

WELCOME TO PRE-SCHOOL FOUNDATION AND TRANSITION

General Information

As your child starts the educational journey at Highfield Pre-School we aim to encourage a love of learning that will stay with the children throughout the school career and beyond. This booklet will provide you with information to help you and your child settle in to school life.

Part of life in Pre-School is learning independent skills which will help at home and school. If these skills are practised at home and school they will help the children to be independent learners.

- Putting their coat on
- Using utensils when eating a meal.
- Take care of personal hygiene in an age appropriate way
- Tidy toys and belongings away.
- Taking care of toys and belongings

	7.30am	8.45am	9.00am	9.05am – 12.00 noon Activities and Curriculum Time	12 noon	1.00pm – 4.00pm Activities and Curriculum Time	4.00pm	4.00pm - 6.00pm
Monday	Before School Care	Flexible drop off time	Registration Time	Transition - French	LUNCHTIME		End of the School Day Parents may pick up from 3.45pm, especially if they have an older sibling to collect from the Prep School	After School Club
Tuesday								
Wednesday				Transition - PE				
Thursday				Foundation and Transition - Music		Transition – Mini Music Makers		
Friday				Foundation and Transition - Baking				

Daily Routines

The children work and play in their Foundation and Transition groups. Foundation is for our 2 and 3 year olds and Transition is our Pre-School year for 3 and 4 year olds. All the children in Transition will be 4 during the academic year, they start school in the September following their 4th birthday.

During each session the children share a gathering time – Circle Time – with their friends. This is led by a member of the Foundation or Transition team. This activity gives the children an opportunity to share news with their friends, be introduced to a new skill and learn to take turns. In Transition the focus in Circle Time will often take the form of a Literacy or Mathematical activity.

During the course of the morning the children have the opportunity to take part in a variety of adult led activities as well as exploring various resources in their own child initiated play.

Every child in Pre-School has a Key Person on the staff team who looks after their needs and learning. However all staff in Foundation and Transition are involved in the planning and delivery of the curriculum for all the children.

We aim to spend a large part of the day enjoying our beautiful outdoor environment. The learning continues with practical investigation and exploration. The children can play and create in the Mud Kitchens, climb on the tyres and mark make on the playground areas.

Curriculum Information

Early Years Foundation Stage Curriculum

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Highfield Prep School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement and a learning environment which promotes independence and self-motivation to encourage children to develop a positive attitude to learning. We observe and monitor all children and adapt our planning to ensure that the individual needs of all children are met.

Positive Relationships

At Highfield Prep School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.



We recognise that parents are the children's first and most enduring educators and we highly value the contribution that you make. We recognise the role that parents have played, and their future role, in educating the children.

The Pre-School team and your child's Key Person promote this by:

- talking to parents about their child at drop off and pick up
- offering parents regular opportunities to talk about their child's progress and allowing access to their children's Learning Journey
- encouraging parents to talk to their child's teachers about any concerns
- arranging a range of activities throughout the year which encourage collaboration between school and parents, for example; fund raising days, chapel services, Nativity and Sports Day to name but a few
- two formal meetings per year when the teacher and parent discuss the child's progress and development

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Highfield Prep School the class teacher is the key person for all children within the class and, with the support of the classroom assistants, helps the child to become familiar with other children and be confident in the new environment.

Enabling Environments

At Highfield Prep School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences. We plan together on a weekly basis to ensure the environment and learning tasks meet the needs of the children.

- We provide a balance of adult-led and child-initiated activities, both inside and out, and we ensure that each child works in a learning environment which best suits their learning style.
- We encourage the children to express themselves through art, music, dance, role play and imaginative play in a range of contexts.
- We allow the children time to explore; experiment and refine ideas.
- We help children to develop confidence in their own ideas and abilities.

Learning and Development

Observation, Assessment and Planning

All planning begins by observing children in order to understand their current interests, developmental stage and learning. The plans are used and implemented by the class teachers and class assistants, who develop a good understanding of the children.

Areas of Learning

The **EYFS** (Early Years Foundation Stage) is made up of seven areas of learning.

The **Prime Areas** are fundamental, work together, and move through to support development in all other areas.

- **Personal, Social and Emotional Development**
- **Communication and Language**

- **Physical Development**

The **Specific Areas** include essential skills and knowledge for children to participate successfully in society.

- **Literacy**
- **Mathematics**
- **Knowledge and Understanding of the World**
- **Expressive Arts and Design**

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals that define the expectations for most children to reach by the end of the Reception Year.

These goals are used in conjunction with your children's interests and their current developmental stage to inform our planning. We recognise that some children might be working beyond their goals and we seek to incorporate Key Stage 1 National Curriculum work within the Reception year if this is the case.



FRENCH

Aims:

- To ignite and foster an interest in learning other languages.

Mme Selwood delivers a weekly lesson, introducing the children key words in French. The children explore colours, weather, days of the week and simple salutations through songs and games



PE

Aims:

- To develop good control and co-ordination, moving confidently and safely negotiating space.



Transition children have a PE lesson each week with a member of the Highfield PE staff – Mr Daniel Atkinson. Physical Development skills are taught and the children are introduced to the beginnings of ball games and other sports. Sports Day is a highlight of the pre-School calendar where the children in Foundation and Transition take part in a variety of races. They all enjoy being cheered on by their family and friends

SWIMMING

Aims:

- To develop water confidence

Transition children have the opportunity to swim on a Wednesday afternoon. On a three weekly rotation the children go to our school pool and develop their water confidence skills. Staff from Pre-School accompany the children and the lessons are led by our swimming teacher Mrs Liz Turner.



MUSIC and SINGING

Aims:

- To use their voices expressively and creatively by singing songs and speaking chants and rhymes
- To play tuned and un-tuned instruments musically
- To listen with concentration and understanding to a range of live and recorded music
- To experiment with, create, select and combine sounds using elements of music (pitch, rhythm, dynamics etc).

Music is a unique way of communicating that can inspire and motivate pupils. It is a universal language that embodies one of the highest forms of creativity. We provide opportunities for all pupils to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. Music should engage and inspire pupils to develop a love of music, and so increase their self-confidence, creativity and sense of achievement. We encourage **all** pupils to take part in practical music making, developing their self-confidence, self-discipline, responsibility and ability to co-operate with others. Singing is an integral part of Highfield and underpins many events, helping children to feel part of the community.



DRAMA

Transition children have a weekly Drama lesson - Mini Music Makers - alongside the children in Reception. Mrs Gray and Mrs Fearn lead a variety of practical activities. The children will be involved in Harvest celebrations, an Easter bonnet parade and a Christmas Nativity play.

Whilst most of the work in class is based on creative play the children are developing communication and performance skills. Clear, well-articulated speech is encouraged as is the importance of listening. Movement and vocal and facial expression is introduced into all activities.



Chapel

We are a Christian Foundation and the children in Transition attend chapel for important occasions and festivals including Harvest, Remembrance Day, Christmas and Easter.



BRITISH VALUES

Preparing our children for life in Modern Britain

- Individual Liberty
- Rule of Law
- Democracy
- Mutual Respect and the Tolerance of those with different Faiths and Beliefs

At Highfield we have the responsibility to prepare the children for life in modern Britain.



We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school in an age appropriate way.

All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular our PSHE and RE lessons provide excellent opportunities to deepen and develop the children's understanding as well as helping them to embrace difference and change within Britain today.

Additional Information

Learning Journeys

These blue folders show the 'Learning Journey' of your child throughout their time in Foundation and Transition. These documents build a picture of what is happening in Pre-School. Through a variety of observations, photographs and work it shows the learning, exploration and fun that goes on in Pre-School each day and the education journey your child is taking.

