

# Normanby Primary School



Welcome to  
Foundation Stage

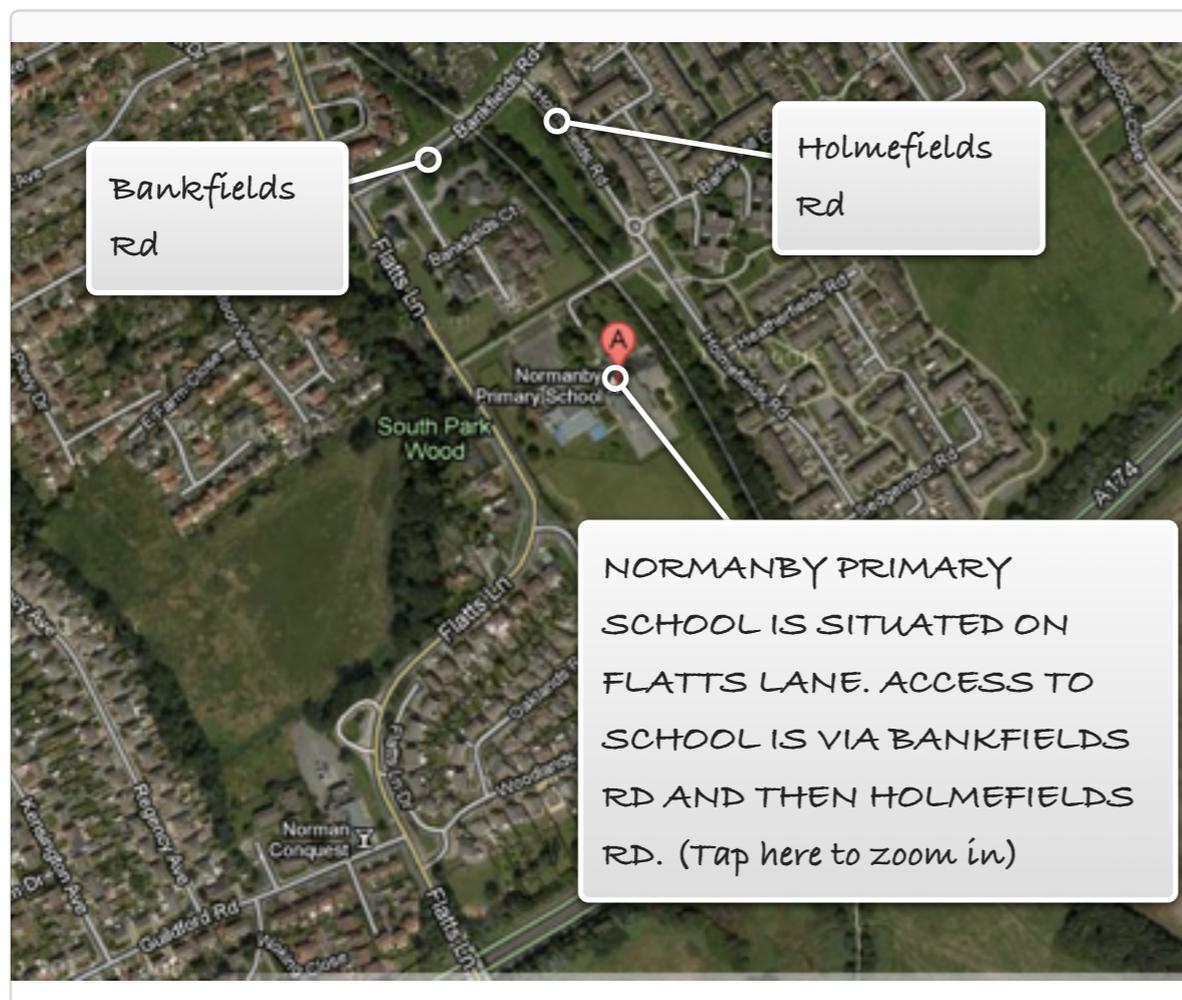




Normanby Primary School is judged by Ofsted to be a good school with many outstanding features. Our innovative teaching has won many local and national awards. Pupils of all abilities achieve well, academically, in the arts and sports.

Staff at Normanby work with care and professionalism to make our school a place that children enjoy learning and parents can trust.

## NORMANBY PRIMARY SCHOOL



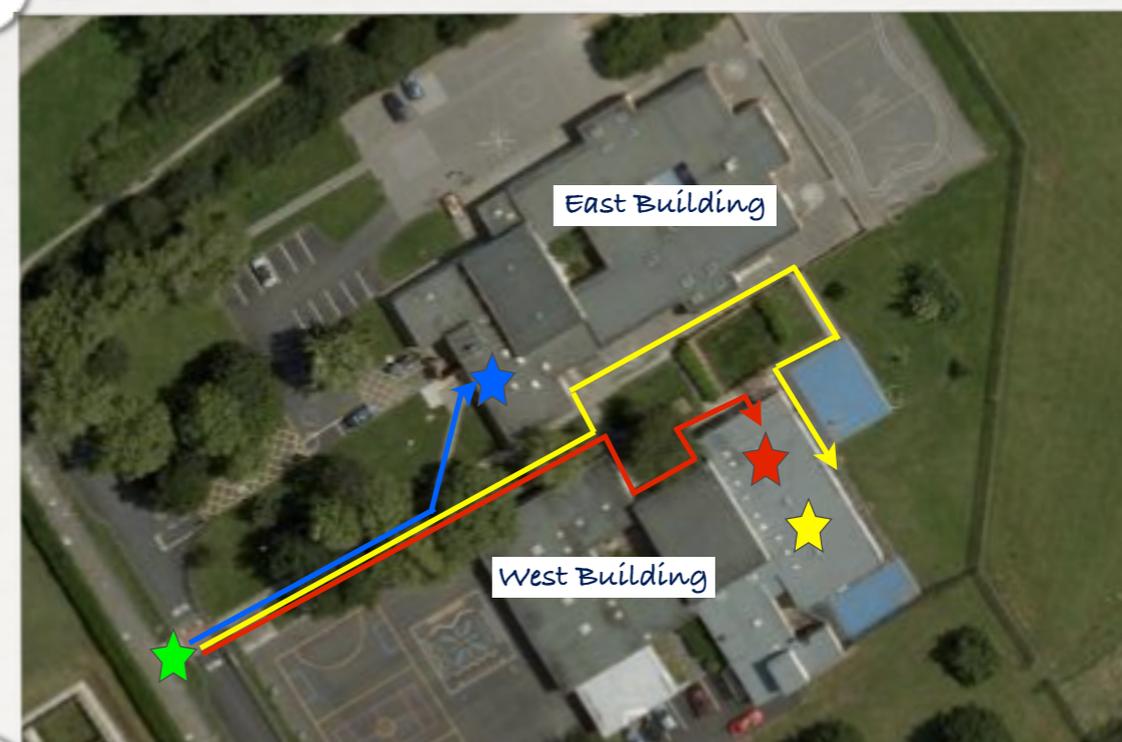
## NORMANBY PRIMARY SCHOOL

Flatts Lane  
Normanby  
Middlesbrough  
Cleveland

TS6 0NP

Tel: 01642 469529  
email: [normanby\\_primary@redcar-cleveland.gov.uk](mailto:normanby_primary@redcar-cleveland.gov.uk)

## Our School



★ Main Reception

★ Foundation Stage 1

★ School Entrance

★ Foundation Stage 2

### Keeping your child safe

- Parents/Carers are NOT allowed to drive into the school site
- All visitors MUST report to the main reception
- Bikes and scooters must NOT be ridden on the school site
- Dogs must NOT be brought into the school grounds
- The school has a non smoking policy
- In Foundation Stage, Jewellery is NOT to be worn at school

## Our Vision

'Every child and young person should leave our care able to live healthily, enjoying safe, happy and fulfilling lives, free from poverty and with a desire to continue learning, expand their horizons and realise their ambitions and aspirations'

Mr Carl Faulkner  
Head Teacher



## Administrative staff



Ms Hall

Mrs Metcalf



Miss Fraser

Mrs Hart

## Keeping you informed

### Whole school information

Our School Website

[www.redcar-cleveland.gov.uk/normanbyprimary](http://www.redcar-cleveland.gov.uk/normanbyprimary)

Twitter: @NormanbyPrimary

Normanby Primary Facebook

Weekly whole school newsletter

### Contacting school

If you wish to contact school please either email school, Mr Faulkner, FS staff or telephone the school office. Please leave a message on our phone system or with office staff rather ask to speak to FS staff during teaching hours.

## Normanby Sunshine Club

A Morning Club and After School Care Club is open each school day from 8.00am to 9.00am and 3.15pm to 5.45pm.

Registration forms and further details about all of our provision are available from the school office. Sunshine club is available for FS2 - Y6 children



## School Organisation

School is divided into 3 phases of learning

### Foundation Stage

FS1

AM: 8.40-11.40

PM: 12.25-3.25

### Foundation Stage

FS2

9.00-3.05

lunch 12.00-1.00

KS1

Y1 Y2

9.00-3.05

lunch 12.00-1.00

KS2

Y3 Y4 Y5 Y6

9.00-3.10

lunch 12.15-1.00

## Medical matters

Our School Nurse, visits regularly for parents to see her about any matter of health concern. Appointments can be made through the Office. She can also be contacted directly at Eston Clinic (Tel: 01642 835337)

All children are offered a school screening for vision and hearing, within FS2. Parents are notified but are not expected to attend the screening conducted by the School Nurse. Parents will be notified of any concerns arising

## Accidents and illness at school

Accidents in school are dealt with immediately and recording procedures followed. If the accident is of a more serious nature then you will be contacted

immediately. For minor accidents a note may be sent home but for any other concerns we shall try to contact you to collect your child from school. If your child takes ill at school similar procedures will be followed.

Please ensure we always have up to date contact information for yourself and your emergency contacts.

Medicines must not be sent to school with pupils. If your child is well enough after an illness to attend school but is still completing a course of medicine you may visit at any time to administer the medicine. It is also possible for staff to give medicines, but this must be done with the written consent of all parties and if required medical oversight. Children with asthma who need their preventative medication will have it kept in a locked cupboard in FS1/2. A spacer must be provided.



## Special needs provision

We plan and work towards effective learning by each child. When we have indications that learning difficulties, language, behaviour or physical difficulties may be preventing effective learning by a child then a monitoring system is established prior to advice being sought from the relevant agencies. You will be involved at every stage of the monitoring and be informed of any concerns we may have at the earliest signs of lack of progress from your child.



## Welcome To Foundation Stage

We hope your child will be happy in Foundation Stage, have lots of fun, make new friends and learn to do many new things.

Our aim is to ensure that your child's experience of school is as happy and successful as we can possibly make it. We work as a team and are here to help your child during these vital early years of development.



# Foundation Stage Environment

Foundation Stage is situated in the West Building



Tap photo to scroll through gallery of FS environment

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## Contacts

Mrs S May	FS Leader/FS2 teacher	<a href="mailto:smay@normanby.rac.sch.uk">smay@normanby.rac.sch.uk</a>
Mrs H Musgrave	FS2 teacher	<a href="mailto:hmusgrave@normanby.rac.sch.uk">hmusgrave@normanby.rac.sch.uk</a>
Miss T Close	FS2 teacher	<a href="mailto:tclose@normanby.rac.sch.uk">tclose@normanby.rac.sch.uk</a>
Mrs G Callaghan	FS1 teacher	<a href="mailto:gcallaghan@normanby.rac.sch.uk">gcallaghan@normanby.rac.sch.uk</a>

Mrs Callaghan



FS1

Mrs Dobson



FS1

Mrs Honeyman



FS1

## Foundation Stage Staff

Mrs May



FS2

Miss Close



FS2

Mrs Musgrave



FS2

Miss Bailey



FS2

Mrs James



FS2

Mrs Taylor



FS1/FS2

Mrs Cameron



FS1/FS2

Miss Penketh



FS1/FS2

# Foundation Stage Curriculum

There are seven areas of learning and development. Three areas (prime areas) are crucial for igniting children's learning, for building their capacity to learn and form relationships. The other four areas (specific areas) include essential skills and knowledge for children to participate successfully in society.

## Prime Areas

### Personal, Social and Emotional

- Making Relationships
- Self-confidence and self-awareness
- Managing feelings and behaviours

Children develop a positive sense of themselves and others. They make good relationships and develop respect for others. They learn how to manage their feelings and to understand appropriate behaviour in groups; and to have confidence in their own abilities.

### Communication and Language

- Listening & Attention
- Speaking
- Understanding

Children are given opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

### Physical Development

- Moving and Handling
- Health and Self-care

Children are given opportunities to be active and interactive; and to develop their co-ordination, control, and movement. They are helped to understand the importance of physical activity, and to make healthy choices in relation to food.

## Specific Areas

### Literacy

- Reading
- Writing

Children link sounds and letters and begin to read and write. They are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

### Mathematics

- Numbers
- Shapes, space and measure

Children are provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

### Understanding the World

- People and Communities
- The World
- Technology

Children are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

### Expressive Arts and Design

- Exploring and using media and materials
- Being Imaginative

Children explore and play with a wide range of media and materials. Opportunities are provided for sharing their thoughts, ideas and feelings through a variety of activities in art, music, dance, movement, role-play, and design and technology.

# Welcome to FS1 (Nursery)

## Transition into FS1

Thank you for choosing our FS1 for your child. You will have been allocated a start date for either a morning or afternoon session and also a home visit date. We look forward to meeting you and your child together in your own familiar environment. This will enable you to ask any questions and we can talk about all of the exciting things we do in FS1 at Normanby Primary School.

When your child starts FS1 there will only be six new children each week admitted to ensure a smooth and settled start to his/her Nursery life.

## Uniform

Our Foundation Stage uniform:

- ☀ Light blue t-shirt or polo shirt
- ☀ Navy trousers, jogging bottoms, leggings or shorts
- ☀ Navy sweatshirt or cardigan
- ☀ Trainers, preferably velcro fastener

Please ensure your child can identify their own belonging and that all clothes are named.

Jewellery is not to be worn at school. A PE kit is not needed.



## FS1 photo gallery



Tap photo to scroll through FS1 gallery

1 of 40

Clothing

We take every precaution but accidents do happen!

There may be times when we need to lend your child some of our spare clothes. Please wash and return them as soon as possible should this be the case. In the interests of health and hygiene it would be beneficial if your child is toilet trained before starting FS1. If you have any concerns about this, please seek guidance from your Health visitor.

## FS1 entry routines

8.40am

When you arrive with your child, please come through the yellow door and wait in the cloakroom area. Please aim to bring your child before 9am or 12.45pm to enable staff to start the session.



Staff will open the door and greet you. Please support your child in finding their peg to hang up their coat and reading bag.

Once inside Nursery, please help your child to find their name card and place it on the train wall. This is a form of self-registration and assists your child in learning to recognise his/her own name.

You can then say 'goodbye' and he/she can then find somewhere to play.

12.25pm



## Absence

Tel: 01642 469529

email: [normanby\\_primary@redcar-cleveland.gov.uk](mailto:normanby_primary@redcar-cleveland.gov.uk)

If your child is unable to attend school due to illness, please leave a message via telephone or email to let us know as soon as possible.

## Key Person

After a few weeks in FS1, your child will be assigned a key person.

Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting and offer a settled relationship for the child.



The key person will:

- ☀ Support the children in their group and ensure they feel safe and cared for
- ☀ Respond sensitively to children's feelings and behaviours and meet emotional needs by giving reassurance
- ☀ Support physical needs
- ☀ Be accessible and available as a point of contact for parents and carers
- ☀ Build relationships with the child and parents or carers

## Our Key People puppets



## Our day in FS1

Your child will have a day packed full of fun activities and play!

Each area of learning and development will be implemented through planned, purposeful play. Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

Play will involve:

- ☀ Children initiating their own play and activities
- ☀ Adults initiating activities that are carried out independently by the children
- ☀ Adult-led activities

Play and activities will take place in different areas of Foundation Stage, both indoors and outdoors. There will also be opportunities for the children to spend time in FS2 and FS2 children can also play in FS1.



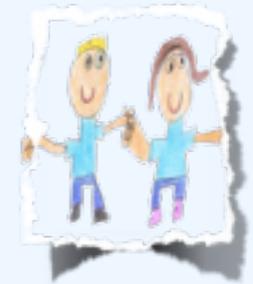
## FS2



## Characteristics of learning

Children learn in different ways:

- ☀ Playing and exploring - children investigate and experience things, and 'have a go'
- ☀ Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- ☀ Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



## Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities.

An initial 'baseline' assessment will take place within 2 weeks of your child starting FS1. A level of development within set age/stage bands will be determined.

Following this, ongoing assessment will be made. These are an integral part of the learning and development process. It involves staff observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

Your views on your child's progress are extremely important to us. There are many opportunities throughout the year for you to share your views about your child with us.

## Development stage/age bands

As explained previously, your child will be assessed within the first two weeks after entry to FS1.

Children develop at their own rates, and in their own ways. A child's level of development on entry should be within the 30-50 month age/stage band.

The age/stage bands are:

- Birth - 11 months
- 8 - 20 months
- 16 - 26 months
- 22 - 36 months
- 30 - 50 months
- 40 - 60+ months which includes the Early Learning Goal

The development statements and their order are not taken as necessary steps for individual children. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

## 30 - 50 months age/stage band

### Prime Areas

Personal, Social and Emotional

#### Making relationships

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children

Initiates play, offering cues to peers to join them

Keeps play going by responding to what others are saying or doing

Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults

#### Self-confidence & self-awareness

Can select and use activities and resources with help

Welcomes and values praise for what they have done

Enjoys responsibility of carrying out small tasks

Is more outgoing towards unfamiliar people and more confident in new social situations

Confident to talk to other children when playing, and will communicate freely about own home and community

Shows confidence in asking adults for help

#### Managing feelings and behaviour

Aware of own feelings, and knows that some actions and words can hurt others' feelings

Begins to accept the needs of others and can take turns and share resources, sometimes with support from others

Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met

Can usually adapt behaviour to different events, social situations and changes in routine

### Communication and Language

#### Listening and attention

Listens to others one to one or in small groups, when conversation interests them

Listens to stories with increasing attention and recall

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories

Focusing attention – still listen or do, but can shift own attention

Is able to follow directions

#### Speaking

Beginning to use more complex sentences to link thoughts (e.g. using and, because)

Can retell a simple past event in correct order (e.g. went down slide, hurt finger)

Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences

Questions why things happen and gives explanations

Asks e.g. who, what, when, how

Uses a range of tenses (e.g. play, playing, will play, played)

Uses intonation, rhythm and phrasing to make the meaning clear to other

Uses vocabulary focused on objects and people that are of particular importance to them

Builds up vocabulary that reflects the breadth of their experiences

Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'

### Understanding

Understands use of objects (e.g. "What do we use to cut things?")  
Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture  
Responds to simple instructions, e.g. to get or put away an object.  
Beginning to understand 'why' and 'how' questions.



### Physical Development

### Moving and handling

Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping  
Mounts stairs, steps or climbing equipment using alternate feet  
Walks downstairs, two feet to each step while carrying a small object  
Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles  
Can stand momentarily on one foot when shown  
Can catch a large ball  
Draws lines and circles using gross motor movements  
Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors  
Holds pencil between thumb and two fingers, no longer using whole-hand grasp  
Holds pencil near point between first two fingers and thumb and uses it with good control  
Can copy some letters, e.g. letters from their name

### Health and self-care

Can tell adults when hungry or tired or when they want to rest or play  
Observes the effects of activity on their bodies  
Understands that equipment and tools have to be used safely  
Gains more bowel and bladder control and can attend to toileting needs most of the time themselves  
Can usually manage washing and drying hands  
Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

## Specific Areas

### Literacy

#### Reading

Enjoys rhyming and rhythmic activities  
Shows awareness of rhyme and alliteration  
Listens to and joins in with stories and poems, one-to-one and also in small groups  
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories  
Beginning to be aware of the way stories are structured  
Suggests how the story might end  
Listens to stories with increasing attention and recall  
Describes main story settings, events and principal characters  
Shows interest in illustrations and print in books and print in the environment  
Recognises familiar words and signs such as own name and advertising logos  
Looks at books independently  
Handles books carefully  
Knows information can be relayed in the form of print  
Holds books the correct way up and turns pages  
Knows that print carries meaning and, in English, is read from left to right and top to bottom

#### Writing

Sometimes gives meaning to marks as they draw and paint  
Ascribes meanings to marks that they see in different places

### Mathematics

#### Numbers

Uses some number names and number language spontaneously  
Uses some number names accurately in play  
Recites numbers in order to 10  
Knows that numbers identify how many objects are in a set  
Beginning to represent numbers using fingers, marks on paper or pictures  
Sometimes matches numeral and quantity correctly  
Shows curiosity about numbers by offering comments or asking questions  
Compares two groups of objects, saying when they have the same number  
Shows an interest in number problems  
Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same  
Shows an interest in numerals in the environment  
Shows an interest in representing numbers  
Realises not only objects, but anything can be counted, including steps, claps or jumps

### Shapes, space and measures

- Shows an interest in shape and space by playing with shapes or making arrangements with objects
- Shows awareness of similarities of shapes in the environment
- Uses positional language
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements
- Shows interest in shapes in the environment
- Uses shapes appropriately for tasks
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'



### Understanding the World



### People and communities

- Shows interest in the lives of people who are familiar to them
- Remembers and talks about significant events in their own experience
- Recognises and describes special times or events for family or friends
- Shows interest in different occupations and ways of life
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family

### The world

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Can talk about some of the things they have observed such as plants, animals, natural and found objects
- Talks about why things happen and how things work
- Developing an understanding of growth, decay and changes over time
- Shows care and concern for living things and the environment

### Technology

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images
- Knows that information can be retrieved from computers

## Expressive Arts and Design

### Exploring & using media & materials

- Enjoys joining in with dancing and ring games
- Sings a few familiar songs
- Beginning to move rhythmically
- Imitates movement in response to music
- Taps out simple repeated rhythms
- Explores and learns how sounds can be changed
- Explores colour and how colours can be changed
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects
- Beginning to be interested in and describe the texture of things
- Uses various construction materials
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces
- Joins construction pieces together to build and balance
- Realises tools can be used for a purpose

### Being imaginative

- Developing preferences for forms of expression
- Uses movement to express feelings
- Creates movement in response to music
- Sings to self and makes up simple songs
- Makes up rhythms
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there
- Engages in imaginative role-play based on own first-hand experiences
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'
- Uses available resources to create props to support role-play
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words

## EYFS Profile

In the final term of FS2 the EYFS Profile is completed for each child. The Profile provides parents and carers and staff with a well-rounded picture of the child's knowledge, understanding and abilities and their progress against expected levels.

## Water bottles

We would like your child to bring a named plastic bottle (with a non-spill top) containing water, not juice. These can be bought from the office or you can use one from home.



## Fruit



The children can choose a piece of fruit each morning to take and eat at home. This is funded through the lottery National Fruit Scheme.

## Snack

As part of your child's Personal and Social Development, we have a daily drink and snack. All children are provided with a small bottle of milk in accordance with Government Policy. We provide a variety of foods that have different textures, tastes, methods of preparation and nutritional



value, e.g. fruit, vegetables, sandwiches and cultural food. The children help to prepare snack and talk to each other socially whilst eating their snack. The cost of snack is £1.00 per week.



## Book club

Our book club enables children to choose a book and then save their money for it. They can bring in a small amount each week until it is paid for. If you would like your child to join book club a form will be available for you to complete at the home visit.



## Toys, sweets and money

There are many toys in FS1. Your child's own toys could easily be lost or get broken so it is wiser not to bring them. We would also ask that you do not give sweets or money to your child to keep at school.

## Parent/carer help in school

We welcome any parent, carer, grandparent, auntie or uncle who has any spare time to join us to support our work in FS2.

Some ways you could help:

- ☀ Listen to and talk with the children
- ☀ Read or tell stories
- ☀ Play games
- ☀ Bake and enjoy food activities
- ☀ Sing songs
- ☀ Help with DIY jobs indoors/outdoors
- ☀ Work with the children on the computer
- ☀ Help engage children in creative and construction activities

We would be delighted if you can help!

(We will ask you to complete a CRB form, which gives clearance for working with children)





## Reading books

Your child will be given a Normanby Primary School book bag before they start FS1. We encourage all of our children to take books home to share with you. It is through being read to and enjoying books together that young children learn to love books and stories. This pleasure is essential to your child's success in learning to read.



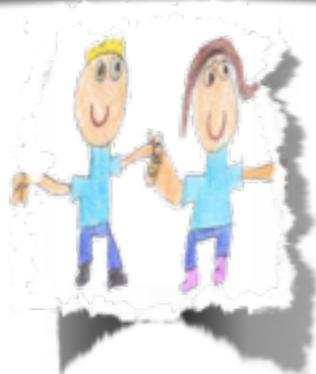
The book boxes are located in the cloakroom. You can change your book as you arrive at Nursery or before you go home.



## Your support at home

Listed below are some more ideas to show how you can help with your child's learning at home:

- ☀ Provide opportunities for your child to become independent, e.g. dressing themselves, using a knife and fork correctly or helping you with 'jobs'
- ☀ Encourage your child to invent sounds, words, songs, music and rhymes
- ☀ Provide opportunities for your child to use pens, pencils, chalk, paints and simple tools, such as scissors
- ☀ Help your child to recognise shapes, colours, numbers and words in familiar places such as food packets, street signs and advertisements
- ☀ Help your child to recognise and write his/her name
- ☀ Introduce the language of counting and measures during activities such as cooking and shopping
- ☀ Provide opportunities for running, climbing and playing with hoops and balls etc
- ☀ Play games and complete jigsaws
- ☀ Enjoy talking about everyday experiences, such as, what they did in Nursery - if they can remember!



## Sharing Information

There are many opportunities for us all to share information:

- ☀ Parent/Carer consultation meetings
- ☀ Termly Foundation Stage Newsletters
- ☀ Home/school book
- ☀ Weekly drop-in sessions
- ☀ Staff are available to speak to you before and after school and Mr Faulkner is also available

## FS1 hometime routine

11.40am

3.25pm

Please wait inside Nursery cloakroom until a member of staff opens the Nursery door. Please collect your child as near to the end of the Nursery session as possible. Your child will miss out on valuable learning experiences if they are collected earlier.

There will always be a member of staff available to for you to talk to. If someone else is collecting your child for you please inform a member of staff the day before if possible or at the beginning of the session. If your arrangements to collect your child change or if you will be delayed please inform the school office by telephone.

## Transition into FS2

Foundation Stage staff work together to ensure your child has a smooth transition from FS1 to FS2.

Your child will have many opportunities to visit FS2 at certain times each day. They place a peg on their polo shirt collar and off they go into FS2!



During the summer term before they start full time school the children will visit FS2 regularly. They will become familiar with the daily routine of full time school and will spend time getting to know FS2 staff. They will also have a school meal with you.

Please do not hesitate to talk to any member of the FS team if you have any concerns or worries, however small, about your child's transition. Small problems to an adult may appear large to a child and can create unnecessary anxiety.

Redcar & Cleveland LEA will send out an application pack to all parents/carers whose children are eligible for admission to FS2. This will be sent out during the Autumn Term of the school year prior to starting full time school the following September. The authority will notify you towards the end of the spring term as to which school your child has been allocated. Having a place in our FS1 does not guarantee a place in our FS2. Information is available on the Redcar & Cleveland Council website.

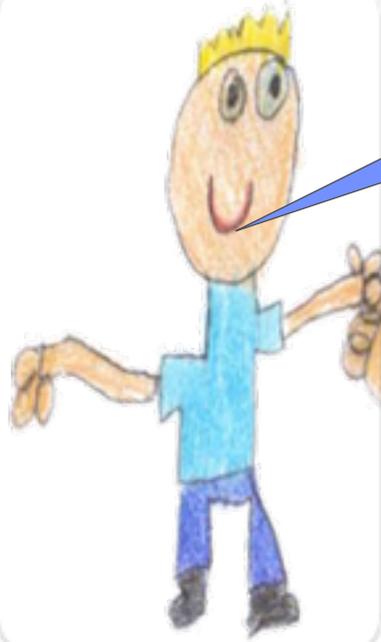
## Special Events

Our children have lots of new experiences in Foundation Stage everyday. We also love special events too - here are some of the exciting things we have done.



Tap photo to scroll through FS1 gallery

And finally..



we will strive to make  
your child's time in Nursery  
happy and fun!

