



CHESTER DIOCESE

St. Berteline's
Church of England Primary School



'A love of life - a love of learning'

Two Sculptors

I dreamed I saw a studio
And watched two sculptors there.
The clay they used was a child's mind
And they fashioned it with care.

One was a teacher - the tools he used
Were books, music, and art.
The other; a parent, worked with a guiding hand,
And a gentle, loving heart.

Day after day, the teacher toiled with a touch
That was careful, deft, and sure,
While the parent labored 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 molded into the child
Could neither be sold or bought.

And each agreed they would have failed
If either had worked alone.
For behind the parent stood the school
And behind the teacher, the home.



Meet the Team



Sheridan Moss
Headteacher



Andy O'Neill
Deputy Headteacher



Katie Davidson
EYFS Lead



Liz Tudor
SENDCo



Heather Sinclair



Gill Read



Zena Boulton

Welcome to the Early Years at St. Bert's



What is Early Years?

- **The Early Years Foundation Stage (EYFS)** covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.
- All schools and Ofsted registered early years providers in England must Follow the EYFS.



EYFS Curriculum

The curriculum in Reception is play based and is designed to meet the needs of young children through activities that are practical and experiential.

The type of provision offered in our Reception classes is very similar to the provision offered in nursery, although it differs in structure and formality as children progress through the year.

Children will be given opportunities to work under teacher direction in focused groups and also independently.

Children will learn both indoors and outdoors everyday.

In the EYFS are the **Seven Areas of Learning**.

Prime areas of learning:

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

Specific areas of learning:

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



At the end of the EYFS, there are **17 Early Learning Goals** that children are expected to achieve.

Communication and Language
Listening, Attention and Understanding
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.

Understanding the World
Past and Present
<ul style="list-style-type: none"> 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.
People, Culture and Communities
<ul style="list-style-type: none"> 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.
The Natural World
<ul style="list-style-type: none"> 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 seasons and changing states of matter.

Personal, Social and Emotional Development
Self-Regulation
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.

Expressive Arts and Design
Creating with Materials
<ul style="list-style-type: none"> 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 Imaginative and Expressive
<ul style="list-style-type: none"> 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.

Mathematics
Number
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.

Physical Development
Gross Motor Skills
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Literacy
Comprehension
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.
Writing
<ul style="list-style-type: none"> 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.

What does EYFS
look like at St
Bert's?



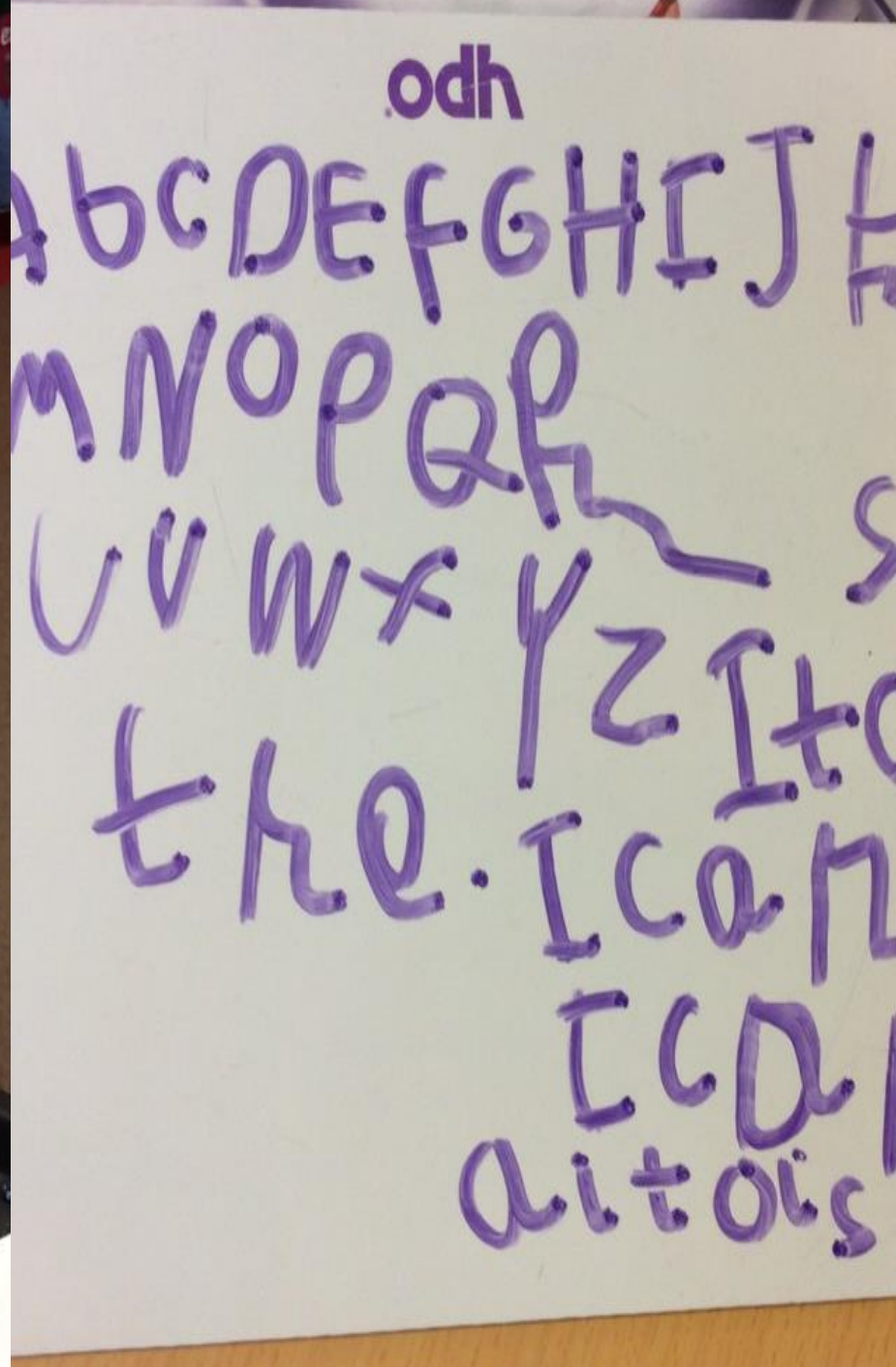
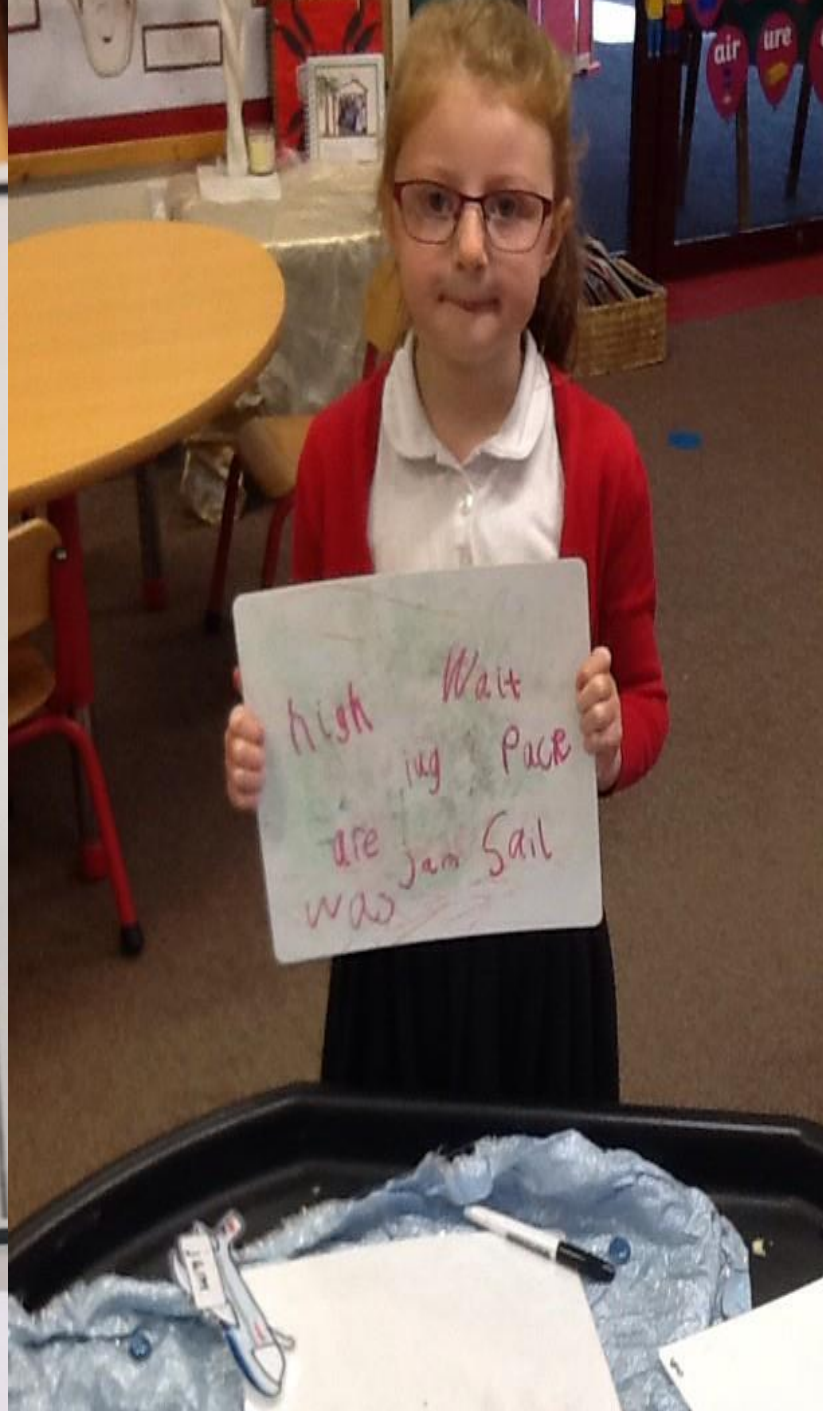
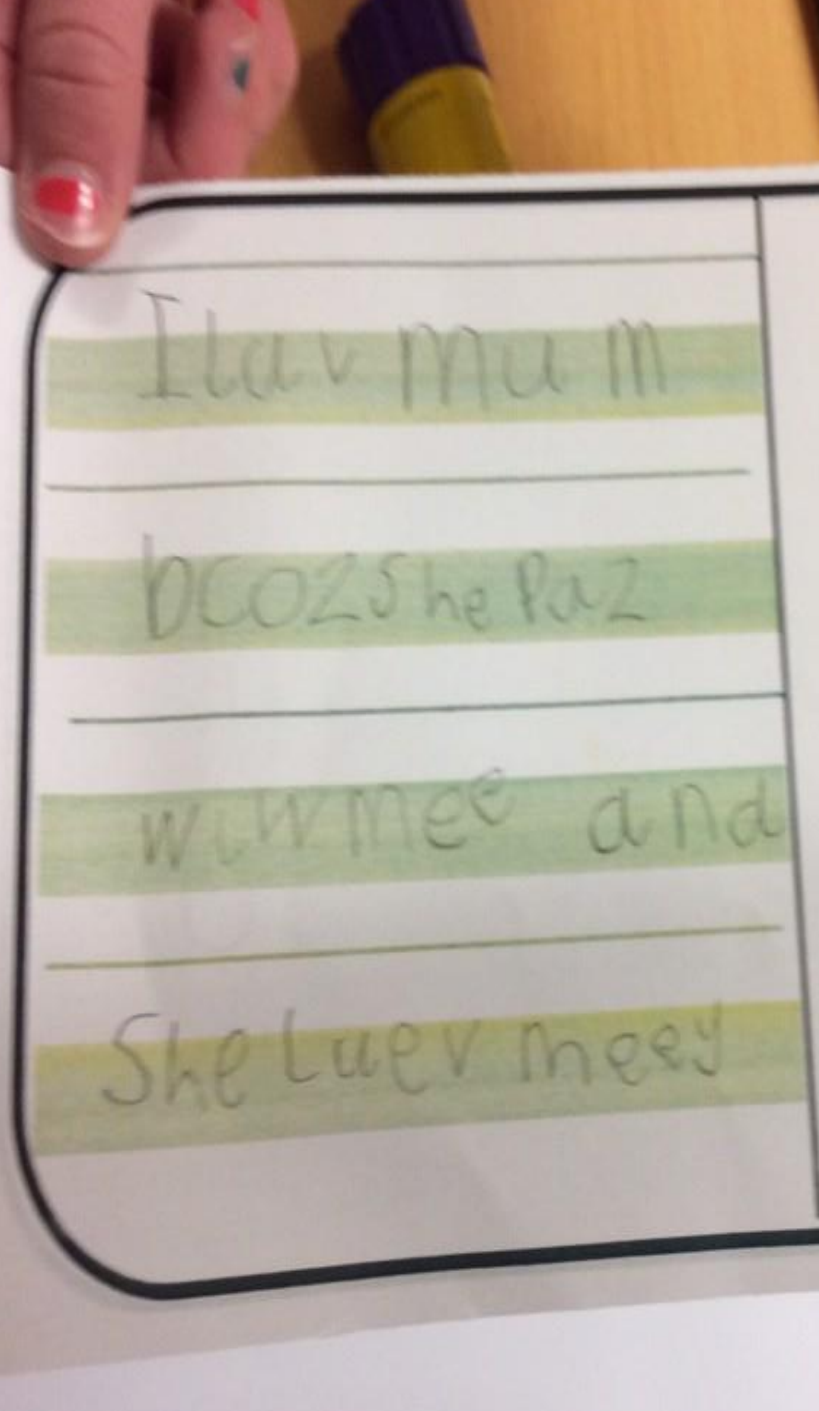














Working Together

Support from parents is essential and therefore we hope that you will play a full part in their child's education. There will be many meetings for parents at school, sometimes to discuss the work and progress of your child and sometimes to explain teaching methods used in school. These meetings are mostly informative for you to learn about what goes on in school.

We can then work together for the good of your children. We see relationships between teachers and parents and between teachers and children as the very hub of our school life.



The Road To School

This tracker helps you and your child prepare for school.



Remember - learning is not a competition; children learn at different rates. For more ideas to help prepare your child for school, talk to your childcare practitioner.



Transition

We aim to make the transition to 'big school' as seamless as possible for the children... and their adults!

With this in mind we are;

- Arranging to visit your child in their current setting.
- Inviting your child into school for 2 sessions in July.
- Visiting your child at home to give them a little gift before they start and to allow adults to ask any questions they may have.

These dates can be found in your welcome pack.

Date	Activity
04/07/23	Children to visit school AM or PM session <i>Please see letter in your transition pack</i>
11/07/23	Children to visit school AM or PM session <i>Please see letter in your transition pack</i>
05/09/23	Home visits <i>Please see letter in your transition pack</i>
06/09/23	Home visits <i>Please see letter in your transition pack</i>
07/09/23	Children to start full time
20/09/23	Phonics and reading meeting for parents. In the reception classroom 6.00pm
29/09/23	Phonics stay and play 9am- 10am
06/10/23	Reading stay and play 9am- 10am
13/10/23	Phonics stay and play 9am- 10am
20/10/23	Reading stay and play 9am- 10am
27/10/23	Stay and play 9am- 10am

The School Day

- The children will start school full time on Thursday 7th September.
- The children come into school from 8.50am through the Weather Room shutters. We will be there to greet them.
- The morning session runs until 12 o'clock at which time the children have their lunch.
- The afternoon session begins at 1pm and finishes at 3.20pm for all children. Children leave through the Weather Room.

School dinners

St Berteline's C of E Primary School



Healthy Eating Guide



Break Time Snacks
Drinks
Lunchtime Meals
Ideas for lunch boxes

Playtime

- Children go out to play with the rest of the school.
- Free fruit is provided for the children to have as a snack.
- You can provide your own snack but it must be fruit or a healthy snack.



Uniform

- Grey trousers/shorts/skirt/pinafore
- White shirt/polo shirt
- Black shoes (not trainers)
- Grey or red sweater/sweatshirt/cardigan
- Red or grey tights/knee length white/grey socks
- Red and white summer dress

Please ensure all uniform has your child's name in it.



P.E. Kit

- School T shirt/
white T shirt
- White shorts
- Pumps
- Pump Bag

Outdoor Play

In reception we do not let the weather stop our play. However, it is no fun playing out when you are cold and wet! For this reason, we ask if you could provide your child with a **waterproof puddle suit** and a pair of **wellies**. Please make sure that your child knows what theirs looks like. You can decorate them with something recognisable to them to help with their independence.



Absences



- If your child is unable to attend school due to illness or any other reason, please let school know as soon as possible on the first day of absence.
- The fullest co-operation is extended to parents regarding time off for children who attend dental and other clinical appointments. Please aim to keep these absences to a minimum as they break the flow of a child's education.
- If your child has to leave school during the day please ensure that the child is personally collected from school. Children cannot be released during the day unless they are accompanied by an adult.



Medication

- Please note that we can only give medicine to children if it has been prescribed by a doctor. If you require us to give medicine, you must take it to the school office and will be asked to fill in a permission form. Medicines are kept in a locked cupboard at all times.
- For children with regular medication e.g Inhalers. A copy of the medication form has been provided in your welcome pack. Please fill this in and return to school with their medication. This will be kept in school.
- If your child has an accident, or is ill in school, we will contact you. It is important to keep your contact details up to date.

School Holiday Dates

- A copy of the school holiday dates is in your welcome pack.
- You can find them on the school website at www.stbertelines.org.uk.
- Please avoid taking time off in term time. If you need to take extra term-time holidays, please see the Headteacher **before** booking. Only in exceptional circumstances will permission for absence be authorised.

Getting ready for school

Below are a few things that you can do before your child begins school that will help them to settle in and feel comfortable.

- Clearly label all items of clothing – including coats, hats, gloves and shoes, lunch boxes and book bags. Also, please check from time to time that the labels are still in place and clear.
- Encourage your child to be responsible for putting away their own things. They will be encouraged in school to put book bags, books, lunch boxes, water bottles, coats and jumpers in their correct places from the beginning of the school year.
- Allow your child to practice dressing and undressing, including using fasteners that they find difficult.



- Encourage your child to be as independent as possible. We are happy to support your child with dressing and undressing when necessary, but do encourage them to have a go.
- Encourage your child to feed him/herself and use a knife and fork independently. Praise your child for showing good table manners.
- Reinforce independent toileting and also hand washing and drying.
- ☐ Encourage your child to listen carefully at appropriate times and follow simple instructions.
- Support your child to take turns when sharing games and activities.
- Encourage a sense of responsibility by asking your child to clear away their toys independently.

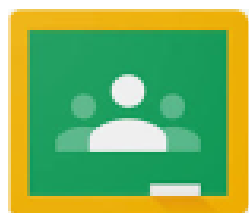


Talking about school

We aim to make the move into our school as happy as possible. You can help us by... ?

- Encouraging them to look forward to school and feel excited about their new experience.
- Being positive, as this will help them to feel positive too. ?
- Saying goodbye and explaining clearly that you will be coming back to get them later. Please remember, if your child cries when you leave, a staff team member will be there to support and reassure your child. We find that children generally calm down and become involved in what is going on in the classroom within 5 – 10 minutes. We appreciate that this can be upsetting, but do not worry as we will work together to support your child through this period of transition. ?
- When you pick up your child, ask them about their day and what they have been doing.
- ?Praise and reward them for settling well.

Google Classroom



Homework and Class specific announcements. App based, contact school office for any login challenges

Email



Sharing non-urgent information with class teacher.
Contacting school office with questions / queries
Responses maybe delayed.

Facebook

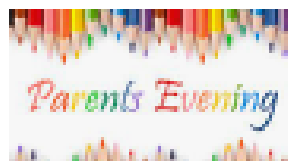
facebook

Newsletters
Dates for Diaries
Gentle Reminders

Tapestry



Online learning journal, specific for EYFS.
Reception children only.
Tracks learning & class specific communication

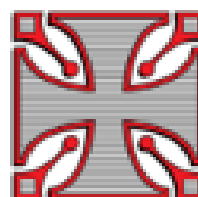


Discuss progress
Raise concerns
Celebrate achievements
Understand learning objectives

Telephone



Reporting absence
Contacting class teacher
Contacting School Office / Head Teacher



Communication @St Bert's



Google Forms

We want to hear from you!
Any Feedback, ideas, Suggestions,
Praise, Recognition
Once a term we will be sending out a Google Form Questionnaire

Newsletter

St Bertelina's Church of England (Aided) Primary School
Norton Lane, Norton, Runcorn WA7 6QN
Tel. 01928 719847

St Bert's News

Website www.stbertsnews.org.uk
Facebook <https://m.facebook.com/people/St-Bertelinas-C-of-E-Primary-School-Runcorn/100085421851238/>

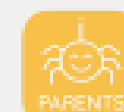
All school news, community news, dates for diaries, weekly activities general reminders, thoughts & prayers

End of the school day, direct dialogue with class teacher



Raising individual concerns
Sharing immediate information

School Spider/Website



Reporting Absence
School Information
Dates for diary
Booking Parents Evening