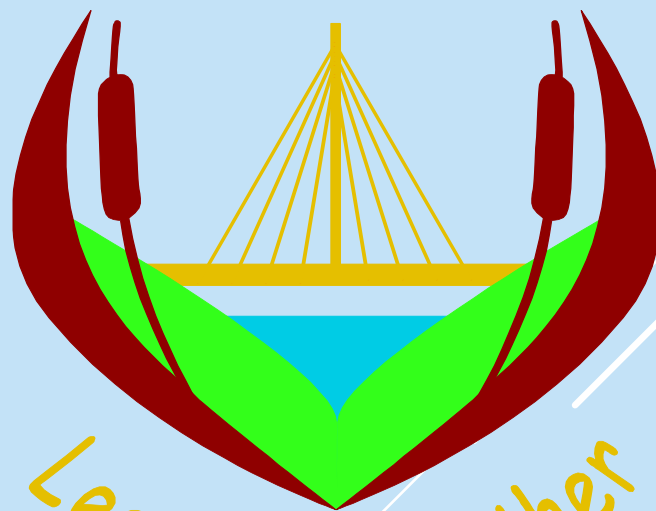


# WELCOME TO BROUGHTON FIELDS PRIMARY SCHOOL

Broughton Fields



Learning Together

# WELCOME...





# WELCOME...





## Joining Our Community

*We want every child to have an extraordinary education and the best possible start in life.*

## Bringing out the Best in Each Other

- Team are excited to welcome Broughton Fields into our award-winning Trust family
- Like-minded schools, all with their own identity and unique story, all delivering Fun, Creativity and Achievement
- Passionately believe in supporting schools to build on established character, values, commitments and community partnerships
- Vision and values align, and the value-driven education at Broughton Fields reflects our underlying ethos
- Our approach is to **bring out the very best in schools** through support and challenge
- We will support and enhance your vision by celebrating what makes Broughton Fields and its community unique, while building on the excellent opportunities already available to all pupils
- We will work with you all, to create an exciting new chapter for the school



Being our  
very best

*As a parent,  
you're at the  
heart of our  
Trust.*

*We will work  
with you, your  
school and  
community, to  
create the  
very best  
opportunities  
and  
experiences  
for every  
child.*

## Collaborating Together

- The Headteacher will join our family of school leaders - working together, and supported by an experienced Executive Headteacher
- Your children will experience the most innovative opportunities, and emerging best practices in education, as well as a wonderful programme of enhanced curriculum activities and experiences
- As such we offer a fantastic opportunity to build on the school's strengths in these areas
- Teachers and staff will work closely with colleagues across all our schools, sharing best practice, reducing workload, and supporting each other
- The school will also be backed by our expert central team and a broad network of professionals - providing the resources and support needed to keep the focus on your children and their education
- As part of our wider school community, we can achieve greater economies of scale - enabling investment in creative, technology-rich learning environments, modern libraries, and outstanding digital provision
- We're committed to ongoing and meaningful engagement with parents and the wider community



# Who Is In The Team?

- Mrs Walsh is the Foundation Stage Manager and will be the teacher in Chestnut Class.
- Mrs Bates will be the teacher in Caterpillar Class.
- Mrs Lewis will teach in both classes.
- Miss Whitmee, Miss Eastaff and Miss Atkins will be the support staff.



Mrs Walsh



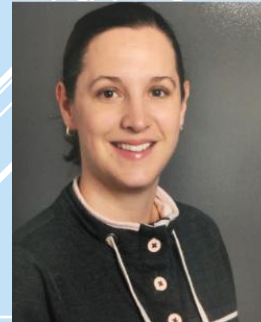
Mrs Bates



Mrs Lewis



Miss Whitmee



Miss Eastaff



Miss Atkins

# Our Provision

- Our area is made up of two classrooms and an outdoor area.
- During busy time, the children can access all areas, both inside and outside and their play is led by them.
- Provision is planned to meet the needs and interests of the children so will be adapted over the year.
- During whole class lessons, children will sit on their classroom carpet for the session.



# 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 (Continuous Provision)**

- 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.



# Speech and Language

- In EYFS, we focus a huge amount on children's spoken language skills.
- These are important in building and maintaining relationships, understanding and expressing feelings and emotions – and problem solving.
- Good spoken language skills are identified as supporting resilience when it comes to mental health.
- Early language ability at two years predicts later emotional and behavioural ability
- Good language skills at 7 predict better quality friendships at age 16.



# Speech and Language

**By four years, children will usually:**

- ask lots of questions using words like 'what', 'where' and 'why'
- be able to answer questions about 'why' something has happened
- use longer sentences and link sentences together, E.g. "I had pizza for tea and then I played in the garden"
- describe events that have already happened 'We got dressed up and we went to the hall and singed songs. All the mummies and daddies did watch"
- have mostly clear speech, though will continue to have difficulties with a small number of sounds – for example 'r' – as in 'rabbit', 'l' – as in 'letter', 'th' as in 'thumb', 'sh' as in 'show', and 'j' as in 'jam'
- listen to longer stories and answer questions about a story they have just heard, for example, simple questions such as "Who did Cinderella dance with at the ball?", "Were Cinderella's sisters kind?"
- understand and often use colour, number and time related words, for example, 'red' car, 'three' fingers
- enjoy make-believe play
- start to like simple jokes – though often their own jokes make little sense
- start to be able to plan games with others



# Children With SEND

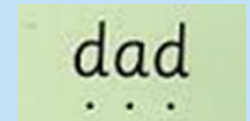
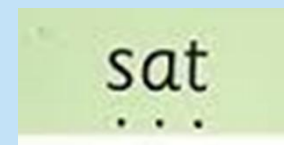
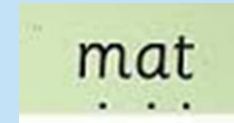
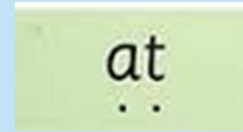
- Information received from nursery transition forms and information shared through home visits.
- All children will have a baseline assessment within first half term, identifying any emerging learning needs.
- Children who need additional support will be assessed further with follow up meetings with parents.
- Mrs Bailes is our SENDCo and supports children with SEND needs.
- Targets are written in consultation with parents. Staff provide the necessary support for these children to meet these targets and make progress in their learning.



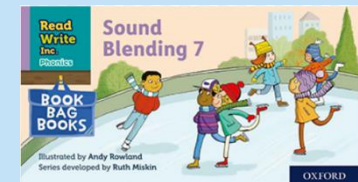
## An average day in September...

<b>8.30 – 8.40</b>	Arrival, belongings away and straight into Busy Time
<b>8.50 – 9.00</b>	Tidy up and Register
<b>9.00 – 9.20</b>	Phonics
<b>9.20 – 11.20</b>	Busy Time (Continuous Provision)
<b>11.20 – 11.30</b>	Tidy Up
<b>11.30 – 11.45</b>	Maths
<b>11.45 – 12.00</b>	Story and prepare for lunch
<b>12.00 – 1.00</b>	Family Style Lunch
<b>1.00 – 1.20</b>	Register and English
<b>1.20 – 2.20</b>	Busy Time (Continuous Provision)
<b>2.20 – 2.30</b>	Tidy Up
<b>2.30 – 2.45</b>	Story / Circle Game
<b>2.45 – 3.00</b>	Prepare for Home / Star of the Day
<b>3.00</b>	Home Time

**Children initially spend almost 4 hours of their day engaged in self selected play! This is where the magic happens!**



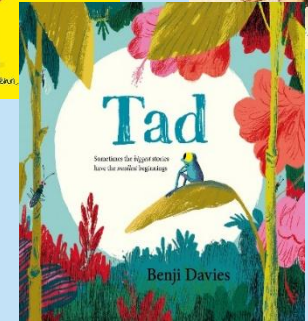
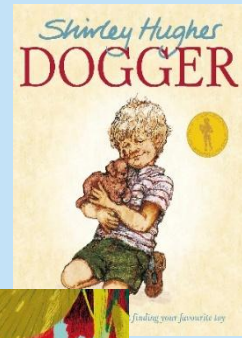
- Children are initially taught in whole class groups.
- Focus on oral blending!
- Once your child knows the set 1 sounds and can orally blend, they will begin to receive reading books which they keep for a week.
- Lots of practise at home!
- Phonics Workshop – 8.45am Friday 19<sup>th</sup> September



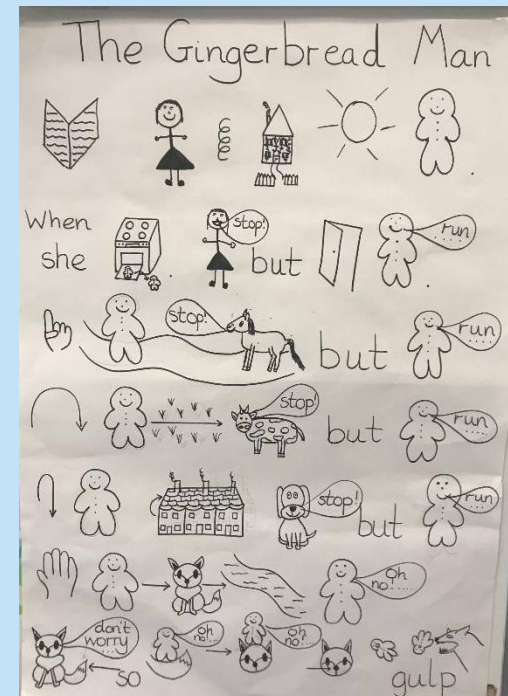
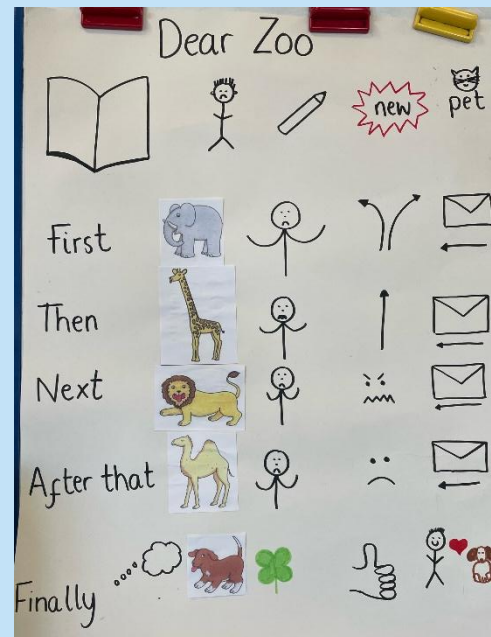
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# English



Taught in whole class sessions followed by 1:1 or small group activities with the teacher.





- Mastery
- Number sense
- Lots of practical, hands-on activities
- No work in books!
- Daily session – skills then rehearsed during continuous provision.

Reception – Spring Phase 4 – Alive in 5!

**White Rose Maths**

## 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 1 and 3 or 2 and 3 or 1 and 4.

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.

### Other Resources

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

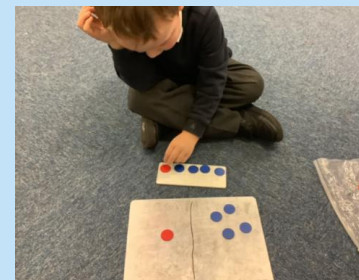
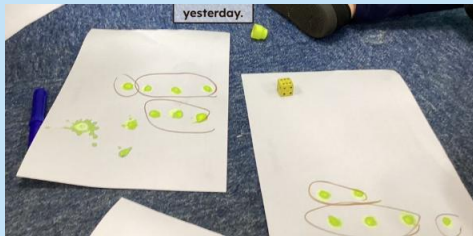
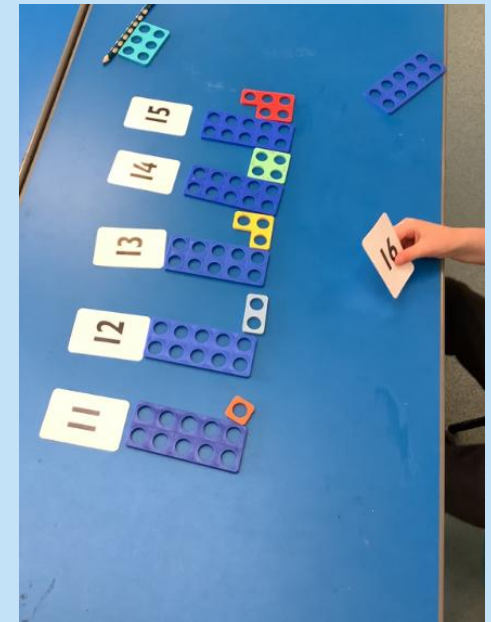
### Prompts for Learning

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?



# OUTDOOR LEARNING AND FOREST SCHOOL

- 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.
- Forest School – we have a designated Forest School Area (The Nest) where children will have regular sessions throughout the year



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



# Family Style Lunch

- Initially children will 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 or can bring a packed lunch from home (or a combination)
- 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.
- Over time, children will be able to choose whether they go and play first or eat lunch first, and can therefore eat with older friends or siblings.
- NUT FREE SCHOOL

# Big Friends

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

- Provides added responsibility for our Year 6 children
- Provides 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.



# Values Based Education



- 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	2025 - 26	2026 - 27
September	Determination	Resilience
October	Responsibility	Friendship
November	Empathy	Care
December	Hope	Peace
January	Aspiration	Courage
February	Gratitude	Love
March	Respect	Cooperation
April	Humility	Positivity
May	Tolerance	Patience
June	Honesty	Happiness
July	Trust	Appreciation



# Positive Behaviour

- We create a calm, and safe environment where the focus is on relationships and on positive interactions
- Expected behaviour and communication is modelled by staff and children
- Recognition boards for positive behaviours
- Children are encouraged to regularly identify their emotions using Zones of Regulation and strategies to support them can be offered



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
sad tired	happy calm	frustrated worried	angry terrified
sick bored	feeling ok ready to learn	silly excited	yelling hitting
I can try... stretch	I can try... drink water	I can try... deep breaths	I can try... take a break

# Communication

- A 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 😊
- Newsletters – monthly whole school newsletters, half termly curriculum newsletters
- School text system
- Parents evening – Autumn Term and Spring Term
- End of Year report



# **Focus Child**

Each term (Autumn and Spring) 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.

# What Will My Child Need?



NAME  
EVERYTHING

- 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)
- Waterproofs & wellies (we have some spares)
- **Spare clothes**

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.
- A visit tends to last up to half an hour.
- 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**

## **Summer Term**

### **Stay and Play – Monday 7<sup>th</sup> July**

- 9.30 – 10.30am Chestnut Stay and Play
- 10.45 – 11.45am Caterpillar Stay and Play

Enter through FS gate next to Family Centre – not main reception

### **Home visits - 17<sup>th</sup> / 18<sup>th</sup> / 20<sup>th</sup> / 21<sup>st</sup> July (book these today!)**

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

# **Dates For Your Diary**

## **Autumn Term**

### **Part Time:**

Wednesday 3<sup>rd</sup> September – Friday 5<sup>th</sup> September

- 8.40am - 11.30am OR 12.30pm - 3pm

Monday 8<sup>th</sup> September – Tuesday 9<sup>th</sup> September

- 8.35am – 12pm

Wednesday 10<sup>th</sup> September – Thursday 11<sup>th</sup> September

- 8.35am – 1pm (bring a packed lunch)

Friday 12<sup>th</sup> September

- 8.35am – 2pm (bring a packed lunch)

### **Full time:**

Monday 15<sup>th</sup> September

- Full time- Arrive between 8.35am - 8.45am & Collect at 3pm

**In some cases, children will remain on part time hours for an extended time. This will be in consultation with parents and staff.**

# What does 'school ready' mean at Broughton Fields?

- An enthusiasm for learning 😊
- Independence
  - putting on their own shoes and coat by themselves
  - looking after their own belongings
  - getting dressed
  - tidying away what they have used
  - going to the toilet independently
  - ask questions
- Communication and self regulation skills
- Social skills – playing alongside and with others
- Asking for help when needed





# **Your child starting school**

- Normal for your child to feel anxious/excited or both.
- Children nervous to come into school is also normal
- 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
- Please let us know if someone else is collecting your child

## **How can you help?**

- Support them to be independent
- Label everything clearly!!
- Encourage your child to come in and leave swiftly if possible
- Read lots of stories
- Chat to other parents and make links
- Sing songs and rhymes
- Talk lots and encourage them to ask questions
- Recognise their name and own belongings

# Any questions?

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

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

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