

A high-angle photograph of two young children, likely of primary school age, sitting on a vibrant, patterned rug. They are both wearing red school sweaters with white collars. The child on the left is holding an open book with colorful illustrations, while the child on the right is also looking at a book. In the background, a wooden table, a blue plastic chair, and a large stuffed animal are visible. The floor is covered with a grey carpet, and the rug they are sitting on has a green base with yellow polka dots and a blue section with yellow 'X' patterns.

Welcome to St Day and Carharrack School

Headteacher and Safeguarding Lead: Susannah Storey

Deputy Headteacher and Special Educational Needs (SENCO) : Laura Vallance

Chair of Governors: Sally Miners

Welcome to St Day and Carharrack

Self-belief, **D**etermination and **C**ourage

Through building positive relationships we strive to ensure that all children in our care leave school with the knowledge, skills and character traits that make them happy, life-long learners.

We want our children to dream 'big' and know that they can fulfil their individual desires through **self-belief, determination** and **courage**. Through a challenging, exciting curriculum we will be empowering everyone to strive for excellence in all they do -to be the best they can be.

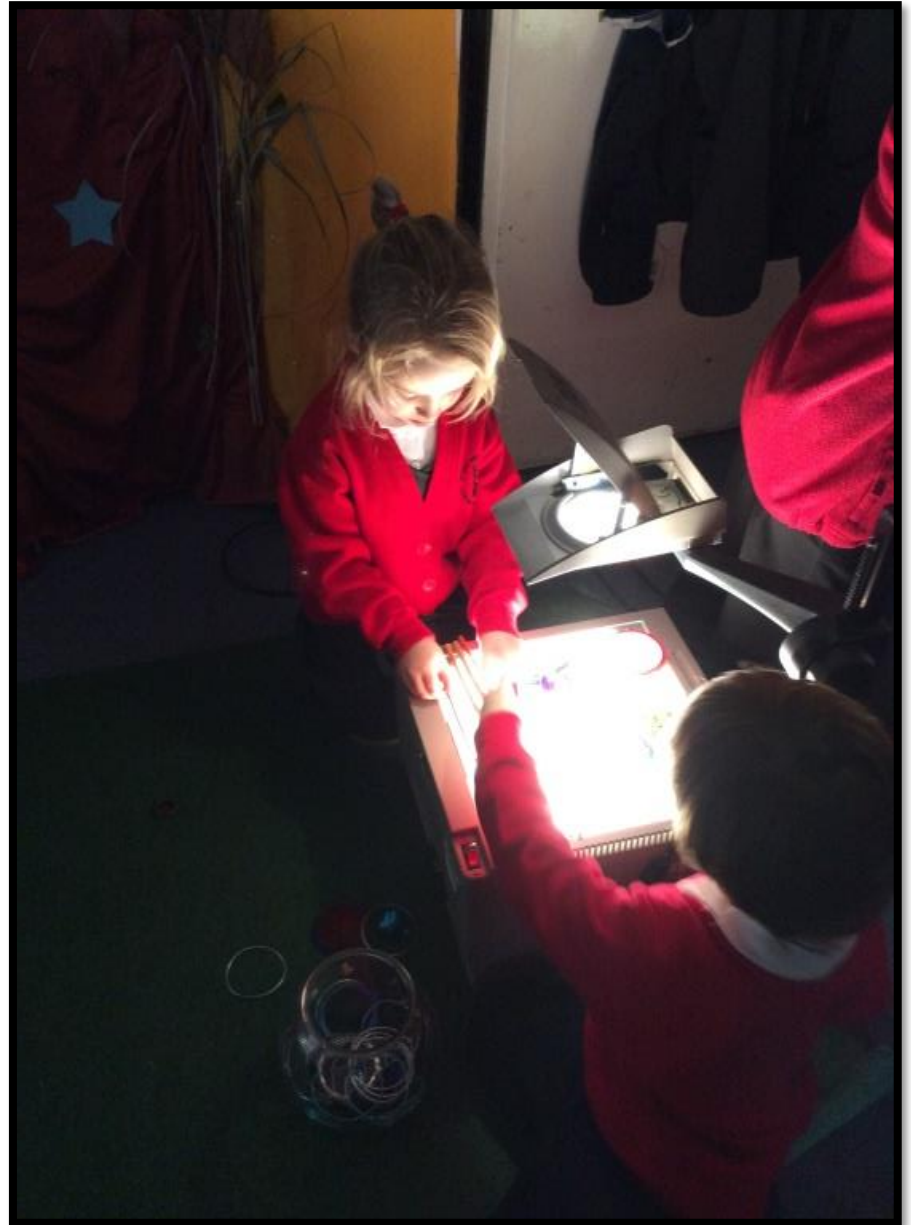
We look forward to welcoming you all to our friendly school community.

Opal Class (EYFS)

Early Years Foundation Stage

Teacher

Miss Verity Rogers



Arrival and home times

- The doors open at 8.45. Children are expected to be in school promptly by 8.55am ready for the morning register. If you are late, please report to the school office.
- School finishes at 3.10pm and children must be collected outside the atrium from 3.00pm. Please inform staff, in advance, if any person other than yourself is to collect your child.



Uniform

- Red jumper/grey skirts/trousers/shorts
- Uniforms/book bags, including red fleeces may be ordered from Mrs Uren (School Secretary)
- Please label everything –including shoes and PE kits
- Please feel free to bring in a spare change of clothes in case children get wet or messy!
- Spare wellie boots are available - children may bring their own if they prefer.

Snack and meal times



Meal times

- Snack every morning/afternoon when required
- Fruit and milk including extra options e.g. crackers/sandwich/dips/cheese and spreads
- We ask for a donation £3.00 every term
- Please ensure that children know if they are having either a **school dinner or a packed lunch**. Children are asked to place their name in the sorting box first thing in the morning according to what they are having. We would like to encourage them to be as independent as possible.
- Please let us know if there are any dietary requirements.



Additional information – this will be revised in line with future government guidance and we will clarify dates in the near future.

Fun Zone and
Breakfast club

Medical Needs

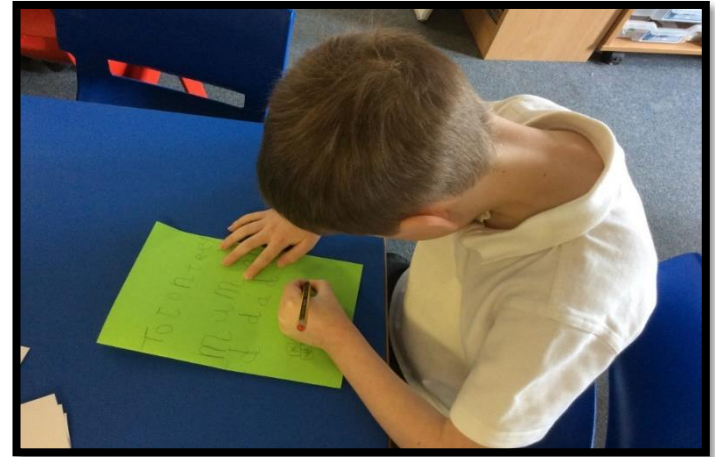
Transition sessions and
home visits

Half days to start for
first week



EYFS Reading and Homework

- Reading together for pleasure is the most important thing you can do with your child - every day. We have a large selection of books and encourage all children to choose a book to take home for you to read together.
- All children will be sent home with picture books in the beginning of the Autumn term. These are sent home each week in their red reading bags along with their reading diaries. Please ensure that children bring these to school every day and that they are placed in the basket first thing in the morning. The purpose of the picture book is to encourage speech and language and begin to make up stories of their own. Children love to make up their own stories which will encourage them to use a wide range of vocabulary. Children also become familiar with how stories are structured e.g. beginning, middle and end of stories. We aim to change the reading books twice a week however if you would like a new book please ask first thing in the morning on arrival.



Help your child with **reading**

I spy

Play 'I Spy' games.
Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Create

Use reading to inspire drawings or new stories.

Be seen

Make sure you are seen reading. Keep books and magazines at easy reach.

Get out

Go to your public library regularly. Find the books you loved as a kid to read together.

Go online

Look online & in app stores for appropriate word & spelling games.

Make space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...
anything that is close to hand!

EYFS Homework

- Homework books will be sent home for the children to practise their letter sounds and letter formation. The scheme we use in school to teach children to read and write is called: Read, Write, Inc.
- We will send home special words to learn. It is important that the children learn these to recognise the words in the books we send home. The words are otherwise known as 'tricky' words or 'high frequency' words or 'red' words. These words cannot be sounded out e.g. 'the' needs to be learnt by sight.
- Reading every day!

The More
that you read,
the More things
you will know.
The More that you
Learn,
the More places you'll go.



Being 'School Ready' – the end of the EYFS

The EYFS defines School Readiness as '*the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.*' (Statutory Framework for the EYFS 2014). This is also known as a 'Good Level of Development' - a GLD'

It's the role of the EYFS team, the wider school community and families to jointly ensure this happens via a creative, inspiring and child-centred curriculum with targeted support where needed.

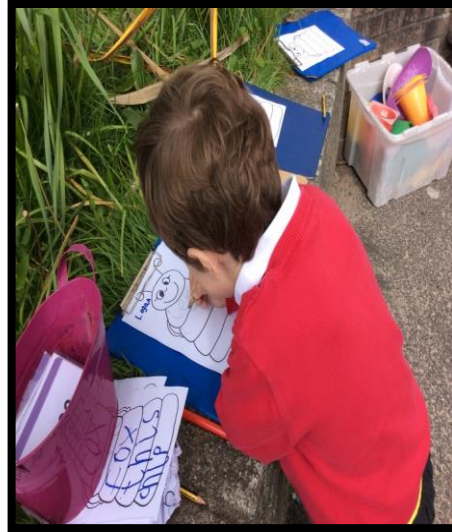
It starts here! You can practise the following:

- Talking about school – ask questions
- A morning routine and start a bedtime routine
- Independent toileting (and hand washing)
- Managing a tray, cutlery and drink – can they open packets/containers at lunch time?
- Getting dressed into school uniform and changing into PE kit
- Good habits – tidying up after themselves
- Knowing which equipment belongs to them – coat/bag/shoes/drinks bottle etc.

Some ideas to help at home: linked to the curriculum

Physical Development

- Encourage your child to handle small and large equipment.
- Allow your child to use scissors and develop their skills.
- Allow your child to run, hop, skip, jump and find different ways of travelling.
- Play games such as follow the leader and change actions to develop motor skills and coordination.
- Discuss changes to their bodies after exercise; heart beating faster, feeling hot etc.



Mathematical Development

- Practice counting groups of objects in pictures and stories; pose questions such as how many altogether? Which number is one more?
- Count out loud with your child saying the names of numbers clearly.
- Show numbers to your child (perhaps on number cards).
- Sing songs or rhymes with numbers in them; 10 In The Bed, 5 Little Ducks, 10 Fat Sausages etc.
- Read stories with numbers in them, e.g. The Very Hungry Caterpillar.
- Use mathematical language; add, take away, number names.
- Count using fingers.
- Point to and say numbers around the house.
- Encourage children to identify shapes around them; do a circle spotting hunt, square spotting etc.
- Apply mathematics to real life; shape, money, amounts of objects etc.

Reading and Writing

- Allow your child to select books for themselves; ones that interest him/her. Picture books with repetitive and basic language such as those by Julia Donaldson.
- Encourage your child to 'read' what is happening in the pictures. Prompt them to tell you a sentence about what is happening.
- To increase vocabulary and identify sounds: play word games such as I spy and read to your child.
- Sing alphabet songs and talk about the names of the letter and the sounds that they make.
- Make shapes of letters out of play dough; write them in sand, write their own name in the air etc.
- Encourage your child to sing/say songs and rhymes and tell you their own stories.
- Ask your child about words that rhyme, e.g. house and mouse.
- Practice writing their own name and letters of the alphabet.



Creative Development

- Allow your child to listen to and sing songs and rhymes.
- Engage in role play with your child.
- Explore different media; paint, pencils, crayons.
- Using scissors and glue; encourage cutting and sticking activities.
- Dance to songs and make up actions to complement; e.g. Wheels on the Bus.



Knowledge and Understanding of the World

- Talk to your child about special times; birthdays, baptism and other key events in their lives and the lives of others they know.
- Encourage them to explore their surroundings; particularly in the outdoor area.
- Allow your child to observe animals and describe them.
- Allow them to use simple tools; such as a small hand trowel.
- Encourage them to feel different textured objects and describe; rough, smooth, soft



Personal, Social, Emotional Development

- Encourage your child to say please and thank you.
- Encourage your child to take his/her own coat on and off.
- When playing with your child, support them in sharing toys.
- Allow them to choose some toys themselves and reflect on opinions about these toys; e.g. this is my favourite doll/car because...
- Try to support your child in taking turns with others.
- Encourage your child to talk about their feelings.
- Talk about how to be a 'good friend'.

Special Educational Needs - SEN

If you know your child has a SEN or has been in receipt of any input or intervention from external professionals, such as the SALT (Speech and Language Therapist), please do make contact with Laura Vallance, our SENCO, if you'd like to discuss your child's provision prior to them joining us.

We are here, and very happy to help.

lvallance@st-day.cornwall.sch.uk



*We are all looking
forward to
meeting you!*

