

Ironstone Academy Trust

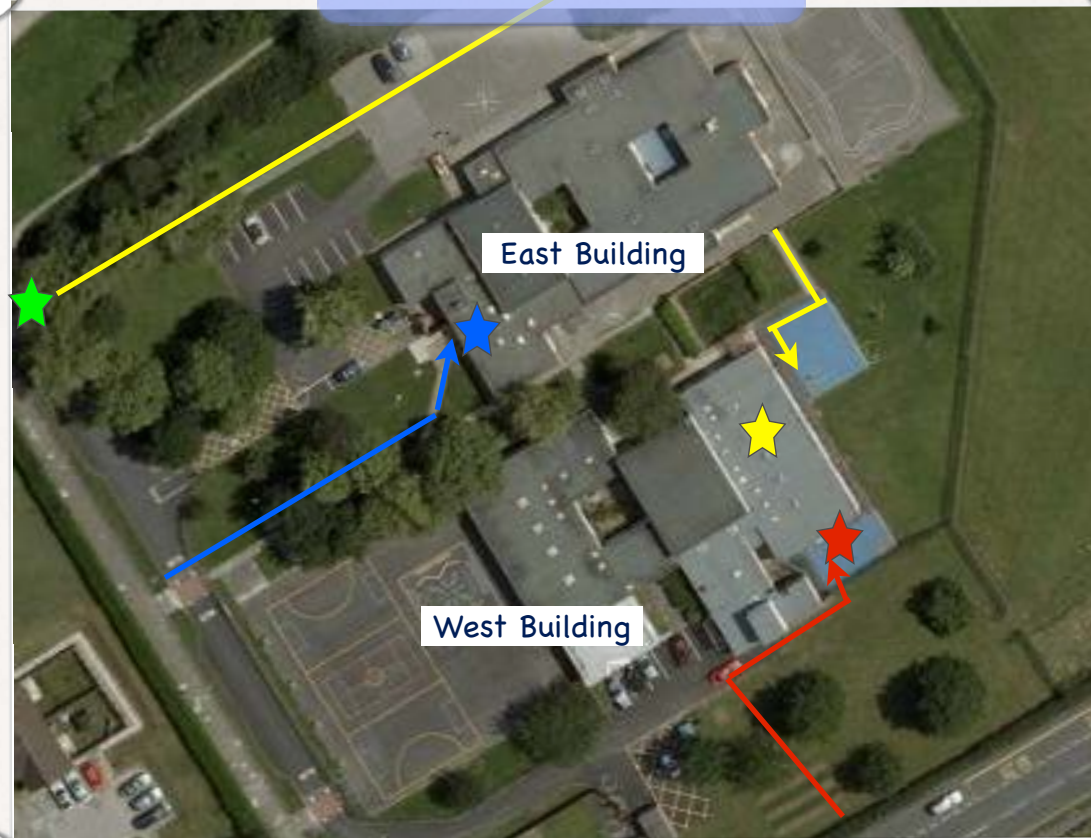


Normanby Primary School was last inspected in 2017, and graded as a good school with some outstanding features. Staff work with care and professionalism to make our school a place that children enjoy learning and parents can trust. In June 2014 we became an Academy. We are also a National Support School, working with and supporting other schools in the North East.

“Enjoy, Believe, Achieve”



## Our School



★ Main Reception

★ Foundation Stage 1

★ School Entrance

★ Foundation Stage 2

### School Address:

Normanby Primary School  
Flatts Lane  
Normanby  
Middlesbrough  
Cleveland  
TS6 0NP

Tel: 01642 469529

Fax: 01642 467778

### Contacting school

If you wish to contact school please either email school, Foundation Stage staff or telephone the school office.

Please leave a message on our phone system or with office staff rather than ask to speak to FS staff during teaching hours.

email: [office@normanby.org.uk](mailto:office@normanby.org.uk)



### 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 unless it is a guide dog
- 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/CEO    Mrs Kathryn Pentney Head of School

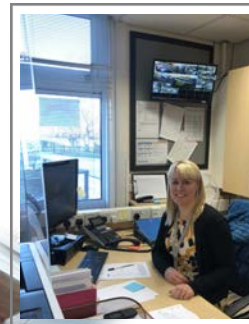


## Office Staff

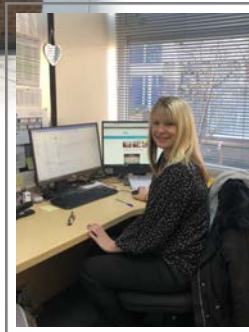


Mrs Metcalf

Mrs Drage



Mrs Hart



## Administration

A pupil admission and consent booklet was completed when your child started at our school. Please inform the office if any contact details or other information have changed. ParentPay is our method for communication and making payments online for items such as school visits.

If you have any questions, please contact the school Office.

For more information visit our website: [normanbyprimary.co.uk/parent-pay/](http://normanbyprimary.co.uk/parent-pay/)

## Keeping you informed

### Whole school Information

Termly Foundation Stage newsletters

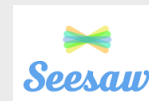
General information letters

Weekly school 'Feelgood' Friday newsletter

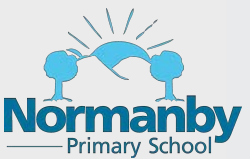
School Website: [www.normanbyprimary.co.uk](http://www.normanbyprimary.co.uk)

FS2 website page: [www.normanbyprimary.co.uk/fs2/](http://www.normanbyprimary.co.uk/fs2/)

Marvellous Me App: Download from the app store



Seesaw Class App: Download from the app store



Normanby Primary Facebook: [www.facebook.com](http://www.facebook.com)



Like us on Facebook. This is a private page for school/parents/carers to celebrate achievements and share information. Content must be kept private.

[twitter.com@NormanbyPrimary](https://twitter.com/NormanbyPrimary) (school account)



## Normanby Sunshine Club

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

Registration forms and further detail about all of our provision are available from the school office.



## School Organisation

School is divided into 3 phases of learning

### Foundation Stage

FS1/Nursery

AM: 8.40-11.40

PM: 12.25-3.25

### Foundation Stage

FS2/Reception

9.00-3.05

lunch 11.50-12.50

KS1 Y1 Y2

9.00-3.05

lunch 12.00-1.00

KS2 Y3 Y4 Y5 Y6

9.00-3.10

lunch Y3/4 12.15-1.00

lunch Y5/6 12.20-1.05

## Medical matters

Once children become full-time, medical support moves to the school nursing team instead of the health visitor team. Our School Nursing team visit school regularly for parents to see them about any matter of health concern. Appointments can be made through the Office. They can also be contacted directly at Low Grange Health Village Tel: 01642 838003. All children in FS2 are offered a school screening for weight, height, vision and hearing. Parents are notified but are not expected to attend the screening conducted by the school nursing team. Parents/carers will be notified of any concerns arising.

### Early Help Intervention Practitioners

Julie Barnett/Kelly Lawrence



Julie and Kelly work part-time in school. They are available to support families throughout their time school. Please speak to staff if you have any questions/concerns.

## 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 injuries, such as a bump to the head or a visible injury a note will be sent home. If there are any other concerns or your child takes ill we shall contact you.

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 has had sickness or diarrhoea they must not attend school until 48hrs after the last sickness/diarrhoea. 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.


Preventative medication for asthma will be kept in FS2.

A spacer must be provided.

## Special Needs and Disability

We plan and work towards effective learning by each child. When we have indications that 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. Mrs Miller is our SENDCO.





# Foundation Stage



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

Our aim is to provide a secure foundation for all children to ensure they make excellent progress through school.

We ensure that your child's experience of school is broad, balanced and enriching whilst following their individual needs and interests.

We work closely together to get to know your child so that we can support their play, development and learning.



# Foundation Stage Environment

Foundation Stage is situated in the West Building.



Flatts Lane entrance

Scroll through photos within small frame or tap to scroll through photos in full screen

## Contacts

Mrs S May	AHT/FS Leader	<a href="mailto:rnpfs2@normanby.org.uk">rnpfs2@normanby.org.uk</a>
Mrs G Callaghan	FS1 teacher	<a href="mailto:rnpfs1@normanby.org.uk">rnpfs1@normanby.org.uk</a>
Mrs A Dobson	FS1 teacher	<a href="mailto:rnpfs1@normanby.org.uk">rnpfs1@normanby.org.uk</a>
Mrs J Miller	FS2 teacher	<a href="mailto:rnpfs2@normanby.org.uk">rnpfs2@normanby.org.uk</a>
Mrs S Robinson	FS2 teacher	<a href="mailto:rnpfs2@normanby.org.uk">rnpfs2@normanby.org.uk</a>

# Foundation Stage Staff



# 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

Children will 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. They will learn how to look after their bodies and manage personal needs. They will make good friendships, co-operate and resolve conflicts peaceably.

### Communication and Language

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. Children will become comfortable using a rich range of vocabulary and language structures.

### Physical Development

Children develop 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.

## Specific Areas

### Literacy

Adults talk with children about the world around them and the books they read with them, and enjoy rhymes, poems and songs together. Word reading, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves spelling and handwriting and articulating ideas and structuring them in speech, before writing.

### Mathematics

Children will count confidently, have a deep understanding of numbers to 10, the relationships between them and patterns within those numbers. Children will have spatial reasoning skills across all areas of mathematics and shape, space and measures. They will have positive attitudes and interests in mathematics, look for patterns and relationships, spot connections and 'have a go'.

### Understanding the World

Children will make sense of their physical world and their community. Listening to stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. Children's vocabulary will be enriched.

### Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. They will engage with the arts, and explore and play with a wide range of media and materials. What children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.



# Welcome to FS2 (Reception)



## Transition into FS2

Foundation Stage staff work together to ensure the children have a smooth transition from FS1 to FS2.

Due to restrictions in place this summer the usual transition programme has unfortunately not taken place. The children have enjoyed a school lunch with their friends in the dining hall. We have held a number of meetings with parents/carers in small groups through "Teams".

Further information regarding FS2 is available on our school website. 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.

## Uniform

Our Foundation Stage uniform:

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



Uniforms can be ordered from Quickstitch, West Terrace, Redcar

website: <http://quickstitch.clothingrange.co.uk/catalogue.asp>

You can also order uniform via our school office staff

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

Jewellery is not to be worn at school.

## Absence

Tel: 01642 469529

email: [office@normanby.org.uk](mailto:office@normanby.org.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. Attendance is monitored and recorded in line with our School Policy.

Holidays in term time are only authorised in certain circumstances. Forms to request a 'holiday absence' can be obtained from the school office.



## FS2 morning routines

8.55am

When you arrive with your child each morning, please come through the top gate and wait on the grey path around the area near the playhouse.

When the yellow FS2 classroom doors are opened your child will enter through one of two doors which are accessible from the blue playground. Your child will spend alternate weeks in each classroom. There will always be a member of FS2 outside to speak with if you wish.



Please aim to bring your child on time each day, as otherwise a late mark will be given. The gate is locked at 9.05am. If you arrive after this please take your child to the school office. A member of our office staff will take your child over to FS2.

Jobs your child has to do once inside the classroom

1. Place snack money, completed reply slips, etc onto the table
2. Put your water bottle on the shelf
3. Put your reading bag in your tray
4. Hang your coat on your peg
5. Join your friends in your classroom



## Our day in FS2

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 FS, both indoors and outdoors.

FS1



FS2





## Water bottles

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



## Book Club

We will be continuing book club, as in FS1. If you would like your child to join book club please ask staff for a form.



## Key Person

After a few weeks in FS2, your child will be assigned a key person (special person), following the same system as in FS1.



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
- ☀ Build relationships with the children and parents or carers

## 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. Ongoing assessment is 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.



## Playground

The children run our "daily mile" on the top playground most mornings.

They also play on the playground with Y1/2 children after lunch.

Your child can bring a small (non valuable) toy to play with. This must fit inside his/her coat pocket, where it will be kept all day. There isn't any room in your child's tray for the toy.



The children can choose a piece of fruit to eat each morning in FS2. This is funded through the Lottery National Fruit Scheme.



## Toilets



Some toilets in FS2 are separate for boys and girls.



## Lunch



Lunch is eaten in the West Hall at 11.50 am. FS staff talk to the children about what is available for lunch before they go into the dining hall. They also support the children whilst they are choosing their lunch. Please ensure your child can use cutlery correctly. We encourage the children to cut up their food independently, however we will help, if needed. Lunchtime supervisory assistants support the children during lunchtime in the hall and also on the playground.



School lunch for Foundation Stage and Key Stage 1 children is funded by the Government. You will be required to complete a registration form.

If your child wishes to change his/her lunch arrangements at any time, a week's notice is required in writing.

If you choose to send a packed lunch into school with your child please ensure it does not contain any chocolate bars or fizzy drinks. Your child will bring the lunchbox home with all of the uneaten food etc still inside so that you can see what they have eaten.



Through our daily routines and activities the children are taught the importance of being healthy and safe. They are encouraged to wash their hands throughout the day, before/after activities.



## Snack

As part of your child's Personal and Social Development, we have a daily drink and snack during the afternoon. 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 £1.25 per week. A cash payment may be made



weekly or half-termly. A moneybag

will be given to your child every Friday, to be returned the following Monday.

## Homework

Please ensure your child has their reading bag in school every day. Any letters/notes will be placed inside your child's tray and then your child will put them in their reading bag before they leave school.

There will be several other items that are kept in the reading bag:

- ☀ Reading book
- ☀ Family book
- ☀ Letters and sounds activity packs



## 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 DBS form, which gives clearance for working with children)



## Sharing Information

School Website: <http://normanby.ironstoneacademy.org.uk>  
website page: <http://normanby.ironstoneacademy.org.uk/#FS2>

There are many opportunities for us all to share information:

- ☀ Termly Parent/Carer consultation meetings
- ☀ Termly Foundation Stage Newsletters
- ☀ Family book
- ☀ Weekly drop-in sessions
- ☀ If you have a quick question/query staff are available to speak to you before or after school.
- ☀ Mr Faulkner or Mrs Pentney may also be available or you can arrange an appointment with either.





## Super Duper Shop

In FS2 we have a Super Duper Shop! To earn a Super Duper Token we have to do something that is 'super duper' – not just good! We keep our tokens in our own little jar. The Super Duper shop opens on Friday.



Scroll through photos within small frame or tap to scroll through photos in full screen

We can spend our tokens or save them to spend later. We have our own account cards so that we know how much we have spent. There are lots of great things to buy!

## FS2 hometime routine

3.05 pm



At the end of the school day your child will be walk out to meet you.

Please wait around the playhouse/grey path. It would be beneficial for the adult collecting your child to stand in the same place each day so that your child knows where you will be waiting. Please leave via the top gate rather than passing FS2. Please ensure your child can recognise their coat, jumper, sweatshirt or cardigan and that each item is named. This will make retrieving clothing at the end of the school day much easier.

If you would like to speak to a member of staff at the end of the school day please wait until they are free and all of the children have been collected.

## FS2 Photo gallery



Scroll through photos within small frame or tap to scroll through photos in full screen



## End of FS assessment

In the final term of the year 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.

The Profile reflects:

- ☀ Ongoing observations and assessments by staff
- ☀ Discussions with parents and carers

Each child's level of development is assessed against the early learning goals (see below.) Staff judge whether children are:

- ☀ Not yet reaching expected levels of development ('emerging')
- ☀ Achieving expected levels of development
- ☀ Exceeding expected levels of development

## Early Learning Goals

### Prime Areas

#### Personal, Social and Emotional

##### Self-Regulation:

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

##### Managing self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

##### Building Relationships

Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

##### Communication and Language

##### Listening, Attention & Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

##### Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Physical Development

##### Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

##### Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.



## Specific Areas



### Literacy

#### Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (tricky words.)

#### Writing

Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

### Mathematics

#### Number

Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

#### Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### Achieving the Early Learning Goal

A child doesn't need to achieve all aspects of the Early Learning Goal. Staff judge whether the description within the ELG best fits the child's learning and development, taking into account strengths and weaknesses.

### Understanding the World

#### Past and Present

Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the season and changing states of matter.

### People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### Expressive Arts and Design

#### Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

#### Being Expressive and Imaginative

Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



## Parent/Carer views

We like to hear feedback from our parents/carers to ensure that our children feel happy and safe and can continue to improve. We send out termly questionnaires which give us your views on your child and Foundation Stage.

	Yes	No	Sometimes
Do you feel your child enjoys school?	100%	0%	0%
Do you feel we keep your child safe?	100%	0%	0%
Do you feel we encourage you to be involved in supporting your child's learning and development?	100%	0%	0%
Have you been pleased with your child's overall progress?	100%	0%	0%

### Comments

"Her progress has been amazing, in all areas. Her confidence seems to have risen a lot and her reading and writing abilities seem to improve every day!"

"He always comes home happy and tells me the fab things he's been learning and doing."

"She cries on a weekend to go to school."

"All staff always go out of their way to help. They are always available on a morning and after school."

"Everything is good and keep on doing what you are doing because you are all fab at doing it."

"Parents evenings and marvellous messages are a great way of knowing what is happening during the day"

## Children views

We have a discussion with the children each term and find out lots of things to help us make their time in FS2 happy and a great place to learn.

	Yes	No
Do you like FS2?	100%	0%

### Comments

"You learn lots of good things."

"I like seeing my friends and I like the school lunches."

"Because it has best toys and I like it."

"I like it cos I like doing busy jobs."

I like FS2 and school because I do so much. I hadn't been before and it's cool.

"I think it's nice here, you can draw and play."

"Because school is kind to people."

Our Children talking about what they have liked doing in FS2 and what they have learnt.



## Your support at home

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

- ☀ Support letters and sounds activities
- ☀ 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 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
- ☀ Read lots of stories

Visit our school website for some web links.

[normanby.ironstoneacademy.org.uk/fs2-links/](https://normanby.ironstoneacademy.org.uk/fs2-links/)

Hungry Little Minds

Simple, fun activities for children, from newborn to five

<https://hungrylittleminds.campaign.gov.uk>

Includes a kist of educational apps



## Special Events

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



Scroll through photos within small frame or tap to scroll through photos in full screen



And finally...



...we will strive to  
make your child's year in  
FS2 happy and fun!

