

Tanfield Lea Community Primary School

Welcome to Pre-School



2026-2027

Name: _____

I will come for my transition visit on the following date and times:

I will start my usual Pre-School hours in the week beginning 8th September

*All information in this brochure is correct at time of printing.
Some changes in arrangements may occur throughout the year.*



Opening Doors, Enriching Lives

Children's Charter



For all children at Tanfield Lea Community Primary School, we pledge to offer the following experiences:

EXPERIENCES

- Build a snowman
- Attend a student conference
- Handle animals
- Grow plants
- Try different foods
- Have cooking experiences
- Prepare and go for a picnic
- Attend a sleepover
- Take part in an afternoon tea
- Go sledging
- Have snowball fights
- Attend an extra-curricular club
- Learn basic first aid and life saving skills

ECONOMIC WELLBEING/COMMUNITY

- Have a role of responsibility in school
- Meet professionals from a range of careers
- Raise money for charity and for the school
- Reach out to the community
- Take part in an election
- Litter pick
- Deliver a Christmas and Easter Service
- Become an Anti-Bullying Champion
- Make links with people of different faiths
- Take part in an enterprise project

SPORTS

- Experience and participate in new sports
- Go climbing
- Learn to swim
- Learn to ride a bike and scooter
- Go to a sporting event
- Experience disability sports
- Meet a local sports person
- Represent the school in a sporting event

LITERACY/SPEAKING AND LISTENING

- Experience a wide range of quality literature
- Select books for the library
- Write a letter to someone outside of school
- Publish a story, article or poem
- Meet an author
- Be a spokesperson
- Take part in a debate
- Discuss current affairs
- Recite a poem
- Prepare and deliver a presentation to adults

OUTDOOR LEARNING

- Get muddy
- Learn to orienteer
- Take part in water sports
- Walk on a mountain
- Build a den
- Go on a water slide
- Learn to canoe
- Go on a bike ride
- Walk in the woods
- Take calculated risks
- Experience creativity in the outdoors

COMPUTER/TECHNOLOGY

- Send an email
- Hold a video call
- Publish something online
- Programme a robot
- Design and make a computer game using coding
- Learn to stay safe online

MATHEMATICAL OPPORTUNITIES

- Take part in a maths competition
- Experience maths in the real world
- Handle money
- Visit a shop and spend some money

TRIPS/VISITS

- Visit a farm
- Visit the local area
- Visit a local business
- Visit historical sites
- Visit a museum/art gallery
- Visit a city
- Visit the beach and go in the sea
- Go on a residential visit

ARTS/CREATIVITY

- Dance at a disco
- Watch a show at the theatre
- Be part of a performance to parents
- Play a musical instrument
- Go carol singing
- Watch live music/performance
- Perform on a big stage
- Learn to sew
- Display own work in an art exhibition

Through all of these experiences, we will develop a Growth Mindset, showing resilience and determination and believing in the 'Power of Yet'.



Opening Doors, Enriching Lives



Here is the link for our Pre-School video...

[Welcome to Pre-School](#)



<https://youtu.be/CqLYVUBZMnc>

TANFIELD LEA COMMUNITY PRIMARY SCHOOL
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facebook: [Tanfield Lea Community Primary School](#)

Head Teacher: Mr M. Temple

Deputy Head Teacher: Mr M. Patterson

Early Years Foundation Stage Leader: Mrs A. Geach

Pre-School Teacher: Mrs J. Dunham

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Welcome!

We wish to welcome you and your child to Tanfield Lea Community Primary School Early Years Foundation Stage, Pre-School. It is our aim to provide the best possible education for your child. Starting school is a major stepping stone in any child's life and it is our intention to make the transition as smooth as possible.



Children who visit the unit at the beginning of the week will be known as the **Bumblebees**.

Days and times are....

Monday, Tuesday: Between 8.40 and 8.50am - 3.05pm

Wednesday: Between 8.40 and 8.50am - 11.30am



Children who visit the unit at the end of the week will be known as the **Ladybirds**.

Days and times are....

Wednesday: 12.45pm -3.05pm

Thursday, Friday: Between 8.40 and 8.50am - 3.05pm



Children who attend the unit full time will be known as the **Caterpillars**.

Days and times are...

Monday—Friday: Between 8.40 and 8.50am -3.05pm

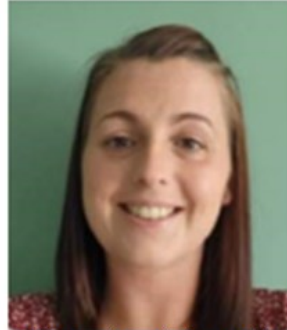


Who is who in the Early Years?

Your child will have most contact with these adults
(The Early Years Team).



Mrs J. Dunham
Pre-School Teacher



Mrs A. Ashcroft
Teaching Assistant



Miss G. Meyer
Teaching Assistant



Mrs K. Sharp
Lunchtime Play
Supervisor



Mrs A. Geach
Reception Teacher
and Early Years
Leader



Mrs K. Sparkes
Reception Teacher



Miss D. Armin
Teaching Assistant



Miss H. Lamb
Teaching Assistant

Other adults your child will frequently meet in school:

Mr M. Temple, Head Teacher

Mr M. Patterson, Deputy Head Teacher

Mrs A. Brotherston, Special Educational Needs Co-ordinator

Mr A. Ashman, Sports Coach

Mrs T. Dixon, School Administrator in Main School Office

Mrs D. Hole, Clerical Assistant and Breakfast Club Leader

Mr P. Mansfield, Behaviour Support Lead

Mr A. Barclay, Caretaker

Mrs L. Ovington, Friends of Tanfield fundraising group

Mrs L. Sabourn, Attendance Officer (works every Wednesday)

Mrs C. O'Malley, School Business Manager

Key Person

Young children thrive from a base of loving and secure relationships. At home this is normally provided by a child's parents. In Pre-School it can also be provided by a key person. A key person is a named member of staff who leads the care of a small group of children and helps them feel safe.

Your child's key person is Mrs Dunham.



The role of a key person is an important one. It is an approach which is set out in Early Years guidelines. It involves the key person responding sensitively to children's feelings and behaviours and meeting emotional needs by giving reassurance, such as when they are new to a setting or class. This supports the child's emotional well-being. The key person supports physical needs too, helping with issues like toileting, eating and dressing. That person is a familiar figure who is accessible and available as a point of contact for parents, and one who builds relationships with the child and parents or carers.

Records of development and care are created and shared by the key person and parents. Small groups foster close bonds between the child and the key person in a way that large groups cannot easily do. These groups allow the key person to better 'tune into' children's play and their conversations to really get to know the children in the group well. Children who feel settled and happy and are more confident to explore and as a result become more capable learners.



Mrs Dunham will work alongside the other members of the Early Years Team to plan and prepare activities for our Pre-School children.

Transition to Pre-School

Starting Pre-School can be a daunting time for both parents and children. We have various strategies to ensure that your child's transition is as smooth as possible.

We like to get to know all about your child before they start school. The more we know the more we can plan for their interests and needs in order to get them settled in and feeling secure in school.

The main educator in your child's life is yourself! You know your child much better than anyone else and we are sure that you will have already provided them with a wealth of love and experience to help your child to develop into a successful learner. We are pleased that you are able to meet with us to discuss your child and ask us any questions about our provision. We have sent you a 'Welcome Pack' of forms and information and ask that you return the completed forms as soon as possible (if you haven't already done so).

We look forward to reading your "All about my Child" document so that we can begin to build a picture and gain understanding of each child's individual character and needs.



What happens if your child is already attending another nursery or has a child minder?

Mrs Dunham will make contact with their current key person. She will discuss your child's individual needs and abilities. This gives us further insight into how we can expect them to settle and their next steps in learning.

Please let us know if your child is currently attending another nursery or has a child minder on your "All about my Child" sheet.



If you are concerned about how your child has settled we welcome telephone calls from parents who need to be reassured that their child is happily playing after their departure. Your anxiety is only natural.

To help children to cope with their tiredness, we will have a "chill out" time where children can relax in the indoor learning environment. Children who are used to a daytime nap find this session beneficial.

At home time, it is likely that your child will be tired, especially in the first few weeks. Be prepared to be extra patient and loving and to spend some time with your child talking about their new experiences. This will help to give your child a sense of security.



What will your child need to bring to school with them?

Your child will have a designated storage drawer. Please send in the following named items at the beginning of the year for them to keep in there.....

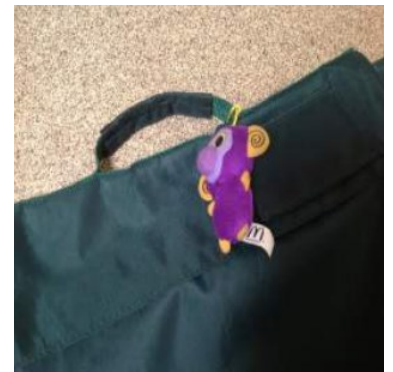
- ☐ One pair of named Wellington boots
- ☐ A sunhat
- ☐ A packet of wipes
- ☐ A set of spare, old clothes including at least one pair of underpants / knickers and socks.



In addition to these items we will also ask your child to bring in the following:

A dialogic reading book. More information on this can be found later in this brochure.

Everyday we'd like them to bring their school bag. This is provided free of charge (a gift from the Friends of Tanfield Lea). We recommend that you add something to your child's bag so that they can recognise it as their own, e.g. one or two small key rings and we hope they'll continue to use the bag when they change year groups. Pre-School children may not bring a backpack to school.



Please ensure your child always comes to school wearing clothes appropriate to the weather, e.g. hats, scarves and gloves. These should also be fully labelled. **Children have a right to access the outdoor learning environment every day.**

We ask you to bring a named water bottle for your child to drink out of throughout the day.

On hot days please ensure that sunscreen of Factor 50 is applied before school. Children can bring in sunscreen from home but must apply it themselves. We also ask you to send in a sunhat.

You can choose for your child to have a school dinner or packed lunch.

School dinners are prepared inline with government guidelines.

In September school dinners will cost **£3.08** per day. This must be paid through the Arbor.

Packed lunches must conform to our packed lunch policy.

There is a notice period of **two weeks** if you wish your child to change from packed lunch to a school dinner or vice versa.



School Uniform

Wearing a school uniform encourages a sense of pride and belonging for young children. We ask you to support us in encouraging your child to wear their uniform with pride. This consists of:



Black or grey
Racing green
White
Black
Green gingham

skirt/shorts/trousers/leggings/tracksuit bottoms
sweatshirt/jumper/cardigan
polo shirt
sensible shoes or black trainers
summer dresses

CHILDREN IN PRE-SCHOOL DO NOT REQUIRE A P.E. KIT

Young children find fiddly fastenings such as buckles and belts difficult to manage. For this reason we encourage you to choose Velcro fastenings or other fastenings that your child can manage when selecting uniform.

School uniform can be ordered from the school website at any time under the parents section - school uniform.: www.tanfield-leapprimary.durham.sch.uk

With the exception of September, a non-school uniform day will be held on the first Friday of every month. We will ask for a small donation, one per family, and this is used for enrichment opportunities during the year.

Young children find small clothes difficult to get on and off. For this reason we encourage that your child has plenty of room in their uniform. If in doubt about sizing choose the larger option.

We will encourage your child to take responsibility for their own uniform. It is impossible for us to know who every item of clothing belongs to! We ask that every item of clothing is clearly labelled with your child's name. Some clothing ordered from school is pre-named.

What will happen on a typical day?

Once your child is in Pre-School full time this is what you can expect on a

Monday and Tuesday (Bumblebees).

Thursday and Friday (Ladybirds).

Monday, Tuesday, Wednesday, Thursday and Friday (Caterpillars).

8.40-8.50 Arrive at school

8.50-9.00 Self-registration and catch up with our friends.

9.00-9.20 Key group activity (including stories and rhymes)

9.20-11.20 Structured play and adult-led group activities both indoors and out, fruit and milk.

11.20-11.30 Carpet session

11.30-12.45 Lunch time provision

12.45-1.00 Key group carpet session (including stories and rhymes)

1.10-2.40 Structured play and adult-led group activities both indoors and out

2.40-3.05 Carpet session

3.05 Home time, please collect your child from the Pre-School waiting area. We know that many of you have children in Reception, Year 1 and Year 2 to collect from the lower school yard at 3.05 /3.10. We aim for Pre-School children to be out promptly which will give you ample time to collect other children.

Arrangements for Wednesdays

Bumblebees and Ladybirds are only in Pre-School for half a day on Wednesdays. Drop-off and pick up arrangements will be different to those described on the previous page.



Arrangements for Bumblebees



- | | |
|---------------|---|
| 8.40-8.50 | Arrive at school |
| 8.50-9.00 | Self-registration and catch up with our friends. You are welcome to visit the Pre-School base room during this time |
| 9.00-9.20 | Key group activity (including stories and rhymes) |
| 9.20-11.20 | Structured play and adult-led group activities both indoors and out, fruit and milk |
| 11.20 - 11.30 | Carpet session |

At 11.30 a member of staff will bring the children to the gate to meet their adult.



Arrangements for Ladybirds



12.45: Staff will greet you at the gate and escort you and your child to the Pre-School door. For security reasons this gate will then be locked. Once children are settled parents must leave together, again through the pedestrian gate which will be re-opened by a member of staff. Any late children must leave their parents at the gate and will be collected by staff and brought to the Early Years Unit.

12.45-1.05 Self-registration and catch up with our friends

1.05-2.40 Structured play and adult-led group activities both indoors and out, fruit and milk

2.40-3.05 Carpet session then home time with same arrangements as other days

Attendance

At Tanfield Lea Community Primary School we try to ensure good attendance and punctuality. If your child is unable to attend school for some reason, then you should inform us by **10a.m.** on the first day of their absence. You may notify us, by telephone or in person at the main office. The information we require is the name and class of your child, the reason for their absence and likely date of return (if known).

Reasons for absence include:

- Illness
- Attendance at emergency medical examinations / consultations
- Attendance at emergency dental appointments
- Attendance at therapy sessions

Please make non-urgent medical appointments outside of school hours

If you require leave of absence, for a particular occasion or reason, the school must be informed in writing prior to the event taking place. Please complete a school Leave of Absence form to request this (available from school office). If for some reason the school does not receive notification of absence you will be contacted by the school to find out why your child is not in school.

Mrs Sabourn is our Attendance Officer. She monitors attendance and will contact parents either by letter or telephone if she has any concerns.

Punctuality

We wish all parents to understand that lateness affects your children's education and disrupts that of the other children in class. We expect all children to be in school for the beginning of the session. If your child is going to be late please bring him / her into school as soon as possible via the main entrance. Lateness is recorded and parents who frequently bring children in late will be asked to discuss their difficulties with our Attendance Officer.

We look forward to your support in this matter and in helping to maintain high standards and expectations at our school.

School finishes at 3.05. If, for any reason, you are going to be late to collect your child please let us know ASAP.

SCHOOL HOLIDAYS 2026/2027

Tanfield Lea Primary School will re-assemble on Tuesday 1 September 2026 for the commencement of the Autumn Term. Thereafter holidays for the 2026/2027 academic year are shown below – **please note that these may differ from other schools in the area due to Teacher Training days.**

| Holiday | Closing Date | Date Re-open for Teaching Purposes |
|---|--------------------------|------------------------------------|
| Summer 2026 (6 weeks) | Friday 17 July 2026 | Tuesday, 1 September 2026 |
| Autumn Half-Term 2026 (1 week) | Friday, 23 October 2026 | Monday, 2 November 2026 |
| Christmas 2026 (2 weeks) | Friday, 18 December 2026 | Monday 4 January 2027 |
| Spring Half-Term 2027 (1 week) | Friday, 12 February 2027 | Monday, 22 February 2027 |
| Easter 2027 (2 weeks, 1 day) | Thursday 25 March 2027 | Monday, 12 April 2027 |
| May Day 2027 (1 day) | Friday, 30 April 2027 | Tuesday, 4 May 2027 |
| Summer Half-Term 2027 (1 week, 3 days) | Tuesday, 25 May 2027 | Monday, 7 June 2027 |
| Summer 2027 (6 weeks, 1 day) | Wednesday, 21 July 2027 | To Be Confirmed |

NB Due to the changes in amendments to School Attendance Regulations Head Teachers may not grant ANY leave of absence during term-time unless there are exceptional circumstances. From August 2024 each adult with parental responsibility will be fined £160 per child (but reduced to £80 per parent per child if paid within 21 days) if they choose to take their child out of school for more than 10 sessions/5 school days unauthorised absence over a rolling 10-week period.

Exceptional circumstances will be extremely rare.

TEACHER TRAINING DAYS – SCHOOL CLOSED TO PUPILS ON 26 NOV, 27 NOV 2026 AND 26 MAY, 27 MAY, 28 MAY 2027.

(Please note, this year there are 5 days from term time for Teacher Training).



Making a difference where you live



Opening Doors, Enriching Lives

Keeping Safe

- Children should always be accompanied by a responsible adult at the beginning and end of the school day
- Please bring your child to school via the Pupil Entrance which is clearly signposted off the main footpath and proceed to your child's class entrance
- Please do not bring dogs onto the school site
- Please do not smoke or vape on the school site or near to the exits
- Parents and other adults who bring their children to school by car **must not** use the staff car park
- Please be considerate to other pedestrians, road users and the residents who live near to our school. Do not block driveways, park inconsiderately and ensure you abide by the highway code.
- To ensure security the school grounds are locked during the school day between 8.50am and 3.00pm. Access during this time can only be made via the school Main Entrance.

Medication

Generally only medicines prescribed by a doctor can be administered by staff in school. We will ask you to complete a form prior to the medication being given. If you have any questions regarding medication in school please see Mrs Ashcroft or Miss Meyer.



Jewellery

It is school and Durham County Local Authority policy that all pupils taking part in physical education lessons remove items of jewellery on the grounds of personal safety.

Children are only allowed to wear a wrist watch and stud earrings —if they have their ears pierced. No other jewellery is permitted.

As children in Pre-School participate in physical activity on a daily basis we ask that they do not wear any earrings for school unless they can take them out themselves. Only stud earrings should be worn.

If you intend to have you child's ears pierced please do so at the beginning of the summer holidays so they will have time to heal before the start of the new school year.

The issue of safety is relevant not only to the risk that applies to the wearer of jewellery but also to other pupils in the same class who may come into contact with the wearer in physical activities. Pupils and staff are covered against accidents by a public liability insurance scheme only if they adhere to the LA's stated policy and practice.

Lunchtime arrangements

Lunchtime can be quite a daunting time. For this reason there will be a member of the Early Years team with Pre-School children for the entire lunchtime experience.

When your child gets to the dinner hall, he or she will sit near to other key group members. They will sit on a table that is appropriate to their size.

Children in Pre-School will be served their school dinner to their table. We will know what to serve them as they will have placed their order earlier in the morning from a choice of various options. We will encourage children to choose food that we know they like.

"Recent research by the School Food Trust shows that school meals are now consistently more nutritious than packed lunches, giving the children who eat them a better foundation for good health.

School food can help shape the eating habits that lead to a healthier diet. National standards mean that school lunches provide at least one portion of fruit and one portion of vegetables every day for each pupil and they ensure food is lower in fat, sugar and salt by restricting deep-fried foods and not allowing chocolate, sweets, salty snacks and sugary drinks. packed lunch or a school dinner"

[Why School Food Matters website](#)

We will make a note of any eating issues that arise over lunch and let you know about them at the end of the day. When they have finished their lunch all of Pre-School will go back to the classroom together.

Children who bring a packed lunch will be able to sit near to children who have a school dinner.



Snack time

Every morning we operate a snack system where all children come together and enjoy milk and fruit. There is no charge for this. Children are encouraged to be independent. Snack time is an important time for children. It is a wonderful social experience and encourages children to develop an understanding of the benefits of a healthy diet.

Children can access their water bottle at any time during the day.

Your child is very welcome to bring in a birthday cake at the time of their birthday. We will use it as part of our cultural education.



The Early Years Foundation Stage Curriculum

For up to date information on the Pre-School Curriculum please see the school website.

During your child's year in Pre-School they follow the Early Years Foundation Stage Curriculum (EYFS). This will then continue the following year in Reception in preparation for Key Stage 1. The four guiding principles behind the EYFS curriculum are...

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

-Children learn to be strong and independent through **positive relationships**

-Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs. There needs to be a strong partnership between home and school to enable this to happen

-**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.

Our Early Years Unit is a carefully planned and well-resourced indoor and outdoor environment which caters for the various needs of young children and encourages independence. We offer a broad range of experiences for the early years both indoors and outdoors. Our Early Years team plan a range of purposeful activities, both structured play and teacher-led tasks, which match the differing needs of our young learners.



These activities support the three **prime areas** and four **specific areas** of

| | | |
|---------------|--|--|
| Prime area | Communication and Language | <ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking |
| Prime area | Personal, Social and Emotional Development | <ul style="list-style-type: none"> • Self-Regulation • Managing Self • Building Relationships |
| Prime area | Physical Development | <ul style="list-style-type: none"> • Gross Motor Skills • Fine Motor Skills |
| Specific area | Literacy | <ul style="list-style-type: none"> • Comprehension • Word Reading • Writing |
| Specific area | Mathematics | <ul style="list-style-type: none"> • Number • Numerical Pattern |
| Specific area | Understanding the World | <ul style="list-style-type: none"> • Past and Present • People, Culture and Communities • The Natural World |
| Specific area | Expressive Arts and Design | <ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive |

The following pages outline the government's guidance in each of these areas (Statutory Framework for the Early Years Foundation Stage) and photographs of these in action.

Communication and Language

"The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures".

Statutory framework for the Early Years Foundation Stage



Personal, Social and Emotional Development

"Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life".

Statutory framework for the Early Years Foundation Stage



Physical Development

"Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence".

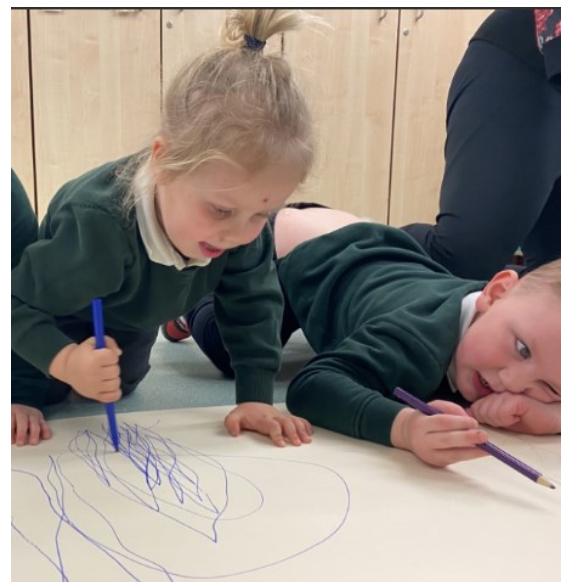
Statutory framework for the Early Years Foundation Stage



Literacy

"It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)".

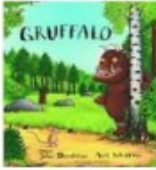
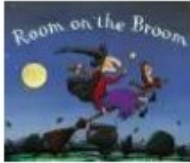



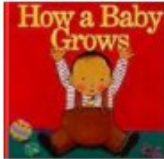
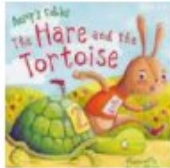
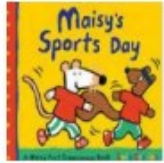

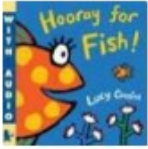


Statutory Framework for the Early Years Foundation Stage



Dialogic Reading

Dialogic reading is approached used throughout lower school to encourage children to develop a life-long love of reading from an early age. When your child starts in Pre-School they will choose a dialogic reading book to bring home and share most weeks. This will often be a familiar book that they have enjoyed in school. We do not expect Pre-School children to be able to read the writing at this stage. We expect them to talk about the book and the pictures.

Here are the dialogic reading books that will be shared in Pre-School:

| | | | |
|--|--|--|---|
|  <p style="text-align: center;">The Gruffalo Julia Donaldson</p> |  <p style="text-align: center;">Room on the Broom Julia Donaldson</p> |  <p style="text-align: center;">Stick Man Julia Donaldson</p> |  <p style="text-align: center;">Farmer Duck Martin Waddell</p> |
|  <p style="text-align: center;">Shark in the Park! Nick Sharratt</p> |  <p style="text-align: center;">How a Baby Grows Laura Godwin</p> |  <p style="text-align: center;">The Hare and the Tortoise</p> |  <p style="text-align: center;">Maisy's Sports Day Lucy Cousins</p> |
|  <p style="text-align: center;">The Tiger Who Came to Tea Judith Kerr</p> |  <p style="text-align: center;">Hurray for Fish Lucy Cousins</p> |  <p style="text-align: center;">Pants Giles Andreae</p> |  <p style="text-align: center;">Chicken Licken</p> |



| | | | |
|--|---|--|---|
|  <p>Hairy Maclary Lynley Dodd</p> |  <p>Dear Zoo Rod Campbell</p> |  <p>Brown Bear, Brown Bear, What Do You See? Mill Martin</p> |  <p>The Three Little Pigs</p> |
|  <p>Five Little Ducks</p> |  <p>Each Peach Pear Plum Janet and Allan Ahlberg</p> |  <p>Dear Santa Rod Campbell</p> |  <p>Families, Families, Families! Suzanne Lang</p> |
|  <p>Walking through the Jungle Julie Lacome</p> |  <p>The Big Pancake</p> |  <p>The Very Hungry Little Caterpillar Eric Carle</p> |  <p>Goldilocks and The Three Bears</p> |



More information about dialogic reading can be found within the curriculum section of the school website. Dialogic reading will be a focus of "Stay and Play" sessions.

Mathematics

"Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes".

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Understanding the World

"Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension".

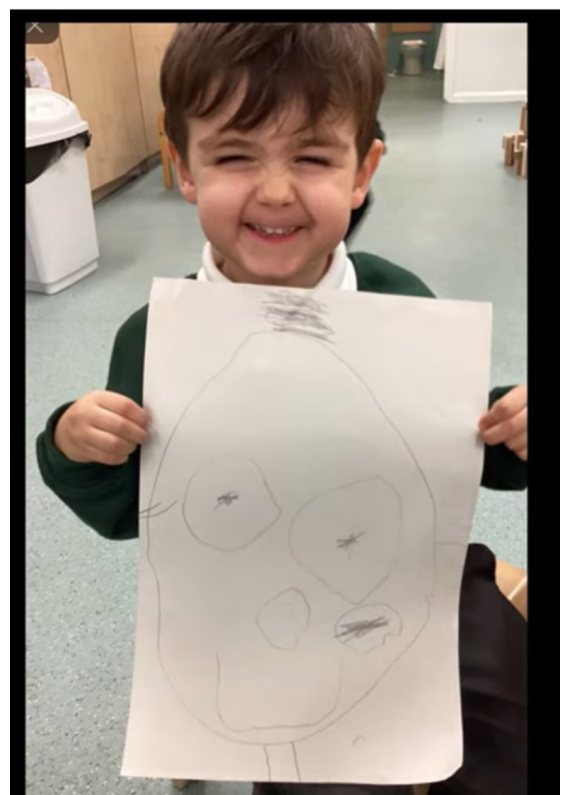
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Expressive Arts and Design

"The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe".

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Star of the Week

Once your child is in Pre-School full time we will begin to award "Star of the Week" to one deserving Bumblebee on a Wednesday and one deserving Ladybird and Caterpillar on a Friday. This will be because of something they have done throughout the week that has impressed one of the Early Years team. When your child is chosen to be "Star of the Week" it is a wonderful achievement and you should be extremely proud! They will be given the opportunity to take home a key group mascot for the weekend.



With the mascot is a diary in which we ask you to record any adventures from their time at home. Please include writing by yourself and / or your child and photographs of what you have been doing.

If you do not have a printer you can e-mail us one or two photographs and we will print them out for you. Please use the following e-mail address:

preschool@tanfieldleapprimary.co.uk



Documenting and Showcasing our Learning Journeys

Our learning environment is used as a story of children's interests, ideas, new skills and facts that they acquire through the Pre-School year. Here are a few examples: This "My family" display focuses on the importance of links between school and home learning.

Our families are important to our learning journey and we celebrate how all of our families are all different but equally special. We share our experiences from home and use these to further develop our learning. ↓



← An example of an interactive display based on shadows—here children are encouraged to make their own shadows using a projector. The display was inspired by the film "Peter Pan".



← This display shows what children have learned throughout the year about different seasons. It captures what children have said, sketches they have made and photographs.

Learning is also documented in our class floor books around the class. We look forward to sharing these with you when you visit! Children are encouraged to look at these to help them to learn new facts—We call this "Sticky Learning". →



Home / School links

We know that a lot of learning happens at home and we would like to know more about this. Contributions may include...

Postcards sent from places you visit. It is very exciting and promotes a lot of discussion when a member of the clerical staff brings us a special delivery!

Models they have made for us to look at and talk about. We can photograph these then send home the model.

Pictures they have drawn or writing they have produced.

Photographs. If you have any photographs of anything you have been doing at home please send them in for us to share. Here is an example of an "X" post celebrating news from home:



Children get a great deal of satisfaction and develop a sense of security in seeing work from home when they are in school.

Please ask if you'd like to see samples of your child's work... please don't feel that you have to wait for Stay and Play or Parents' Evening.

Home School links

Stay and Play Throughout the year we will invite you into the class environment for short sessions to give you an insight into Pre-School life. You will have the opportunity to observe a key group session then play with your child in the classroom. These are our "Stay and Play" sessions. You will find out more about what he or she likes doing at school. We find that these events are very well attended and give you the opportunity to further develop relationships with your own child and talk to other parents about children's learning.

Feedback from previous sessions has included...

"I couldn't believe how much things had changed since I was at school"

" I didn't know that my child was capable of tidying up so well. I will download the tidy-up song to my playlist!"

We will be running Stay and Play sessions regularly throughout the year.

Other ways in which you can help:

- Ensure that your child attends Pre-School every day.
- Notify us immediately if your child is going to be absent and why.
- Ensure that your child arrives punctually and is collected promptly. Instilling good habits at this age lasts a lifetime!
- Tell us if you have changed your contact details.
- Encourage your child to wear a uniform and ensure that all uniform items are clearly labelled.
- Encourage your child to eat breakfast before coming to school and have a set routine and time for going to bed to ensure a good night's sleep.
- Encourage your child to be independent at home (e.g. to expect them to tidy up toys when they have finished and to dress themselves).
- Always respect any work sent home from school. It may look like scribble to you but to them it is a masterpiece!
- If your child receives "Star of the Week" or any stickers give lots of praise
- Please follow us on facebook: [Tanfield Lea Community Primary School](#)



Starting School



When your child starts school there are a number of skills that they should have been practicing. Please tick to indicate if your child has mastered any of these and hand it back to your child's teacher. This will help us build a better picture of your child.

Self-care

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I don't feel well

Speaking & literacy

- I am interested in reading stories & looking at picture books
- I am able to talk about myself, my needs & feelings
- I am practicing recognising my name when it's written down

Getting dressed & undressed on my own

- I can button & unbutton my clothes
- I can put my own shoes & socks on
- I can put my coat on & use a zip

Interest in the world & new activities

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions

Eating

- I can use a knife & fork
- I can open my packed lunch on my own
- I am confident at opening wrappers & packaging

Writing skills

- I like tracing patterns & colouring in
- I enjoy experimenting with different shaped scribbles
- I am practicing holding a pencil

Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash & dry my hands without any help

Independence

- I am happy to be away from my mummy, daddy or my main carer
- I am happy to tidy my belongings & look after my things
- I am feeling confident about starting school

Listening & understanding

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules

Sharing & turn taking

- I can share toys & take turns
- I can play games with others
- I can interact with other children

Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
- I can recognise some numbers when they are written down

Routines

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days



The early years in your child's education are very important ones.

At Tanfield Lea Community Primary School parents, children and teachers work in harmony to create partnerships which support and value all children and build a strong foundation for future learning.

We sincerely hope that we will help to make your child's initial steps towards independence happy and successful and that you and your child will treasure the memories of those first special moments in school.

Here's to a productive and enjoyable partnership!

The Early Years Team



preschool@tanfieldleaprimary.co.uk