

Welcome
to
Stanford in the Vale
Primary School



May 2023

Introductions

- Headteacher: Mrs Amanda Willis
- Chair of Governors: Mrs Claire Lewis
- Foundation Governor: Mrs Amanda Bellerby
- Assistant Head/Class Teacher (4 days): Mrs Rachel Cook
- Teaching Assistant: Mrs Sarah Woodyer-Ward



Sunflower Class

- The Foundation Stage
- Final stage of Early Years curriculum
- Continuation from pre-school





Areas of Learning

The new Foundation Stage Curriculum is due to commence in September 2021

PRIME AREAS

1. Communication and Language
2. Personal, Social and Emotional Development
3. Physical Development



These are crucial for developing children's curiosity and enthusiasm for learning.



Then there are 4 SPECIFIC AREAS

4. Literacy;

5. Mathematics;

6. Understanding the World;

7. Expressive Arts and Design.



Managing Self:

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.

Personal, Social and Emotional Development**Self-regulation:**

Understanding of own and others' feelings, and able to regulate their behavior 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, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.

Building Relationships:

Work and play cooperatively and take turns with others.

Form positive attachments with adults and friendships with peers

Show sensitivity to their own and others' needs

Listening, Attention and Understanding

Listen attentively and respond appropriately to what they hear with relevant questions, comments and actions during whole class and small group discussions. Comment on and ask questions about what they heard to clarify understanding.

Hold conversation when engaged in back and forth exchanges with teachers/peers.

Communication & Language**Speaking:**

Participate in small group, class, and 1:1 discussions, offering their own ideas, using recently introduced vocab.
Offer explanations for why things might happen making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Express ideas and feelings about their experiences using full sentences, including use of tenses and conjunctions. With support from their teacher.

Physical Development**Fine Motor:**

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools i.e. scissors, paintbrushes, cutlery.

Begin to show accuracy and care when drawing.

Gross Motor:

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...

Literacy**Word Reading**

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

Comprehension:

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

Maths**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 and 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.

Number:

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

Understanding the world**Past and Present:**

Talk about lives of 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 and make observations of the natural world. Similarities and difference in the natural world. Understand important process and changes, including seasons and changing states of matter.

People, Culture and Community:

Describe their immediate environment using knowledge from observation, 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, pattern, texture, form, and function. Share creations, explaining the processes they have used.

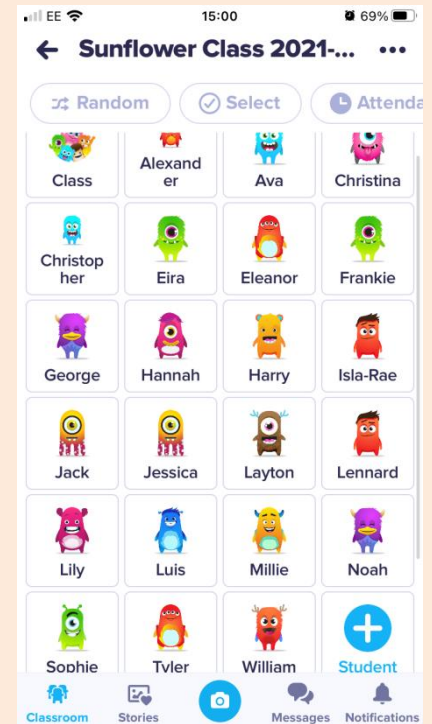
Make use of props and materials when role playing characters in narratives and stories.

Being imaginative and Expressive:

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.

Communication with Parents

Class Dojo





Starting School

All the children will start school
on a **part-time** basis.

Week 1 – 8.45-12.00 (mornings only)

Week 2 – 8.45-1.00 (morning and lunch)

Week 3 onwards – 8.45-3.15 (full time)





A Typical Day in our Sunflower Class...

8.45 - Welcome and Register

8.50 – Focused Carpet time

9.10 – Adult/Child initiated activities





10.20 – Snack and Key Person Time

10.35 – Focussed Carpet Time



11.00 – Adult/Child initiated activities

11.55 - Lunch



1.00 – Focused Carpet time

1.25 – Adult/Child initiated activities



2.30 – Tidy up

2.40/2.45 – Collective Worship

3.15 – Home time





The School Year

- 6 Topics – 1 per half term
- 3 Sharing assemblies
- 3 Class collective worships
- Services at the church – Harvest, Carol, Mother's Day, Easter, Father's Day
- Themed weeks and days
- Open morning/evening
- Christmas play
- Stanford's Got Talent
- School Discos





Forest School





School Dinners

Your School Lunch

AVAILABLE DAILY - natural yogurt with toppings, chopped fresh fruit, fresh bread, salad bar and lots of fresh water!

Week One – 22nd April, 13th May, 10th June, 1st July, 22nd July, 2nd September, 23rd September, 14th October

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Meat Feast Pizza	Chicken and Tomato Pasta	Roast British Pork with Apple Sauce	British Beef Burger with Onions	Fish Fingers
Garlicky Cheese & Tomato Pizza (v)	Cheese Pin Wheel (v)	Quorn Roast (v)	Veggie Hotdog with Onions (v)	Summer Quiche (v)
Jacket Potato with Tuna	BLT Bap	Pasta Pot with Tuna & Sweetcorn	Stuffed Jacket Potato Skins (v)	Creamed Cheese, Ham and Cucumber Wrap
Sweetcorn & Garden Peas	Summer Vegetable Medley	Roast Potatoes, Yorkshire Pudding, Cauliflower, Carrots & Gravy	Crunchy Coleslaw & Sweetcorn	Chips or Pasta
Melting Moment with Orange Wedges	Banana Toffee Cake	Flapjack with Sultana Pot	Chocolate Mandarin Brownie	Garden Peas or Baked Beans
				Frozen Fruit Yoghurt



Dinners must be booked via Parentmail on the Thursday of the previous week using the online booking system.

Packed Lunches

If your child does not want to eat school dinners then you can send your child in with a packed lunch.

Packed lunches should be healthy.

We recommend that packed lunches should include:

- One portion of fruit or vegetable eg. cucumber, tomatoes, apple, raisins...
- - A portion of dairy food eg. yoghurt, cheese, milk.....
- - A portion of starchy food eg. bread, wrap, pasta, rice, COUSCOUS....
- - A portion of meat, fish, eggs or beans eg. ham, chicken, egg, chickpeas.....
- - A drink eg. water, no added sugar squash....

Nuts, chocolate and sweets are not permitted in school lunch boxes.



Breakfast and After School Club



Breakfast Club

Monday-Friday – 8.00-8.45

After School Club

Monday-Thursday – 3.15-5.30

Uniform

Girls



Winter

- Black/grey pinafore, skirt, culottes, trousers
- White/red polo shirt
- Red school sweatshirt/Cardigan
- Sensible black shoes

Summer

- Red and white checked dress, black/grey pinafore, skirt, culottes, tailored shorts, trousers
- White/red polo shirt
- Red school sweatshirt/Cardigan
- Sensible black shoes/sandals

Boys



Winter

- Black/grey trousers
- White/red polo shirt
- Red school sweatshirt
- Sensible black shoes

Summer

- Black/grey tailored school shorts, black/grey trousers
- White/red polo shirt
- Red school sweatshirt
- Sensible black shoes/sandals

Please name all items with a permanent pen.

Other things you need:

PE Kit

- Black shorts
- Team colour t-shirt (red/yellow/green/blue)
- Trainers (summer) and black tracksuits (winter) for outside use

Hoodies are not allowed as part of school PE kit.

In hot weather:

- Hat
- SunCream

In wet weather:

- Waterproof Jacket

Book bag

Wellies

Getting dirty

A dirty uniform shows what the children have been learning.

This splodge is part of my lunch. I am trying so hard to use a knife and fork correctly.

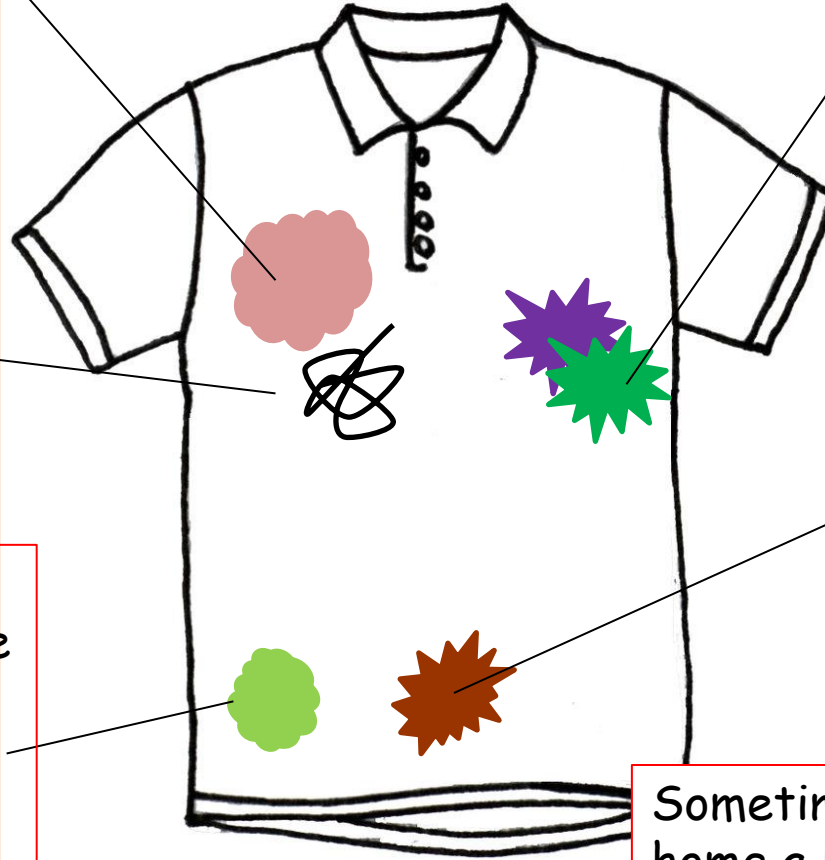
This black mark was made with a pen. I am trying to develop my writing and drawing skills.

This grass stain shows that I have been using the outdoor area to develop my physical skills.

Painting helps me to develop my creativity. Sometimes I accidentally get paint on my shirt as I work.

The mud kitchen is very messy but it helps me develop my imagination and use of descriptive language.

Sometimes my uniform comes home a little wet. I learn huge amounts of science and maths in the water trays.



Getting ready for school

