



# Dog Kennel Hill Primary School

## Early Years Foundation Stage Handbook 2021 - 2022



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# Welcome to Dog Kennel Hill Early Years!



Dog Kennel Hill is a welcoming, secure and happy environment where every child is valued.

Your child is about to start their journey where they will learn through discovery, excitement and play. We hope that you will work closely with us in supporting your child throughout their journey and in ensuring that your child reaches their full potential.

There are many opportunities to become involved in your child's journey- from joining us on a school trip, reading with groups of children, or sharing any skills you may have.

We hope that this booklet will give you an insight into your child's learning and what you can expect from the Early Years. Please feel free to contact your child's teacher or the Assistant Head for EYFS should you have any queries.

# Meet the team!

*Staffing placements to be confirmed.*

## Assistant Head for EYFS:

Miss Rachel Kearns

## Nursery

### Ladybird class

Georgina Lewis - Class teacher

Melissa Daniels - Nursery nurse

## Reception

### Caterpillar class

Poppy Hulse - class teacher

Sue Nind - nursery nurse

Lyn Mullings - Early years' educator



# The EYFS Curriculum



The Early Years Foundation stage (EYFS) is the framework in which all OFSTED registered early years' settings work from.

This framework ensures that settings provide a positive and consistent foundation for children's learning and covers children from birth to the end of the Reception year.

The Foundation Stage is based on the recognition that children learn best through play and active learning and states that,

*'A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up'.*

**There are four guiding principles that shape practice in early years settings.**

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
2. Children learn to be strong and independent through positive relationships;
3. 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; and
4. 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.

# The EYFS Curriculum

The areas of learning covered by the Early Years curriculum are:

## **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.

## **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.

**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 look closely at numerical patterns.

## **Physical development**

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

## **Literacy**

development involves encouraging children to link sounds and letters and 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.

## **Understanding of the world**

involves guiding children to look at both past and present whilst making sense of their physical world and community through opportunities to explore, observe and find out about people, places, and the environment.

**Expressive arts and design** involves enabling 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.

# Working at home with your child

## Communication and language

- talk to your child about anything they are interested in
- play word games e.g. eye spy
- sing songs and rhymes together
- encourage children to make up stories/ role play

## Personal, social and emotional

- encourage your child to say please and thank you
- encourage your child to be independent e.g. taking off and putting on their own coat
- allow them to select some toys and activities themselves and discuss their preferences and opinions
- encourage your child to use the toilet unaided
- support your child in turn taking and sharing
- encourage your child to talk about their feelings

## Mathematics

- count out loud with your child
- count using fingers
- point out numbers to your child e.g. door numbers, bus numbers etc.
- sing number songs or rhymes
- read stories with numbers in them
- practice counting groups of objects and ask questions such as, 'how many?'
- explore and represent patterns

## Physical development

- give your child the opportunity to handle both large and small equipment
- support your child in using scissors
- provide opportunities for your child to run, hop, skip, jump and travel and manoeuvre in a range of ways
- play games such as follow the leader to develop coordination
- discuss changes to their bodies after exercise; heart beating faster, feeling hot etc.

## Literacy

- allow your child to select books for themselves; ones that interest them
- look at and discuss picture books with repetitive language e.g. Julia Donaldson books
- ask your child to 'read' what is happening in pictures, prompt them to share a sentence about what is happening
- begin to form letter shapes; write them in sand, in the air, etc.
- support your child in recognising their own name and beginning to write their name and other letters of the alphabet

## Expressive arts and design

- allow your child to listen to and sing songs and rhymes
- engage in role play with your child e.g. pretending to be characters, playing house etc.
- explore different media and tools; paint, pencils, crayons, glue, scissors etc.
- dance to songs and make up actions to songs and rhymes e.g. the wheels on the bus
- encourage them to feel and describe different textures e.g. rough, smooth, soft etc.

## Understanding of the world

- talk to your child about special occasions
- encourage them to explore their surroundings, particularly the outdoors
- talk about the lives of people around your child and their roles in society
- allow your child to observe and speak about animals and plants

# Our school day

At DKH we understand that the Foundation Stage brings many new and exciting changes for both children and parents which can be a very emotive time. We therefore value the settling in period and feel that it is important to introduce the children gradually to their new setting to ensure a smooth and successful transition. Both Nursery and Reception children will be given a settling in timetable outlining dates and times of when they will be attending school over the initial few weeks. We will work in partnership with parents to ensure that this transition period is tailored to meet the individual needs of each child. Once your child is settled into the environment a normal school day will commence:

## Nursery: Monday - Friday

AM - 8.30am - 11.30am

PM - 12.30pm - 3.30pm

Full time (limited spaces) - Monday - Friday 8.30 - 3.30pm

## Reception

Monday - Friday 8.55am - 3.15pm

Parents should drop off and collect their children **promptly** from their classrooms. Please wait outside the gate until a member of staff welcomes you into the Early Years area.

It is important to drop off and collect your child on time. Young children can become very distressed if they do not have a consistent routine. If you are late at drop off, your child will be given a late ticket at the office and a member of staff will escort your child to their class.

In the event of an emergency, please telephone the school so that we can reassure your child and keep the staff informed.

## Telephone on:

020 7274 1829

Please note, we are unable to allow a child to leave with an adult who is unfamiliar to us or with someone who is under the age of 16.

# School uniform

At DKH uniform is optional. If you wish for your child to wear school uniform, school jumpers can be purchased for £11.50 and book bags for £5.00 from the School Office and will need to be paid for via Arbor online.

As our uniform is optional, we would like to advise all parents that children should come to school in practical, **weather appropriate** clothing which they are able to manage independently e.g. fastenings for toileting, outer wear for play times. Please ensure that during winter months their clothes are suitably warm and during summer months that their shoulders are covered and protected from the sun. Clothing needs to be comfortable and cost effective as the foundation stage involves numerous messy and physical activities which can mean that they leave a little messier than they arrived!

**Please do not send your child to school in flip flops or shoes with heels and please ensure shoes have either Velcro or buckle fastenings (no laces).**

It is important to ensure that **all** personal items are **clearly labelled** with the child's **name and class** to prevent items being lost.

## Jewellery

For health and safety reasons, jewellery in school is not permitted. For children with pierced ears, we will allow one pair of small stud earrings. Please note that neither staff nor children can accept responsibility for lost or broken jewellery.

# Reading homework

At DKH we love reading and aim to provide regular opportunities which will allow staff, parents and children to share books together. We have a 'book bag system' which allows all children in the Foundation Stage to have access to a wide range of books. Children are invited to borrow chosen books to take home and are encouraged to share their reading with others.

**Nursery children** will be given the opportunity to borrow books and story sacks on a regular basis from their classroom.

**Reception children** will be given a reading record and a reading book, which will be changed at least once a week, to read with adults both at school and at home. The reading record will serve as a progress log and as communication between school and home. Regular communication between adults is important in order to track progress. If you do not wish to comment, please inform us of how many pages have been read and to sign the record.

Reception children will also be encouraged to take home a variety of '**story books**' which they will be unable to read themselves and should have read to them by an adult. These books aim to further promote and develop your child's love for reading.

Please ensure that your child brings their book bag to school every day to maximise opportunities for shared reading.



# Forest school at DKH

Forest school is a holistic approach to learning which encourages children to be resilient, confident, independent and creative learners.

Sessions are managed by Miss Hulse, our qualified Forest School Leader. Each session will follow a routine that the children will soon become familiar with, including a group discussion, activity and exploration in our woodland, warm drink and snack and a final get together for reflection time before heading back to class.

Children are able to explore the outdoor environment and ask questions. They are provided with encouragement to find answers and extend their thinking. The natural environment provides lots of opportunity for children to explore and find out more

The children are encouraged to explore all aspects of the natural world. Their own interests and play ideas will be the basis of activities to extend their learning. Activities will include den building, bug hunting, whittling wood, making bird feeders, mud painting and much more!

## Forest school and the EYFS curriculum

### Personal, social and emotional development

In Forest School children are encouraged to make their own choices. The children as a result build self-esteem, independence, team work and self-confidence. Children develop social skills through sharing their experiences with peers and adults.

### Physical Development

Children will learn have the opportunity to experiment with different ways of moving and become more confident balancing and negotiating space. Children will learn to manipulate a range of tools and learn new skills like whittling wood!

## Communication and Language

Children will be exposed to new vocabulary, have the opportunity to discuss and share their findings, tell stories and share their own ideas.

## Literacy

Children will have opportunity to write in a new exciting environment. We encourage children to write and mark make using sticks, in puddles, on trees and even snow! Children will be asked to read instructions and stories, write labels for the plants in their surroundings and create an environment journal.

## Maths

Children are able to count natural objects, spotting patterns, practising sorting shapes, measuring and given lots of opportunity for problem solving.

## Understanding of the World

Children will gain an understanding of the flora and fauna of our site. They are encouraged to think and talk about how things grow and building habitats and bug hotels to encourage wildlife.

## Expressive arts and design

Children will have opportunity to make pictures using natural materials and paint pictures with mud paint. Forest school is an open and exciting environment which encourages role play and imaginative play.

## Clothing

- Children will be out in all weathers except in high winds.
- We will provide waterproof trousers and raincoats but in cold weather children should come to school in warm layers, long sleeved tops, long trousers, jumpers, warm socks, hats, scarves and gloves. In wet weather children should wear wellington boots.
- In warmer weather children need to wear long sleeved tops and long trousers, a sun hat, sun screen and sturdy closed toe shoes.

# Home - School communication

We know that children do best when parents and teachers work together!  
We aim to maximise communication between home and school in the following ways:

- Conversations at drop off and/or pick up
- Class room notice boards
- Weekly school newsletters
- DKH's school website: [www.dkh.org.uk](http://www.dkh.org.uk)
- Email
- School texting service
- School calendar
- Parent workshops
- Parents evenings/ open days

## Parent workshops

Throughout the year we will be hosting a number of parent workshops, designed to 'keep you in the know'. The workshops are a fun and interactive and help parents to become involved and support their child's learning and development. The sessions will be relaxed and friendly and are a great opportunity to ask questions and meet other parents!

Dates and times will be confirmed near to the time and sign-up sheets will be available from the class teacher.

We also create parent videos to share information and support with teaching and learning at home! Scan these QR codes using the camera on your device to watch Miss Hulse's tips for writing and maths!



EYFS tips for  
writing at home!



EYFS tips for  
maths at home!

# Foundation Stage contribution

At the start of each half term we ask for a voluntary contribution of £6 (£1 per week) to support us in providing exciting experiences for all children. This contribution allows us to fund resources and activities which will further enhance the children's learning. Examples include buying ingredients for cooking activities, items for sensory and tactile exploration, ingredients to make playdough, and much more. Previous donations have even contributed towards the purchase of incubator kits for the hatching of eggs!



## Things to practice

- Can you put your coat on and do it up? Can you take your coat off?
- Can you put your shoes on by yourself?
- Can you use a knife and fork to eat?
- Can you drink from a cup by yourself?
- Can you go to the toilet on your own?
- Can you tell an adult what you need?
- Can you recognise your name?
- Can you share toys with others?
- Can you engage in an activity with others?
- Can you tidy up your toys and put them back in the right place?

We look forward to seeing you!

Thank you in advance for your support. We look forward to working with you so that together we can enjoy an exciting and successful year.

Best wishes,

Miss Kearns and the Early Year's team.