



# St. Andrew's Primary School

"Working Together For A Successful Future"

## EYFS Prospectus 2023/24

St Andrew's Road  
Bishop Auckland  
County Durham  
DL14 6RY



## Our Early Year's Vision

Welcome to St. Andrew's Foundation Stage Unit. We are committed to providing learning which is engaging, inspiring and most of all enjoyable. We encourage children to explore, investigate, express themselves and make friends. Our creative and stimulating learning environments enable children to achieve their full potential and become confident, competent and independent learners.



We have a **'good'** Early Years Unit (2019) "where children settle well. Teachers plan curriculum activities to interest the children and develop their independence. Adults pay careful attention to the children's needs. In the early years, there is a clear focus on developing early reading skills and instilling a love of books."

Ofsted 2019

**Meet the Early  
Years Team**



**Mrs Tones**  
Nursery Teacher  
Early Years Lead



**Miss Hamilton**  
Reception Teacher



**Mrs Attle**  
Teaching Assistant



**Mrs Bailes**  
Teaching Assistant



**Miss Jarvis**  
Teaching Assistant



**Mrs McGrath**  
Teaching Assistant



**Miss Hannar**  
HLTA

## Our School Day

8:00*	Breakfast Club
8:35*	School gates open
8:45*	School gates close
11.30*	Home time for morning nursery children
11.45—12.30	Lunch Time Early Years and KS1
3.15*	Home time
3:15-4:20*	Various after school clubs

\* Times may change inline with DFE and DCC recommendations.

Each morning children are welcomed at the gate by Mrs Tones, Miss Hamilton and Mrs James. The gates open at 8.35am and close at 8.45am. It is important that children are on time for school as vital learning can be missed even by being just 5 minutes late. If you are late parents/carers need to take their children to the office and sign them in.



Morning sessions in nursery end at 11:30am or 12:30pm, if staying for lunch and at 3.15pm for children accessing 30 hours provision. Morning children are collected from the hall doors and 30 hours children from nursery door which can be accessed from the main yard.

If children are going to breakfast club they are to be dropped off at the hall doors between 8 - 8:10am. Children staying for after school clubs will leave at 4.20pm, pick up point is on the school yard.

Once again, we are able to offer parents an extended childcare offer for Nursery children. We are passionate about supporting families in getting into work and supporting our wider community. We can now offer children a daily FREE breakfast club place from 8am and a daily FREE After School Club until 4.20pm, thus providing 36 hours and 40 minutes of FREE childcare per week. We feel this is a unique offer that will support families a great deal, especially during the current "Cost of Living Crisis."

## **The EYFS Curriculum—What will my child learn?**

The Statutory framework for early years foundation stage sets the standards for the development and care of children from birth to five.

The overarching principles are:

Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.

Children learn to be strong and independent through **positive relationships**.

Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between school staff and parents/carers.

Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with SEND

(Special Educational Needs and Disabilities).

All nursery and reception children learn skills, acquire knowledge and demonstrate their understanding through seven areas of learning and development, which are split into **Prime** and **Specific** areas. Three of these areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

**Personal, Social and Emotional Development** includes making relationships, sense of self and understanding emotions

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 all 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 work 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 can learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

**Physical Development** includes moving and handling, health and self-care

Physical activity is vital to children's all-around development, enabling them to pursue happy, healthy and active lives. 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, coordination 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, art 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** involves listening, attention, understanding and speaking.

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 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, nonfiction, 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, storytelling and role play, where children shared their ideas with support and modelling from their teachers, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

These areas are the most essential for children's healthy development and future learning. As children grow, the **prime** areas will help them to develop skills in the four **specific** areas of:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## Literacy reading and writing

It is crucial for children to develop a lifelong love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension starts from birth. It only develops when adults talk with children about the world around them, the books they read with them and by enjoying 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).

The Read Write Inc approach to reading and writing is used throughout school. This is a DFE validated systematic phonics programme with a whole school approach to teaching early reading and writing. It teaches children to spell, read accurately, fluently and with understanding. Reading stories is an integral part of learning, through hearing stories, children are exposed to a wide range of words. This helps them build their own vocabulary and improve understanding when they listen, which is vital as they start to read and write their own compositions.

We have a huge focus on learning nursery rhymes, especially in nursery. We take part in World Nursery Rhyme Week every year, this gives parents/carers the opportunity to come into nursery and take part in nursery rhyme related activities. Research has shown that if children know eight nursery rhymes, by heart, by the time they are four years old, they are usually among the best readers by the time they are eight.

Nursery rhymes provide bite-sized learning opportunities for young children to develop key developmental skills and can often be the trigger for hours of creative and open-ended play. They are a powerful learning sources in early literacy and enable children to become interested in the rhythm and patterns of language.



**Mathematics** - number, spatial awareness, shape, pattern, measures

Developing a strong grounding in number is essential for all children, it is 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 10 frames for organising counting. Children will develop a secure base and have the 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.

Maths mastery is a teaching and learning approach used in school that aims for pupils to develop a deep understanding of maths rather than being able to memorise key procedures or resort to rote learning. Children in early years develop the concept of maths mastery through maths talk, practicing the skills they have learned during play and developing number sense. The key to introducing maths mastery in early years is to keep activities fun and part of everyday routines.





**Understanding the World** involves learning about people and communities, the world and technology

Understanding the world involves guiding children to make sense of their physical world and community. The frequency and range of children's personal experiences increase 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 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** creating with materials and being imaginative and expressive

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage in art 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.



## Child Initiated Learning

At St. Andrew's children are at the centre of what we do and we believe that children learn best when they are interested, inquisitive and engaged, which at this age and stage of development is best achieved through play. Play gives children the opportunity to explore their own interests, enquire, plan and take risks. Additionally, play also allows children to use their creativity, develop their imagination, build on their dexterity and physical skills, not to mention supporting the development of cognitive and emotional strength. Play is important to healthy brain development. It is through play that children engage and interact in the world around them.

We respect children as individuals and understand that they all develop differently. By following children's interests, rather than adults deciding what children will be learning ahead of time and working with children in small groups, we engage with the children at activities they have chosen and teach the children in that moment. Therefore, through play, children have access to all aspects of the Early Years Foundation Stage curriculum, all of the time, without limits or adult agenda. This means that we can meet the needs of individuals more effectively.

In this model the role of the adults looks a little different. The children will have free-flow access to the provision, which means that they can choose where their learning takes place. The adults stand back and observe what the children are doing, assess what they need to do/know/learn next and plan their teaching, which will be delivered there and then. This means that the next steps for individual children are not something that are to be delivered at a point in the future, but at the right moment.

Via our whole school Dojo system parents will receive regular photographs and comments showing what their children are doing and learning.

“Amazing nursery! Fantastic staff! Thank you for making my little girl strive and grow with confidence. I cant thank you enough for nurturing my little girl, keeping her happy, healthy and safe.”



## Working Together as Partners

It is important that we work together as partners and our Dojo messaging system supports this. Nursery and reception staff are available at the beginning and end of each day to speak too or you can arrange a convenient meeting time.

We also have meetings throughout the year to discuss your child's progress. You can keep up to date via our school and class Dojo pages, our website, Facebook page and Instagram. [www.st-andrews-pri.durham.sch](http://www.st-andrews-pri.durham.sch).

Our stay and play sessions throughout the year are very popular, children enjoy welcoming their parents/carers into nursery and reception. It is a good way for you to see what your child is engaged in on a daily basis and children enjoy showing off both their work and their classroom.

Each week our children take part in lots of fantastic activities which all contribute to their learning. We engage in cooking every week and would kindly ask for a 50p donation towards the cost of ingredients.



“Extremely happy with how our son has settled into school life at St.Andrews. Dad loved stay and play as it allowed him first-hand to see what our son enjoys to learn and play in the classroom.”

“The school have helped my child feel so welcome. Usually she is pretty shy. Since starting school she has come out of herself and is like a different child.”

“My son has shown a huge improvement with his speech and I can't thank his teachers enough.”

“My daughter has really enjoyed her year in reception. Her progress with her writing, counting and maths has been amazing to see.”

## Uniform

Children look very smart in our school uniform of:

Blue sweat shirt or cardigan, white polo or t shirt and black or grey trousers, skirt or blue checked dress and black shoes. For PE children wear a yellow t shirt or polo shirt, black joggers or leggings and black trainers without logos.

Appropriate outdoor clothing e.g. coat, scarf, hat, gloves, sun cream and sun hat.

Wellington boots are to be left at school, if possible. School provide children with wetsuits.

Wipes, nappies, nappy bags should also be provided if needed for your child.

School uniform can be ordered from Cre8tive in Bishop Auckland. They also offer an embroidery service to add your child's initials to some of their clothing for a small charge. Please ensure that all of your child's possession are clearly labelled with their name.

<https://cre8iveschoolwear.co.uk/product-category/st-andrews-primary-school/>



Childcare Price List 2022-2023	
Nursery school meal (11:30-12:30)*	Meal £2.89
Additional sessions for 3-4 year olds including school meal (11:30-3:15PM)*	£15.89
Additional sessions for 3-4 year olds including packed lunch (11:30-3:15PM)*	£13.00

*\*Times may change inline with DFE and DCC recommendations*

# I Did Nothing Today

Author unknown



When children come home at the end of the day,  
The question they're asked as they run out to play,  
Is "Tell me, what did you do today?"  
And the answer they give makes you sigh with dis-  
may.

"Nothing. I did nothing today!"

Perhaps "Nothing" means that I read a book,  
Or with a teacher I got to cook.

Maybe I painted a picture of blue,  
Or heard a story about a mouse that flew.

Maybe I helped make a mud pie,  
Or lay on the grass and looked at the sky.

Maybe today was the very first time,  
That my scissors followed a very straight line.


Maybe I sang a song right to the end,  
Or worked with a special new friend.

When you are little your heart has wings,  
And 'nothing' can mean so many exciting things.




PLAY GIVES  
CHILDREN  
A CHANCE  
TO PRACTICE WHAT  
THEY ARE  
LEARNING.  
-MR. ROGERS

“ I cannot begin to put into words the gratitude I feel and the level of respect I have for the Reception and Early Years staff! To say they have gone above and beyond would be an understatement. I think, like all parents, I was worried about choosing a primary school - understanding that the decision would impact my child's education and life forever. I can safely say that I could not be happier with my decision to send him to St.Andrews. The level of care, thought and love given on a daily basis is wonderful. Levi has loved learning about rules and routine, and discovering other cultures alongside core British values. I love how the learning is connected through Geography which has inspired Levi in his own learning journey of landmarks and monuments. The impact of this year is priceless but at home he teaches me phonics and told me all about Jesus; reinforcing the wider impact of his learning. Thank you for the moments we were able to come into school. I love being able to share a small part of his experience. You have helped me shape a child who loves school and loves to learn. I could not ask for more! Thanks eternally !”




# Dirt on my Shirt



There's dirt on my shirt  
And leaves in my hair.  
There's mud on my boot  
But I don't really care!

Playing outside is so much fun  
To breathe clean air  
And feel the warm sun.



To stomp in a puddle  
Or climb a big tree.  
Makes me quite happy  
Just look and you'll see!

