



Head of School: Mr C Rickard
Holbeton Primary School,
Holbeton, Devon, PL8 1LT
Tel: 01752 830317
Email: admin@holbeton.devon.sch.uk
www.holbeton.devon.sch.uk



17th September 2021

Dear Parents,

What a fantastic start your children have made to Holbeton Primary School! I am so proud of them all and how quickly they have settled in. Please bear with me as there is a lot of information to pass on to you! If you ever want to talk to me or ask me any questions, please do come and speak to me, I am more than happy to help!

Firstly, I am very aware that most of you have not had the chance to come into School and see the classroom yet. If this is something you would like to do, please let us know and we can make arrangements one day after school to facilitate this.

I have a fantastic team who all share the same belief and values as me and we work hard together to ensure that all children have the best possible chance to their Primary School life. Katie works in the class Monday- Wednesday, Emily works Thursday- Friday and Kate joins us on a Friday morning to help support our forest school sessions.

On a Monday afternoon I lead Forest School for the other classes, so my class are taught by Mrs Sherring. She is also the KS1 teacher. I have PPA (planning, preparation and assessment) time on a Thursday afternoon and my class will have Miss Morgan, who works in Mothecombe class.

A few changes have been made this year to the way that Early Years teaching is taught. The DFE have introduced a new EYFS (Early Year Foundation Stage) framework, which commences this September.

What does this mean for your child?

Your child will follow the updated EYFS framework and will work towards the final assessment at the end of the Reception year, using the new ELGs (Early learning goals). These goals are short statements that teachers assess your child against at the end of the year to ensure they are on track. The 7 main areas of learning are :-



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Communication & Language	Physical Development	Personal, social and emotional development	
Literacy	Mathematics	Expressive arts and design	Understanding the world

The top 3 are called 'prime areas of learning'. They form the essential foundations for healthy development and future learning :-

Communication and language underpins all aspects of the Foundation Stage Curriculum. We encourage the children to develop their speaking and listening skills through storytelling, role play using puppets and imaginative play inside and outside. A focus on reading, discussing and sharing a wide a variety of stories develops their understanding and speaking. It is crucial that children learn to express themselves fluently in full sentences and have a wide vocabulary.

Physical development. Many activities in class develop fine motor skills such as cutting, colouring, painting and threading. Good motor skills (fine and gross) are essential to build muscle control which is essential for good handwriting. The children will be developing gross motor skills (running, jumping, kicking, hopping etc.) during PE sessions, which will be a Wednesday afternoon. Your child can come to school in their P.E kit, please ensure that long hair is tied back in order to comply with health and safety guidelines.

Personal, emotional and social development It is important that children learn to manage their feelings and can express themselves verbally. Much of our learning in Foundation Stage is fun, hands on and play based, through the children develop the confidence to take part in child-initiated and teacher led tasks. They learn to play and communicate with other and build good relationships. We teach children good social skills and support children in taking turns, sharing and expressing needs and feelings in an appropriate manner. We encourage children to be independent in school, so please encourage your child to dress and undress independently and put on their coat, hat, gloves and shoes for themselves at home.

Once a solid start has formed within the prime areas, we continue to build upon these skills, by exploring more learning opportunities within the bottom 4 areas, which are called 'specific areas of learning'.

These 7 areas are the basis for our curriculum. Careful thought is given to inform our enabling environments (indoors and outdoors), to provide resources, activities and learning opportunities to meet each child's unique requirements. Ofsted call this 'curriculum'.

Our curriculum is very flexible and responsive to follow children's interests and those totally unplanned learning opportunities that sometimes come out of the blue, such as it unexpectedly snowing, etc!



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Young children learn through play. The EYFS refers to the Characteristics of Effective Learning. These are:

- Playing and exploring
- Active learning
- Creating and thinking critically

Every EYFS provider has their own bespoke curriculum, to support each child's unique developmental pathway, following their interests and fascinations.

As part of the changes to the new framework, it also means that there is less emphasis on recording paperwork, meaning we, as adults, can spend more time with your child getting to know them and having those quality interactions. The new framework is also more aligned with the KS1 curriculum, further ensuring your child's educational journey from reception to KS1 is building upon previous knowledge.

Children will no longer be assessed against statements from an age band category. Instead, staff will use their experience and knowledge to monitor if a child's learning and development is on track for their age. The early learning goals at the end of reception have been changed to become more clear and easier to understand. We will use their judgements to assess if the children have met these goals at the end of the EYFS and inform parents and carers. There is an emphasis on improving children's language and vocabulary through increasing opportunities for conversations, reading of a wide range of books and holding discussions around activities in other areas of learning. Safeguarding and welfare of children is still a priority, with the added mention of teaching children about the importance of good oral health and how to keep teeth clean and healthy.

Reception Baseline

The reception baseline assessment, or RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin in school. It will be undertaken with me in the first 6 weeks of starting school and will measure your child's progress from reception to year 6. The school and you, as parents, will not give the results and the data will only be accessed by the DFE.

When your child reaches year 6, you will be able to see the progress your child has made throughout their school journey. If you wish to read further on the reception baseline, then you can find a useful parent booklet here;

<https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents>



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Tapestry is a fantastic platform which enables you to see your child's learning through photographs and observations, and as a communication tool between us. Each week I will post a memo outlining the activities we will be undertaking in school. This enables you to understand what your child will be doing and to also ask them about their day. You can message me through the memo function if you like and can also post observations of things that you notice at home to share with me. I have sent out an activation link to all new parents. Please could you activate this as soon as possible so that I can begin to share your child's learning with you.

A typical day at School (the timings are very loose and we do adapt and move things around if the children are particularly engaged in an activity!)

- 8.45 - Arrive at school • 8.45-9.00 - get ourselves organised – change books, check water bottles, choose dinner, do the register

(we do not have a formal snack time in the morning, but there is a fruit table where the children can sit and have a snack with their friends when they want to)
- 9.00- 9.20 we alternate between doing 3 different activities :-
- 'Jump Start Jonny', a movement programme to wake us up in the morning
- 'dough disco', an activity using playdough to music to help strengthen our finger muscles ready for writing
- 'squiggle while you wiggle'. Where we make large shapes in the air that represent letters to music and then replicate them using pens on paper.
- 9.20-9.35 phonics session where we learn letters and sounds
- 9.30-10.45- 'wow' learning- This is continuous provision time where the children either complete activities that have been set out by us or make their own choices. The doors are always open and the children can free flow inside and outside.
- 10.45- 11.00 Literacy at this stage in the year, this is when we share a story together and talk about the characters and what is happening. As the year progresses, we will begin to practise our writing linked to specific stories.
- 11.00- 11.45- wow learning
- 11.45- 12.00- maths This involves lots of practical activities
- 12.00-12.20 Ride on time on the bikes and trikes/singing time/playing games
- 12.25-1.25 lunchtime



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- 1.25-1.55 Topic learning- this could be Science, History. Geography, Art. Music, P.E or D.T
- 1.55-2.30 wow learning time
- 2.30-2.40- tidy up time, where all the children work together to put away the activities from the day, both inside and outside
- 2.40- snack time. We sit together and have crackers and milk and talk about the day.
- 3.00- story time
- 3.15 home

If you have any questions, then please feel free to come and speak with me.

Kind regards,

Emily Mitchell
Stoke Class Teacher



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