



# STARTING SCHOOL BOOK

Starting in the  
Early Years Foundation Stage  
at  
Gorran School



I dreamed I stood in a studio  
And watched two sculptors there  
The clay they used was a young child's mind  
And they fashioned it with care  
One was a teacher; the tools he used  
Were books and music and art.

One a parent with a guiding hand  
And a gentle, loving heart  
Day after day the teacher toiled  
With a touch that was deft and sure  
While the parent laboured by his side  
And polished and smoothed it o'er

And when at last their task was done  
They were proud of what they had wrought  
For the things they had moulded into the child  
Could neither be sold nor bought  
And each agreed he would have failed  
If he had worked alone

For behind the parent stood the school  
And behind the teacher, the home.

AUTHOR UNKNOWN.



# Gorran Primary School

## OUR SCHOOL

Gorran School is set in the beautiful village of Gorran some three miles from Mevagissey. The school was built in 1880 and for many years has set a good example in hard work, high standards and progressive education. Children can join our school in the year in which they are 5 years of age.

Gorran Pre-School provides high quality early years education and care for 2 to 4 year olds on our site and we work in close partnership with them.

Our buildings consist of four well-equipped classrooms, school hall, library, swimming pool and outdoor play areas.

Our ethos is one of promoting quality. Quality work, environment and behaviour. Our children wear a distinctive uniform. Our expectations and standards are clear from day one. We consider the education of your child as a partnership with you and hope you will become actively involved in the learning opportunities. The end product of our years together should be happy, hard working, well-behaved and independent children.

Details of curriculum and organisation can be found in the School Prospectus and by talking to the Headteacher.

Jonathan Sleep  
Headteacher

## AND SO TO SCHOOL

Starting school is a big step for every child.

Some children take this step in their stride; others are bothered about it.

Some parents are bothered about it too.

They may worry about;

**"Will he behave himself in school?"**

**"What will the teachers think about her?"**

Parents are anxious to know;

**How will my child cope in school?**

**Will the school understand my child's special needs?**

**Have I done the right things at home to get my child ready for school?**

**Have I done anything wrong?**

There is only one way to find out more about the answers to these worries -  
Go along to the school and ask the Headteacher or your child's teacher.

They should be able to answer your questions and help to solve your worries.

**The first day at school can be traumatic for parents as well as the child. Hopefully, however, the child will have already visited the reception class and be familiar with the teacher and the classroom. The actual parting is easier when parents leave quickly; usually any tears are dried within minutes when the child realises that school is going to be fun.**

## THE SCHOOL ROUTINE

Young children have little idea of time and a sensible school routine does help them cope with the long school day. Each day the activities are varied and structured to the children's needs. Certain times of the day are quiet times - valuable for class discussions, story telling, poetry, etc. A lot of art and craft, science, simple technology, using the computer and PE are part of the normal school day.



## THEY DIDN'T DO THAT WHEN I WAS AT SCHOOL

Do you know what these are?

Primary Strategy  
Letters & Sounds  
ICT  
Home-School Agreements

The chances are these are all new to you.

They are words and phrases used by teachers every day now.

## READING TOGETHER

As parents and teachers we have to remember that all children achieve things in different ways and at different times, and reading is no exception. There is no evidence to show that children who come to school reading, or who learn very quickly when they are there, are more intelligent or more successful in later school life, or even that they become avid readers.

What we do know, is that those children who come to school knowing about books and stories, who regard books as a source of enjoyment, excitement and information, already understand the purpose of reading and are eager to learn to read. So long as this joy in books exists, they will become confident readers.



The Early Years Foundation Stage has recognised the need to help children to become clear and confident communicators and listeners. Children who come to school able to express their needs and willing to listen to others are much more likely to settle in quickly, make friends more easily, and absorb learning more readily than those children who have been taught to read at the expense of talking.

## SHARING A STORY

Encourage your child to tell you stories - many children pretend to read by telling a favourite story in their own words. A child might want to join in as you read, and you could run your finger along the line of print. If your finger stops at the word already known (through familiarity with the story) your child is making the vital link between the spoken word and its representation in black squiggles on a page.

## DON'T WORRY!

It is worth remembering that not all children show such an inclination to read words. If our young children are going to enter school happy, confident and eager learners then we must remember that they need time; time to look, listen, feel, talk, think, pretend and time to be themselves. Time for these activities is far more important than the time that parents set aside to teach reading.



## WHAT DID YOU DO IN SCHOOL TODAY?

Not a lot.

We just played!

You might have expected the answer 'Reading' or 'Maths' or 'Writing'. But in your child's first days at school the teacher will be trying very hard to settle the children. Any playing helps that to happen quickly.

Also - children learn a lot from playing - it's a natural way of learning. Later, when your child is ready, he will begin to read, write and become confident in Maths.



# HOW WILL EARLY YEARS EDUCATION BENEFIT MY CHILD?

At Gorran Primary we aim to deliver the government's early years curriculum (The Early Learning Goals). The period from 3 years to 5 years is called the foundation stage. Our aim is...

To involve and support you as parents in the care and education of your children...

... by extending and developing skills, attitude and understanding

... by providing a rich, varied and enjoyable environment to encourage a positive attitude towards learning.



... by enabling your child to live a full and satisfying childhood and to develop confidence in a changing society.



... by providing a curriculum which builds on and adds to the experiences already gained at home.

From September 2012 there is a new Early Years Foundation Stage framework which consists of seven different areas of learning - Three 'prime' areas which will develop quickly in response to relationships and experience and support learning in all other areas; and four 'specific' areas which include essential skills and knowledge, providing an important context for learning. Each of the seven areas are detailed in the following pages.

### The Three Prime Areas of Learning

#### Personal, Social and Emotional Development

*Personal, Social and Emotional Development involves helping children to develop a sense of themselves, and others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.*

Statutory Framework for the Early Years Foundation Stage 2012 (1.6)

This area of learning is developed by:

- playing cooperatively, taking turns, sharing and being tolerant and sensitive towards others
- becoming confident to try new activities, talk about their ideas and choose resources independently
- talking about their feelings, their own and others' behaviour and its consequences and becoming able to work as a part of a group or within the class adjusting their behaviour to different situations

#### Communication and Language

*Communication and Language involves giving children 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.*

Statutory Framework for Early Years Foundation Stage 2012 (1.6)

This area of learning is developed by:

- learning to listen attentively in a variety of situations, participating in key events and giving their attention to what others say, learning to respond appropriately
- following instructions and answering 'how' and 'why' questions about their experiences
- expressing themselves effectively, using past, present and future forms accurately and developing their own narratives by connecting ideas or events

#### Physical Development

*Physical Development involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.*

## Statutory Framework for the Early Years Foundation Stage 2012 (1.6)

This area of learning is developed by:

- developing control and coordination, moving safely and confidently, and handling tools and equipment effectively
- beginning to know the importance of keeping healthy and keeping safe, managing their own basic hygiene including toileting and dressing independently

### **The Four Specific Areas**

#### Literacy

*Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.*

## Statutory Framework for the Early Years Foundation Stage 2012 (1.6)

This area of learning is developed by:

- learning to read and understand simple sentences, using phonic knowledge to decode words and demonstrating understanding when others are talking
- beginning to use phonic knowledge to write words which match their spoken sounds, writing words and simple sentences which can be read aloud by themselves and others

#### Mathematics

*Mathematics involves providing children 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.*

## Statutory Framework for the Early Years Foundation Stage 2012 (1.6)

This area of learning is developed by:

- using rhymes and songs involving counting on and back in ones, twos, fives and tens
- developing an interest in solving problems and valuing their different solutions
- using everyday language to talk about size, weight, capacity, position, time, distance and money
- recreating and describing patterns
- exploring characteristics of everyday objects and shapes, beginning to use mathematical language to describe them

#### Understanding the World

*Understanding the World involves guiding children 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.*

## Statutory Framework for the Early Years Foundation Stage 2012 (1.6)

This area of learning is developed by:

- talking about past and present events in their own lives and those of family and friends, understanding that others do not always enjoy the same things and that there are similarities and differences between us all
- learning about similarities and differences in relation to places, objects, materials and living things, making observations of animals and plants, talking about changes and why some things occur
- recognising the uses of a range of technology used at home and in school

## Expressive Arts and Design

*Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.*

## Statutory Framework for the Early Years Foundation Stage 2012 (1.6)

This area of learning is developed by:

- singing songs, making music and dance, using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- starting to represent their ideas through design, art, music, dance, role play and stories
- 



## PREPARING FOR SCHOOL

You can greatly ease your child's transition from Pre-school to school by helping prepare your child in the following way. You certainly should not worry if he or she is unable to do any of these. We usually find they quickly pick them up at school.

Value your child's attempts. Please give praise and encouragement.

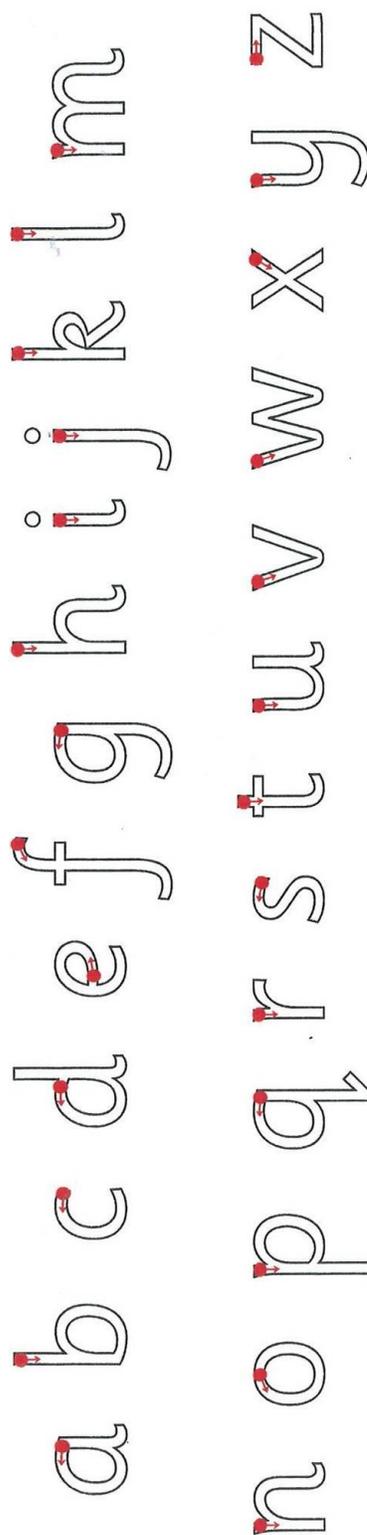
We would hope children could:

1. Use the toilet independently
2. Get undressed for PE and dressed again. (We are happy to help with ties/shoelaces). Removing coats themselves.
3. Be generally independent (i.e. opening lunch boxes, using cutlery, etc) in play. Leaving parents happily.
4. Be happy to share toys, games and work activities, and hold discussions with others.
5. Recognise basic colours.
6. Enjoy sharing stories and books. Be able to listen to a story, and following instructions.
7. Use everyday activities as learning experiences e.g. baking, gardening, washing-up, shopping.
8. Demonstrate consistency in discipline and good manners.
9. Look at and discuss things in the environment e.g. road signs, house names, etc.

POSSIBLY:

1. Write first name in lower case letters. When writing with your child, please use lower case letters. The school formation sheet is on the next page.
2. Count to 10.

When practising letters with your child at home, please use this page as a guide to letter formation as this is the way in which they will be taught to write the letters at school.



## LEARNING TOGETHER

During the Summer Term we try to assist you in easing your child's transition from home/pre-school/nursery to school with "Learning Together".

On Thursday afternoons from 1.15pm to 3.15pm the reception teacher will invite your child into his/her classroom to meet the teacher and become familiar with the classroom. There will be activities and an opportunity for your child to borrow a book.

Learning Together allows children to become confident within the classroom/school environment. When children who have attended learning together start school they are familiar with the physical layout of the classroom including the school amenities and will know their teacher.

### School Times

Morning Session	9.00 am	to	12.00 noon
Afternoon Session	1.15 p.m.	to	3.30 p.m.