



Southwold Primary
& Nursery School

"Be all you can be and together we will shine"

Be all you can be and together we will shine
Welcome to the Early Years

Information for parents



Southwold Primary and Nursery School

Holm Way

Southwold

Bicester

Oxfordshire

OX26 3UU

Tel: 01869-324061

Fax: 01869-322376

PRINCIPAL Mrs H Wollington
ASSISTANT PRINCIPAL/ EARLY YEARS LEAD Mrs E Holloway

At Southwold we are a caring, supportive community. Working in partnership with parents, we provide a welcoming and stimulating environment which values, motivates and challenges all children; promoting their independence and celebrating their personal achievements.

This booklet contains lots of information about our Early Years Unit. If you have any questions or queries about anything you read about in here, or would like to come and visit, please contact us at school.

INTRODUCTION

Children are at the centre of everything we do. We celebrate children as individuals who have natural curiosity and thirst for new knowledge through exploration. Children learn best through practical experiences and structured play and this is at the heart of our Early Years curriculum. At Southwold, our Early Years curriculum offer embraces children from two years through to five years. Our highly experienced team plan together to deliver activities based around a termly big questions such as 'Where in the world are we?', 'Why can't I have chocolate for breakfast?' and 'Can we investigate?' alongside engaging in children's interest points and next steps. Our unit is friendly, dynamic, creative and stimulating and focuses whole heartedly on the high quality provision within the learning landscape both inside and out and the interactions made with children.



At Southwold we embrace the love of reading. This starts very much in Early Years encouraging children to use their imaginations to create their very own stories using familiar characters, objects and fabrics. In 2019 we introduced Tales Toolkit into our unit and this has provided our children with the confidence to listen, tell and go on to write their own stories with excitement, action and wonder. Children have great fun in phonics using our scheme 'Read Write Inc' and enjoy sound hunting, making instruments and playing sound games in Nursery moving on to recognising sounds and starting to blend with them in Reception. The process of reading is a delight to be a part of and the most wonderful moment is when a child picks up a book and starts to tell a story, look closely at the pictures and finally read their first words.

Exploring and investigating number is also an important part of the daily curriculum at Southwold. The children have continuous opportunities to engage with practical equipment to enable them to practise a skill, secure and question the new concept and then teacher led enhancements to enable deeper thinking.





In the Early Years it is important to celebrate your child's achievements both at home and in school and use these to decide upon their next steps, therefore we are excited to introduce you to our home school learning journal called Tapestry. This is an online tool used to record your child's learning and progress.

As a school we are extremely fortunate to have an inclusion team who work alongside children from across the year groups and support parents too. Our 'Sensory Room' and 'Well Being Suite' are used regularly by our Early Years children and enable further sensory adventures and opportunities to play alongside our experienced staff.

At Southwold we can offer you...

- ✓ A caring, experienced Early Years team with consistently high expectations, modelling and building positive relationships
- ✓ A support system based on choices when things go wrong
- ✓ A values-based approach which promotes positivity, respect, honesty, determination but most importantly happiness.
- ✓ A rich, engaging curriculum focused around a big question, interest points and next steps which also promotes curiosity, wonder, questioning and much more
- ✓ Early years education for two year olds through to five year olds
- ✓ Excellent transition through to Key Stage 1
- ✓ Daily circle and reflection time for all
- ✓ Story, rhyme and song times galore
- ✓ Assemblies which model and celebrate values within our unit and wider school
- ✓ Family Learning sessions for parents and children
- ✓ Opportunities to work alongside your child in Maths and Phonics

This booklet has been written to give you an insight into the wonderful world of Early Years at Southwold and we very much look forward to welcoming you and your child to our school; come and join the fun!

**Please note the additional section on Summer 2020 for reception parents.*

Helen Wollington
Assistant Principal

Emily Holloway
Assistant Principal/ Early Years Lead



WHERE WILL YOU FIND US?

The **'Snail Sanctuary'** nursery (Blossom Class) is located through the main entrance, turn right at the pencil fence gate. The children will need to wait outside in the garden until the door is opened at 8.45am. All children will be released at the end of the session from the same door at 11.45am, unless they are staying for lunch. Afternoon sessions will begin at 12.15pm and end at 3.15pm.

The **'Busy Beehive'** nursery (Apple Class) is located through the main office entrance, turning left into the garden. The children will need to wait outside in the garden until the door is opened at 8.45am. All children will be released at the end of the session from the same door at 11.45am, unless they are staying for lunch. Afternoon sessions will begin at 12.15pm and end at 3.15pm.



Butterfly Bay and Centipede Centre (Orange and Cherry Classes) can be accessed from the main entrance (second door on the right as you enter via the main school gate). Children will need to line up outside their classroom door. The reception children will be in school from 8.45am until 3.15pm.

**Please ensure you give adequate space (at least 2m) between each child when lining up. Parents will not be able to access the classroom from this point.*

A tour around the indoor and outdoor learning environment...

Enter the unit along 'Ladybird Lane'

Visit 'Blossom Class' (2 year old provision) in the 'Snail Sanctuary'

Play and explore outside in 'Grasshopper Grove', (Blossom class garden)

Visit 'Butterfly Bay' to meet Orange class (reception children)

Eat some delicious snacks and cook up a feast in 'Caterpillar Corner'

Suddenly you will find yourself in 'Centipede Centre'. You will meet Cherry class here (reception class)

Explore in 'wobbly worm' reception garden, it is great fun!

Skip through the double doors to the 'Busy Beehive'. This is where apple class play (three and four year old nursery). There are two key person groups in this room, the Busy Bees and the Ladybirds

Finally grab your wellies and enter the wonderful 'Minibeast Kingdom'.

What will happen at lunchtimes

The 30 hour nursery children eat lunch in their own rooms and have some time outside in their own nursery areas. The reception children eat in the school hall and then play outside in the school playground alongside the KS1 children.

MORE ABOUT THE EARLY YEARS...



In our secure and caring environment, the children work towards a set of Early Years statements, which set high but achievable expectations for the children to reach by the end of the reception year, based on their age bracket.

Through a broad and balanced curriculum, your child will be offered a variety of activities and experiences. Activities are organised for small groups as well as opportunities for individual work. The children are encouraged to participate in planning and reviewing their work, managing their own time and equipment. **Due to the current situation (Covid 19), children are encouraged, where possible to have their own set of*

resources and where small groups of children use equipment, careful consideration is taken to ensure equipment is thoroughly cleaned in between use.

In nursery we run a 'Key Person System'. Each key person works with a smaller group of children, getting to know them and their families individually. Focusing on a small group of children means that we are better able to plan for their learning needs and build a special relationship with them. Children are allocated to a class teacher in reception, but will also have a Teaching Assistant between the classes so that your child has that 'special somebody' looking out for them.

THE PRINCIPLES OF EARLY YEARS

The Early Years Curriculum is based upon four principles:

- ❖ A Unique Child- Developing resilient, capable, confident and self-assured individuals
- ❖ Positive Relationships- Supporting the children and becoming strong and independent
- ❖ Enabling Environments- Where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents and the child.
- ❖ Learning and Developing- An acknowledgement that children learn in different ways and at different rates.

CHARACTERISTICS OF EFFECTIVE LEARNING

Planning for the learning landscape (inside and outside), interest points and next steps will reflect on the different ways that children learn and echo these in their practice. At Southwold School, we support children in using the three characteristics of effective learning. These are:

- ❖ Playing and Exploring- Children investigate and experience things and have a go.
- ❖ Active Learning- Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- ❖ Creating and thinking critically- Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PRIME AREA) **(Making Relationships, Self Confidence and Self-Awareness, Managing Feelings and Behaviour)**



This **prime** area focuses on children learning how to work, play, co-operate with other and function in a group beyond the family. It covers important aspects of personal, social, moral and spiritual development, including the development of personal values and an understanding of self and others.

Statements include...

Children are confident, show appropriate self-respect and are able to establish effective relationships with other children and adults.

When working as part of a group and independently, children are able to concentrate and persevere in their learning and to seek help where needed. They are eager to explore new learning and to show the ability to initiate ideas and to solve simple practical problems. They demonstrate independence in selecting an activity or resources and in dressing and personal hygiene.

Children are sensitive to the needs and feelings of others and show respect for people of other cultures and beliefs. They take turns and share fairly. They express their feelings and behave in appropriate ways, developing an understanding of what is right, what is wrong and why. They treat living things, property and their environment with care and concern. They respond to relevant cultural and religious events and show a range of feelings such as wonder, joy or sorrow, in response to their experience of the world.



PHYSICAL DEVELOPMENT **(Moving and Handling and Health and Self Care)**



These **prime** standards focus on children's developing physical control, mobility, awareness of space and manipulative skills in the indoor and outdoor learning landscapes. They include establishing positive attitudes towards a healthy and active way of life. Children move confidently and imaginatively with increasing control and co-ordination. They use a range of small and large equipment and balancing and climbing apparatus, with increasing skill. They handle, with careful consideration to cleanliness, appropriate tools, objects, construction and malleable materials safely and with increasing control.

**Please note individual playdough, water and sand sets are used to enable hygiene. Water walls are also used and equipment is thoroughly cleaned in between individual use.*

COMMUNICATION AND LANGUAGE (Listening and Attention, Understanding, Speaking)

This **prime** area of the curriculum covers important aspects of language development and provides the foundation for Literacy. The learning intentions focus on children's developing competence in speaking and listening. At Southwold, we use our learning landscape to engage and interact with the children, modelling and inspiring the use of vocabulary. Talk Boost sessions also support children in nursery and reception and enable their confidence to grow, their sentence structure to develop and their use of language to flourish. Other areas of learning also make a vital contribution to the successful development of Literacy, such as creativity, exploration, investigation, small world and role-play.

In small groups, children listen attentively and talk about their experiences. They use a growing vocabulary with increasing fluency to express thought and convey meaning to the listener. They listen and respond to stories, songs, nursery rhymes and poems. They make up their own stories, songs and rhymes through Tales Toolkit sessions, role play and small world.

UNDERSTANDING OF THE WORLD (People and Communities, The World, Technology)

These **specific** standards focus on children's developing knowledge and understanding of their own environment and the environment of others. They provide a foundation for historical, scientific and technological learning and exploration.

One of our favourite days in the week is Welly Wednesday! This happens across the whole of the Early Years unit! The children enjoy exploring and recognising features of living things, objects and events in the natural and made world and they look closely at similarities, differences, patterns and change. They talk about their observations sometimes recording them and asking questions in order to gain information about why things happen and how things work.



The children explore and select materials and equipment and use skills such as cutting, joining, folding and building for a variety of purposes. They use technology in and out of the classrooms, where appropriate, in order to support their learning.



MATHEMATICS

This **specific** area covers important aspects of mathematical understanding and provides the foundation for number. The standards focus on achievement through practical activities with opportunity to do it, secure it and deepen it with the use of ongoing modelled language in the development of simple mathematical ideas.



Children use mathematical vocabulary, such as circle, in front of, bigger than and more, to describe shape, position, size and quantity. They recognise and recreate patterns. They are familiar with numbers, songs, rhymes, stories and counting games. They compare, sort, recognise and use numbers to ten and are familiar with larger numbers from everyday lives. They begin to use their developing mathematical understanding to solve practical problems.



Through practical activities children understand and record numbers, begin to show awareness of number operations, such as addition and subtraction and begin to use the language involved.

**Maths equipment used will be plastic and will be thoroughly cleaned in between use. Where possible children will have their own set of maths equipment in their personal tray*

LITERACY: READING AND WRITING



Using Read Write Inc as our phonics scheme across nursery and reception, this **specific** area enables children to start to use their sounds to support word building within reading and writing. The children begin to associate sounds with patterns in rhymes with syllables and with words and letters and they recognise their own names and some familiar words. They can identify letters of the alphabet by shape and sound. In their writing they use pictures, symbols, familiar words and letters to communicate meaning, showing an awareness of the

different purposes of writing. They write their names with appropriate use of upper and lower-case letters, with guidance from a 'name model' if necessary. The reception children at Southwold School take part in a 20 minutes session of Read, Write, Inc every day. The Nursery children complete a slightly shorter session.

**Please note children will have their own mark making resources in their tray to avoid sharing equipment with others.*





Reading in the Early Years:

The nursery and reception children will have the opportunity to choose a book to take home as often as they like. There are a range of fact and fiction books - all of which the children can borrow. Book boxes are located in all classrooms and rotated accordingly to ensure the books self-cleanse. Please ensure books are returned to school and placed in the 'return box'.

Reception- After three weeks of your child being in Reception, they will be given a Jelly and Bean book or a Read Write Inc Ditty. These books are part of our phonics based

scheme and your child will begin to work through this scheme at their own pace. The books will need to remain in your child's book bag and will be changed on a weekly basis by their teacher. The Ditty Sheets can be kept at home once they have been read so your child can use them to practice.

You will also receive a diary for your child. Please comment in the diary each time you hear your child read. We will also comment in these books. Reception children will also have 'Rotten Reds' (tricky words) to bring home and we ask for your support in helping the children to learn these.

EXPRESSIVE ARTS AND DESIGN (Exploring and using Media and Materials, Being Imaginative)

This **specific** area focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways. Children explore sound, colour, texture, shape, form and space in two and three dimensions. They respond in a variety of ways to what they see, hear, smell, touch and feel. Through art, music, dance, imaginative play and stories, they show an increasing ability to use their imagination, to listen and observe. They use a widening range of materials, suitable tools, instruments and resources to express ideas and to communicate their thoughts.



**Please note we aim to resource equipment for individual use but where resources need to be shared in small groups (2-3 children) they will be thoroughly cleaned in between each use.*

Learning at Southwold is great fun. We offer...



- ✓ A rich, engaging curriculum where learning extends to the outdoor classroom and we embrace the 'whole child'
- ✓ A cross curricular approach which inspires curiosity, questioning, exploration, investigation and imagination
- ✓ Story telling sessions where children learn stories off by heart through retelling, puppet work, hot seating and story mapping.
- ✓ Phonics sessions which are upbeat, active and engaging
- ✓ Lots of opportunities for messy play, designing, creating and reviewing
- ✓ Enabling mastery in Maths through the use of equipment-encouraging children to learn how to do or recognise and go on to apply it to their play, securing and deepening along the way

WORKING WITH PARENTS

Parents are their children's first and most enduring educators. This is why we believe that building a strong school-parent relationship is essential in securing the best education for each child. A happy start to school life is encouraged by meeting with us before your child starts school.

This year this will look slightly different. Your child will receive a special letter and teddy bear story in the post which will tell them all about their classroom, the daily timetable and the adults they will be learning alongside. We will also send you a photo booklet so you can get to know the Early Years Team. From the middle of June the following opportunities will be offered:

- A friendly 'get to know you' phone call from your child's teacher/ key person and then regular fortnightly phone calls from that point to say hello and answer any questions
- An early activation for Tapestry, your child's online learning journey so we can share in their home learning
- a video call so that your child can see their teacher/ key person- we thought 'Show and Tell' with a special toy might be a nice idea!
- A small group video call to sing some favourite songs or listen to a story

All of the above will hopefully give reassurance to both you and your child and a forum to ask questions and get to know us and the school. We will also keep in touch with any further information or guidance via our school email system.

Your child's experiences and achievements are continually recorded through observations and assessment, so that we can ensure each child's needs are met and that each child is supported and valued as an individual. The evidence collected in their Tapestry journal over the period your child spends in the early years then forms the basis of an Early Years Learning journey.

As and when it is safe to do so we encourage you and welcome you to spend time in our Early Years classes. We value your skills and helping hands! We aim to keep you fully informed of your child's progress. Parents' Evenings take place twice a year and Foundation Stage Newsletters and curriculum overviews will be sent out termly. We have open mornings, 'Stay and Play' sessions, bedtime hours and also hold sessions where you can come and work alongside your child in Maths and Phonics.

'Marvellous Me'



We love to celebrate alongside the children when they have achieved something new or just been simply fabulous. This might be the singing of a song, making their own musical band, the writing of their name for the first time, a swimming award, recognising a number on a walk or even making their bed on their own for the first time! It is important to us that these special moments are fed into your child's profile so please remember to upload your child's 'Marvellous Me' moments to Tapestry.

We will always share them with the whole class on the whiteboard and give them a huge 'whooshhh! or put on our spectacles and tell them they are 'spec-tacular!'.

PE:

The reception children will have a computing and a PE lesson once a week. Please provide dark shorts and a white t shirt for PE – children will get changed from January onwards. Their kit should be kept on their peg in a named PE bag. Policies for these areas can be accessed via the school website. Nursery will still enjoy visiting the hall for mini PE sessions but will not get changed.

A little reminder for Nursery and Reception children...

You will need...

- ✓ Named PE kit in a bag for your peg (reception)
- ✓ Book bag
- ✓ £1.00 weekly voluntary contribution (cooking, treats, craft activities)
- ✓ Water Bottle clearly named (Fresh water is available at all times in the unit)
- ✓ Spare clothes for your peg
- ✓ Waterproof coat/Mac and trousers
- ✓ Wellies/ outdoor shoes to keep in school
- ✓ A fruity snack in case you feel hungry (remember to label these and pop them straight in your own tray) Children will also be entitled to government fruit and vegetables too.

IMPORTANT INFORMATION

Hygiene

Children will frequently wash their hands with soap and water for 20 seconds and dry thoroughly.

Children will clean their hands on arrival at the setting, throughout the learning day, after eating, and after sneezing or coughing. Children will be encouraged not to touch their mouth, eyes and nose and use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it'). We will ensure that help is available for children and young people who have trouble cleaning their hands independently and will encourage the children to learn and practise these habits through games, songs and repetition. Disposable gloves and aprons will be used for daily cleaning.

Illness

Children suffering from sickness and / or diarrhoea should be kept at home for at least 48 hours after the symptoms have cleared. Absence from school should be reported to the school office.

If you have symptoms of coronavirus (COVID-19), however mild, OR you have received a positive coronavirus (COVID-19) test result, the clear medical advice is to immediately self-isolate at home for at least 7 days from when your symptoms started. Do not go to a GP surgery, pharmacy or hospital. You should arrange to have a test to see if you have COVID-19. Always consider alerting the people that you have had close contact within the last 48 hours to let them know you have symptoms of coronavirus COVID-19. Staying at home for 14 days will greatly reduce the overall amount of infection that people in your household could pass on to others in the community. As above, absence from the school should be reported immediately to the school office via email.

Accidents

If your child has a minor injury at school, the staff will attend to the injury and record it in the Accident Book. Parents are informed via a text from the school office.

**Please note face masks and eye (visor) protection will be used with any close contact work including first aid, medical procedures/assistance and dealing with a suspected COVID -19 cases until the case is removed from the site.*

Fire drills

There are regular fire drills and lock downs at school. All visitors and volunteers are requested to sign in on the school ipad on arrival at Reception.

Taking photos of your child in school

In Early Years we like to value your child's achievements, therefore we regularly take photos which feed into your child's Tapestry Journal and are often displayed around the unit. There are also times when we may use your child's photo for the school website, Twitter and Facebook pages.

** Photo permission and Tapestry letters are sent before your child starts school with a signed permission slip that will need to be returned to the school office in order to set up a Tapestry account*

Clothing

Please make sure that your child has outdoor shoes/wellies and a waterproof coat available in school at all times. We will be using the gardens all year round and in all weathers, so please ensure that your child has suitable clothing. We have often found that all-in-one waterproofs are particularly useful. Please make sure all clothing is named. School uniform is available to purchase from the school office during each morning. You may also wish to purchase a book bag. Please also provide your child with a change of clothing in case of accidents. If your child is not toilet-trained, then please talk to your child's key person to make arrangements. There is a self-care policy available through the office which offers more information on intimate care.

Toys

We know how much the children adore their own toys and like to share them with us but from June 2020 we are asking for **all** toys to remain at home. So that we can still continue to hear all about the children's amazing toy adventures, please use Tapestry to upload a weekly show and tell from home. We will always comment and ask questions on the post to make sure the children have our full attention!

Welfare

It is important to Southwold School that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop important life skills. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children (Please see Safeguarding Policy on the school website).

Starting reception - Advice for parents and carers summer 2020

Starting school after lockdown

The beginning of school can feel scary for you and your child. Lockdown has been an uncertain and difficult time and we know that you may have more worries about your child starting school than in other years. You might also be worrying that your child won't be ready for reception and be wondering if there is anything you can do to help get ready for transition

Listed are some things you can do with your child to help make sure they're just as ready to start reception as they would otherwise have been.

Our early years team are experts in helping you and your child have a great start to life in school. We plan to ensure your child's needs and individual personalities are at the heart of activities and provision.

If you have any questions about these activities or any other issue about starting school, please contact the school office office@southwold.oxon.sch.uk

To help your child develop independence, get them used to doing the following at home:

- Getting dressed independently every day - practise closing buttons, putting on socks and shoes on the right feet, putting coat on and zipping up
- Going to the toilet and wiping their bottom on their own - simple clothing like elasticated waistbands are easier to get on and off
- Using a song to help your child learn to wash their hands for 20 seconds- Baby Shark is a great one!
- Cutting food using a 'real' knife and fork and pouring a drink from a plastic jug
- Tidying up their toys and doing simple household chores - giving them responsibilities will help them to become more independent
- Helping them to recognise their name in writing and to consistently respond to it verbally. Create a coat and shoe peg at home with their name on it to help get them used to having something similar at school - it seems like a simple thing, but it'll help when we ask your child to go and fetch their coat!

You can practise some of the skills your child will develop in early years in your home - this will help your child feel more ready when reception starts:

- Talk to your child taking turns to talk and listen as much as you can. Many children do not spend enough time talking to their parents, often because we all use screens much more. Having good communication skills is one of the key things that will children feel happy and learn more easily at school
- Talk to your child in your home language. Don't worry about talking in English if this is not what you do normally- If your child can talk well in your home language they will pick up English more quickly at school
- If we are using screens more often to stay in touch with family and friends during isolation, include children in video calls and activities. Getting them to have conversations with relatives and friends is a good way to combine screen time while helping children to improve their speech
- Do turn-taking activities such as playing with a toy - this helps them to get used to taking turns and to understand the concept of sharing
- Get your child used to eating with others even if it's just a snack
- Get your child to listen by sitting still and looking at you while you give some simple instructions or tell a story
- Lots of the learning in reception happens through play. Get down onto the carpet so you're at their level and enjoy some play with your child. Follow their lead with what they're doing or how they're playing. Then, try to get them to follow your lead and create games together. This will help them to get used to playing and engaging with other children
- Do some drawing, painting or mark making together- have fun making marks with everything from mud to gravy!

Get children interested in stories, sounds and numbers

- Read to your child everyday- we get most of our new words from what we read. Research shows that reading stories is one of the best things' parents can do to help children do well at school. A bedtime story helps bedtime routines and gives a great opportunity to snuggle together and feel connected. It's great to get to know some stories well so don't worry if your

child asks for one book over and over again- this will help them later in school when they start to learn to write

- When reading turn the pages together and look at the pictures. Look on Tapestry for some read by our very own team. Snuggle together and have a listen-
- Recognise sounds and words in the environment around you to help your child hear the initial sound in words - e.g. look at that t-ree, first sound 't'
- Segment sounds in words orally while doing your usual daily routine - e.g. get your c-oa-t on, where is your b-a-g
- Play I spy but sound out the word and see if your child can blend it - e.g. I spy with my little eye a d-o-g
- Explore rhyming words and sing songs together- action songs are fun
- Count items out together and talk about numbers you see around you

Routine and consistency helps children to adapt and this will help ease the transition into reception. About 4 weeks before the start of reception, try to set a morning routine with your child. You can start with small steps and gradually add to the routine:

- Get up at the same time every day and have breakfast if possible, try to have a bed time
- Get dressed up in the school uniform and put on 'school' shoes
- Prepare a 'school lunch box' - you can choose one together if you don't have one yet
- Try to get a bedtime routine- the first few months of school are really exhausting for children and good sleep habits will keep them healthy and benefit their learning in the long term. The NHS website offers good ideas helping your child with sleep <https://www.nhs.uk/live-well/sleep-and-tiredness/healthy-sleep-tips-for-children/>
- Try to limit screen time for some time each day- especially at night. Screen time can be very exciting and engaging for children but can be addictive and stop children being as curious and creative as they are when screens are not around. Children will do best in school when they are used to interacting with other people and are happy and excited by a range of activities

Help your child get to know the school and staff faces

- Many children like to be able to know what their school and teacher look like before they start. Use the story book and photo book we sent you to help with this!
- We will give you a ring to get to know you all. There will be an opportunity to do a 'Show and Tell' and a 'Singing' session via a video call too.
- We will offer you the opportunity to join Tapestry and start to upload your child's learning through play at home. Our staff love to comment and share in the children's achievements and it's another great way to get to know each other.
- Look up the route to Southwold and if it's walking distance try it out as your daily walk- point to the school and tell your child they'll be going there soon.
- Show your child that you are excited about school and talk to them positively about starting at Southwold. Children look to parents for reassurance, try not to worry out loud to your child about starting school and please give us a ring to talk about any concerns you have- you will not be the first parent to have concerns and questions and our team really like to help!
- Coronavirus may have made you worry about starting your child at school. All Government guidance has been followed and actions taken to ensure that your child is safe in school and

manage any risks associated with the virus. We can talk to you about the steps we have taken to make school a safe place for your child

Thank you for taking time to read our booklet. If you have any questions or queries, please feel free to contact the school office and they will direct you to Mrs Holloway, the Early Years Lead or a member of the team. Don't keep worries to yourself- we are here to help!

June 2020