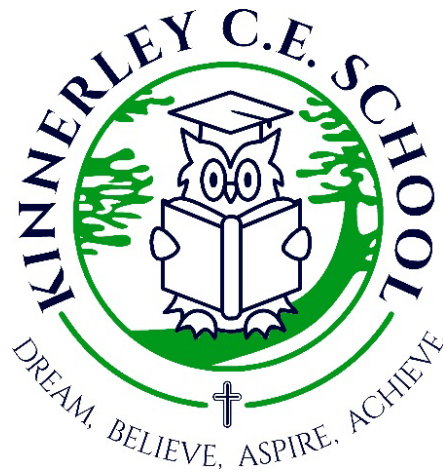




Kinnerley C.E Primary School
Early Years Foundation Stage –
Nursery and Reception

Welcome Pack



Our Little Owlets

We are absolutely delighted that you have chosen Kinnerley CE Primary School for your child and can't wait for them to start on their journey with us.

Starting school is an exciting milestone in a child's life, but it can also be a bit daunting. We will be there to support every step of the way.

As an introduction to us – this is what we are aiming for:

Our Vision:

To create a school community based on Christian values, in which we strive to foster a love of learning, pride in achievement, and the spiritual and moral compass of our children, equipping them to find their own special place in society and the world.

As a church school our Values are really important to us:

Through our Christian values we will:

Show **thankfulness** for life's gifts, both big and small,
Show **kindness** to others, and ourselves,
Be part of **community** both near and far,
Show **courage** to follow our dreams and work towards achieving them.

Our Motto:

Dream, Believe, Aspire, Achieve!



'...whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things.'

Philippians 4v8



About our school - a message from the Head teacher



Kinnerley School is a mainstream primary school that is committed to inclusive education and meeting the needs of all the children in our care.

Our children are at **the heart** of all that we do.

With four Owl -themed classes including a Nursery we strive to be a happy, ambitious and inclusive school.

I am enormously proud to be the Head Teacher here.



Kinnerley is a special place—friendly, nurturing, and full of high expectations for all our pupils. We are fortunate to have a talented, hardworking, and dedicated staff team who always go the extra mile to give children the very best education and support.

Our school is large enough to offer a wide range of exciting opportunities, yet small enough to maintain a warm, family feel where every child is known well. Building strong, positive relationships is incredibly important to us—within school, with parents and carers, with our local community, and with the other schools in our Trust. We are also strongly supported by our local church, which enriches our school's values and ethos.

Kinnerley is a well-resourced school set within **beautiful grounds and green spaces**, which offer wonderful opportunities for outdoor learning—particularly in the Early Years, where exploration and curiosity are central to our approach.

We want our children to learn together, challenge themselves, and fulfil their potential. Through an active and engaging curriculum, we lay the foundations for a **lifelong journey of discovery**. We enjoy sharing this journey with families through our online platform, *Seesaw*, as we firmly believe that children achieve their best when home and school work in partnership.

Our vision is for every child to feel that school is a happy, stimulating, and safe place where they are confident, valued, and treated with mutual respect. We want children to leave us having achieved their personal best—academically, socially, and emotionally—ready for the next stage of their lives with **confidence, enthusiasm**, and sharing our values of **kindness, thankfulness, courage, and community**.

Your child is at the beginning of this exciting journey, and we are delighted to share it with you.

Kind regards,

Mrs Madin



- **Key people**



Mrs Phillips – Owlets Class Teacher
PGCE Primary Education



Mrs Diggory – Nursery Lead TA
Level 3 Diploma in Early Learning Childcare

Early Years Foundation Stage (EYFS)

All of our Early Years staff are highly experienced and have worked with young children for many years. We are passionate about creating early learning experiences that are **happy, exciting, and full of wonder**. We look forward to beginning this wonderful journey with you. Strong **partnerships with parents** are vital, and together we help children grow into confident and enthusiastic learners.

Our Early Years Foundation Stage is known as '**Owlets**', which includes both Nursery and Reception children. They learn and play together across two spacious classroom areas with access to a rich and stimulating outdoor learning environment.

Our curriculum is based on the **DfE Early Years Foundation Stage Statutory Framework** and **Development Matters** guidance. Each half term we explore an **immersive theme** designed to spark children's curiosity and build knowledge that will support future learning. For example, an early theme such as *Pirates* links to later topics like *Arctic Adventures* in Key Stage 1. While all learning is carefully planned to teach the EYFS curriculum, it remains flexible and responsive to children's emerging interests.

Up-to-date information about our curriculum and activities can be found on the school website and on **Seesaw**.

Learning and Teaching in Owlets

Learning opportunities are thoughtfully planned to meet the needs of different age groups within Owlets, with flexibility to ensure every child can access activities suited to their stage of development. Children sometimes learn together and sometimes work in smaller groups or separate spaces to support deeper differentiation.

Independence is a key focus. With skilled staff on hand to guide, encourage, and support, all children are helped to flourish at a pace that is right for them.

A Strong Start to School Life

Owlets are an important part of our school community. Whenever possible, they join whole-school events, visits, celebrations, and assemblies, or work alongside Key Stage 1 (Barn Owls) for shared activities. These experiences help them feel confident, included, and ready for the next stage of their school journey.

Children also enjoy taking responsibility through small daily tasks such as delivering the register or being a 'snack helper'. They learn to share news in celebration worship and become natural role models to others, often without even realising it.

Stay and Play

Each Friday morning, Owlets host our popular '**Stay and Play**' sessions. Local pre-school children and families are invited to join us for a friendly, play-based session. It is a lively, welcoming opportunity for our pupils to play alongside new friends—some of whom may join Kinnerley School in the future.

The Seven Areas of Learning

The Early Years Foundation Stage is made up of seven areas of learning and development. The first three areas are called 'prime' areas and particularly crucial for inspiring children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three prime areas are:

- Communication and language listening and attention and understanding.
- Personal, social and emotional development.
- Physical development

The other four areas are called 'specific' areas and are:

- Literacy

- Maths
- Understanding the World
- Expressive Arts and Design

(Please see the appendix below for more detail about these milestones, included for your information).

It is understood that children's learning is like a spider's web - it has many strands and is not linear (revised EYFS 2021).

The high quality learning environment and varied learning opportunities we provide are carefully planned and crafted to facilitate this. Emphasis on interaction and communication within the Early Years setting allows all children to learn through a mixture of styles. Learning is repeated in many different ways to ensure it is embedded but remains fresh and fun. In the EYFS curriculum, 'play' is not just about having fun – it is how children learn best. It's when you do things that make you happy, curious, and excited. Play can be anything from building blocks to pretending to be a superhero or even just exploring nature.

Characteristics of Learning

As well as the Early Years Foundation Stage areas of learning there are characteristics of learning. These are:

Playing and exploring • finding out and exploring • using what they know in their play • being willing to have a go

Active learning • being involved and concentrating • keeping on trying • enjoying achieving what they set out to do

Creating and thinking critically • having their own ideas • using what they already know to learn new things • choosing ways to do things and finding new ways

Our staff use information from observations to plan meaningful experiences linked to children's interests, ensuring they remain motivated, engaged, and inspired to learn.

How do we know how your child is moving towards meeting the milestones?

Personal Profile and Mentoring

Their learning journey celebrates his/her experiences. Over time it will tell a story about their learning, friends and the activities they enjoy with others. We will get to know them as individual people with special skills, interests and ideas.

Different evidence will be gathered, which we will use to complete the Two Year Old Progress Check between the ages of two and three years and the Early Years Foundation Stage Profile at the end of their time in Reception. At the start of Reception all children complete the reception baseline assessment (RBA) which is statutory in all maintained schools, academies, free schools and special schools with a reception cohort. It's main purpose is to create a starting point to measure the progress schools make with their pupils. The assessment is completed on a computer led by the class teacher or support staff and comprises of a set of fun literacy and maths- based activities.

Observations will be collected covering all areas of the EYFS using Seesaw. This is an app on the iPad which enables practitioners to take pictures and record your child's learning. Parents/Carers will be given access to Seesaw via an email address and a password so that you can see your child's progress and put your own pictures and observations of your children on there. This will provide a holistic view of your child's development.

At the end of Reception your child will be assessed against the Early Learning Goals. We will indicate whether your child is meeting expected levels or not yet reaching expected levels ('emerging'). This information will be passed on when your child moves onto Year One so your child's teacher will have a sound knowledge of your child's development right from the start.

Each term we offer the opportunity to meet parents/carers to discuss children's progress across all areas of their development.

If you have any concerns do not hesitate to come and see any of the team at any time. If you have any further questions please do not hesitate to ask.

We understand that this is a very important time for you and your child and we want the best possible start for them. Throughout Kinnerley Primary we recognise that teamwork is the most effective strategy when it comes to happiness and success at school.

We look forward to working with you.

Useful and Important Information

If your child is **unwell**, please keep him/her at home. Please report the absence via the Arbor communication system.

PE - For Physical Education the children are required to wear a t-shirt and shorts (navy/black) or jogging bottoms. Information will be available on Seesaw about PE days. Hair needs to be tied back and earrings removed/covered. **PLEASE LABEL ALL ITEMS OF CLOTHING TO PREVENT THEM FROM GETTING LOST.**

In Reception your child may choose between a free hot **school dinner** or a **packed lunch**. In Nursery children must pay for a hot school dinner or bring in their own.

A **newsletter** is produced regularly providing you with up-to-date news and information which will be circulated via Arbor.

Fruit and milk is provided for each child in the Foundation Stage and fruit for Key Stage One. School water bottles are available to purchase from the School Shop. Please ensure your child has a water bottle in school every day with water in it. (No juice or fizzy drinks please).

Look **on Seesaw** for news of your child in the classroom. Feel free to comment and celebrate with us. We love to see news from outside school too. Upload photos and news from home for us to see!

Spare clothes, and intimate care products where applicable, are to be provided in your child's school bag.

In Reception children are expected to wear school uniform and to have hair tied back. Please see more details on the school website.

In Nursery your child may wear practical and comfortable clothes. Book bags and caps are available from the school shop.

References

Early Years Policy

https://eadn-wc02-11841551.nxedge.io/wp-content/uploads/2023/10/Early_Years-Policy-v2.pdf

Development Matters Guidance

https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf

DfE Foundation Stage Statutory Framework

https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

Communication

As well as using **Seesaw** for communication about curriculum and learning, we use another platform for reminders, important school information & newsletters. These are forwarded to our families via **Arbor**. As a parent/carer, you will be automatically invited to download this app when your child joins our school. You can also submit consent forms, booking forms for Breakfast club/After school clubs, trips etc, plus notifications on pupil absence to us via Arbor. You can also contact the class teacher via email.

On Line Payment System

We have a very easy and efficient online payment system called School Money. You can pre-book school lunches, Breakfast clubs, Nursery places and any paid for clubs. It is a simple to use system but we have a user guide to help you with the booking process.

School Uniform

We believe uniform should be practical and affordable. Our school uniform and PE kit can be purchased, without a logo, from high street retailers and supermarkets. Logo-ed school uniform and PE kit is available from School Shop Direct. You can visit the shop at 5 Henley way, Shrewsbury SY1 4PR, telephone your order through on 01743 440449 and have it delivered to school, or order online at www.schoolshopdirect.co.uk

It consists of:

Navy Blue Sweatshirt or Cardigan

Light Blue or White Polo Shirt

Grey or Navy Blue Skirts or Trousers

Sensible Black Shoes or sensible Sandals in summer term

School book bag

P.E. Kit

Navy Blue Shorts

White or Light Blue T-Shirt

Trainers (Velcro fasteners if not able to tie laces)

Spare socks (especially if wearing tights to school)

For health and safety reasons long hair needs to be tied back, and earrings removed or tape provided to cover on PE days. Makeup, nail varnish and tattoos should not be worn to school at any time.

Optional

Blue Gingham Dresses can be worn in Summer term or grey shorts.

Navy Jogging Bottoms & Sweatshirt should be available in winter term for PE

We would ask that any clothing your child wears to school is clearly labelled with the child's name. This helps, especially with the younger children, where many clothes are of similar appearance.

We hope this information has been useful.

For any further information please email the office on: admin@kin.mmat.co.uk

We look forward to a happy learning journey with you and your child.

Welcome to the Kinnerley family!



Milestones for the end of Reception Year included for your information Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- 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.

Speaking

- 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.

Understanding the World

Past and Present

- 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.

People, Culture and Communities

- 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.

The Natural World

- 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.

Personal, Social and Emotional Development

Self-Regulation

- 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.

Managing Self

- 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.

Building Relationships

- 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.

Expressive Arts and Design

Creating with Materials

- 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.

Being Imaginative and Expressive

- 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.

Mathematics

Number

- 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.

Numerical Patterns

- 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.

Physical Development

Gross 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.

Fine Motor Skills

- 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.

Literacy

Comprehension

- 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.

Word Reading

- 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.

Writing

- 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.