Whitefriars Church of England Primary Academy

Foundation Stage Booklet 2025 – 2026

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Welcome to EYFS

At Whitefriars we aspire to create an exciting and stimulating environment where the children can begin their school journey. We provide opportunities for the children to learn, create, explore and discover. Through this the children gain independence, take risks and grow into resilient learners. In May 2024, Ofsted graded our EYFS provision outstanding which is an amazing achievement and shows that we go above and beyond for the children at Whitefriars.

The Foundation Stage may be referred to in many ways, including Early Years Foundation Stage (EYFS), Early Years or Reception. The importance of this stage is for the foundations to be secured for future learning. This relates to our school vision: 'Building the House on Rock' and the importance of strong foundations. Early learning experiences can affect children's attitude to learn so it is vitally important we get it right.

The learning in EYFS is planned through play. Learning through play-based experiences, suitable to their age and development, allows children to develop many skills. For example, children can develop confidence and social skills.

In EYFS, we encourage independence from an early stage. The children are given many opportunities through a carefully planned and balanced curriculum. The environment is ever changing based upon the children's needs and interests.

Curriculum

The EYFS curriculum has 7 Early Learning Goals (ELGs) which are broken down into 17 different aspects. The information below shows what the children have to do to meet each area of learning by the end of Reception. This document can also be found on the school website.

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour 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 to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be 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.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

Gross Motor Skills

- 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.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Mathematics

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.

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.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their 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 that can be read by others.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process 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.

Understanding the World

Past and Present

- Talk about the lives of the 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.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

The School Day

For Reception, Year 1 and Year 2, your child will come into school and leave through Infant Playground. The Infant playground gate is located on Friars Street and this opens at 8:30am. The gate closes at 8:40am. If you arrive after 8:40am, you will need to go to the School Office to complete the late register.

School finishes at 3:10pm. You will need to collect your child from the Infant playground. If you are late, your child will wait at the school office.

Lunchtime is at 11:50am. Children will spend half an hour in the lunch hall and half an hour on the playground. Your child will be entitled to a free hot dinner and will be able to choose from a hot dinner, a vegetarian option or a jacket potato.

In EYFS, we start Phonics right from the start. Each morning, we have a phonics lesson. At first, your child will bring a picture book home to talk about. This will develop into a sound blending book which has words for your child to read. Following these, your child will then bring story books home. Each child learns to blend at a different time so these books will depend upon their reading ability.

Our curriculum is topic based and each half term, this will change. Our first topic starts as: All About Me. This is the perfect way for us to get to know your child and for them to get to know us. Our environment is ever changing and we ensure the children have a key role in that. We plan many trips and visitors around our topics. This engages the children, makes learning exciting and inspires curiosity.

"Children make a flying start in early years. They understand the school's high expectations and routines straight away."

Ofsted, 2024

Home School Partnership

As a school, we develop strong relationships with families. We believe this is vital as we all need to work together to help your child succeed.

In EYFS and KS1, the teachers are on the playground in the morning and after school. Please approach your class teacher during this time if you have any questions or need support with anything.

Class Dojo

As a school, we use Class Dojo as our communication app. This app allows you to read posts and send messages.

Class Dojo allows you to message your child's class teacher. Teachers will reply to messages when they are able to. You will also be able to see what your child has learned that week and the weekly Values in Action certificate is celebrated on Dojo. School events, celebrations, the newsletter and lots of other communications will be posted on Class Dojo.

Throughout the school year, we will invite you to join your child for many different events. In EYFS, these include:

- A Phonics Discovery Café
- The Christmas Nativity Performance
- A Mother's Day Discovery Café
- Our Class Assembly Performance
- A Father's Day Discovery Café
- Sports Day and a picnic lunch

We also hold two parents' evenings each school year. We are always happy to discuss anything with you and support you as much as we can with your child's first year at school.

"Staff create an environment which gives children every opportunity to succeed. Children achieve exceptionally well from their starting points and are fully prepared for Year 1."

Ofsted, 2024

People to support you

There are lots of people at Whitefriars who are on hand to support you throughout your child's school journey. Everyone is welcoming and supportive.

Your child's class teacher is always the first person to contact. They will be able to help you with many things and also signpost you to a different member of staff if necessary.

Other adults who can support you include:

- Miss Crowther – Assistant Headteacher and EYFS & KS1 lead
- Mr Tuckwood – Headteacher
- Mrs Ashton – Family Support Worker
- Mrs Sturge – Attendance and Behaviour Champion
- Mrs Rasberry – SENDCO

Family Support

We are very lucky to have our Family Support Worker, Mrs Ashton, on site every school day. You will see her manning the school gates in the morning and she is available to message on Class Dojo.

Mrs Ashton is part of the Learning and Inclusion Team and she works with families who are dealing with a variety of issues.

Her role is to support you to help your child get the most out of school life. She can do this in a number of ways including:

- Finding services and other agencies available to help, this may be due to financial hardship, bereavement or relationship breakdowns as well as a host of other issues.
- Helping to prevent problem behaviour from becoming more difficult
- Supporting where attendance is cause for concern
- Helping you to understand: how and what your child learns, special projects, homework or tests
- Supporting you at annual reviews
- Helping you and your child when they are starting or moving between schools
- Assisting you when you meet with teachers or other professionals

Life is busy and we know that there are so many demands on your time.

However, your child's journey at Whitefriars will really benefit from your involvement you will have lots of opportunities to find out more about their life at school, as listed on the Home School Partnership page of this booklet.

Michelle Ashton

School (01553) 761001

Email: michelle.ashton@whitefriars.dneat.org

or message me on

ClassDojo

How to prepare for school

The Government has recently released a document called 'Starting Reception' which has lots of useful advice for parents before their child starts school. The document can be found here: https://startingreception.co.uk/wp-content/uploads/2025/03/Starting-Reception.pdf

There are some useful checklists in the document to help you prepare your child for school. I have copied them into the booklet for you to refer to in the coming months before your child comes to Whitefriars.

Growing independence

Taking care of themselves

- ☑ Putting on/taking off their coat and shoes
- ☑ Using the toilet and washing their hands
- ☑ Getting dressed with little help, e.g. after using the toilet or doing PE
- ☑ Using cutlery (e.g. fork and spoon, chopsticks) and drinking from an open cup
- ☑ Spending time away from you, learning they can be looked after by caring adults

Play, creativity and curiosity

- ☑ Taking part in imaginative play (e.g. role play)
- ☑ Drawing, painting, colouring and sticking
- ☑ Sharing story books, looking at pictures and talking about the characters
- ☑ Exploring the world around them (e.g. looking closely at the natural world, playing safely with objects at home)

Healthy routines

- ☑ Going to bed around the same time each night, waking up in time to get ready for school
- ☑ Limiting screen time to the recommended daily amounts (see advice)
- ☑ Eating a healthy diet and trying new foods
- ☑ Brushing their teeth with fluoride toothpaste twice a day (you'll need to supervise this until they are at least 7)

Building relationships and communicating

Being with others

- Practising sharing and taking turns with toys
- Talking to them about **how** they are feeling and **why**
- Looking at story books together and speaking about what characters are feeling is a good way to do this
- Beginning to recognise what others are feeling, e.g. understanding if a friend is sad
- Encouraging them to set boundaries for themselves and others (e.g. knowing how to say 'no')

Communication and language

- Singing along with songs and nursery rhymes
- Talking happily to others about activities, experiences and the world around them
- Showing they need help by speaking clearly (in basic English or sign language)
- Recognising the pattern of their name (so they can find it on their coat peg or jacket)

Listening and engaging

- Paying attention for short periods of time
- Listening to and following simple instructions
- Carrying on with a task even when it's difficult and bouncing back if things go wrong

Physical development

Getting moving for at least three hours a day

- Walking up and down steps (one foot at a time, using the wall for support)
- Climbing, running, jumping and playing
- Catching a large ball (most of the time)
- Doing simple puzzles and craft activities, strengthening their grip with cutting and sticking

Phonics

HANDWRITING PHRASES FOR HELPING YOUR CHILD TO FORM LETTERS

This works best if your child practises for a short time every day.

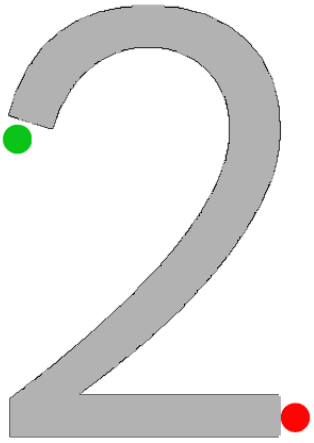
1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

m	Maisie, mountain, mountain
a	round the apple, down the leaf
s	slither down the snake
d	round his bottom, up his tall neck and down to his feet
t	down the tower, across the tower
i	down the body, dot for the head
n	down Nobby, over his net
p	down the plait and over the pirate's face
g	round her face, down her hair and give her a curl
o	all around the orange
c	curl around the caterpillar
k	down the kangaroo's body, tail and leg
u	down and under, up to the top and draw the puddle
b	down the laces to the heel, round the toe
f	down the stem and draw the leaves
e	lift off the top and scoop out the egg
l	down the long leg
h	down the head to the hooves and over his back
r	down his back and then curl over his arm
j	down his body, curl and dot
v	down a wing, up a wing
y	down a horn, up a horn and under his head
w	down, up, down, up
z	zig-zag-zig
q	round her head, up past her earrings and down her hair
x	down the arm and leg and repeat the other side

Number formation

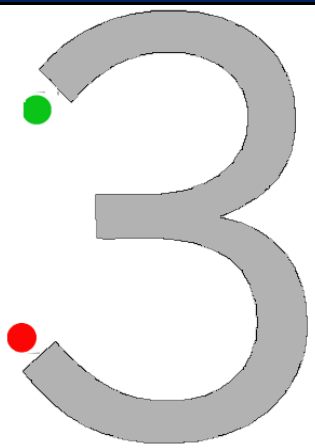
Some rhymes to help your child form their numbers correctly.

Start at the top and down we run,
that's the way to make a one!



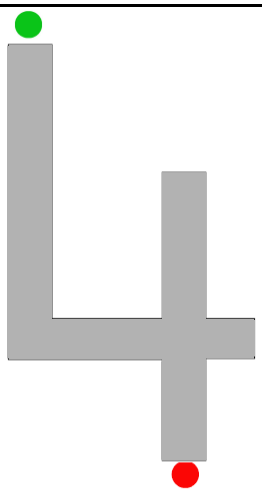
Around and back on a railway track,

Two, two, two!



Around the tree and around the tree,

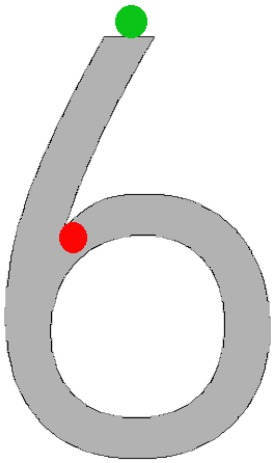
That's the way we make a three.



Down and over, down some more,

That's the way we make a four.

Go across, then take a dive. Around the curve and that's a five!



Down we go and make a loop,

Number six makes a hoop

Across the sky and down from heaven, That's the way we make a seven.

Make an 's' but do not wait!

Go back up and make an eight.

Make a loop and then a line,

That's the way to make a nine.