 3rd September 2021
 - ▶ Monday 6th September 2021
- Stay & Play session
8.45am - 11:45am
8.45am - 11:45am

(The children will need lunch on these days)

- ▶ Tuesday 7th September 2021
 - ▶ Wednesday 8th September
 - ▶ From Thursday 9th September 2021
- 8.45am - 1:30pm
8.45am - 1:30pm
All day, 8.45am - 3.20pm



Term Dates 2021-2022

AUTUMN TERM

Wednesday 1st September - INSET

Thursday 2nd September - Children back

Monday 25th October - Half-term starts

Monday 1st November - INSET

Tuesday 2nd November - INSET

Wednesday 3rd November - Children back

Thursday 16th December - Nursery break up for Christmas holiday.

Friday 17th December - 'Play & Stay' session for new children.

SPRING TERM

Tuesday 4th January - INSET

Wednesday 5th January - INSET

Thursday 6th January - Children back

Monday 14th February - Half-term starts

Monday 21st February - Children back

Thursday 31st March - Nursery break up for Easter holiday.

Friday 1st April - 'Play & Stay' session for new children.

SUMMER TERM

Tuesday 19th April - Children back Monday

30th May - Half-term starts

Monday 6th June - Children back

Monday 20th June - INSET

Thursday 21st July - Nursery break up for Summer holiday.

What do I bring to Reception?

To ensure your child has everything they need in Reception, we ask parents to purchase a book bag with the school logo on in the colour of your child's house team containing the following:

- **Water Bottle:** Please provide a named water bottle each session for your child to have access to at all times. (We do have a water jug available but a child's own bottle does encourage them to drink more) We also have a fruit snack over the course of the day and milk is available for those who have completed the milk form.
- **Weather appropriate clothing:**
 - A waterproof coat
 - Warm hat in winter and summer hat in summer

Our children have lots of sensory play activities and creative activities to join in with We do provide aprons but children can be in the sensory/messy areas without an apron and are likely to get splashes and dabs on their clothes.

- **Spare clothes:** A change of clothing including a t-shirt, jumper, tracksuit bottoms, socks, underwear and shoes. It is useful for all children to bring a spare set of clothes in case of getting wet/muddy etc and needing changed.
- **Sun cream:** In the summer we ask for all children to arrive to Reception with sun cream already applied and we ask for a bottle to stay in their book bag to allow the children to reapply it themselves in the afternoon. Please ensure this is a named tube/pot.

What do I wear to Reception?

- Navy Blue Trousers (for boys)
- Kilt* / Tartan Dress / Blue Gingham Summer Dress (for girls)
- Navy Jumper/Cardigan* with School Logo
- White Polo Shirt
- White or Navy Socks or Tights
- Black shoes

**All Aragon Primary logo items are available from www.yourschooluniform.com
Delivery is free if sent via school.**

*Please do not buy a book bag or PE kit until we have given your child a house team, as these are in house colours.

Children will also need a P.E Kit and you will informed which day it will be on.

Please ensure **all** items of clothing are clearly named.

The Curriculum

The Early Years Foundation Stage is based around four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Each theme is linked to an important principle:

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 and Development

Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

There are seven areas of learning and development that shape educational programmes in Early Years settings. All areas of learning and development are important and inter connected.

The three prime areas of learning are:

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

Practitioners must also support children in four the specific areas, which are:

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

We use these seven areas of learning as a framework to plan our curriculum in Nursery and Reception.

Prime areas of learning:

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, story-telling 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.

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 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 EYFS reforms early adopter framework 9 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.

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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Specific areas of learning:

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: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

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.

Stages of development.

Here at Aragon we use the Development Matters document in the Early Years Foundation Stage daily.

This document outlines the 7 areas of learning split into 3 different bands:

- Birth to Three
- Three and Four Year Olds
- Children in Reception

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands suggest a typical range of development. Tapestry will show your child's progress through these stages and you can discuss and contribute to this over the course of the academic year.



Sharing your children's progress.

Sharing your children's progress and achievements are vitally important to us. There are a range of ways that we communicate your child's progress with you:

Newsletters: We have weekly newsletters that will inform you of our learning that week and any important information you may need to know.

Parent Meeting: You will be invited to a parent baseline meeting within your child's first term. We will discuss your child's progress and how well they have settled.

Tapestry - Our Online Learning Journeys: We will create a secure account, using Tapestry our online assessment platform, with the details you provide that enables us to upload photographs, observations and reports relating to your child's time with us. As a parent this allows you to view exciting achievements via a computer or smart phone. If you do not have internet access, then we can provide a paper copy at regular intervals throughout the year.

Seesaw - Our Online Learning Platform: This was used primarily during the lockdown but we will continue to use this learning platform to set suggested home learning activities.

Open Door Policy: All our staff are happy to answer any queries or questions so please speak to a member of our team when you drop off or collect your child. You can also email and phone us at any time.

Additional needs.

At Aragon, we firmly believe that all children are precious and have gifts and talents, that must be developed and shared to enable them to reach their full potential. We recognise that as children learn through experience, individual needs will become evident. Effective teaching strives to meet these needs and challenge children to achieve their full potential and excel.

Our Early Years has a Special Educational Needs Co-coordinator that focuses on Early Intervention. Our SENCo, along with all practitioners in the setting, has responsibility for the day-to-day operation of the setting's SEN policy, and for coordinating provision across the setting; and for supporting colleagues in all aspects of their work with children with SEN.

If you are concerned about your child's development and would like to discuss this with our SENCo please do not hesitate to get in touch.

What is Early Help?

Early Help includes help provided in both early childhood and early in the development of a problem. Early Help is available to children and young people of all ages from pre-birth up to the age of 18, and up to the age of 25 where young people have special educational needs or disability.



Peace of mind.

Read some of the reasons why children love coming to our Reception...

"I love everything about
Reception and I love to play!"
Isla

"I like playing outside
because we have a really
cool climbing frame!"
Nico

"I really like learning.
Especially phonics and now I
can read and write!"
Lily

"We have special days like
Beach Party days and it is
so much fun!"
Luca

"I love lunch time! My food
is yummy!"
Moeez