

A Guide to First Friends Pre-School at Neroche Community Primary School



School Starters
2021-2022

General Information

First Friends Preschool - Acorns Class - is taught by Miss Thorne. Mrs Bidgood is the HLTA in the class and Mrs Lawrence, Miss Taylor and Mrs Barrows are TAs.

The preschool has its own building and entrance on the school site. It has its own set of child-friendly toilets, a cloakroom for children to house their belongings, a staff/disabled toilet, a foyer, a kitchen area, and its own undercover outdoor area; providing key continuous provision opportunities linking to the learning that takes place in the classroom. There is a ramp outside which leads onto the EYFS and KS1 playground.

Doors open for drop off at 8:30; sessions run at 9:00 and 12:00 and finish at 3:00 (extended session is available until 3:30).

When the children arrive in the morning they are greeted by an adult at the door and then again in the classroom. They are encouraged to put their belongings away; select their name for self-registration and then they are greeted by the teacher on the carpet for a wake and shake movement and a music activity.

At 10:00 the children come together for a circle time snack. The children are provided with free fruit and milk, or they can bring their own healthy snack and a drink.

Lunch is 12pm – 12:30pm where the children walk over to the main school hall and eat their lunch with Reception and KS1 children.

All children should bring a named water bottle in order to have access to a drink throughout their sessions. Children attending the whole day or arriving at 12.00pm for the afternoon session, will need to bring a packed lunch.

Preschool children do not need to wear school uniform; however, we strongly encourage them to wear the First Friends green t-shirt/jumper which is available from Barrons in Chard. Please note that the children **will** get messy throughout the day and need to wear sensible shoes that they are able to fasten themselves (no open toes please). Please ensure that your child has spare named clothing, including pants and socks that are in a named bag, in case of accidents.

We hold stay & play sessions for new children on entry. During the rest of the year parents are invited into the setting for topic celebration assemblies and activities, performances and parents' evenings.

In the preschool we follow the Early Years Foundation Stage (EYFS). The EYFS is made up of 7 areas of learning, three Prime areas (Personal, Social and Emotional Development; Communication and Language; Physical Development) and four Specific areas (Mathematics, Literacy, Understanding the World, Expressive Art and Design). Prime Areas of Learning are considered fundamental in supporting the development in all other areas; therefore, these skills are focused on half termly. The children will be learning by playing and exploring; being active indoors and outdoors and creating and thinking critically.

All the preschool staff have access to our online journal, Tapestry, to record wow moments and celebrations of children's learning and play related experiences. Observations are not documented routinely on a daily or weekly basis but are only taken to share significant progress or achievements that a child has made.

Spellings

Preschool do not have set spellings, but they are encouraged to recognise, read and write their name in preparation for Reception. As part of a language rich environment, the children are exposed to many words each day and explore their sounds and meaning.

Phonics

During the Autumn Term, preschool children learn to recognise different environmental sounds and explore how sounds can be made and changed using body percussion, instruments and vocals. These activities are adult led and take place inside and outside.

From the Spring Term (January), children are taught Set 1 sounds through Read Write Inc., which is the phonic programme used throughout Neroche. These lessons are held every day by the teacher/HLTA. Children are taught 1 new sound a week and are encouraged to have ago at exciting and inviting practical activities to help consolidate their learning of previously taught sounds. Once your child has been taught a new sound they will bring home a sheet containing the sound they have learnt that week, this is for practicing the formation of the sound but also to share and support consolidation of learning at home. By the end of preschool children should be confident in identifying, sounding and forming Set 1 sounds. Some children may also be able to read simple CVC words.

Reading

In Preschool early reading is promoted by encouraging the children to develop a love of reading, and to develop a keen interest towards looking at books and listening to stories and rhymes. The class read 5 books a day following our '5-a-Day' reading focus. These include: a non-fiction text; a story from a focus author; a poem or rhyme; a child-chosen book linked to our current topic and a focus book of the day. Books are carefully selected and placed around the setting and are used to create stimulating, fun activities. For example, *The Pig in the Pond* by Martin Waddle may be used to capture the children's play in the water tray. This is part of our commitment to a language-rich learning environment.

Later in the year, children's reading is influenced by the sounds they learn during their Read Write Inc. phonics sessions. During this time, the teacher models how to segment and blend sounds together and read simple CVC words. As children learn more Set 1 sounds, they soon begin to have a go at segmenting and blending words themselves.

Our inside and outside environments are rich with vocabulary. Adults model and promote key words relating to our topic to broaden children's language throughout the day. Every day we focus on a new word: our 'word of the day'. In the summer term, children begin to take home picture-sheets, lilac books or phonic ditty sheets in order to get used to taking home 'reading' books. There is no expectation to read a certain number of times, but it can provide a useful transition between Preschool and Reception.

Writing

In the preschool, the children will be taught how to form letters correctly using the Read Write Inc. scheme. They will be encouraged to have a go at writing these letters on whiteboards, in sand, rice, paint, chalk and through other sensory opportunities. During the Summer Term, the children begin learning to write their name in preparation for Reception. At this stage in the year we support children in mastering the correct pencil grip and control to support letter formation. The children are encouraged to take part in fine motor activities to support their stages of early writing and fine motor control. Early writing is explored, encouraged and modelled throughout the continuous provision, where mark making is available in many contexts both inside and outside the classroom environment.

Maths

In Preschool, Maths lessons are taught by the teacher/HLTA daily; these adult-led sessions are used to teach children new concepts and vocabulary which they can apply in their play, using concrete objects and relating to everyday experiences.

The children have access to math-related continuous provision activities which will challenge them in their play. These activities include: measuring and comparing how much sand, water, mud is in a container; identifying shapes and numbers around the school to making a pattern when painting and going on number hunts. The children build on their skills in counting, recognising and forming numbers, and describing shapes, spaces and measures.

By the end of the year, children are expected to:

- Have fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5 and say one number for each item in order: 1,2,3,4,5
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')
- Show 'finger numbers' up to 5
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5. •Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route and discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

Science

In Preschool, Science is taught as part of Understanding the World. This area of learning involves guiding children to be inquisitive and make sense of their physical world and community. Children explore, observe and find out about people, places, technology and the environment.

PE

In pre-school there are opportunities throughout the continuous provision to support children’s fine and gross motor skills. This can include: painting, block building, balance bikes, chunky chalk, dancing.

Personal, Social and Emotional Development (Self-Regulation; managing self; building relationships)

Although EYFS do not cover RSHE specifically as a subject they cover similar elements through PSED (Personal, Social and Emotional Development). This is a prime area of learning. This will be taught through daily play activities and adult led circle time activities. By the end of the foundation stage the children should be able to see themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs.

Understanding the World (Past and Present (History), People, culture and communities (Religious Education), The Natural World (Geography))

The foundations of geography are taught through the EYFS curriculum area of Understanding the world. This is completed through a range of child initiated and adult led activities. Children begin to question and talk about the world around them. The children will begin to explore differences and similarities, and are introduced to the concept of the past and begin to spot similarities and differences between things in the past and now. In preschool we celebrate and expose children to many festivals and cultural celebrations throughout the year. This includes; harvest, seasonal changes, Diwali, the Christian Christmas story, Chinese new year, mothering Sunday and father’s day, bonfire night, lent, the Easter story.

Expressive Arts and Design (Creating with materials and Being imaginative and Expressive)

Art will be taught through a range of child initiated and adult led activities through the EYFS curriculum area of expressive art and design. Art will be included in all topics due to the nature of the curriculum through drawing, collage, painting, modelling. All children will have opportunities to express themselves through a range of media. Through quality continuous provision and adult scaffolding children are taught to develop their fine motor skills in order to handle tools such as scissors effectively. Children also partake in weekly cooking activities. This gives the opportunity to practise using cooking tools safely and learning about the importance of a balanced diet.

Computing

Children are made aware of technology around them, such as computers and tablets and are supported to use them safely alongside an adult.

