

# Welcome to St. Peter's



# The Foundation Stage





# Information for Parents

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## Welcome to St. Peter's!

We hope you will all be very happy here with us. We know that starting a new school (and all that involves) can be a challenging time for both child and parent. We hope that this information will help make the transition smoother. If you can't find the answer you want here please don't hesitate to ask a member of staff.

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### Arrival

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#### On your First Day

- ❖ Seats will be put out in the hall for you and your child.
- ❖ Mrs James/Mrs Davies and/or the Teaching Assistant will come to meet you and bring you into the classroom.
- ❖ Each child will be given a name badge and shown their seat and their coat hook.

#### Up to half-term

- ❖ Mrs James/Mrs Davies and/or the Teaching Assistant will be in the classroom from 8.45am to receive the children.
- ❖ Please feel free to bring your child into the classroom and help them hang their coats and bags up. The children will quickly learn to put their lunch boxes on the rack and their water bottles away.
- ❖ Once your child is settled you can leave the classroom.

#### After half-term

- ❖ We would prefer it if parents would say goodbye to their children at the door and encourage their child to come in to the classroom independently.
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### Break Time

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#### Milk

- ❖ If you want your child to receive a carton of milk at break time please ensure you have completed the "Coolmilk" form and returned it directly to "Coolmilk". **Milk is free for under 5s!** Please contact Coolmilk direct if you have any queries. There is a link on our website via the kitchen page.

#### Water

- ❖ Water bottles are available from the PTFA and children are encouraged to drink water throughout the day.

#### Breaks

- ❖ We are taking part in a government initiative to encourage healthy eating and each child in the Infant Department will be given a piece of fruit at break time.
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## Lunch Arrangements

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### School Dinners

- ❖ Our cook, Mrs Brumbridge, and her team work very hard to produce our dinners. Children can have a dinner everyday or opt to have a dinner on 'popular' days, usually Wednesday (Roast) or Friday (Chips!).
- ❖ Dinner money should be paid in advance. You can pay in advance for the week, half-term or term. Please put cash payments in an envelope, clearly marked "Dinner Money" with your child's name on it. These can be handed to Mrs James/Mrs Davies or the Teaching Assistant in the morning.
- ❖ Payment can also be made on the caterer's payment line, either via phone or online. Please see the kitchen page of our website for details.
- ❖ If you have any queries about payment please contact the kitchen using their direct line: ☎ 01795 429095.
- ❖ Please note cheques are not accepted by our catering company.



### Packed Lunch

- ❖ We are a **"Nut & Sesame Seed Free Zone"** and ask that you ensure your child's lunchbox does not contain these items. We have children at this school with potentially life threatening allergies.
- ❖ We encourage healthy lunchboxes.
- ❖ Please label your child's lunchbox clearly.
- ❖ It would be helpful if your child can open his/her lunchbox independently.
- ❖ Please do not give your child a fizzy drink.

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## Clothing

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### Uniform

- ❖ Please ensure that all items of your child's clothing are marked clearly with their name, preferably with sew-in name tags as they are the most resilient. It makes life so much easier for everyone if we can quickly associate clothing with the appropriate child.
- ❖ Please make sure that your child has sensible shoes. Shoes and Plimsolls with Velcro are much easier for young children to manage themselves.
- ❖ It would be very helpful if you could encourage your child to dress/undress independently. We are always happy to help with difficult buttons etc.
- ❖ Similarly if children need help unbuttoning trousers etc. before going to the toilet we will always help them. We do have a small supply of clothes at school for any accidents but if you think your child may have a particular problem please let us know.
- ❖ Full details of our school uniform is shown in our Prospectus.

### PE

- ❖ Please bring your child's PE kit in to school on a Monday to ensure it is available throughout the week.





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- ❖ If it helps your child please mark right and left plimsolls with arrows or smiley faces.

## **Protective Clothing – Glue & Paint**

- ❖ Our budding artists are given aprons/old shirts to wear to protect clothing during art activities as we believe prevention is better than cure when it comes to spills on uniform!
- ❖ We use water washable PVA glue and we are advised by our supplier that if the glue is allowed to dry, material should be soaked in warm water with soap flakes (not detergent). Alternatively, dampen the area with cold water and freeze for 24 to 48 hours, then crack and peel off.
- ❖ We use ready mixed paints and have been informed that due to the high levels of pigmentation they may stain. As a general guide it is recommended that paint is removed while wet, with a dry cloth. Where paint has dried on clothing hand wash with ordinary bar soap or soap flakes in warm, not hot, water. Synthetic detergents and particularly biological detergents should *not* be used. It may be necessary to wash the clothing several times, in which case the garment should be allowed to dry thoroughly between each wash without the use of heat. Do not iron. If this treatment fails to remove all of the stain, try scrubbing with a nail brush.

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## **End of the Day**

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### **Collection**

- ❖ School finishes at 3.25pm.
- ❖ Your child will come onto the playground via the back door of the classroom.
- ❖ Parents are asked to wait on the playground until the class comes out.
- ❖ Please ensure that Mrs James/Mrs Davies and the Teaching Assistant are aware who is likely to be collecting your child.

### **Late collection**

- ❖ We are always grateful when you collect your child promptly but we understand that occasionally parents are late. If there is no-one in the playground to collect your child they will be taken into the school hall and will wait with a member of staff until you arrive.
- ❖ If you are going to be just a few minutes late please do not 'phone the office. If, however, you are going to be very late please let us know so we can reassure your child.

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## **Parking**

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This is a plea from the heart! We have very good relationships with our neighbours and would encourage all parents to park with courtesy by not blocking drives or parking on pavements. Please do not park in our drive way, or on the zig zag lines, on the junction or the car park. The drive way and car park is reserved for disabled drivers and staff. We know it takes a couple of extra minutes but please use Kent Avenue and Chaucer Road, but not in the shopping bays to spread the load. Thank you.





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## Letters

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### Communication with Parents

- ❖ One of our main methods of communication with parents is via letters which we prefer to send home via email. If you do not have access to email at home we will send home a hard copy in your child's book bag.
- ❖ We also use a text service (Teachers 2 Parents) and you may occasionally receive a text message from school.
- ❖ During the first week of a new term a diary sheet will be sent home via your child.

### Contact Book

- ❖ Each child will be given a contact book for use by parents & staff to help our two way communication and this can be used for any comments you wish to make e.g. Child did not sleep well.

### Website ([www.st-peters-sittingbourne.co.uk](http://www.st-peters-sittingbourne.co.uk))

- ❖ If you think you may have missed a letter please check our website for copies.
- ❖ The diary and term dates are available on the website.
- ❖ There are useful educational links on the site so children can use it at home.
- ❖ Our site is regularly updated with pictures of the activities going on at school.

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## Illness

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### If you child is not in school:

- ❖ If your child is not well enough to come to school there are three ways you can tell us: email us ([absence@st-peters-sittingbourne.kent.sch.uk](mailto:absence@st-peters-sittingbourne.kent.sch.uk)), leave a message on our absence voicemail, or send a note in when your child returns to school.
- ❖ Please don't send your child to school if they are not well - even if they say they want to come!
- ❖ Please make sure you keep your contact information up to date by informing the office staff of any changes so that you can be contacted quickly in an emergency.

### If your child is unwell at school:

- ❖ If your child becomes unwell during the school day we will contact you to ask you to come and collect him/her. We always try to contact a parent first but if that fails we will work down the list of contacts you have given us.

### Headlice

- ❖ Never a popular topic but a fact of life in a primary school!
- ❖ Please check your child's hair regularly for head lice.
- ❖ Combing through once a week with conditioner can help to minimise the problem.





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## The Foundation Stage

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Preparing your child for school:

Your child will continue developing the following skills throughout their first year at school:

- ❖ **Independence Skills** - Going to the toilet & washing hands; getting dressed & undressed; doing buttons, zips and shoe fastenings; putting shoes on the correct feet and clothes on the right way.
- ❖ **Manipulation & Co-ordination Skills** - Using a knife and fork; holding a pencil correctly; cutting with scissors; and sitting crossed legged.
- ❖ **Social Skills** - Separating from parent/carer; expressing needs & feelings; taking turns in simple games & sharing toys; and basic understanding of right & wrong; and knowing that there are consequences for actions.

The areas of learning for the foundation stage are:

- Personal, social & emotional development
- Communication, language & literacy
- Numbers, problem solving & reasoning
- Knowledge & understanding of the world
- Physical development
- Creative development

These areas of the curriculum are taught in a variety of ways. We provide opportunities for whole class, small group and individual work. Work can be organised through guided play, structured activities, adult led activities or child led exploration.

To ensure each child is learning and progressing with the activities, the class teacher takes time to observe children during activities and these observations are fed into assessment criteria. By the end of the foundation stage, most children will be working within the 'Early Learning Goals' and be ready to begin the National Curriculum in Year 1.

Within the Foundation Stage, children are provided with many learning areas. These are carefully structured activity areas which develop specific skills and can be adapted to suit the specific needs of an activity, always ensuring progression:



**The Role Play Area** - This is an area of the classroom that changes each half term dependent upon the topic. It is an opportunity for children to engage in role play, developing their language skills.

**The Writing Table** - Provision is made to enable children to develop their writing skills, using whiteboards, envelopes and diaries.





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The Outside Area - This is an extension of the classroom. Children are able to access this area throughout the day and can choose their own activities or access activities provided by the class teacher that may not be used in the classroom such as bikes, construction and modelling.

The Art Area - This area contains a range of Art equipment such as paints, glue, paper etc.



The Book Corner - This is a comfortable and welcoming area, full of interesting and inspiring books for children to access freely.



## Reading

Reading is a very important skill that children often look forward to learning when they begin school. The following information is to ensure that parents and teachers are using the same approach, working together and aiming towards the same goal, to produce confident and fluent readers.

Before starting school, there are lots of pre-reading experiences you can provide for your child to ensure they are ready to begin learning the skill of reading. These include: reading them stories, poems, rhymes, playing matching games, tracing and colouring activities, discussing their favourite books etc.



Your child will be bringing home a guided reading book, once a week, plus daily reading books that they can choose independently and a weekly library book. To further help your child with reading, we will be sending home high frequency words, such as 'but', 'go' that they can learn to recognise by sight.

## Writing

Writing is another skill children are always eager to learn and they are often very keen to 'mark-make'. We advise that this is strongly encouraged as well as using a sensible grip of the pencil when doing it. To encourage good pencil grip, chubby pencils or crayons are useful as they are bigger for the children to handle.



When children experiment with mark making, they may take some time to adopt a dominant hand and this is completely normal. It is important that they are allowed to develop this in their own time.

The cursive handwriting scheme is in use throughout the





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school, beginning in Reception. A separate sheet is enclosed to show formation of letters.

## Number Work

As well as reading and writing, number skills are also developed when children begin school. They may already be counting and recognising numbers and there are some other ways in which you can prepare your child for school.



**Counting** - When counting, encourage children to handle or point at the given objects and move from left to right.

**Sorting Objects** - Children can sort and categorise many different everyday objects by different criteria. e.g. sorting buttons by colour, size and shape. Talk about things using mathematical language - useful vocabulary for sizes and measurements (long/short, heavy/light, thick/thin/fat, narrow/thin, empty/full.) Also positional vocabulary such as above, below, behind, over etc as well as time vocabulary such as after, before morning, afternoon, evening etc.

We hope this information is useful to you as your child begins school. If you have any questions please do not hesitate to contact one of the staff.

