



Allensbank Primary School

Progression Step 1 Handbook



Allensbank Primary School is a happy and welcoming school that is committed to providing a friendly, safe and nurturing learning environment for all.

The school fosters respect, celebrates diversity and actively promotes high standards for all.

"Only Our Best Will Do"

Vision Statement

- At Allensbank Primary School everyone works together to ensure that
- We lay the foundation for a love of learning through being committed to high quality provision which enables the development of skills for the future.
- We have high expectations of ourselves and achieve our full potential through a supportive, nurturing ethos.
- We have a safe, secure environment to learn in and take pride in the appearance of both the indoor and outdoor learning environment.
- Pupils take responsibility for their own learning, working towards individual targets and celebrating their achievements.
- We show respect and consideration for others within our diverse school community and nurture positive partnerships with parents, carers and the wider community.
- We promote personal growth by actively encouraging relationships based on honesty, trust and respect.
- We take pride and confidence in ourselves as individuals and feel valued within our school.
- We recognise the importance of regular attendance which enables all pupils to achieve high standards.

Dear Parents

This handbook is designed to answer any questions or queries that you may have as your child takes this important step in the first phase of their education.

Our aim is to make the transition from Home to School or Nursery to school as smooth as possible and ensure that your child is happy and settled at Allensbank Primary School.

The Progression step 1 class benefits from the support of two full time Teaching Assistant. We work closely as part of a team to provide a secure learning environment for the children in our care.

The following practical points will help your child feel more confident as they settle into school life:

- Being able to go to the toilet by him/her self.
- Being able to use a knife, fork and spoon.
- Being able to take off their own coat on arrival into school each morning.
- Being able to dress and undress themselves, including putting on shoes.

If you have any query regarding your child - even if it seems relatively trivial - We are always available to talk to parents at the end of the school day. We are very keen to develop good lines of communication between home and school and value the contribution which you make to your child's education.

Above all we want to ensure that your child enjoys their time with us!

Mrs A Simmons
Progression Step 1 Teacher



School Times



If your child is Reception age please arrive for 8.50 at the Nursery entrance gates.

Lunch time is from 12 p.m. to 1 p.m.

School finishes at 3:15 p.m. Reception children will be collected from the main yard.

You are welcome to bring your child into the building and help them hang up their coat.

We find that the longer you stay at this point, the longer it takes for children to settle down. Please feel free to message on class do jo if you want to know how your child is.

Nursery times

Morning session 9.00am - 11.30am

Afternoon session 1.00pm - 3.30pm

Drop off and collection from the Nursery entrance.

Security

Please could parents/carers be aware that the nursery gate is locked after drop off at 9:05am and 1:05 pm. If you arrive after this time you will need to enter the school via the main entrance. The nursery gate is self-locking but we would appreciate parents/carers help in checking that it is pulled shut behind them.

Collecting Your Child

If for any reason you are unable to meet your child at 3:15 please contact the school. It would also be appreciated if you could notify the teacher if there is to be anyone different picking up your child.

Intake Arrangements

In order to devote time to get to know your child during this important period the introduction to school will be staggered. This means that the children will be split into small groups and have different starting days. Details are given in the parents' letter so please keep it safe!



Dinner Money

Our school kitchen provides a choice of hot meal and sandwiches which are prepared on site. Payments for school meals are made through an online system called 'Parent Pay' and orders placed electronically with the catering office. New parents will receive instructions on how to set up a payment account with Parent Pay. Although all school meals are free you will still need to order your child's meal through the app.



School Uniform

The school colours are royal blue, grey, pale blue and white. Children are expected to wear black shoes. All children are expected to wear school uniform. All clothing should be marked clearly with your child's name.

School uniform is available from 2 suppliers:

YC Sports, 80-96 Crwys Road, Cathays, CF24 4NP

www.ycsports.com

Safewear Cardiff Limited, Unit 1, Lewis Road, CF24 5EB

www.safewearuk.com

(online orders only)

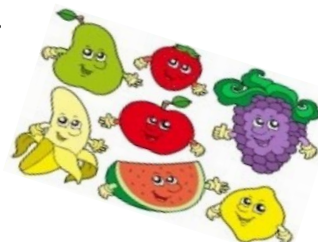
P.E./Games

We ask that children wear their PE clothes to school on the day of their PE session. We suggest leggings/joggers and a white or blue tshirt with trainers. Please can the trainers have no laces unless children are confident in tying their laces independently.



Snack

We provide a daily healthy snack for children. We ask that parents contribute £10.00 per half term for the cost of the food and also the cost of cooking ingredients and equipment. This is paid through the parent pay app.



Areas of Learning

From September 2022 a new curriculum for Wales is statutory in primary schools. At Allensbank Primary School we aim to deliver our curriculum within an environment where pupils feel confident, valued, and motivated.

Our curriculum is based around 4 core principles to support our learners to become:

- **Ambitious, capable learners, ready to learn throughout their lives**

We want our learners to strive to achieve their best potential by relishing challenge; growing their knowledge in all subjects (by questioning and critically evaluating what they learn), then applying their skills and understanding to any given situation or problem."

- **Enterprising, creative contributors, ready to play a full part in life and work**

We want our learners to become creative thinkers who are confident in taking measured risks. To effectively lead and take on responsibilities that benefit themselves and others. To be able to express their ideas and emotions in a variety of meaningful ways."

- **Ethical, informed citizens of Wales and the world**

We want our learners to respect the rights of others and be knowledgeable about how past events can impact on human suffering and rights. We want them to be aware of contemporary issues and the impact of their actions with regards to the sustainability of the planet

- **Healthy, confident individuals, ready to lead fulfilling lives as valued members of society**

We want our learners to be mentally, emotionally and physically safe and well. To have secure values and beliefs in order to build positive relationships based on mutual respect and trust. We want our learners to develop confidence, resilience and empathy to manage everyday life as independently as possible

Experiences that children have during their time in Nursery and Reception should enable them to achieve the following in the six areas of learning

Languages, Literacy and Communication

- Listen carefully and attentively and talk about their experiences
- Use a growing vocabulary and express thoughts and convey meaning with increasing fluency
- Listen and respond to stories, songs, nursery rhymes and poems
- Enjoy books and handle them carefully, understanding how they are organised
- Know that words and pictures carry meaning
- Begin to associate sounds with patterns in rhymes, with syllables, and with words and letters
- Recognise letters of the alphabet by sound and shape
- Use pictures, symbols, familiar words and letters to communicate meaning
- Show awareness of some of the different purposes of writing.
- Learn about languages. They'll understand and use Welsh, English and other languages.
- Study and create literature, and communicate in spoken, written or visual ways. This could include poetry, drama and film.





Health and Well-being



- Establish effective relationships with other children and with adults
- Work as part of a group and independently
- Concentrate and persevere in their learning and to seek help where needed
- Take responsibility for personal hygiene (for example, washing hands after using the toilet and before handling food)
- Be sensitive to the needs and feelings of others and show respect for other cultures and beliefs
- Take turns and share fairly
- Learn to look after their physical and mental health, including emotional well being.
- Learn about healthy eating.
- Learn about making good decisions.
- Have an awareness of their own bodies and their growth
- Move confidently and imaginatively with increasing control and co-ordination and an awareness of space and others
- Use a range of small and large equipment with increasing skill (for example, bikes, balls, climbing frames)
- Handle small tools, objects, construction and malleable materials safely and with increasing control (for example, pencils, scissors, threading beads).





Mathematics and Numeracy



- Use mathematical language in relevant contexts to describe shape, position, size and quantity
- Recognise and recreate basic patterns
- Recall a range of number rhymes, songs, stories and counting games
- Compare, sort, match, order sequence and count using everyday objects
- Begin to understand mathematical concepts such as 'more' and 'less'
- Use their developing mathematical understanding to solve practical problems
- Begin to understand the mathematics of money
- Begin to recognise numbers and begin to match number to sign and sound
- Subitizing

Science and Technology

- Explore and recognise features of living things, objects and events in the natural and made world and look closely at similarities, differences, patterns and change
- Ask questions to gain information about why things happen and how things work
- Begin to find out about outcomes, problem-solving and decision-making
- Explore and select materials and equipment and use skills such as cutting, joining, folding and building, for a variety of purposes
- Learn about technology and how it is used to help us.
- Program programmable toys and learn about algorithms.





Humanities



- Learn about the world, society and events in the past and present.
- Explore the challenges and opportunities that face us, and what ethical action we can take to safeguard the world and its people in the future.
- Talk about home and where they live
- Begin to understand the idea of time
- Identify some kinds of workers by characteristics of work: for example, doctor, farmer, postal worker
- Celebrate different cultures around us.
- Respond positively to a range of new cultural experiences.



Expressive Arts



- Respond to and enjoy rhythm in music and music-making with a range of instruments and their voices
- Use a range of materials to create representational images (for example, pictures, drawings, construction)
- Make choices about colour and medium
- Respond to suggestions for dance and imitative movements
- Discuss work in progress and completed (for example, painting, instrument-making)
- Begin to observe and appreciate the work of others.



Helping your Child Develop Mathematical Skills



Many mathematical activities in Nursery and Reception are practical ones. The most valuable activities relate closely to a child's everyday life. Some of these are listed below.

Talking is an important part of your child's development. The words which are likely to be the most important are everyday words, like the following, which have mathematical uses:-

COLOURS: as many as possible but certainly red, yellow, blue, green

POSITION: behind, in front, on top, under

QUANTITY: less, more

SHAPE: circle, rectangle, square, triangle

SIZE: big, little, tall, short, long, thick, thin

TIME: after, before

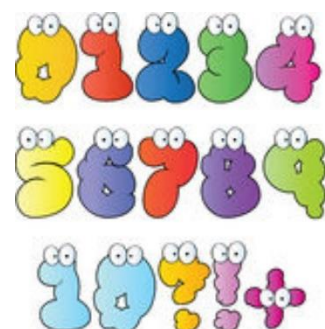
NUMBERS: counting to 10

PRACTICAL: *How many red sweets? How many green?*

ADDITION: *How many altogether? What is one more than..?*

PRACTICAL: *How many bananas in the fruit dish?*

SUBTRACTION: *What is one less than..??*



The following situations are opportunities for using this mathematical language. There are, of course, many more.

Everyday experiences outside your home:-

SHOPPING

Counting number of objects bought

Paying for small items

Comparing sizes of items

Looking at shapes of packages

Playing shop using empty packets items to be bought and sold

WALKING/DRIVING

Counting animals in the field

Counting windows in houses

Counting cars/lorries

Everyday experiences in the home:-

COOKING

Counting out ingredients, e.g. *How many eggs?*

More/less of particular ingredients

Timing cooking

Weighing ingredients

LAYING THE TABLE

Counting out knives, forks, spoons, etc., above the place and at the side

Playing with the following will also help in a variety of ways:-

- Building bricks
- Clay, plasticine or play dough
- Dry and wet sand
- Water

The following games all help with mathematics:-

- Snakes & Ladders
- Dominoes
- Dice games

READING: using pictures in books to discuss colour, shape, size, numbers, etc. N.B. Many nursery rhymes include number and counting, e.g. one, two, three, four, five, Once I caught a fish alive....

Helping your Child Develop Language Skills



1. **TALKING** to your child. Is an important part of their development. Almost from the day they are born, children are ready to express themselves. Help your children to add words to their speaking vocabulary and discuss their meaning. The more words they use naturally in everyday conversation, the more the words will have meaning for them when they see them on the printed page later on in school. Talk about sounds in words, sound out simple words, e.g. cat, dog. Be careful not to use the letter names, e.g... m (em) instead use the letter sounds e.g. m (mmmm). See the class teacher if you are unsure. Talk about rhyming words in nursery rhymes.
2. **LISTEN** to your child. Encourage them to talk about things they have seen and done. The more children talk, the better they are likely to read. Please demonstrate good listening when your child is talking to you to show a good example.
3. Take your children out on **VISITS**. Even a short journey on a bus or train will excite curiosity and interest in the world around them; point out things of interest and give them new words and meanings.
4. **READ** to your children. Every time you read to them you are developing a love of books and fostering a desire to read.
5. Teach your children to take **CARE** of books. They will then learn to regard books as friends. Do they hold books the right way up, and know where books start? Use your finger when reading so the child begins to understand that print runs from left to right (in English). Point out words used frequently and tell the child what they say. Encourage your child to join in with familiar stories. Children become interested in letters they see all around them, talk about these using the sounds rather than the letter names.
6. Build up a **GOOD READING ATMOSPHERE** at home. Let your children see you reading and have books and magazines around. Encourage them to be selective with television viewing and choose some programmes to watch together. Buy books for birthday and Christmas presents. Join a library.
7. Please **PRAISE** your children. Reading can be difficult.

8. Try to answer your children straight away in a **QUIET, CALM MANNER**. This will then become your children's natural way of talking and easy relationships will be built in other spheres of life.
9. **SHOW** a real interest in school. A child's attitude is often a parent's attitude. Children will succeed best if school and home work as a team.
10. Keep your children well and rested and make sure they **ATTEND** school regularly. They cannot learn if they are tired or absent.
11. **ACCEPT** your children as they are. Do not compare them with brothers, sisters, friends. Encourage them to improve their own ability.

Many parents are anxious to help their child with writing. It would be appreciated if you could use the script attached to introduce your child to the writing of letters. Please do not teach your child to write in capital letters - in Foundation Phase capital letters are only used in a limited way (for example to begin a sentence or a name).



Please do not teach your child to write in capital letters (except for the beginning of a name). When children are ready and are able to hold a pencil you could practice using the following font.

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz

USEFUL WEBSITES AND APPS

Children enjoy playing on the computer or a tablet and there are many apps and websites that are fun and also help learning. Make sure children don't spend all their time on the computer and vary the activities they do. If you would like to limit access to a single app on the iPad, you can follow these steps and set 'Guided Access' to ensure your children stay focused and don't spend their time flitting from app to app!

Step 1: Go to settings

Step 2: In 'General' settings, scroll down and tap 'Accessibility'

Step 3: Scroll down and tap on 'Guided access'

Step 4: Set 'Guided access' to on and tap 'Set Passcode'

Step 5: Enter any four digit passcode that you will remember!

Now your Guided Access is ready. When you want your child to play on a specific app or read a certain story etc...follow these next two steps every time you want to 'Lock' an app.

Step 1: Open the app you want your child to use, then tap the home button three times very quickly. This can be tricky, so you will need to practice.

Step 2: In the top right hand corner you will see a start button, click this to 'Lock' into the app.

To turn off Guided Access follow these three steps.

Step 1: Tap the home button three times

Step 2: Enter the passcode you set earlier

Step 3: Tap End.

Websites

www.phonicsplay.co.uk

www.topmarks.co.uk

www.crickweb.co.uk/Early-Years

www.bbc.co.uk/cbeebies

www.ictgames.com

Nursery Rhymes: www.bbc.co.uk/schoolradio/subjects/earlylearning/nurserysongs

www.signedstories.com

Apps

- Hairy Letters
- Teach your Monster to Read
- Cbeebies Playtime Island



School website- www.allensbankprm.cardiff.sch.uk

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