

Collingwood Primary School

Early Years Brochure



Welcome to Early Years at Collingwood Primary School

Our EYFS provision aims to ensure all children build knowledge in all Prime and Specific areas of the curriculum. Through carefully planned, challenging and personalised learning experiences, our children form the secure foundations for lifelong learning and are ready to progress to Year 1. Our Nursery and Reception children are encouraged to develop as individuals, think big and look far.

We believe every child is unique and continually strive to develop resilient, confident and capable learners. Focus on developing positive relationships helps our children become strong and independent. Well considered enabling environments further aid the development of each child alongside the strong partnership between practitioners and parents and/or carers.



The EYFS Team

Head Teacher
Foundation Stage Leader/Nursery Teacher
Reception Teacher
Reception Teacher
Higher Level Teaching Assistant
Teaching Assistant
Teaching Assistant

Mrs S Grant
Mrs C Allen
Miss Robson
Mrs J Lynch
Miss J Trewick
Mrs J Burnip
Mrs M Lau



Mrs Allen



Miss Robson



Mrs Lynch



Miss Trewick



Mrs Burnip



Mrs Lau

Early Years and Our Curriculum

Early Year refers to the educational provision and learning opportunities provided for children aged 3-5.

The Early Years Curriculum focuses the seven key areas of learning. Learning within Early Years is based on each child as an individual and is personalised to suit the many varied needs of the children. Adult-led activities and child-led play opportunities, both indoors and outdoors, ensure our children receive a wide and varied range of learning experiences.

Prime areas of learning:

Personal, social and emotional development – 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 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 Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Communication and language development – 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.

Specific areas of learning:

Literacy development – 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 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.



Characteristics of Effective Learning

The CoEL link directly with the seven areas of learning and are used to reflect on the different ways that children learn.

Playing and exploring – engagement

Finding out and exploring

Playing with what they know

Being willing to 'have a go'



Active learning – motivation

Being involved and concentrating

Keep on trying

Enjoying achieving what they set out to do



Creating and thinking critically – thinking

Having their own ideas

Making links

Choosing ways to do things



Nursery

Nursery sessions are led by a qualified Teacher and skilled support staff. Places are provided for 3 and 4 years old and children. Each child is entitled to 15 free hours of Nursery.

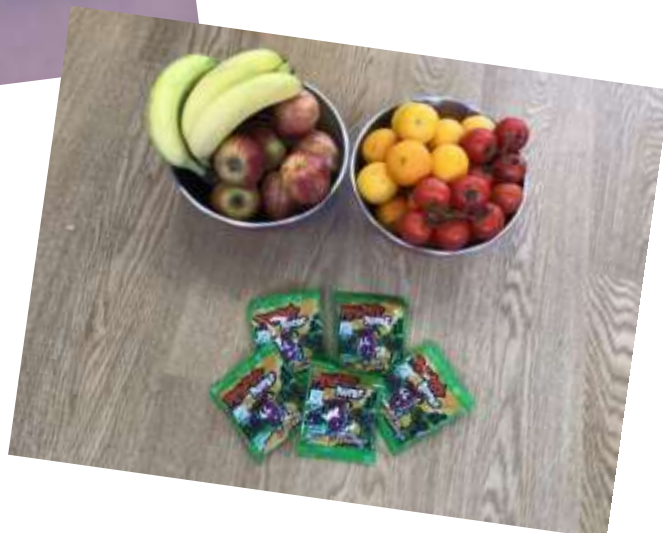
Nursery times are as follows:

Morning Nursery children: 9:00 am – 12:00pm

30-hour children: 9:00am – 3:00pm (*packed lunch required*)

Snack

A range of healthy snacks are provided for your child. Free school milk is available to all children in Nursery. To receive milk you must register via the Cool Milk website: www.coolmilk.co.uk.



Reception

We have two 30 place Reception classes each led by a Teacher and supported by skilled support staff. Reception children attend school for full days 8:55am-3:15pm. Children in Reception are welcome to attend our school breakfast club which runs from 8:15am daily. Children may choose: nutritious and delicious bagels, a choice of cereals, fresh fruit and fruit juices.

Our breakfast club is partly funded by the National Schools Breakfast Programme in Partnership with Family Action and Magic Breakfast charity – further details can be found on the website www.magicbreakfast.com/

FREE School Lunches – you must register on the link below before your child starts with us

ALL parents and carers MUST register for school meals and complete the online form before starting Reception. This will ensure, those entitled, receive food vouchers over the school holidays.

<https://my.northtyneside.gov.uk/category/238/free-school-meals>



Hutchison Catering supply our school lunches. You must register using the link provided from the school office.

Fruit and milk

The children are entitled to free school fruit and this is allocated at particular times throughout the day.

School milk is available to all children in the Early Years, however parents are required to pay for milk in the term your child turns five years of age. You can register via the Cool Milk website: www.coolmilk.co.uk.

Uniform

Please choose from the following list:

- Plain grey/black school trousers
- Plain grey/black school shorts
- Plain grey/black school skirt (reasonable length)
- Plain grey/black school dress (reasonable length)
- White polo shirt
- Plain Grey jumper or cardigan
- School sweatshirt or cardigan
- Yellow summer dress
- Flat black shoes

PE Kit:

- Yellow polo shirt
- Plain navy blue/black shorts
- Sand-shoes

Small stud earrings are allowed if the child is able to remove them for PE. Please ensure ears are pierced at the start of the summer holidays to ensure that they can be removed for school.

If possible, please provide your child with a pair of wellington boots to be kept in school for our outdoor learning activities. A cap is recommended for summer months and warmer weather.

School uniform can be purchased online at <https://emblematic.co.uk>

Parents as Partners

At Collingwood we value the importance of strong relationships with our parents. We recognise that good communication is a vital part of everyday school and therefore every effort is made to liaise with parents/carers as fully as possible.

Parent information and communications can be found:

- On the school website www.collingwoodprimary.org.uk
- Twitter (X) Follow us @Collingwood_PS
- Seesaw
- On the school newsletter
- By letters which are sent home
- Parents open evenings/ afternoons
- End of year reports
- EYFS end of year Profile data

Staff are also available at the start and end of each day to answer any queries. Appointments can also be made with staff before and after school if necessary, please do this by contacting the school office.



Attendance and Punctuality

It is essential that your child attends Foundation Stage regularly and punctually, except in the case of illness. If your child is ill please notify school through a note or phone call on the first day of absence. If we do not hear from you by 9.15am, a member of the team will be in touch to query where your child is. Please make every effort to be prompt when collecting your child as delay can cause distress. If someone else is collecting your child, please let the class teacher know.

Personal information

It is vital that your contact information stays accurate so that school can effectively contact you. Please pass any updated information (including phone numbers) to the office as soon as possible to avoid any confusion. Please inform Early Years staff if someone other than parents are going to pick up your child. The office can also be contacted on 0191 605 3378 if needed. The Early Years staff have a duty of care and will not allow children to leave with adults we are not expecting. In order to ensure the safety and wellbeing of our children, all paperwork must be completed in full before your child can visit/start Nursery or Reception.

Medical

It is very important that we are informed of any medical conditions and allergies relating to your child. We can only give medication prescribed by a doctor and we ask that you fill in a form, from the office, detailing this.

First Aid

In Foundation Stage, Miss Trewick is trained in paediatric First Aid.

