Welcome to F2

Walter Halls Primary School and Early Years

2026-2027

Information for Parents, Carers and Families

We are delighted that you are joining us here in F2 and are really looking forward to getting to know you as a family. We hope the following information is helpful as you begin your journey with us. If there is anything else you would like to know then please just ask.

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With kind regards,

The F2 Team

Timings of the Day

Our day starts at **8.40am** when we open the doors to let you in. We please ask that everyone comes in through the Rabbit or Mole door where an adult will be waiting to ensure that no one comes in and out unnoticed. We keep our door open until 8.50am which gives you time to drop off an older sibling in school first. Once the children have safely arrived, we then close the gates to our outdoor area and close our door. During this time the children will have time to put their things away before we take the register and begin our day.

Our afternoon session finishes at **3.15pm**. We ask that you arrive promptly to collect your child, as waiting when your friends have already been collected can cause some children to become upset.

Running Late

We politely request that you do your best to arrive on time at "Drop Off" time in the morning 8.40am as this enables us to settle the children and start our learning straight away. If you are late, you must sign your child in at the main office.

If you are running late for collection, please can you let the office know so they can inform us.

Grown Ups Collecting Children

If a different adult is collecting your child, please can you ensure that you let us, and your child, know when you drop them off.

If it is someone that we have not met that is collecting your child then we will ask for a password to ensure your child's safety.

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Toilet Training

All children develop these skills at different times – there is not a set time by which this is achieved.

In F2 we **prefer** it if your child is out of nappies and securely toilet trained. As you can understand, if our staff have to spend time in the toilet changing children this is time taken away from teaching and learning. However, we do understand that toilet training happens at different times, and children will still have accidents.

We ask that **if your child is still in a nappy** or pull-up when they join us that you provide them with **a bag which contains nappies, wipes and nappy bags, alongside a couple of changes of clothes**. **If your child is in pants, but not securely toilet trained** we ask that you also provide them with **a bag which contains several changes of clothes, including plenty of pants and socks** so that we can support them to become independent in their self-care. **We will ask you to complete an Intimate Care plan with a staff member so we can plan how best to support your child.**

If your child is finding toilet training a challenge try not to worry and please speak to one of us as we have lots of ideas and tips around this.

Your support with this is very much appreciated.

Attendance

Regular attendance ensures that your child has access to all of the learning that we provide. Much of our planning of activities and adult led group time is sequential, so for example we may launch a theme, a skill focus, or activity on Monday and build on this over the course of the week. If your child is absent, they will miss out on learning and development.

If your child is going to be absent due to illness, **please can you let the office know, 0115 9150045 or use the Arbor app to report it.** Those

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who attend regularly and consistently make the most progress, build happy and positive relationships with adults and peers, and develop confidence as learners.

If you are finding attendance difficult then please talk to us, or to Jodie our Family Support Worker, so that we can work together to support you with this.

Uniform

Our F2 children do wear the Walter Halls school uniform.

PLEASE LABEL ALL UNIFORM AND FOOTWEAR WITH YOUR CHILD'S NAME

Walter Halls is an OPAL school. You can find out more about OPAL here: https://outdoorplayandlearning.org.uk/parents/

ESSENTIAL UNIFORM REQUIREMENTS:

WHAT A GREAT OPAL SCHOOL UNIFORM WOULD LOOK LIKE:

- Plain tracksuit bottoms or plain full-length leggings – blue / grey / black
- Plain tracksuit-style shorts or plain cycling shorts – blue/ grey / black (for warmer weather)
- Blue or white polo shirt – blue is easier to keep clean!
- Plain blue jumper / hoodie / cardigan (or branded Walter Halls – see below)
- Socks (with some spares in their bag!)
- Plain trainers or trainer-style shoe
- Wellies (kept in school)
- Water-proofs: jacket with hood or puddle-suit (kept in school if possible)



PE kit:

If you have a great OPAL uniform, and a plain pair of trainers, you DON'T NEED a different PE kit!

- A great OPAL uniform is a great PE kit – having a pair tracksuit bottoms and tracksuit shorts to swap between, based on the weather, will help
- Plain black, blue or grey leggings could be worn instead
- Trainers & socks – no logos, keep trainers as plain, dark colours

Other options:

An active OPAL-style uniform is our preference and matches an active day at school. You can also choose the following, but would need a different PE kit as listed above:

- Grey trousers or skirt (with tights or socks)
- Grey pinafore dress or blue gingham summer dress (with tights or socks)
- Branded Walter Halls jumper or cardigan
- Black school shoes / slip-ons (no high-heels/wedged heels, flip-flops or crocs)

Some children like wearing a traditional uniform – like a summer pinafore dress – but will wear plain leggings or cycling shorts underneath to help them be active and when they are playing outside



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While in school we explore paint, glue, sand, water, cornflour, pasta, mud, gel, soap, food, felt tips, chalks, grass… the list is endless… every day. Clothes that your child can manage themselves are the best option. For example, elasticated waists make managing the toilet independently more successful, Velcro fastening shoes are easier to take off and put back on, it's much easier to learn how to put your own coat on if it has a hood to help you get your arms in the right place. **Please ensure you put your child's name in any clothing they might take off.**

P.E Kit

We have a designated PE day each week, this will be communicated to you in advance of the session and it will be the same day each week. Your child should come to school wearing an active uniform with trainers on PE days please.

Snacks

You don't need to send food in to F2. Please send a NAMED water bottle each day.

We have snack time where the children sit down over the course of the morning to choose their fruit and drink and have a chat, each child is offered a piece of fruit every day**.** Water is always available for the children to have. Milk is free for children until the term in which they turn 5 when you can choose to pay for them to have a carton of milk.

Medication

If your child is unwell the best place for them to be is at home. However, if your child is taking medication, such as antibiotics prescribed by the doctor, we are able to administer these in school, provided your child is well enough to return to school. Any medication brought into school must be in its' original packaging, and the prescription label clearly visible. We can only give the dose stated on the bottle and we do require you to complete and sign a form giving us

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permissions to administer the medicine to your child. Please can you also provide a spoon or syringe – whichever one your child prefers.

Accidents

Small children frequently have minor bumps and bruises – they are always on the go! If a child falls and hurts themselves at school, they will always get some TLC! If the fall results in a mark, such as head bump, we will record this on a letter which we will give to you at the end of the session. If it is a minor scrape / graze we will inform you verbally of this.

Toys from Home

Please **do not** bring toys from home to school as they can easily become inadvertently lost or damaged here in our busy F2.

If your child has a particular toy that is a comfort to them, we are happy for them to bring it to school with them during their first days. We will encourage your child to put it safely in their box while they play and explore, and we usually find they refer to it less and less as they settle and grow in confidence.

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Our Day

This is what our day looks like in F2. Some days will be slightly different as there will be a PE or music slot.

- Read Write Inc is the specific learning time for phonics.
- In September we focus on a "Number of the week" and learn all about that number. As the year goes on, we teach specific skills such as addition, subtraction, doubling, shape and lots more in line with the Early Years Outcomes.
- Theme/English is based on whatever our learning focus is that half term – for example Space or Woodlands. The children will have adult led opportunities to read, write and explore during these sessions.
- "Busy Time" is when the children are choosing their activities in our Continuous Provision, and during this time the adults are supporting their learning through play, or working with small groups of children on targeted activities and skills.

An example of the F2 daily timetable

 Morning	 Register 8.50	 Drawing Club 9.00	 Snack table open 9.15	 Busy time and outside 9.15-10.00	 Maths 10.00	 Busy time and outside 10.00-10.45	 Tidy up 10.45-11.00	 RWI phonics 11.00-11.20
 Lunchtime 11.30-	 Afternoon	 Register 12.30	 Theme 12.40	 busy time 13.00	 woods time 13.30	 tidy up 2.40	 story time 3.00	 home time 3.15

The Early Years Foundation Stage F2

Purpose and aims of the Early Years Foundation Stage

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early

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learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

"The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life." (Statutory Framework for the Early Years and Foundation Stage March 2017)

This document aims to clarify Walter Halls Primary School and Early Years approach to the Early Years Foundation Stage in F2. This document should also be read in conjunction with the relevant school's policies available on the school's website.

Introduction

Four guiding principles should shape practice in early years settings. These are:

• every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured

• children learn to be strong and independent through **positive relationships**

• children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers

• **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Standards and Aims

The EYFS seeks to provide:

• **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind

• **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly

• **partnership working** between practitioners and with parents and/or carers

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• **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS sets the standards which enable us in F2 at Walter Halls Primary School and Early Years to reflect and build upon the rich and personalised experience that many parents give their child at home. In F2 we will deliver individualised learning, development and care that enhances the development of the children in our care and gives them the best possible start in life. We will support each child individually to make progress at their own pace, and children who need extra support to fulfil their potential will receive special consideration.

Within our secure and stimulating environment, we aim for all children to enjoy a broad, balanced, child centred curriculum which enables them to become confident, independent learners who are able to think creatively and communicate effectively in every area of life: social, emotional, physical and intellectual.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare.

The **learning and development requirements** cover:

- the **areas of learning and development** which must shape activities and experiences (**educational programmes***)* for children in all Early Years settings.
- the **Early Learning Goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five) at the end of their time in F2.
- **assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)
- The **safeguarding and welfare requirements** cover the steps that we must take to keep your children safe and promote their welfare

Providing for Equality of Opportunity

As providers at Walter Halls Primary School and Early Years we have a responsibility to ensure positive attitudes to diversity and difference. Our school values teach the importance of kindness and respect.

We will ensure that every child is included and not disadvantaged, but also that they learn from an early age to value diversity in others and to grow up making a positive contribution to society.

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We will promote positive attitudes to diversity and difference, celebrating children's cultural and linguistic backgrounds and we will challenge any expression of prejudice or discrimination.

We will endeavour to help children to overcome barriers where these already exist by explaining and celebrating diversity and difference and teaching perseverance.

We will be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, involving other agencies as necessary. (Please refer to whole school Special Needs Policy)

We will stretch and challenge all children as appropriate to their needs and through our values encourage the children to be aspirational.

All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, gender or ability will have the opportunity to experience a challenging and enjoyable programme of learning and development while within our care.

For children whose home language is not English, we take steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We also ensure that children have enough opportunities to learn and reach a good standard of the English language during their time in Early Years. We value the linguistic diversity that we are so fortunate to have in our school and support children with opportunities to develop and use their home language in their play and learning. We are delighted if you are able to help us with labels in home languages, greetings and simple phrases where needed, and to come in and talk to us about your cultures and beliefs. Children are encouraged to use their home languages and to share them with others, for example teaching everyone to answer the register in their home language.

Working in Partnership with Parents, Carers and Families

In F2 we develop and foster close working relationships between ourselves and you as this is vital for the development of children's social, emotional and learning needs. Parents, Carers and families are central to a child's well-being and as practitioners we support and nurture this important relationship. We pride ourselves on getting to know the whole family, not just the child in our care. For some of our families this journey starts from their child being in F1 at our school, for some there are older siblings who attend, or have attended our school many years prior. Many of our F2 team have been associated with school for many years.

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When your child and you begin your journey with us in F2 your child will either join our Mole class or our Rabbit class. In advance of your child starting school in September you will be invited to "Stay and Play" sessions in our setting, so that you and your child can become familiar with the team and the environment, both inside and outside.

We encourage you to complete an "All about your child" online form before your child starts with us which details, for example, preferred names, favourite activities, worries and things your child is looking forward to. We also provide specific information about the EYFS for parents when their child begins school.

During the first few weeks of school, we work with you to ensure that children are settled and happy and will support you and your child to feel confident in being in school.

There is always a staff member available for a chat and to talk informally about how your child is settling into school and to highlight successes.

You will receive a regular newsletter with information and updates about our current themes, activities, upcoming events, with suggestions of how you can support this learning at home.

You will be invited to a "Parent's Meeting" to celebrate success and discuss progress. During this meeting you will be able to look at your child's work and talk about how they are getting on.

We love sharing our Christmas performance with families and friends as the children sing songs along to a story. We celebrate "World Book Day" and have other events throughout the year like the Easter egg roll and Sports Day.

We encourage and welcome you to come in and share your skills with us, such as decorating the children's hands with Mehndi during Eid, supporting the children with growing plants and vegetables in our garden area, bringing in pets from home, or food for us to celebrate Chinese New Year with.

At any time, you are able to make an appointment to discuss your child with their Class Teacher, we operate an "open door" policy with our parents to ensure good communication at all times – your voice is important to us.

The Areas of Learning and Development

There are **seven areas of learning and development** that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

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Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, **the prime areas**, are:

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

Providers must also support children in four **specific areas**, through which the three prime areas are strengthened and applied. The specific areas are:

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

In F2, as we plan for our children, we ensure that we involve activities and experiences for children, as follows:

Prime Areas

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations

- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food

- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

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Specific Areas

• **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

• **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure

• **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

• **Expressive arts and design** enables children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

We get to know our children really well, and when planning we consider their individual needs, their interests, and the stage of development for each of them, and use this information to plan a challenging and enjoyable experience in all the areas of learning.

With the youngest children we focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. As the children grow in confidence and ability, we move to a more equal focus on all the areas of learning.

Learning Through Play

Each area of learning and development **must** be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. In F2 we respond to your child's emerging needs and interests, guiding their development through warm, positive interaction and relationships.

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"Play is a universal right of every child" (The United Nations Convention on the Rights of the Child)

"Enter into children's play and you will find the place where their minds, hearts and souls meet" (Virginia Axline a pioneer of Play Therapy)

We cannot stress enough the importance of learning through play.

"Children need the freedom and time to play. Play is not a luxury. Play is a necessity" (Kay Redfield Jamison (Psychologist))

Play underpins learning in all aspects of children's development – children use play to explore and discover the world around them and we strive to provide effective play spaces that support opportunities for learning through this playful exploration and children's individual interpretation of the spaces and resources around them.

"Play isn't just physical. It can involve cognitive, imaginative, creative, emotional and social aspects. It is the main way most children express their impulse to explore, experiment and understand" (F. Dobson 2004 "Getting Serious about Play")

Play allows children to practise, imagine and rehearse all kinds of possibilities and problems before they actually happen, giving them the opportunity to develop strategies for life.

"It is essential in childhood for physical, intellectual and social development" (Mosby's Medical Dictionary 2009)

Assessment

During the first few weeks of your child's time in F2 we observe them closely while supporting them to settle into school and become familiar with our routines and activities. We record our observations and use them to pinpoint where they are in terms of their development and what their next steps of learning will be.

Throughout their time with us observations are made of them engaged in their play and day-to-day activities. Observations are made of children's learning informally where a practitioner may observe a child doing, making, saying something that is worthy of note, or more formally, where the practitioner will decide in advance what learning they are looking for.

These observations are recorded on different formats appropriate to what has been observed. These observations are then used to make formative assessments of children's progress and to identify learning priorities and plan relevant learning experiences for the child. Observations and assessments are also used to report your child's progress and

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achievement to you during our Parent's meetings, but also informally during the day-to-day contact we have with parents.

Organisation

In F2 we have developed effective systems to ensure that the individual needs of all children are met. We promote equality of opportunity and anti-discriminatory practice and ensure that every child is included and not disadvantaged because of ethnicity, gender, culture, religion, home background, language, learning difficulties or disability or ability.

We plan for a balance of child-initiated, adult-led and freely-chosen activities, delivered through indoor and outdoor play.

We have a long-term plan for the school year which details which areas of learning we are intending to cover. This plan is flexible and allows for relevant and exciting activities for the children generated by their own interests and experiences, as well as ensuring that we take part in whole school activities, such as Maths Focus Day, Mental Health Awareness Week, Anti-Bullying Week, Science Focus Day

This is supported by more detailed plans which outline the main learning objectives, linked to our current themes, for our Continuous provision (Busy time) and our adult-led sessions. These plans detail the probable activities for indoor and outdoor learning, assessment opportunities, resources and vocabulary.

We then plan on a weekly basis the specific activities the children will experience in order to meet those objectives. We also plan for skill development through our Continuous Provision Environment Plan which details the skills we are focussing on and the enhancements and provocations we will add to our provision to enable the children to meet their next steps of learning.

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