

**WELCOME TO**  
**BROUGHTON FIELDS**  
**PRIMARY SCHOOL**

Broughton Fields



*Learning Together*

# WELCOME...





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# **VALUES BASED EDUCATION (VBE)**

- Holders of VBE Enhanced Quality Mark
- Values underpin everything we do
- 22 values rotating on a 2 year cycle
- Covered in assemblies, lessons, break & lunch times – all the time!
- Referred to constantly

*Our children may forget some of the subject content that we teach them but we believe they will leave Broughton Fields with the values that we instil and these will carry them through the turmoil of adolescence and into adulthood where, we hope, they will pass them on to their own children.*

**OUR VALUES  
CYCLE**

**2024-25**

**2025 - 26**

**September**

**Resilience**

**Determination**

**October**

**Friendship**

**Responsibility**

**November**

**Care**

**Empathy**

**December**

**Peace**

**Hope**

**January**

**Courage**

**Aspiration**

**February**

**Love**

**Gratitude**

**March**

**Cooperation**

**Respect**

**April**

**Positivity**

**Humility**

**May**

**Patience**

**Tolerance**

**June**

**Happiness**

**Honesty**

**July**

**Appreciation**

**Trust**



# Big Friends

Each child in Foundation will have a Year 6 buddy called their 'Big Friend'

- Added responsibility for our Year 6 children
- Additional support for transition – a familiar face at lunchtime
- This year our friends have joined us for our seasonal walks, for a tea party, for story times and trips to the library.
- Provides opportunities for writing and sharing of work.



# WHO IS IN THE TEAM?

- Mrs Walsh will be the Foundation Stage Manager and will teach in both classes.
- Mrs Bates will be the teacher in Caterpillar Class.
- Mrs Leadbeater will be the teacher in Chestnut Class.
- Miss Whitmee and Miss Eastaff, will be the Nursery Nurses, and Mrs Webb will be the Teaching Assistant working across both classes.



# Areas of Learning

## Early Years Foundation Stage Profile

### Prime Areas:

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

### Specific Areas:

- Literacy (Reading and Writing)
- Mathematics
- Understanding the World
- Expressive Art and Design

End of Year assessment against 17 Early Learning Goals, across these 7 areas.  
- assessed through observation



# LEARNING THROUGH PLAY

- 1) Play Encourages Communication.
- 2) Play Improves Cognitive Development.
- 3) Play Encourages Relationship Building.

## CHARACTERISTICS OF EFFECTIVE LEARNING

- 1) Playing and Exploring
- 2) Active Learning
- 3) Creating and Critically Thinking



# An average day...

## Phonics sessions:

- In classes initially (15 minute sessions daily)
- Then children will be split into groups depending upon their phonic ability.
- Focus on learning new sounds, focus on developing reading and comprehension.
- Handwriting

## English:

- 10-15 minute input everyday focusing using Talk4Writing strategies and Drawing Club
- Develops retelling stories, using story language, adapting stories and writing their own. Drawing club engages children in mark making and writing.

## Maths:

- 10-15 minute input everyday following the White Rose Maths curriculum

## Learning through play “continuous provision” or “busy time”:

- Children will have opportunities to explore different areas across all classroom in which they will meet the needs of the Foundation curriculum through their child - initiated play.

# PHONICS

at  
..

mat  
... ..

sat  
... ..

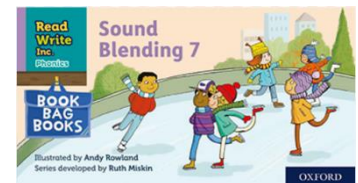
dad  
... ..

Children are initially taught in whole class groups.

Focus on oral blending!

Once your child knows the set 1 sounds and can orally blend, they will begin to receive reading books which they keep for a week.

Lots of practise at home!



m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

# Drawing Club





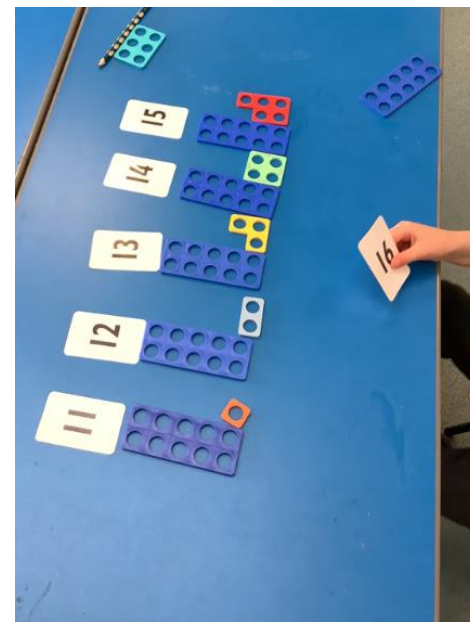
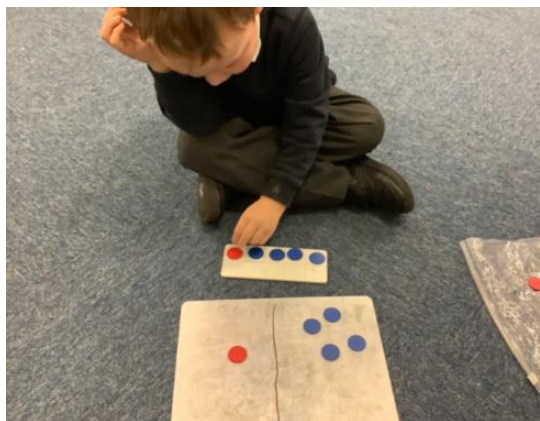
# Maths

## Mastery

## White Rose Maths

## Number sense

Lots of practical, hands on activities  
no work in books!



Reception – Spring Phase 4 – Alive in 5!

### Composition of 4 and 5

#### Guidance

Children will continue to develop the understanding that all numbers are made up of smaller numbers.

Allow them to explore and notice the different compositions of 4 and 5. For example 5 can be composed of 1 and 4 or 2 and 3 or 3 and 2 or 4 and 1.

Encourage them to subitise (instantly recognise these small quantities without counting).

Encourage them to notice how numbers can be composed of 2 parts or more than 2 parts.

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#### Other Resources

Number Blocks - The Whole of Me  
The Ugly Five - Julia Donaldson  
I Spy Numbers - Jean Marzello  
5 Friends Counting - Oxford Owls

#### Prompts for Learning

Give the children 5 bean bags. Ask them to throw them into a hoop noticing how many land inside the hoop and how many land outside. Encourage them to record their results. Is there ever 0 inside or outside the hoop?

Ask the children to count out 5 double-sided counters. Shake and drop them onto the table.

How many are red? How many are yellow?

Look at your partners. Is it the same?

Drop them again. What has changed?

Could you show your counters on a 5 frame?

If you had 5 red counters, how many yellow would there be? (Butter beans with one side painted are an alternative to double sided counters and are easily manipulated by little fingers.)

#### Play Bunny Ears

Using 2 hands to be the ears, how many ways can you show 4 or 5 fingers? Can you see what number I have made?

Can you make ears the same as mine?

Can you make the same number in a different way?

How many different ways can we find?

Daily session – 10 minutes, built up over the year. Skills rehearsed during continuous provision.

# Behaviour – Sanctions



- Based on values
- Good to be Green
- Amber Card – not reported to parents
- Red Card – reported to parents
- Purple Card – reported to parents
- 2 sessions a day



# Communication



Quick message at drop off

Class email addresses

[caterpillar@broughtonfieldsprimary.org.uk](mailto:caterpillar@broughtonfieldsprimary.org.uk)

[chestnut@broughtonfieldsprimary.org.uk](mailto:chestnut@broughtonfieldsprimary.org.uk)

Seesaw – online platform for us to observations and memos, and for parents to share learning at home



School text system

Parents evening – Autumn Term and Spring Term

End of Year report

# Focus Child

Each term, your child will be a focus child.

- a focus for the adults in the area
- going to them in their play, identifying their current interests, strengths and next steps
- used to influence future planning
- observations on Seesaw

Parents Google Form – sharing of significant things in your child's life (visits, holidays, family celebrations, milestones met, etc)

Sharing of up to 5 photographs (sent to child's class email) – please don't change your plans! Photos of what you are doing at home, playing in the garden, going to Tesco, reading a favourite story, going to the park). Your child then shares these with their class.



# OUTDOOR LEARNING

- The children will have the chance to go outside no matter what the weather.  
*“There is no such thing as bad weather, just inappropriate clothing!”*
- OPAL – lunchtime provision development.

The children will come home messy – a sign of a good day!



# WHAT WILL MY CHILD NEED?

- School uniform
  - black/grey trousers, pinafore or skirt
  - navy sweatshirt or cardigan
  - white polo shirt
  - navy gingham summer dress or black/grey shorts
  - white or grey socks, black/grey tights, black shoes/all black trainers
- PE kit (to be worn to school on PE days)
  - navy blue shorts, leggings or jogging bottoms
  - plain or school white t-shirt
  - plain navy jumper or hoodie
  - trainers or plimsolls
- Coat for cold days, sun hat for hot days – we go outside whatever the weather!
- Book bag (not a backpack please)
- A healthy packed lunch (if they are not having a hot dinner) – no fizzy drinks please
- Waterproofs & wellies
- **Spare clothes**
- Water bottle



NAME  
EVERYTHING

No toys or special items to be brought in please.

## WHAT CAN I EXPECT ON A HOME VISIT?

- Two members of staff will visit you and your child at home.
- One person will talk to you, the other will play with your child.
- A chance for us to find out more about your child; their likes, dislikes, family, strengths and any areas of need.
- A chance for you to discuss any concerns you have and share information in a relaxed, private environment.
- We will ask for a family photograph.

# DATES FOR YOUR DIARY

- **HOME VISITS:**

- **Week beginning 15<sup>th</sup> July**

- Anyone who is unavailable during this week will be offered a meeting during your child's first two weeks at school in September.

- **PART TIME:**

- **Wednesday 4<sup>th</sup> September – Friday 6<sup>th</sup> September**

- **8.45am-11.30am OR 12.30pm-3pm**

- **Monday 9<sup>th</sup> September – Wednesday 11<sup>th</sup> September**

- **All children 8.40 – 12pm**

- **Thursday 12<sup>th</sup> September – Friday 13<sup>th</sup> September**

- **All children 8.40 – 1pm (bring a packed lunch)**

- **Monday 16<sup>th</sup> September – Tuesday 17<sup>th</sup> September**

- **All children 8.40 – 2pm (bring a packed lunch)**

- **FULL TIME**

- **Wednesday 18<sup>th</sup> September**

- **ALL children full time - Arrive between 8.35am-8.45am & Collect at 3pm from classroom doors (HOT DINNERS AVAILABLE)**





## Lunch Times

- Children eat lunch in the school hall before a playtime outside on the playground.
- Children will need a packed lunch for the first two weeks.
- Every child is entitled to a hot free school meal.
- Meals need to be booked online two weeks in advance (by Tuesday for two weeks later), you will be sent a letter to activate this early in the new term.
- Healthy lunch
- NUT FREE SCHOOL

# How can I prepare my child for starting school?

- Help them to be independent
  - putting on their own shoes and coat by themselves
  - getting dressed
  - tidying away what they have used
  - going to the toilet independently
- Encourage them to ask for help
- Provide them with adequate rest
- Read lots of stories and ask your child to retell their favourite stories
- Sing songs
- Talk lots and encourage them to ask questions
- Subitising (spotting patterns in amounts – what do you see?)
- Recognise their name

## Your child starting school

- Normal for your child to feel anxious/excited or both.
- Children nervous to come into school is also normal
- Encourage your child to come in and leave
- You will be contacted if any major issues throughout the day
- Any other news that needs to be shared will happen at the end of the day

## End of the Day:

- Pick up your child from their classroom door
- Inform class teacher if someone else is picking your child up

# Any questions?

[caterpillar@broughtonfieldsprimary.org.uk](mailto:caterpillar@broughtonfieldsprimary.org.uk)

[chestnut@broughtonfieldsprimary.org.uk](mailto:chestnut@broughtonfieldsprimary.org.uk)

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