



# Starting School

A guide for parents with children  
starting at  
The Grantham  
Preparatory International School  
in 2017



# Welcome to The Grantham Preparatory International School



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## Dates for Academic Year 2016-2017

### Autumn Term 2016

Monday 5th September to Friday 9th December 2016  
Half Term - Monday 17th October to Friday 28th October

### Spring Term

Tuesday 3rd January 2017 to Friday 31st March 2017  
Half Term - Monday 13th February to Friday 17th February

### Summer Term

Tuesday 18th April to Wednesday 19th July 2017  
May Day - Monday 1st May

Half Term - Monday 29th May to Friday 2nd June  
Activity Days - 17th to 19th July 2017

## WELCOME TO THE EYFS UNIT

The EYFS team next year will be:

Mrs Ives, Mrs Atkins, Mrs Whinney and Mrs Sellers.

In the Foundation Stage we aim to work very closely with parents to ensure that each child becomes a confident and self-assured learner. We provide an environment that supports and develops the children's learning.

We offer a range of stimulating learning activities and experiences both indoors and outdoors to help them develop many new skills.



# The Foundation Stage Curriculum

The Early Years Foundation Stage (EYFS) provides a framework for provision for children from birth to the end of the academic year in which they are five. The overarching aim of the EYFS is to help young children achieve the five outcomes of Every Child Matters. These are: staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

The EYFS principles which guide the work of all practitioners are grouped into four main themes:

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

**Positive relationships** - children learn to be strong and independent through positive relationships.

**Enabling environments** - children learn to 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 carers.

**Learning and developing** - children develop and learn in different ways. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

## **Planning Learning:**

Using 'Development Matters' we plan for play-based, active learning experiences which the children will enjoy. All our activities pay particular attention to how each child will have the opportunity to learn - through playing and exploring, active learning and creating and thinking critically. We want our children to be engaged, motivated critical thinkers who progress well with their learning. Our areas of learning are split into Prime Area and Specific Areas.

## **Prime areas:**

Personal, Social and Emotional Development

Physical Development

Communication and Language

## **Specific Areas:**

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

# Daily Routines

- 8.35 Doors open
- 8.45-9.00 Registration and morning activities
- 9.00-9.15 Assembly
- 9.15-10.25 Phonics/Literacy activities in small groups
- 10.25-10.40 Morning Playtime
- 10.40-11.00 Snack (milk or water provided) and piece of fresh fruit from home
- 11.00-12.00 Maths activities in small groups
- 12.00-12.25 lunchtime Playtime
- 12.30-1.00 Lunchtime
- 1.00 Afternoon Registration
- 1.00-2.50 Afternoon child and adult-initiated sessions
- 2.50-3.00 Tidy up time
- 3.00-3.10 Story time
- 3.10 Home time



## Helping your child to learn:

Many of the following ideas are easy and straight forward and fit into a busy day. They will help your child to develop their imagination, build their enthusiasm for learning and find out about new things.

## Encouraging Early Mathematics:

Talking with your child about numbers, patterns and shapes will help them to become interested and curious about mathematics.

- Rhymes: Teach your child any number rhymes or songs that you know, particularly ones that involve holding up a number of fingers, like *Five little speckled frogs*.
- Counting: Practise counting. Start at 5, and count on from there to 11. Start at 9, count back from there to zero. Choose a different starting number each time.
- Recognising numbers - Encourage your child to look out for numbers all the time.  
at home - *in the kitchen, on pages in a book*  
in the street - *on doors, on car number plates, on buses*  
whilst out shopping - *on the shop till, on shelves, in shop windows*
- Dice games - Use a 'dotted' dice and play counting on games such as snakes and ladders.
- Cupboard maths - Ask your child to help you sort a food cupboard out, putting heavier items on the lower shelf and lighter items on an upper shelf.

## Encouraging Early Reading:

Talking with your child about their everyday world will help them to increase their vocabulary, develop their listening skills and support them in becoming confident speakers.

- Talk about visits or outings you make and collect leaflets and information brochures to look at together.
- Encourage your child to ask about why things happen.
- Read both story and information books to your child, encourage them to ask about words that they might not understand - regular reading stories will really help to develop their imagination and their understanding of new words.
- Read information labels with your child wherever you are - at home, the shops, the library, on the road.
- Join the library and visit regularly to borrow books.
- Play 'I spy'.
- Play rhyming word games

### Encouraging early writing skills:

Activities that support developing writing skills include any play activity that will encourage your child to have a go at writing.

Their mark making develops into letters, then words.

It is also important that children use their fingers and hands to develop their fine motor control which will help their pencil control. These include puzzles, construction toys, dressing dolls, painting, drawing, colouring, art kits, fastening clothes, handling small objects e.g. Lego or Hama beads.



Also important are large body movements that help develop shoulder muscles for writing e.g. climbing frames, ball games, skipping. Finally, your child's core muscles are important - balance games help this.

## Helping your child to become more independent:

It will help your child to feel more confident at school if they can be as independent as possible in doing the following:

- Put on and fasten their coat
- Change for PE
- Use the toilet and wash and dry their hands afterwards
- Use a knife and fork
- Recognise their own name
- Using a pair of scissors correctly
- Find their own clothes - this is where naming everything helps.



