

# Welcome to ACORN CLASS

Wishing you a very warm welcome to Acorn Class and our EYFS unit.

At Leconfield Primary School We ROCK!

We are:  
Respectful  
Open minded  
Curious  
And Kind.

At Leconfield, our aim is to provide a safe, caring and inspiring environment where children are supported, challenged, and valued personally and academically so they can be the best they can be.



## About our setting



Our Foundation unit is home to both our Little Acorns (Nursery children) and Acorns (Reception children) All children have access to the provision both inside and outside of the classroom.

Our building was refurbished in Summer 2021 and we are extremely lucky to have a wonderful area, both inside and outside to provide the children with the best quality provision.



### Acorn Class staff

Miss Sellar - Our Acorn Class teacher

Mrs Johnson - Our Acorn Class teaching assistant



### Other staff:

Mrs Bryans - Teaching assistant

Miss Murrey - Teaching assistant

Miss Woolhouse - Teaching assistant

Headteacher: Mrs Katie Tracey

School office manager: Mrs Murrey

School business manager: Mrs Ironside

### Useful information:

School telephone number: 01964 550303

School website: [www.leconfieldprimary.org.uk](http://www.leconfieldprimary.org.uk)

School email: [leconfield@lpschool.org.uk](mailto:leconfield@lpschool.org.uk)

If you have any questions or queries, please do not hesitate to contact Mrs Murrey in our school office, she is always happy to help and point you in the right direction for any information which you might need.

If you need to contact us outside of school hours, please email the email address above and we will get back to you as quickly as possible.



## Our school day



Our school day begins at 8:45am.

The children in Acorn Class come in through the gate nearest to the Acorn Class building ( at the top of the ramp).

We encourage parents to say goodbye to the children at the gate and then they enter via the door near the cloakrooms, where a member of our Acorn Team will meet them.

Throughout the day the children will have a number of sessions, including a phonics session, maths session and also story time.

Children will spend the majority of their day in continuous provision and working with staff in focus groups. This will vary throughout the year.

Lunchtime is at 11:45am.

The afternoon session begins again at 12:45pm, during the afternoon children spend their time both indoors and outdoors accessing the provision.

The school day ends at 3:30pm. Children are collected from the same gate nearest to the Acorn building.

### Changes to collection

We understand that sometimes it may be different people collecting your child. If this is the case, please could you let a member of staff know before pick up time, either via Seesaw, in person, via a note or ringing the office. Just to make sure that everyone is aware of a change.



## Our school day



### Snack time

Every morning we have snack time. During this time children are offered a piece of fruit for a snack and also a cup of milk or water.

We encourage the children to try lots of different fruits during this time and encourage all children to try a piece of fruit as it might taste different to home.

### School lunches

All children in Reception and Key Stage 1 are entitled to a Free School lunch. This is often a great way to introduce children to new foods and to try different foods.

All school lunches are hot meals and children also have a pudding with their meal. We cater for all dietary needs, please inform us of any needs before your child starts school.

Menus are sent out every 3 weeks, please complete these and send them back in with the children, with their choices selected.

### Packed Lunches

If your child would like a packed lunch every day or even just a couple of days a week, this is not a problem.

We do not specify the requirements of packed lunches, but we do encourage healthy lunches.

Please no fizzy drinks or sweets in packed lunch boxes.

Top tip: If your child has a packed lunch it is good to practise opening the bag / box, packets and containers before starting school.

### Water bottles

We ask that all children bring a labelled water bottle to school each day. We encourage this to be water, but we are happy if this is diluted squash too as we encourage the children to drink as much as possible during the school day.





## School uniform



At Leconfield Primary School we have a school uniform. Children wear uniform every day and this helps create a sense of belonging.

Children should wear the following items that are available from our local supplier. All items can be ordered online with delivery to school or your home. You can also purchase over the phone or in store:

**SCHOOLWEAR 64 High Street,  
Holme on Spalding Moor  
YO43 4AA  
01430 860966**

**[www.schoolwearshop.co.uk](http://www.schoolwearshop.co.uk)**



- School Sweatshirt or Cardigan (with school badge)
  - School PE Shirt (with school badge)
  - Optional school badge hoody for PE

The rest of our uniform can be purchased from most supermarkets or department stores:

- White Polo Shirt
- Grey / Black Trousers or Shorts (no leggings)
  - Grey Skirt
- Black School Shoes (no trainers)
  - Trainers for PE
  - Black shorts for PE

**PLEASE ENSURE ALL CLOTHES INCLUDING COATS ARE CLEARLY NAMED!**

### Spare clothes

It would be great if you could also send some spare clothes in your child's bag, just in case of any accidents which they may have or if they get wet when playing!



## Reading and phonics



### Phonics at Leconfield Primary School

At Leconfield we use Read Write Inc Phonics (RWI) to give your child the best possible start with their Literacy development.

During the first term we will have a phonics meeting for parents to inform everyone about phonics and how this is taught.

### **Reading at Leconfield**

At Leconfield Primary School we aim for all our children to become **fluent**, **confident** readers who are **passionate** about reading.

Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds!

More importantly, reading will give your child the tools to become independent life-long learners.

### **What is Read Write Inc?**

Read Write Inc (RWI) is a phonics complete literacy programme which helps **all** children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.

Children will begin our Read, Write Inc scheme within the first few weeks of reception.

We will assess children's prior knowledge of sounds and then group the children accordingly. Children will be taught a new sound a day, dependant upon abilities.

Sounds will be shared with parents so that you can practise these at home if you would like to.



### Reading books



Reading books will be sent home once children have reached the required point in their phonics knowledge. Please do not worry if your child is not reading the same books as others, the books are specifically matched to pupils' individual knowledge.

However please continue to read to your children each night and enjoy reading with your children, sharing books, talking about books, listening to audio books. These are all essential to develop children who are passionate about reading and have a real love for reading.

## Seesaw and Parent pay



One of our most effective links between home and school is our Seesaw app. This can be downloaded for free in all app stores.

We will then provide you with a QR code in September to scan.

Please also ensure you complete our Seesaw consent form so that your child can be in pictures with other children.



Seesaw has a number of different purposes:

### Learning journeys



On Seesaw we add pictures and comments of your child, to show you what they have been doing at school. It is a great way for you to see that they are settled, but also to ask them about their school day.

### Announcements

We use Seesaw to put out announcements to our families. This may be a reminder for PE kits or it may be a change in something which is happening during the school week.

### Messages

Messages can also be sent between the Acorn Class staff and parents too. This could be anything from informing staff that your child has not had the best night's sleep. Or sharing something which you have done over the weekend. We love to see these things as we encourage the children to talk about things which have happened outside of school.

### Parentpay

Please make sure that you are also signed up to Parentpay to ensure that you receive all of our school newsletters via our email system and also to pay for any trips which we may go on.

## Frequently asked questions



### *What should my child bring to school?*

Please send your child to school each day with a backpack which has in it: spare clothes, and their reading book. Children will also need their water bottle and a coat each day. In Summer please also send children with a hat and sun cream which has already been applied at home.

### *What do I need to do on a PE day?*

We will let you know which days will be PE. On these days children can come to school in their PE kits. Please just make sure that they have jogging bottoms or leggings if it is a cold day.

### *Will my child settle?*

Absolutely! We have a very experienced team who are there to help your child meet their full potential.

In order to help with the settling in process, we will have some open afternoons for you to come and visit the setting before your child starts in September.

### *What if my child doesn't eat their lunch?*

We will always ensure that your child has enough food to eat throughout the day. If you would like your child to try a school dinner please just speak to us and we can arrange this.

### *Will someone help my child going to the toilet?*

Absolutely! All of our Acorn staff are here to help your child. We will ensure that if children need help they are provided with this, whilst encouraging the children to be as independent as possible.

### *What do I do if my child is sick?*

Please report all absences to the school office. If your child has had sickness or diarrhoea, we ask that they are 48 hours clear before returning back to school in order to stop the spread of illnesses. For advice on other illnesses or infections please talk to Mrs Murrey in the office who has this information.



## Our EYFS curriculum



The aim of our reception curriculum is built around our We ROCK values.

**Respect** - We aim to have respectful learners, of their environment, each other, of the world and the views of other too.

**Open minded** - We want children to be open in trying new things, having a go and persevering when things become difficult.

**Curiosity** - We encourage children to be curious, ask questions, develop their understanding, try out new things and want to find out more.

**Kindness** - We develop kind children, who care for other, themselves and the world around them.

Our EYFS curriculum uses the Characteristics of Effective learning as the foundations in which to build upon.

These are:

**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone we embrace our community.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.



## Our EYFS curriculum



Our curriculum is split into 7 areas of learning:



### 3 prime areas:

- ❖ Physical development
- ❖ Communication and Language
- ❖ Personal, social and emotional development



### 4 specific areas:

- ❖ Literacy
- ❖ Maths
- ❖ Understanding the world
- ❖ Expressive arts and design.



Our curriculum interweaves all of these areas of learning to ensure that by the time the children leave reception they are confident, independent learners who are willing to have a go and persevere.

But our main aim is to send pupils into Key Stage 1 who just have a real love and passion for learning.



## Our EYFS curriculum

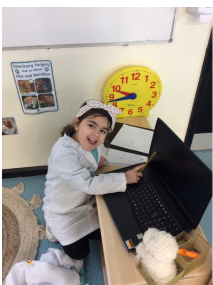


### Communication and language

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**, adults 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**.

**By the end of reception children should be able to:**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
  - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
  - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
  - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



### How you can help at home?

- ❖ Talk with your child, ask them about their day?
  - ❖ Encourage children to ask questions.
  - ❖ Play I spy.
  - ❖ Act out stories and role play.
- ❖ Sing, read, chat, whisper, encourage children to love speaking and learning.



## Our EYFS curriculum



### 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**.

**By the end of reception children should be able to:**

#### Gross motor skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
  - Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

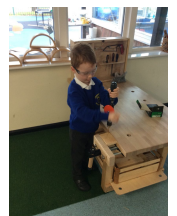
#### Fine motor skills

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;
  - Use a range of small tools, including scissors, paint brushes and cutlery;
  - Begin to show accuracy and care when drawing.



### How you can help at home?

- ❖ Spend time outdoors, running, skipping, jumping, hopping.
- ❖ Play with large equipment such as ropes and balls, practising throwing, catching and kicking.
- ❖ Go to the park and spend time climbing, jumping and swinging.
- ❖ Practise getting dressed, putting on shoes and doing up zips and buttons.
  - ❖ Practise pouring, cereals or juice.
  - ❖ Begin to use scissors and have a go cutting.
  - ❖ Use a knife, fork and spoon at home correctly.
- ❖ Talk about how we can stay healthy and try new foods.
  - ❖ Have fun outside!



## Our EYFS curriculum



### 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**.

**By the end of reception children should be able to:**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
  - Work and play cooperatively and take turns with others;
  - Form positive attachments to adults and friendships with peers;
  - Show sensitivity to their own and to others' needs.



### How you can help at home?



- ❖ Play games to encourage sharing and turn taking
- ❖ Talk about how things make both you and your child feel
  - ❖ Ensure your child is able to use the toilet
- ❖ Encourage your child to wash their hands after going to the toilet
  - ❖ Allow them to put their coat on and do it up by themselves
    - ❖ Encourage them to have a go at dressing themselves
    - ❖ Take them to new places to encourage self confidence

# Our EYFS curriculum



## 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)

**By the end of reception children should be able to:**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
  - Anticipate - where appropriate - key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
  - Say a sound for each letter in the alphabet and at least 10 digraphs;
  - Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
  - Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
  - Write simple phrases and sentences that can be read by others.

## How you can help at home?

- ❖ Allow children opportunities for 'real life' writing experiences e.g shopping lists, birthday cards, Post-it notes.
- ❖ Celebrate all attempts at writing even if it doesn't look like 'real' writing.
  - ❖ Share and talk about stories
  - ❖ Read to and with your children.
- ❖ Ask questions about books, showing an interest in all different types of books.
  - ❖ Spot writing in your environment- shops, sign posts etc.
- ❖ Practice writing letters in different things- trace it in sand and paint, use chalk outside.



## Our EYFS curriculum



### Mathematics

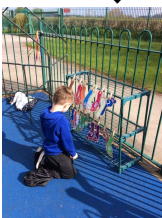
Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns 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.

**By the end of reception children should be able to:**

- Have a deep understanding of number to 10, including the composition of each number;
  - Subitise (recognise quantities without counting) up to 5;
  - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system;
  - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### How you can help at home?

- ❖ Play board games like snakes and ladders to practise counting.
- ❖ Make a game out of sorting the socks after doing the washing.
  - ❖ Talk about the patterns you see.
- ❖ Ask your child when you have a problem e.g I only have 2 apples but there are 4 of us. What shall we do?
  - ❖ Sing number rhymes e.g 1,2,3,4,5 once I caught a fish alive.
    - ❖ Spot numbers when you are out and about.
  - ❖ Count out coins when going to the shop to pay for sweets.
- ❖ Enjoy maths and numbers, show your child that maths can be fun.



## Our EYFS curriculum



### 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

#### **By the end of reception children should be able to:**

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. ELG: The Natural World
- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



#### How you can help at home?



- ❖ Talk to your child about your family, culture, religion, where you live.
  - ❖ Discuss other cultures and differences.
- ❖ Encourage your child to ask questions and answer them as best you can,
- ❖ Ask your child what buttons they think you should press and why when using electrical equipment at home,
- ❖ Notice changes in the natural environment, such as autumn leaves falling or the first signs of spring and talk about these changes.
- ❖ Visit different places and talk about all the adventures which you go on!



## Our EYFS curriculum



### 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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

**By the end of reception children should be able to:**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

### How you can help at home?

- ❖ Encourage your child to role play; be prepared to be Mr, Miss or Mrs in a game of teachers. Or maybe you'll become a passenger on your child's train.
  - ❖ Make shakers using pots and dried pasta or lentils
- ❖ Value your child's creations- talk about what they have done and listen to their ideas
- ❖ Keep your old clothes, shoes, hats, gloves to make an exciting box of dressing up clothes
- ❖ Do lots of painting and drawing with your child, they love to see you doing this as well.
- ❖ Explore a range of different materials and tools, such as paint, glue, crayons, pencils, scissors and hole punches.
- ❖ Sing with your child and listen to different songs.
  - ❖ Dance around the kitchen and move to music.



## 50 things to do before you're 5!



Fun things to do before you start school!

1. Go on a mini beast hunt
2. Ride a bike
3. Fly a kite
4. Toast marshmallows on the fire
5. Sleep in a tent
6. Read 10 Julia Donaldson books
7. Paddle in the sea
8. Ride on a steam train
9. Make a musical instrument
10. Plant and grow seeds.
11. Bake a cake (and eat it!)
12. Make a mud pie
13. Climb a hill
14. Dance with your parents
15. Build a sandcastle
16. Admire the night sky
17. Go pond dipping
18. Find a geocache
19. Forage for wild food
20. Dam a stream
21. Build a snowman
22. Go sledging
23. Feed farm animals
24. Make a bird feeder
25. Create a mini garden
26. Find frogspawn
27. Go on a boat trip
28. Visit an island
29. Go pond dipping
30. Make a raft from nature
31. Get lost in a maze
32. Visit a castle
33. Create a board game
34. Make a sofa den
35. Bake bread
36. Paint a giant masterpiece
37. Create art with nature
38. Climb a tree
39. Jump in Autumn leaves
40. Eat home grown fruit or vegetables
41. Learn about another country
42. Go on a zip wire
43. Walk barefoot
44. Explore a cave
45. Make a wormery
46. Feed the ducks
47. Visit the library
48. Visit a museum
49. Paint with your feet
50. Invent a game

## All About Me



Please Complete this form and return it to school.

Name: I like to be called: Age: Date of Birth:	Who lives in my house:  My pets:
The languages that are spoken at home are:	My special friends are:
My favourite song is:	My favourite TV programme is:
Things that make me sad:	Things that make me happy:
I am really interested in:	Toileting news:
Any medical information?	The things I like to eat are:  The things I don't like to eat are:

## Previous Settings



Please complete this form and return it to school if your child attends another setting.

Starting school is very exciting for families and it is important to us that you and your child have positive experiences at this special time.

To make the transition to school as smooth as possible, we take time to learn about your child before they start school. It is vital that we gather as much information as possible from any settings they may have attended.

If your child has attended other settings, we will be contacting them so that we can gather information and receive a handover from staff who know your child.

**PLEASE COMPLETE & RETURN FORM TO SCHOOL**

Child's Name	
Name of Previous / Current Setting	
Contact details for Previous / Current Setting	
Name of Key Worker (if known)	