



**Terrington St Clement Community School**

*A traditional school with traditional values where  
we aspire, succeed and thrive*

Welcome  
to EYFS

# EYFS Staff



**Mrs Nell is the class teacher in Lemons.**



**Miss Riches is the class teacher in Oranges.**



**Miss Adams is the Deputy Head and EYFS Lead.**

**Miss Mills and Mrs Palmer are our Family Support Workers and spend time with us in EYFS. They are available to provide support to both you and your child.**

**Our TAs work across both class bases and with all children at different points throughout the day.**



**Mrs Moore**



**Mrs Cobb**



**Mrs Watkins**



**Mrs Slater**

# At the start of the day



You will be met by staff in the playground area at the rear of school. On your first day staff will be in the playground to guide you to where EYFS need to be.

As soon as you arrive in this area EYFS staff will greet you and then take your child straight to their classroom where staff will help them to find their coat peg and drawer and begin the activities set out for them.

We feel it is important to avoid lots of waiting around so EYFS staff are ready to meet and greet at 8.35am. The children are encouraged to say goodbye to you and go straight into class as soon as possible to help them settle ready to start the school day at 8.45am.

# At the start of the day

Every morning in Oranges and Lemons classrooms there will be a selection of activities for children to get busy with once they have put their things on their coat peg and in their drawer.

Once everyone is settled and doors are closed class teachers will finalise the register, sort lunches and then start the school day.

Over time these familiar routines help children settle quickly and be ready for the start of the school day.



# Being at school

At Terrington St Clement we encourage our children to find their voice, become an independent learner and enjoy spending time at school.

Children learn to follow the routines, understand how to work and play together and how to be part of a larger group. Adults will be there to support them along this journey.

# Play

“Play is a very misused adult word. To a child it is a way of life. To an adult it often means the unimportant recreational things we do when we are not working. Because this is the way we think of it for ourselves, we often dismiss it in children with the remark: 'Oh, he's just playing.' But the variety and function of play in a child's life is worthy of much more serious attention than this remark implies.”

**Jean Jacques Rousseau, Franco Swiss Philosopher, 1762**

An important part of our learning is understanding that we have a range of emotions. We begin to learn to name a range of emotions and develop strategies to help us manage our emotions. We use the Zones of Regulation to support this learning.


**I am in the green area, I am...**



ready to learn. feeling focused. doing good listening. able to help a friend.

I might be feeling:  
happy  
content  
ready to learn  
calm  
focused


**I am in the blue area, I could...**



ask for a hug. talk to an adult about my feelings. have a rest. go outside.

I might be feeling:  
sad  
tired  
bored  
sick  
hurt  
lonely


**I am in the yellow area, I could...**



take a break. go for a walk. talk to an adult about my feelings. do some exercise.

I might be feeling:  
stressed  
frustrated  
anxious  
excited  
silly  
nervous

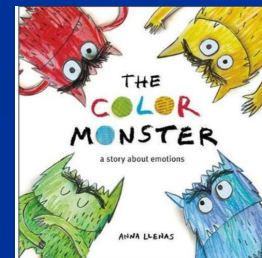
**I am in the red area, I could...**



take deep breaths. have some quiet time. squeeze a cushion or something soft. count to ten.

I might be feeling:  
anger  
fear  
rage  
terror  
devastated

We use this story to support this learning:  
Watch the story at home <https://www.youtube.com/watch?v=H-a9R0iUI-I>



# Our classrooms

This is Lemons classroom.



# Our classrooms

This is Oranges  
classroom



These are Oranges'  
toilets.

# Our other classroom space Limes

We have an additional classroom space in EYFS called Limes. Our nursery children use this classroom during part of their daily sessions.



This is the door we go in to get to Limes classroom and we use the outdoor space directly outside.

This is what Limes classroom looks like inside.



# This is our outdoor area



We use different parts of this outdoor area during the day and depending on the weather. We use this area as part of our daily learning and also at playtimes.

At the start of the year reception-age children will have their lunchtime play in this area too. Once they are ready they will move into the main playground ready for transition into Year 1. Familiar adults from EYFS supervise all play times including those in the main playground so there is always a familiar face to help.

# A day in the life of a child at in EYFS...





- collaboration
- turn-taking
- co-operation
- listening
- negotiation
- problem-solving



- building relationships
- playing with friends
- making new friends
- learning together

Learners are:  
Ready  
Respectful  
Safe



interesting  
fun  
challenging  
success  
resilience  
determination



# SNACK

- Midway through the session in the morning and the same in the afternoon, we will stop and share snack.
- We provide a choice of milk or water and a selection of fruit when possible.
- The children are encouraged to pour their own drinks and mop up any spills.



# At the end of the day

The children will come out to the same area of the playground. Class teachers will send children to parents/carers once they see them. Please bear with us as this is a busy area, can take some time initially and it is important that we keep everyone safe.

Where possible please tell EYFS staff at morning drop-off or telephone the school office to let us know any changes to who is picking your child up. Please be aware we will challenge any changes to the norm so we keep your child safe.

# Uniform



Examples of summer and winter uniform

You will find more information about uniform on the school website.

You can find more information about how to prepare for starting school here on the website:

Click on **About Us**

Starting School - EYFS



## Terrington St Clement Community School

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### About Us



Welcome to our school. We hope you find the information on our website helpful and informative. Please contact the school office if you cannot find any information which you require and our staff will be happy to help.

Our Privacy Notice, containing information about how we store and use data, is attached below.

[Privacy Notice for Parents](#)



[ICO Certificate 2012 - 2025](#)

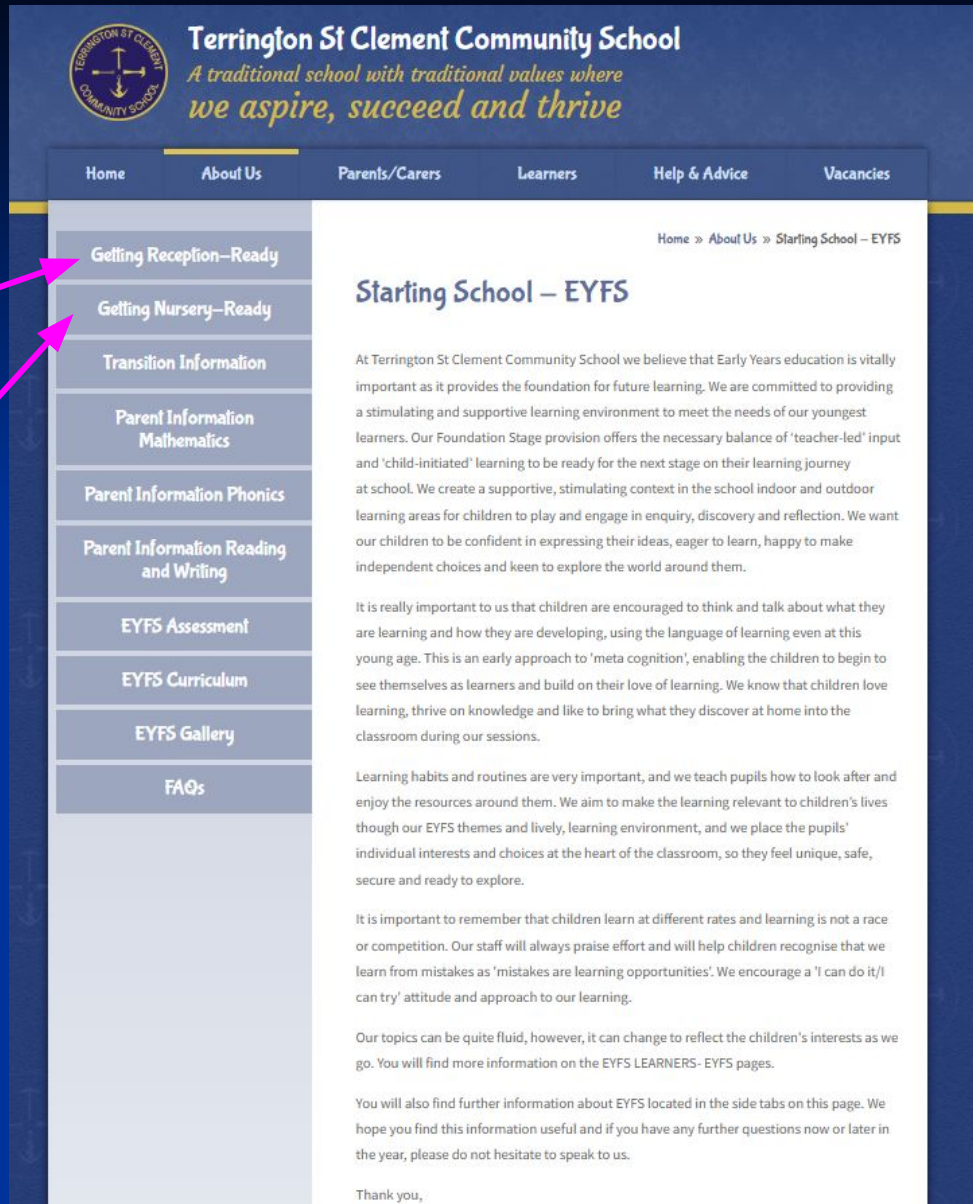


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You can find tips for getting ready for school under the side tabs here:

Getting Reception-ready

Getting Nursery-ready



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### Getting Reception-Ready

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## Starting School – EYFS

At Terrington St Clement Community School we believe that Early Years education is vitally important as it provides the foundation for future learning. We are committed to providing a stimulating and supportive learning environment to meet the needs of our youngest learners. Our Foundation Stage provision offers the necessary balance of 'teacher-led' input and 'child-initiated' learning to be ready for the next stage on their learning journey at school. We create a supportive, stimulating context in the school indoor and outdoor learning areas for children to play and engage in enquiry, discovery and reflection. We want our children to be confident in expressing their ideas, eager to learn, happy to make independent choices and keen to explore the world around them.

It is really important to us that children are encouraged to think and talk about what they are learning and how they are developing, using the language of learning even at this young age. This is an early approach to 'meta cognition', enabling the children to begin to see themselves as learners and build on their love of learning. We know that children love learning, thrive on knowledge and like to bring what they discover at home into the classroom during our sessions.

Learning habits and routines are very important, and we teach pupils how to look after and enjoy the resources around them. We aim to make the learning relevant to children's lives through our EYFS themes and lively, learning environment, and we place the pupils' individual interests and choices at the heart of the classroom, so they feel unique, safe, secure and ready to explore.

It is important to remember that children learn at different rates and learning is not a race or competition. Our staff will always praise effort and will help children recognise that we learn from mistakes as 'mistakes are learning opportunities'. We encourage a 'I can do it/I can try' attitude and approach to our learning.

Our topics can be quite fluid, however, it can change to reflect the children's interests as we go. You will find more information on the EYFS LEARNERS- EYFS pages.

You will also find further information about EYFS located in the side tabs on this page. We hope you find this information useful and if you have any further questions now or later in the year, please do not hesitate to speak to us.

Thank you,



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We have put together a Frequently Asked Questions section here on the website.

If you have any questions, queries or concerns, please speak to:

- Your child's class teacher
- Miss Adams (Deputy Head/ EYFS Lead)
- Telephone the school office 01553 828348
- Email [office@terrington-st-clement.norfolk.sch.uk](mailto:office@terrington-st-clement.norfolk.sch.uk)

## The week before school starts

- Label uniform and any other items that can be taken off and lost!
- Practise the whole school run – from getting dressed and having breakfast to making the journey to school
- Give your child confidence to ask their teacher or TA for help if they need it

## The day before, get everything ready

- School clothes laid out
- Shoes and coat ready by the door
- School bag packed
- Talk about the exciting day ahead

## The BIG day...

- Take a photo – it is their first day, after all
- Make a packed lunch if your child isn't having school dinners
- Check what time your child needs to be collected
- Compare notes with other parents – you've made it!

# Getting Ready for



For more information check out the Learners page - EYFS. You will find lots more information in the side tabs.

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### Keeping Safe Online

- Reading
- Spelling
- Maths
- Keep Moving
- EYFS
- Year 1 and 2
- Year 3 and 4
- Year 5 and 6
- SRB
- Gallery 2021/22
- Gallery 2022/23
- Gallery 2023/24
- Gallery 2024/25

### Learners

Well done for visiting, welcome to a world of learning.

Choose your year group to start learning or visit the sites below. You should have log in details for the relevant sites for your child's year group. If you need a reminder, please contact us.

Doodle Maths Doodle Tables Doodle English Doodle Spell

Bug Club Read Theory Times Table Rock Stars

*If you can, download the Doodle Maths & Doodle Tables App, Doodle English & Doodle Spell App and TT Rockstars App as the apps work better than the web apps linked above. These are all available for free from your app store.*

We are no longer providing Remote Learning Activities. In all instances, learners should be in school if well enough and we are keen to encourage their attendance. There is no obligation to carry out Covid 19 testing at present. However, if you have tested your child, and they need to isolate for 3 days, but are well enough to continue learning please contact us for ways that you can support your child's learning at home.

Further information about how you can support your child at home is provided in the relevant year group tabs on the LHS.

# ELS

Essential Letters and Sounds

developed by Knowledge Schools Trust

Getting all children to read well, quickly.



OXFORD

## What is ELS?



### Essential Letters and Sounds (ELS) is our chosen phonics programme

- We use a **simple, consistent approach** to teach phonics and this teaches the 'code' for reading.
- We have **mnemonics and rhymes** to support learning and recall eg. l - down the long ladder
- We **teach phonics every single day** from the first days of Reception
- There are **44 main sounds** in the English Language. Each sound is represented by a grapheme (the written representation of a sound).
- **Phonics throughout the day** to review new sounds & graphemes taught
- Lots of opportunities for oral blending- /c/ /oa/ /t/

challenging

provide the code to read

read well, quickly

takes time to master these skills

so many ways to spell the sounds eg. **meet**, **meat**



# How do we teach phonics?

## Teach

These words all have the /n/ sound in.



n ... n ... nest  
n ... n ... nose  
n ... n ... nail



say the word

warm it up  
stretch the word

robot talk  
the word

blend the word

count the sounds  
within the word

say the word

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## Pronouncing pure sounds

We must use pure sounds when we are pronouncing the sounds and supporting children in reading words.

c a t      not      cuh a tuh

If we mispronounce these sounds we will make reading harder for our children.

There are videos for this on our school website where you can hear the correct pronunciation of the sounds. Staff are happy to model so please come and speak to us.



# Supporting your child with reading at home

- book bundle sent home on Mondays with a reading bookmark
- reading books sent home are entirely decodable
- We only use pure sounds when decoding words (no 'uh' after the sound)
- **practise reading their book 4 times across the week**
- share the weekly library book
- share books you have at home
- Help your child achieve their reading badge



EYFS (Reception) Reading Bookmark Date: Monday 22/09/25

**Reading at Home**  
Complete and return this bookmark to school Monday 29/9/25

This bookmark belongs to: \_\_\_\_\_

Titles borrowed this week: \_\_\_\_\_

Phonics decodable text: \_\_\_\_\_  
Please read the Phonics decodable text **4 times** across the week. *Spending 10 mins a day reading with your child will hugely support them in their journey to becoming a successful reader.*

Library book: \_\_\_\_\_  
Please share the Library book with your child and encourage reading for pleasure. Your child is able to choose these and they may well choose to borrow their favourite book more than once.

All books will come home on a **Monday**. Please ensure they are returned to school the following Monday together with the bookmark ready to be changed.

**Physical Development: Fine Motor**  
Before learning to write letters, a child needs to master pre-writing shapes. Pre-writing shapes are basic shapes which are used in the formation of most letters and numbers and are typically mastered in sequence. Have a go at home.

vertical line 	horizontal line 	circle shape 	cross shape 
square shape 	right/left diagonal line 	x shape 	triangle shape 

Date:	Title:	Comment:

**Week 3 Phonics focus** - say the sounds

• g o c k

Let's read these words with the sounds we have learnt so far.

Eg. **o-n (on)**  
**d-i-g (dig)**  
**g-a-s (gas)**  
**p-o-p (pop)**  
**n-o-t (not)**  
**s-t-o-p (stop)**

Now let's read these harder to read and spell words.

put	the
no	I

**Writing focus** - we are learning these mnemonics and rhymes to help support correct letter formation when we write the letter sounds we need to write letters and words. As we write the letter we need to talk through the movement our pencil needs to make. Letters always start from the top.

**g** (goat) – start at his ear, around the face and down the beard

**o** (ostrich) – around the ostrich's body

**c** (camel) – curl around the camel's back

**k** (kid) – down the body, up the arm, down the leg

## Assessment

- **Reception Baseline Assessment**, or RBA is a very short, interactive and practical assessment of your child's early literacy, communication, language and mathematical skills when they begin school. It is not a pass or fail assessment. Its main purpose is to create a starting point 'snapshot' of where your child is when they start school.
- **Ongoing assessment** forms part of our day-to-day observations about children's progress. It supports and informs planning and day-to-day activities to meet needs and develop learning.
- At the end of the reception year, teachers make a holistic, best-fit judgement about a child's learning and development, and their readiness for year 1 using the **Early Learning Goals (ELGs)**.

We are really looking forward to getting to know you and we hope you are excited too!

# Thank you



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