



Luxulyan School

Embracing Community, Shaping Futures

EYFS INFORMATION BOOKLET

'Learning together to help every child achieve more'



Cornwall
Education
Learning Trust

Luxulyan School is part of the Cornwall Education Learning Trust. Our family of academies work across organisational boundaries to promote a collective sharing of knowledge, skills, expertise and experience. This creates much richer and more sustainable opportunities for rigorous transformation than can be provided by any academy alone.

For more information about CELT you can visit their website: <https://www.celtrust.org/>

Luxulyan School

A gerens ha withysi ger/Dear Parents and Carers,

A warm welcome to Luxulyan School, it is such an exciting time for you and your child.

Our children are at the heart of our school community. We are a passionate and dedicated team of staff, parents and community champions, who are committed to developing the health, safety and emotional well-being of every child; enabling our children to thrive in a happy and safe environment.

Our curriculum has been designed for the children of Luxulyan School to achieve their academic potential and leave school equipped with the skills they need throughout later life. We aim to provide an education for a connected world with opportunities that inspire creative learning and nurture aspirations; preparing our children to live knowledgeably, responsibly and safely in Modern Britain and the Wider World.

You can access our website <https://www.luxulyansch.org/> to give you a clear insight into life at Luxulyan.

We are proud to be part of the Cornwall Education Learning Trust (CELT). We benefit from collaboration with and support from our colleagues across many schools both primary and secondary.

We look forward to working with you and your child as you join our Luxulyan family.

Dhis yn lel/Yours sincerely,

Mr Nathan Cooper
Headteacher





The Early Years Foundation Stage – EYFS

When your child starts at Luxulyan School, they will be a member of Ash Class - and we are very much looking forward to this.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential.

Four guiding principles should shape practice in early years settings. These 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- **importance of learning and development**. Children develop and learn at different rates.

Statutory Framework for the EYFS 2024

Learning through play is a key principle of the EYFS. We deliver the EYFS curriculum through well planned play activities which enable the children to learn with enjoyment and challenge.

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

Statutory Framework for the EYFS 2024

Everything we do in the EYFS is underpinned by the three characteristics of learning.

Playing and exploring – engagement

Children investigate and experience things, and 'have a go'.



Being active – motivation

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and thinking critically – thinking

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These all support the children to become effective and motivated learners.

Your child will be learning skills, acquiring new knowledge and demonstrating understanding through the 7 areas of learning and development.

There are **3 prime areas**.

Communication and language, Physical development, Personal, social and emotional development.

As children grow, the prime areas will help them to develop skills in **4 specific areas**.

Literacy, Mathematics, Understanding the world, Expressive arts and design

We aim to provide all of this in a safe, secure, fun and creative environment. We wish to promote children's independence, enthusiasm and confidence in all aspects of learning.

We teach through your child's interests, this encourages motivation to become a 'successful learner'.



In our school we want 100% of our learners to

- understand that they are special and unique.
- feel a sense of belonging to their school and class.
- experience engagement and joy in learning.
- treat others with kindness and respect.
- know that they are connected within their community.
- have hopes and aspirations for their futures.
- be curious about their world and the world beyond their experiences.
- have the confidence to take risks.
- have a strong sense of place in the natural world.
- be self-assured and independent learners.
- see themselves as problem solvers and agents for change.
- take responsibility for their own choices.



Things you might hear your child mention about their day

Funky Finger Disco – this is a daily movement to music activity to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing.

Read Write Inc – all schools are required to teach systematic synthetic phonics through a government validated programme. We use Read Write Inc. The session is a mixture of whole class and small groups activities, including guided reading/writing activities and independent table activities such as puzzles, beads and other fine motor activities.

Drawing Club is the brainchild of Greg Bottrill -an Early Years specialist. It opens up the magical world of tales and stories to children whilst supporting the following skills: •Listening and attention• Developing vocabulary• Making conversation• Using imagination• Creativity• Pencil control• Reading and writing• Mathematics• Understanding of the world (science, geography, history)

Choosing Time – the inside and outside environments are split into different areas. Resources for the areas are freely available to the children and they are encouraged to 'choose it, use it and put it away'. Adults in the setting engage in 'co-play' with the children with means we support and extend their learning through shared play experiences, following their interests, encouraging exploration, and helping to develop their thinking, language, and social skills.

Winning With Number – this is an adult led session to support children develop the essential maths concepts that the children will need to master to be able to excel mathematically. The children then have the opportunity to build on and apply this understanding during the Choosing Time sessions.

Knowledge and skills – this is an opportunity to teach the children either some new knowledge or a new skill that they can then use and apply during the Choosing Time session.





Parents as Partners

Working together as a partnership will benefit your child immensely.

It is a requirement of EYFS that we work together. You are the experts on your own child and we are the experts in learning and development.

We want you to be involved in your child's learning through attending parents' evenings, parent forums, online learning journeys, the school website and more.

We believe in 2-way communication and have an open-door policy.

As part of this there are some apps and websites that we use to help communicate with you.



Class Dojo app: We use this as a messaging app and to post information about what is happening in the school and in the classroom.



Tapestry app: This is our online learning journey. We will post pictures of your child's learning at school here and you can like/comment on it. Log-ins will be sorted after your child has started school.



ParentPay website (www.parentpay.com): We use this website for payment for things such as trips, breakfast club, school meals (from Year 3). Log-in details for this will be sent from our school office. More details about Parentpay can be found in the 'All You Need to Know' Booklet.

General Information

Book bags and drink bottles

Children will be given a bookbag and it is very important that this is brought to school every day. Children will start off with a sharing book. This is a book for you to enjoy reading to your child. We change these weekly (normally on a Monday). After about half a term we also send home a phonics reader for your child to read to you.

Children also need to bring a drink bottle to school each day. This should have water in it.

School Dinners

All children in Reception, Year 1 and Year 2 are eligible for universal free school meals. This means that lunch will be provided by school, therefore children in these year groups do not bring a packed lunch to school. A sample menu will be provided. Children normally have three options a day. Please do not worry if your child is a fussy eater. We have often found in the past that even the fussiest of eaters may happily sit down and eat the same food as their friends at school.

More general information can be found in our 'All you Need to Know' booklet.





How can I help my child? - 10 things to do to help your child be ready for school

1. To be able to sit still and listen for a short period of time.

To be able to sit still and listen for a story, join in with counting songs or a phonic lesson is a skill that will be needed from the very beginning of school life. You can help your child by expecting them to listen to a story you read or complete a short activity with you i.e. build something, play a game outside etc



2. To be aware of other children, share toys and take turns.

A big part of starting school is about getting along well with other, completing a task through teamwork and treating others with respect. You can help your child by playing games together, taking turns to do things as well as working on activities together. Encourage older siblings to teach their brother or sister how to take turns when using a popular toy or during a board game.

3. To be able to use a knife and fork.

The majority of children will be having hot school meals so help your child by ensuring they know how to use a knife and fork independently feed themselves.



4. To understand what rules are and why they are important.

Within the school environment there will be some rules for the children to follow to ensure that everyone is safe and ready for learning, as well as ensuring that we are looking after each other and the resources. Talk to your child about why we might need some rules and discuss simple rules that you may have at home and why.

5. To be able to use the toilet independently

The ability to use a toilet and wipe their own bottom is a vital skill for when children start at school. We appreciate that it is sometimes difficult but even attempting to do it themselves will help your child.





6. To recognise their own name when it is written down.

If your child cannot write their name when they begin school then do not worry – we can help to teach this. However, it would be of great benefit to them if they can recognise their name so that they can easily find their peg, drawer and see a label in their clothing. You could write several names out and ask them to find their or make a name puzzle with all of the correct letters for them to match their name.

7. To speak to an adult to ask for help.

If your child needs help with something then they will need to ask an adult. Encourage your child to speak in full sentences to communicate their needs to you, rather than pointing or by you guessing.



8. To open and enjoy a book.

When the majority of children begin school they will not be able to read books but if they can enjoy a book, know how to hold it and know how to turn the pages, this helps with some of the foundations for learning to read.

9. To be able to put on and take their coat off independently.

Zips and buttons can be tricky but if the children can put their coat on then this helps their independence and thus their self-confidence when they are choosing to go outside.



10. To be able to put on and take their shoes, socks and jumpers independently.

To be able to put on and take off their shoes, socks and jumpers independently. This is an important skill to help your child (and their teacher!). Find times before your child begins school to practise this so that you aren't trying to do it when you have 2 minutes to get out the door.



Transition visits and starting school in September 2026

New Starters Transition Timetable			
Monday 22 nd June	Parents/Carers Information Meeting	5.00pm	
Tuesday 30 th June	Stay and Play session with a parent	2.15pm to 3.00pm	
Tuesday 7 th July	Stay and Play session with a parent	2.15pm to 3.00pm	
Thursday 16 th July	Transition morning session	10.30am to 11.30am	
Thursday 23 rd July	Transition afternoon session	1.30pm to 3.00pm	
Week Beginning Monday 31 st August	'All About Me' Meetings	Thursday 3 rd September	Parent and child 'All About Me' meetings
		Friday 4 th September	Parent and child 'All About Me' meetings
Week Beginning Monday 7 th September	Staggered Start for our Ash Class Children	Monday 7 th September	All children in for morning session
		Tuesday 8 th September	All children in for morning session plus lunch
		Wednesday 9 th September	All children in full time

