

# Walter Infant School & Nursery

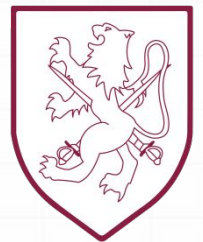


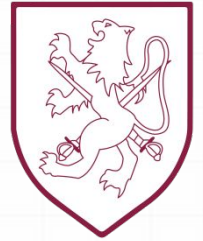
New Parents to Foundation Stage 2  
June 2022

# Welcome to Walter Infant School and Nursery



*To be the best I can be!*





# Our Rationale

**Our BIG Curriculum!** At Walter Infant School and Nursery we consider ourselves to be a “**BIG School for LITTLE PEOPLE**”. We have designed a ‘**BIG**’ curriculum to excite, inspire and foster a desire to learn; we want our children to know more about the world around them and to be happy, confident and successful.

We will encourage our children to have very positive behaviours for learning and to ask **BIG questions** and for our staff team to support our children in finding authentic, age-appropriate answers to those questions and inspire them to want to know more.

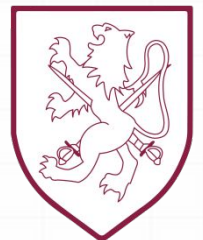
Our children will learn through real-life and practical experiences, as well as through wonderful, awe inspiring fiction texts in which they can ‘see themselves’ and exciting and purposeful non-fiction texts.

Our children will learn inside and outside the classroom, fulfilling and exceeding the requirements of national age-appropriate curriculums in a stimulating, fun and memorable way.





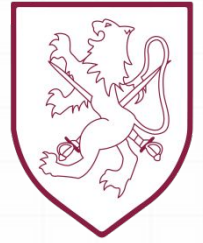
# The Foundation Stage Team



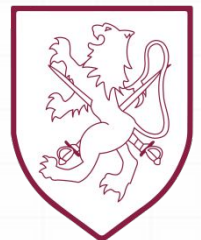


# 3 classes of 30

## DOVE, MAGPIE AND WOODPECKER



The learning opportunities we provide in Foundation build upon the interests of the children and the things they wish to learn about, partnered with the expertise and creativity of the staff, all of which is reflected in the classrooms and outside learning spaces.



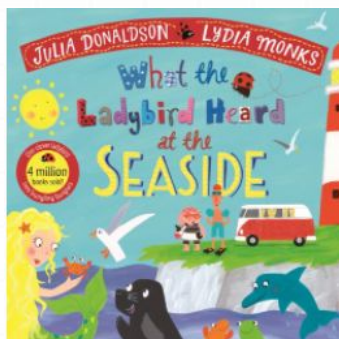


At Walter Infant School and Nursery the children have the opportunity to learn in an environment that is exciting, stimulating, awe-inspiring and memorable.





Our dedicated team of professionals ensure that everyday is a good day for learning. One of our recent themes was the seaside...some of our children have never been to the seaside...so we brought it to them!





# Seaside Fun inside and out!



# How will your children learn at Walter Infant School and Nursery?

## What will I do in School?

During the school day you will do lots of different activities, inside and outside. You can choose what you would like to do. You will make lots of friends and learn as you play.

These are some of the fun things you can do at school:

- Drawing and writing
- Solving problems
- Puzzles
- Construction
- Small world play
- Water play
- Sand play
- Role play
- Home corner
- Music and singing
- Reading
- Counting



Bella and Jamal are having a tea party. "Would you like some more tea?" asks Jamal. "Oh yes please, with milk and sugar," says Bella.

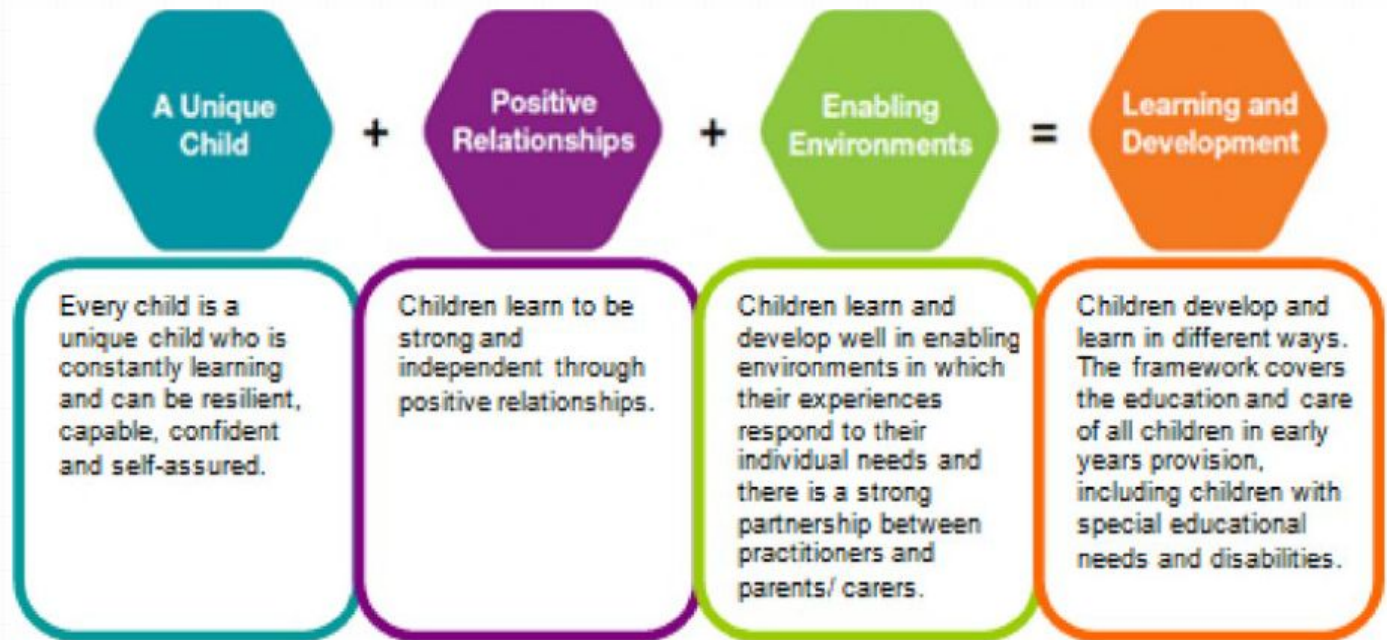
It looks like Walter is joining them for tea too!

Mohammed is reading. "I love to read books about wizards and dragons," he says.

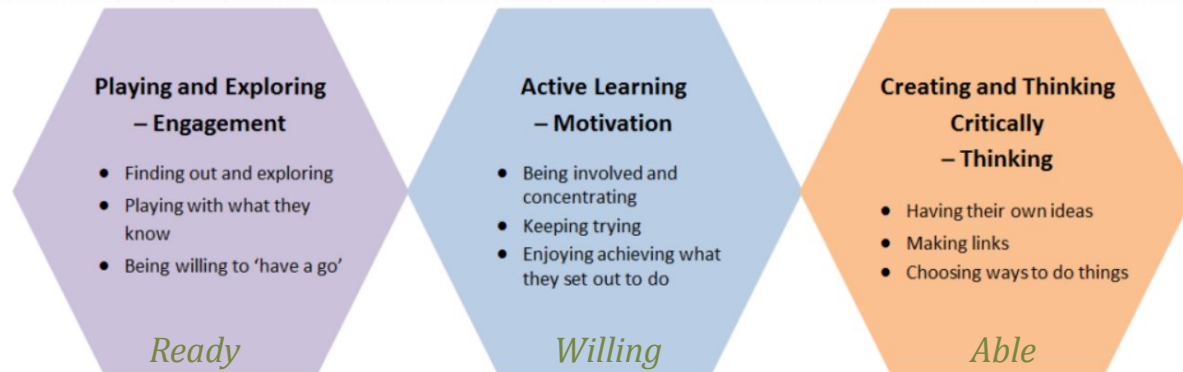




## Overarching Principles

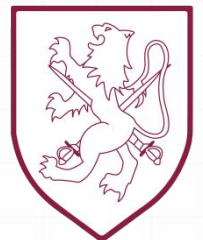


## Characteristics of Effective Learning



# Adult led activities

- 0 Children will have whole class inputs and then will be able to practise the skills learnt in a small group with an adult
- 0 Small group work will be focused on writing, reading, maths, speaking activities and will tailored to children's stage of learning
- 0 Guided reading in a group and one to one reading with a Teacher or Early Years Practitioner.
- 0 Daily phonics sessions
- 0 Weekly PE session



# Child Initiated Learning

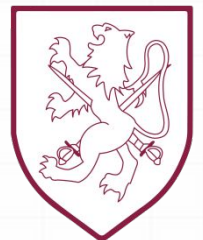
- 0 Children will be learning through play and exploration.
- 0 Learning through play will be supported and extended by our carefully planned and resourced learning environment as well as through interaction with adults.
- 0 Children will be given opportunities to develop the skills they have learnt during adult led activities with increasing independence.
- 0 Children will have the opportunity to choose their own learning opportunities and follow their interests
- 0 They will be able to explore outside at most times and in most weathers!





# Early Learning Goals

- 0 There are 17 Early Learning Goals which we will be working towards over the year.
- 0 These are used to inform our planning and curriculum.
- 0 They are split into different areas of learning:



# Prime Areas

Prime Area: Personal, Social and Emotional Development								
Self-Regulation			Managing Self			Building Relationships		
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.	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.	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.

Prime Area: Communication and Language					
Listening, Attention and Understanding			Speaking		
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.	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.

Prime Area: Physical Development					
Gross Motor Skills			Fine Motor Skills		
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.	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.

Specific Area: Literacy							
Comprehension		Word Reading			Writing		
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.	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.	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.

Specific Area: Mathematics					
Number			Numerical Patterns		
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.	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.

Specific Area: Understanding the World								
Past and Present			People, Culture and Communities			The Natural World		
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.	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.	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.

Specific Area: Expressive Arts and Design					
Creating with Materials			Being Imaginative and Expressive		
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.	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.

# Specific Areas

# Communication and Language

- Listening, Attention and Understanding
- Speaking





# Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships





# Physical Development

- Gross Motor
- Fine Motor

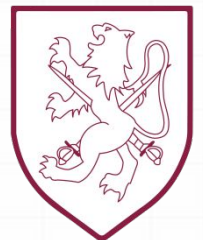




# Gross Motor Control



WiggleWaggle®  
.....Brilliantly Bonkers!

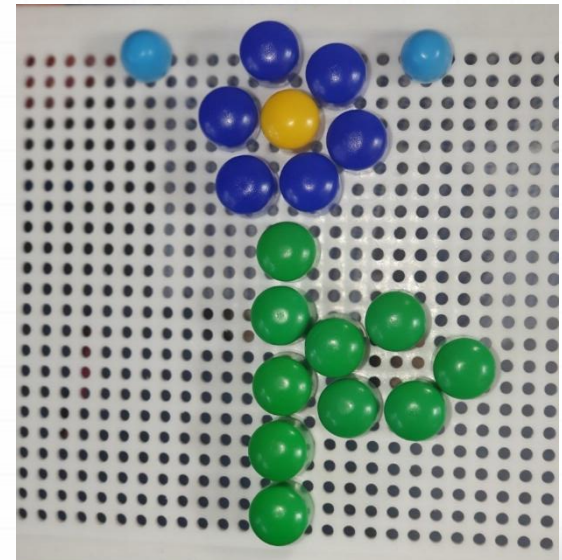








# Fine Motor Control



# Literacy Development

0 Comprehension

0 Word Reading

0 Writing

# Literacy Development











It has a long tail.

It eats banana.

It can climb.





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# Mathematical Development

- 0 Number

- 0 Numerical Patterns





# Understanding the World

- 0 Past and Present
- 0 People, Culture and Communities
- 0 The Natural World







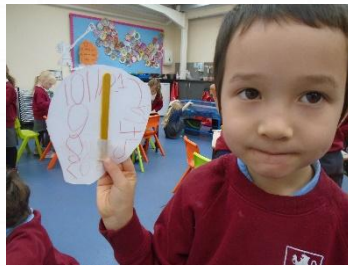




# Expressive Arts and Design

0 Creating with Materials

0 Being Imaginative and  
Expressive



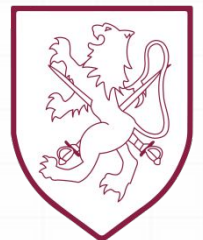




# Working Together

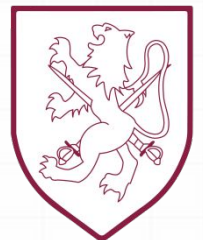
Please can you:

- 0 Keep us informed of any changes that may impact on your child, for example, a new baby.
- 0 Read, sign and comply with our Home School Agreement
- 0 Update personal details, including telephone numbers
- 0 Ensure that any prescribed medication your child needs is presented at the school office and is correctly labelled and in date. We will not accept it if not.



# Working Together

- 0 Please be punctual at the beginning and end of the day
- 0 Please let us know if you will be late to collect your child from school
- 0 Please inform us of the adults who will collect your child from school ~ all families will need a password to share
- 0 Please ensure your child attends school unless they are poorly
- 0 Please do not take holidays in term time.

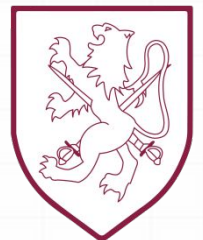




# Healthy Schools

So that we can be a healthy school;

- 0 Please inform us if your child is unwell, or will be absent from school by telephone, letter or email every day they are absent. If we do not hear, we will contact you for safeguarding reasons.
- 0 Please keep your child at home if they are unwell.
- 0 If your child has sickness or diarrhoea they must stay at home for 48 hours.
- 0 Please ensure your child has a named water bottle in school everyday.
- 0 Do not bring any products into school that contain nuts, including peanut butter, pesto or coconut.



**THIS SCHOOL IS A**



**NUT  
FREE  
ZONE!**





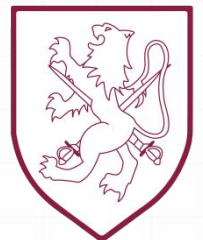
# Rise and Shine club

- \* The club begins at 7:30am, the children will be delivered to their classes at 8:40am.
- \* It is run by our own team of staff.
- \* There is a wide variety of activities are provided including colouring, drawing, construction, table top games. The children will also have the opportunity to access the computer suite and play games available on the learning platform.
- \* Please provide a snack and a drink for your child.
- \* Places in the club are limited, if you would like to register your child please fill in the form in your pack and return to the School Office asap.



# Milk and Fruit

- 0 There is a Cool Milk registration form in your packs; if you would like your child to have milk – please register directly with Cool Milk.
- 0 The milk is free until the date of your child's 5<sup>th</sup> birthday – but they can continue to have milk each day for a small payment.
- 0 Every child will have a piece of fruit or a vegetable snack each day, which is provided free of charge.
- 0 Please inform the school office of any allergies or intolerances to food or drink.





# School Lunches

0 Universal Free School Meals:

0 Every child in Forest Green School Stage 1 is entitled to a Universal Free School Meal.

0 The children can choose from a range of choices or a jacket potato.

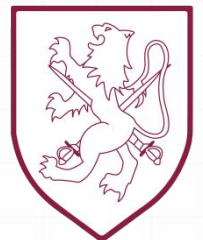
0 There is a vegetarian option.

0 The menu is available on the school website and the children will bring a copy home on their first day at school.

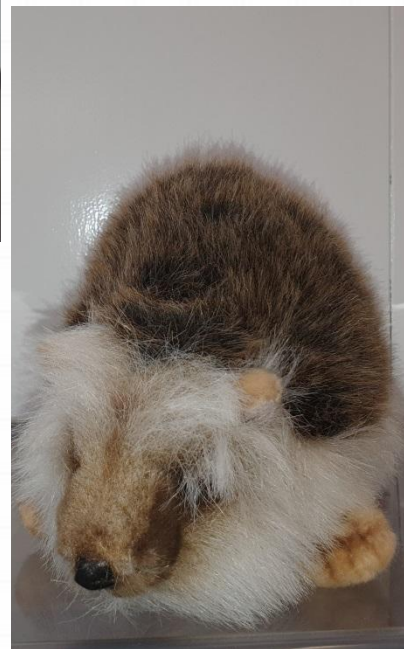
0 If you choose to send a packed lunch, please ensure that it is a healthy lunch without sweets, nuts or unhealthy snacks.



# Walter Infant School and Nursery Values



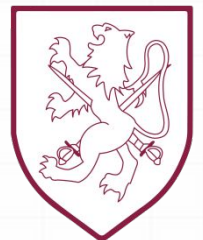
# Our Values





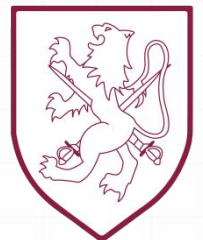
# Expectations for Behaviour

- 0 Treat each other with respect**
- 0 Be kind and polite to everyone**
- 0 Tell the truth**
- 0 Look after the school and the things in it**
- 0 Move around the school sensibly**
- 0 Always try your best**



# The School Council

- 0 Dove, Magpie and Woodpecker will all have a representative on the school council.
- 0 We will have an election and a celebration assembly in the Autumn, Spring and Summer Term.
- 0 The children in Foundation Stage are elected by the staff for a variety of reasons.
- 0 The children will meet regularly with the other School Council members to enable the children at our school to have a voice.



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# Our School Uniform in



# Trainers are best!





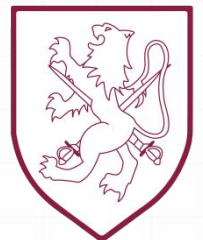
# Summative Assessment: End of FS2

- 0 There are 17 ELGs.
- 0 Children are assessed against each of the goals as:
  - 0 Emerging
  - 0 Expected
- \* Good level of development (GLD)
- \* Children must achieve expected or better in 12 of the 17 ELGs



# Being Ready for School

- 0 You can help prepare your child for school by encouraging their **independence** as much as possible and being positive when talking about school.
- 0 Help your child to go to the toilet all by themselves, including wiping and handwashing.
- 0 Encourage your child to manage their own clothing such as coats and jumpers ~ but of course we will help (hence no laces!)
- 0 Practise recognising their name or the first letter of their name. If practising writing their name please remember to only use a capital at the beginning e.g. Ada, Billy, Clara, Dhruv, Emily etc
- 0 Please label all their clothes ~ check out Stickins as they really do work
- 0 Always send in a coat – we will go outside in all weathers.





## Helping to get your child Reception Ready

**'To be the best I can be'**

Starting school is a very exciting time for young children and their families. It can also be an anxious time, as there are a lot of changes ahead.

We have written this special guide to help you get your child ready for starting school and help them settle in quickly.





You may find it useful to read through this leaflet with your child and practise things they may need help with before they start school.



## Learning and following our school values

We have 5 special school values that we all must follow at Walter Infant School and Nursery. These are:

**RESPECT** "Using good manners and choosing to behave well."

**EMPATHY** "Understanding how other people are feeling."

**KINDNESS** "Showing care and concern for everyone and being helpful."

**HONESTY** "Tell the truth and play fairly."

**RESILIENCE** "Never give up and learn from your mistakes."

*Bella has been very good at school this week. She has followed the school's values by sharing toys nicely with her friends. She has been very polite, always saying "please," and "thank you," so she has been chosen as Star of the Week!*

## Recognising their own name

Don't worry if your child doesn't know the alphabet when they start school. We will teach them how to recognise and write numbers and letters. However, it will really help your child if they are able to recognise their own name, so they will know which coat peg, tray and belongings are theirs.

You can help them practice before they start school by showing them what their name looks like and helping them to write it. You could encourage them to find objects with their name on that you have placed around your home.

Please remember to clearly label all your child's clothing and belongings.

*Jamal has found his dove and is hanging it on the special tree. He is so pleased that he can recognise his own name, so he knows which dove is his.*



2

## Taking coats and shoes off and putting them on independently

Your child will need to take their shoes and coat or jacket off and on during the school day. To help your child feel more confident doing this, make sure that their clothes are easy for them to take off and put on. So, think about clothes with easy fastenings or big buttons, and shoes with Velcro fastenings, instead of laces. You can also have practice sessions before they start school, to check that they can manage zips and buttons.

Your child might enjoy practising putting on and taking off their uniform, ready for when they start school.

*Bella has been doing PE, so she is putting her shoes back on. The Velcro fastenings on her shoes make it so much easier to take them off and put them on quickly.*



## Going to the toilet independently

We encourage children to be more independent in Reception, so your child will go to the toilet by themselves. They will need to be able to wipe themselves and flush the toilet when they have finished. Then they will need to wash and dry their hands. If your child does not usually go to the toilet by themselves, help them practise before they start school. We will be there to help if needed, but this is an important step to independence for them.

*Jamal has used and flushed the toilet all by himself and is now washing his hands. He practiced going to the toilet at home, so now he knows what to do when he goes by himself at school.*



3

## Using cutlery and table manners

Children who are having school lunches will be using cutlery to eat their food. We also encourage good table manners. Adults will always be available to help, but your child will feel more confident at mealtimes if they can use a knife and fork independently. Help your child to practise using cutlery correctly at home and encourage good manners.

*Bella is using her knife and fork as she eats her school lunch. She is happy that she practiced using them at home. Bella is very polite and says "please," and "thank you," to the grown-ups who serve her lunch.*



## Using tissues to wipe and blow their nose

Children often have colds in their early school years. Over the recent years, it's become more important than ever to show your child how to wipe and blow their nose correctly and hygienically. Teach them to use a tissue whenever they have a runny nose. Coughs and sneezes spread diseases, so children need to be able to use a tissue to wipe their nose, throw it in the bin and then wash their hands. This helps stop the spread of germs and will help them breathe easier.

*Mohammed blows his nose so that he can breathe better. He then throws the used tissue in the bin and will then wash his hands. He knows this is important so that he doesn't spread any germs.*



**'To be the best I can be'**



Walter Infant School and Nursery  
Murray Road, Wokingham, Berkshire, RG41 2TA

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Email: [admin@walter.wokingham.sch.uk](mailto:admin@walter.wokingham.sch.uk)  
Website: [www.walter.wokingham.sch.uk](http://www.walter.wokingham.sch.uk)





# Welcome to Walter Story Book

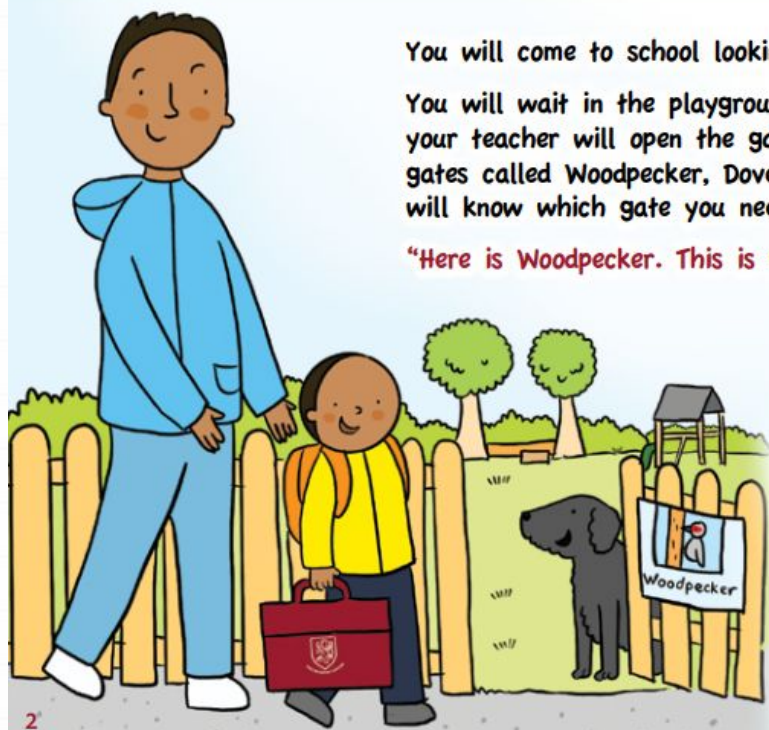
Mohammed, Bella and Jamal are excited to  
be starting at Walter Infant School and Nursery

To be the best I can be





## What happens when I get to school?



You will come to school looking very smart in your uniform.

You will wait in the playground with your grown-up and your teacher will open the gate. There are three school gates called Woodpecker, Dove and Magpie. Your grown-up will know which gate you need to go through.

"Here is Woodpecker. This is my gate," says Mohammed.

In your class, you will hang your coat on your peg, which will have your photo on it. You will put your book bag in your tray, which will have your name on it. Your water bottle goes in another tray and if you have a lunch bag, that goes on the shelf.

We also have tough trays full of exciting activities for the different topics we will be learning about at school.

Everyone loves to play outside. There are lots of fun activities to do in the playground.



Bella is pretending she is an explorer and Mohammed loves bouncing around on the Space Hoppers!

What are you looking forward to doing at school?

# Any questions?

- 0 We are so looking forward to your children joining us; we recognise what a big event this is within your family unit and we want to get it right for you and your child.
- 0 We hope you have had the opportunity to have a look around the Foundation Stage to see the learning environment.
- 0 If you think of anything at all that you didn't ask or need to know, just get in touch by phone or email.

