

Welcome to Class  
1



Denby C.E. (VA)  
First School.

## Information

We welcome you and your child to Denby CE (VA) First School.

As a small village school we are uniquely placed in which to provide individual attention and approaches to learning for the children and families at Denby. We are committed to meeting the individual needs of all learners to allow them to achieve their full potential. This is achieved through well planned lessons that take note of and utilise each child's abilities and learning styles. Our very good child to adult ratio allows us to tailor and deliver a curriculum and learning opportunities that meet the needs of our children. Ofsted states that:-

*'This reflects in the continual encouragement from staff, along with the excellent role models from working alongside their older classmates. Staff regularly collect information about children's small steps in achievement. They use this information effectively to plan activities and to tailor their questions to the varying needs of children during adult-directed sessions.'*

I hope that the information in this booklet will tell you everything you need to know before your child starts school.

If you have any further questions or concerns please do not hesitate to contact us.

Your child will be in Class 1.

The Class Teacher is Miss Laura Dickinson.

The Classroom Support/Cover Supervisor is Mrs. Shirley Dickinson.

The Head Teacher is Mrs Claire Minogue.

The Admin Assistant is Mrs. Susan Harrison

The school telephone number is **222913**.

The school address is Denby CE (VA) First School, Goose Green, Upper Denby, Huddersfield, HD8 8UN.

E-mail is [office@denbyfirstschool.uk](mailto:office@denbyfirstschool.uk)

Website: [www.denbyfirstschool.kirklees.sch.uk](http://www.denbyfirstschool.kirklees.sch.uk)

## **The School Day**

The school doors open at 8:50am.

School starts at **9:00am**.

Lunchtime is from 12 noon until 1:00 pm.

School finishes at **3:20pm**.

## **Lunchtime**

School lunches are cooked on the school premises by our cook Mrs Lisa Hirst, who produces healthy, nutritious meals.

School lunch is served in the hall.

There is a daily menu with choices for both main course and dessert.

Drinking water is provided.

Children are encouraged to try their food but they are not made to eat food that they do not like. If your child has any allergies to foods please let us know as alternative foods can be provided which still provide your child with a healthy, balanced diet.

If your child prefers, they may bring a packed lunch, which is eaten in the hall at the same time as those who have school lunches.

Fizzy drinks, glass bottles, chocolate, sweets and hot drinks are not allowed.

If you wish your child to change, i.e., from dinners to packed lunch or vice versa the cook requires 2 weeks notice. Please let the office know and they will relay the message. Thank you.

## **Dinner Money**

All KS1 children are now eligible for universal free school meals.

If you think your child is eligible for free school meals, please ring the Education Social Work Service on 221919, even though all meals are now free, you may still be entitled to free milk etc.

We would be grateful if you could inform the office if your child does not require a school meal that day, e.g. for hospital or dental appointments etc, failure to do so could mean that you will have to pay for the meal that was ordered for your child. There will be no charge for school meals if your child is absent from school.

### Milk

Children are entitled to school milk until the end of the academic year in which they are 16yrs old. At present milk money is £11.00 payable at the beginning of each term. If your child does not like milk, water is available in school at all times.

### Fruit and Water

R & KS1 children are provided each day with fresh fruit which is free of charge. The KS2 children bring fruit from home to eat at playtime. During the day children are encouraged to drink water, which they will need to bring in a named bottle.

### Starting School

In order to settle the children into their new routines and environment, we give them a gradual introduction to the busy school day.

**Week One** - New pupils will attend:-

Tue,Wed, 9:00 - 12:00 (no lunch)

Thurs/Fri, 9:00 - 1:00 (stay for lunch)

**Week Two** - New pupils will attend full-time.

If your child is finding this schedule overtiring we can adapt it by adding an extra week of part-time attendance. Please do not hesitate to let Miss

Dickinson know if they are struggling. The first few weeks of school can be very demanding for new starters and they often feel much more tired than expected.

If you have any worries prior to your child starting school, please don't hesitate to discuss these with Miss Dickinson.

You are welcome to come into the classroom with your child each morning, but it is in their best interests if you leave promptly to allow them to settle.

If your child is upset when you leave, you may wish to ring the school to check that they have settled.

Please come in and talk to us if there is something troubling you or your child. The most convenient time to do this is after school, unless it is particularly urgent.

Once your child has settled into the school routine, Miss Dickinson will be inviting all parents to an individual parent-teacher conference to get to know your child a bit better. A copy of the questions covered during the conference is provided at the end of the booklet for your information.

### **Morning Playtime**

Morning playtime is from 10:30 - 10:45am.

The children are supervised by two members of staff.

### **Home Time**

The children leave school at 3.20pm through the fire exit from the Infant class. This is situated by the side of the blue gate into the Infant outdoor area. If someone different is going to be collecting your child from school, please inform Miss Dickinson or Mrs Dickinson the morning of the

change in routine or leave us a message in your child's planner. It is also helpful if your child is aware.

### **Absences**

Generally, children who are unwell are better not sent to school.

If your child is absent for the day, please telephone the school to inform us as soon as possible (no later than 9.00am). Please also let us know if your child has any appointments during the school day.

If medication is required please speak to Mrs Harrison in the office as consent forms/instructions will be required to enable staff to administer medication. (see the attached Medicines policy)

If your child suffers from asthma, a prescribed inhaler may be kept safely at school for use when needed. This must have your child's name on and be accompanied by clear instructions explaining when and how much to be taken.

### **Holidays**

Requests for holiday absence in school time are not authorised at Denby C.E. (VA) First School. In cases of special circumstances e.g. parent working abroad in the armed forces, authorisation may be granted at the discretion of the head teacher.

### **Uniform**

Our school uniform consists of sweatshirts and cardigans in the school colours and embroidered with our school logo and name; grey or black trousers, skirts or pinafores and a blue and white gingham cotton summer dress. Please ask for details in the Office. Order forms will be provided on your child's first visit.

Book bags with the school logo on will be given to your child on their first day in school, additional bags are also available at a cost of £4.86 or

£6.95 depending on the type of bag required. The children will also be given a planner which acts as a message system between home and school. Both need to be brought into school every day.

A warm weather-proof coat is essential for wear on cold or wet days.

P.E. kit should be brought to school in a named pump bag (please no large sports bags). This consists of a white t-shirt (a school P.E. t-shirt can be purchased from the office), black shorts or leggings and a pair of pumps (without laces are most suitable). P.E. kit is brought into school on a Monday morning and left at school for the week.

### **Please take time to name all items of clothing.**

Much valuable time and effort is spent searching through identical items of clothing.

Wovina provide name labels, but also a convenient and easy-to-use 'taggit' system which saves hours of sewing!

Visit them at [www.wovina.com](http://www.wovina.com) or write to Wovina, Bodmin, Cornwall, PL31 1ER.

### **Jewellery**

Children should not wear jewellery to school as it can get caught or pulled and cause injury to the child or another child. It can also be easily lost or damaged and school cannot accept responsibility for this.

### **Headlice**

As in all schools children occasionally get headlice. Please check your child regularly, treating them if necessary before sending them back to school. Could you also please inform the class teacher so that a general warning can be sent to other parents. Obviously, no individual child will be named.

### **Parents in School**

If you would like to offer your help in school, please contact Miss Dickinson or Mrs Travis. Please mention ANY skills, no matter how small you think they might be - they might be just what we are looking for!

### **Friends Of Denby School (FODS)**

There is an active Parent/School Association for all parents, staff and friends of the school. FODS organise valuable social and fund-raising events throughout the year and meet each term in school. New members are always warmly welcomed. Please speak to Mrs Fiona Gaunt (Tom's mum) if you are interested.

### **Return slips**

Please place all return slips in the container provided in the classroom unless stated otherwise on the letter.

### **Library**

Each Friday morning your child visits the library to choose a book which they would like to borrow and take home. Please return the book on the following Friday in your child's wallet.

### **Independence**

You can help your child to settle more easily into school by helping them develop their independence prior to starting school.

Can they:

- Put their toys and belongings away carefully?
- Manage zips, tights and buttons?
- Put on shoes and fasten them? (Shoes with laces should only be worn if your child is able to tie them.)
- Get dressed and undressed?
- Use a knife and fork properly?
- Go to the toilet by themselves? (Accidents do happen - a change of underwear in your child's pump bag is a good idea, just in case!)
- Wash and dry their hands?
- Use a tissue for their nose?
- Play with other children and share toys?

- Say their name and address?

Don't panic if your child can't do all of these things. Allow them to experience as many of these activities as possible before they arrive.

### **Exploring in the Home**

Your home can be an exciting and interesting place where your child can discover new things.

### **Water**

Playing in the bath, keeping clean, making bubbles, where does water come from and go to?

### **Food**

Helping to prepare and cook food, laying the table, washing and drying up, sorting shopping.



*Children making sculptures with natural objects collected in the wild area.*

### **Outdoor**

Caring for pets, planting and growing seeds, digging in the soil, looking at insects, washing cars and bikes, watching the weather.

### **Play**

*Hide and seek, dressing up and pretending to be other people, playing with friends.*



## Language & Communication & Literacy

### Speaking and listening

Speaking and listening are important skills. Encourage your children to speak clearly and confidently to others. Your child should not be afraid to ask and answer questions, and you should not be afraid to introduce new words. Singing or saying favourite nursery rhymes helps children with language, memory and rhyme.

### Early Reading

Our environment offers lots of opportunities for looking at print. This is where reading begins. E.g. shop names, traffic signs, labels, comics, cereal boxes and, of course, books. Sharing stories with your child is an enjoyable experience. Through this, children learn to love books and develop vocabulary, as well as learning how to handle them with care and respect. It is important to have books available at home and to join the local library.

The importance of reading to young children cannot be over emphasised. There is a direct link between children regularly being read to with academic success. The more stories you share with your children the better!

### Early Writing

Young children love to make marks on paper and we can encourage them to write in many ways, e.g. birthday cards, making shopping lists and labelling their drawings. It is valuable to allow children to experiment with different writing materials e.g. thick crayons, felt-tip pens, chalk, and pencils. It can also prove invaluable for the children to see you modelling writing for different purposes i.e. writing a shopping list, a letter, and to explain to them what you are doing and why.

Some toys which can help to develop hand/eye coordination are threading beads, jigsaws and building bricks/blocks.

## Handwriting

It is vital that all letters are formed from top to bottom. Correct grip is also essential. Initially, we only teach the capital letter for the first letter of the child's name. Please do not teach your child to use capital letters in any other circumstances, as this causes confusion.

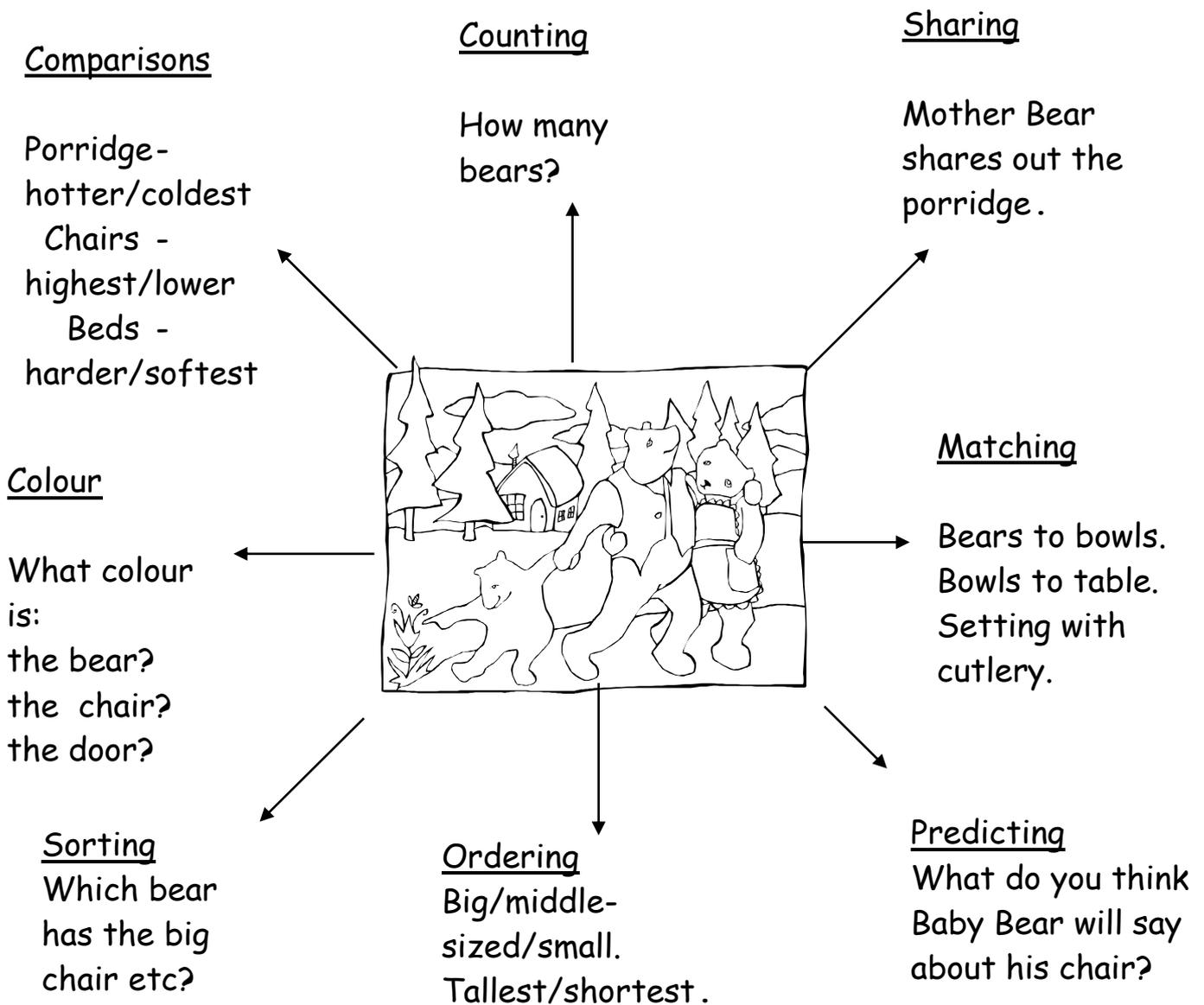


## Early Maths

Maths is more than just learning how to count. Awareness of measuring and shapes also plays an important part in your child's development.

There are many rich opportunities around the home for developing early mathematical skills. For example, counting objects in the house or garden, looking for and making patterns with buttons, toys, socks etc. Car journeys are a wonderful opportunity for games which involve maths. Shapes can be spotted everywhere, even in the most unlikely places! How many circles or rectangles can they spot in the car on the way to the supermarket for example?

**Traditional stories are a good source for mathematical learning.**



Learning about shapes

After learning about the names of shapes, your child's next step is to describe what they are like and what they can do.

You can encourage your child's interest in shapes by:

- comparing the shapes of the street signs you see on the way to the shops
- looking at everyday objects and finding words to describe their shape
- getting them to find everyday objects which are squares, circles or triangles

## **Learning about Numbers**

Numbers are, again, formed from top to bottom. We begin by using numbers 0 - 10 and then to 20 and then beyond. At home, you can help by reinforcing counting at every opportunity e.g. stairs, buttons, sweets etc. Count up and down but don't forget 0. We use many names to represent 0 - 'nothing', 'none' and 'zero'. Encourage your child to make comparisons using mathematical language, such as, 'more than', 'less than', 'bigger', 'smaller', 'longest', 'shortest', 'heaviest', 'lightest', 'full' and 'empty'.

## **Information and Resources**

For further information and resources please visit our website:  
denbyfirstschool.kirklees.sch.uk

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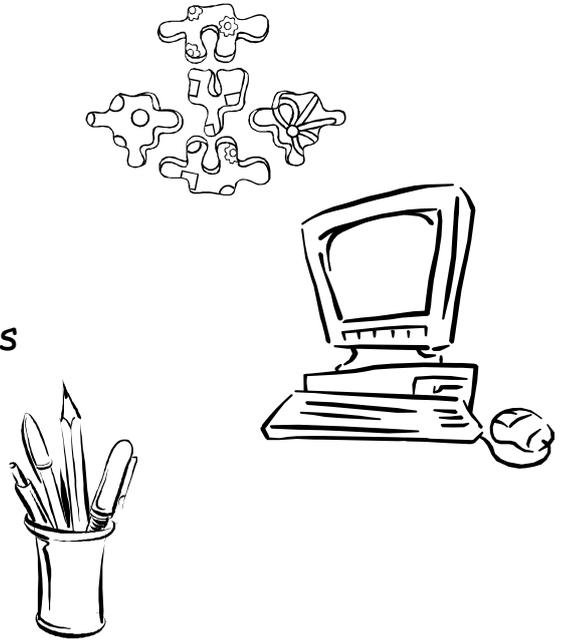
For more ideas of activities you can do at home:

[http://www.bbc.co.uk/schools/numbertime/parents/home\\_activities/everyday\\_maths.shtml](http://www.bbc.co.uk/schools/numbertime/parents/home_activities/everyday_maths.shtml)

## In Our Classroom

There will be many different activities going on within our classroom based on areas where the children can extend their learning through play :

- Imaginative - role play/small world
- Construction
- Quiet - reading/listening
- Mark-Making
- Number
- ICT - computer/remote-controlled toys
- Dough
- Creative - paint/collage/baking
- Puzzles - jigsaws/games
- The natural world
- Sand and Water
- music



A selection of these activities are also available each day in the outdoor play area.

Each area provides many learning experiences in addition to adult-led activities.

Remember, "Play is a young child's work".



Collecting and 'delivering' snow!



Counting and sorting dinosaurs.

## Behaviour

Being good implies far more than children doing as they are told.

Children are encouraged to behave sensibly and considerately and develop respect for others and themselves.

Our approach to behaviour management is consistent, firm and fair. We have reward systems in place, which involve the whole class, individuals and teams. Praise stickers, displayed work and written comments are also used to give children a sense of achievement. Similarly, strategies are used to deal with unacceptable behaviour.

## Parent/School Partnership

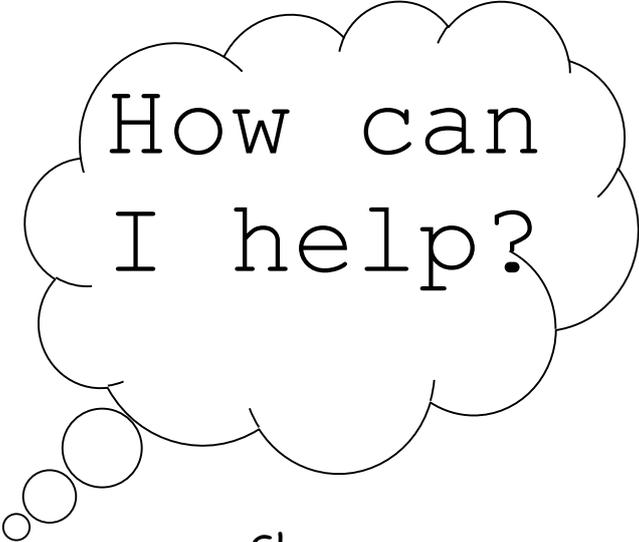
Your child's education is a partnership between home and school. We all want the best for your child.

Share your child's  
enthusiasm for  
school.

Help in school.

Value your  
child's work.

Write notes in  
Your child's planner.



How can  
I help?

Support trips  
and events.

Communicate with  
school.

Show an  
interest in your  
child's learning.

# PARENTAL QUESTIONNAIRE

Where did N attend before starting school?

Did they settle well/show any anxieties?

What are N's favourite activities at home? Do they show good concentration, interest, independence?

How does N get along with familiar adults, family members and friends?

Can N (un) dress independently or need help? Toilet themselves and wash hands?

Is N co-operative at home?

Will they help, respond to requests?

What makes N happy or upset?

Is N chatty about things they do/things they are looking forward to?

Does N join in with rhymes/songs?

Do you have any concerns about N's language development?

(can they distinguish between the 'th', 'v', and 'f' sounds in words?)

Does N enjoy stories, books? Which are their favourite books? Who do they share them with? Are they a member of a local library? Do they recognise any key words?

Does N like to draw and mark-make? What is their preferred hand?

Would the parents like to provide any examples for us to keep in our profile/ photocopy?

Is N familiar with numbers? House number, counting steps, dots on a dice? Can they join in number rhymes, recognise any numbers?

Does N like to help you at home or when you go shopping?

Can they choose the right number of apples etc?

Does N help with cooking, setting table with the right number of plates etc?

Can N find matching shoe or glove when going out etc?

Does N enjoy games and puzzles? (eg matching shapes and jigsaws etc.)

Is N curious about why things happen and how they work?

Has N had any experience of observing or caring for pets?

Does N show an interest in past and present events in the family? (other family members, special occasions and festivals)

Can N operate the TV, CD player etc?

Do they have access to a computer in the home? Do they use it?

Does N enjoy running, climbing, balancing?

Does N like drawing and cutting things out?

Do they find any of these areas difficult?

Is there any other information you would like us to know? (eg, glasses, pumps in PE etc)

What does N like to eat and drink?

Is N beginning to understand that some foods are good for you?

Any food allergies?

Does N like to sing/dance /listen to music?

Do they know any songs by heart?

Does N enjoy painting, drawing, making models?

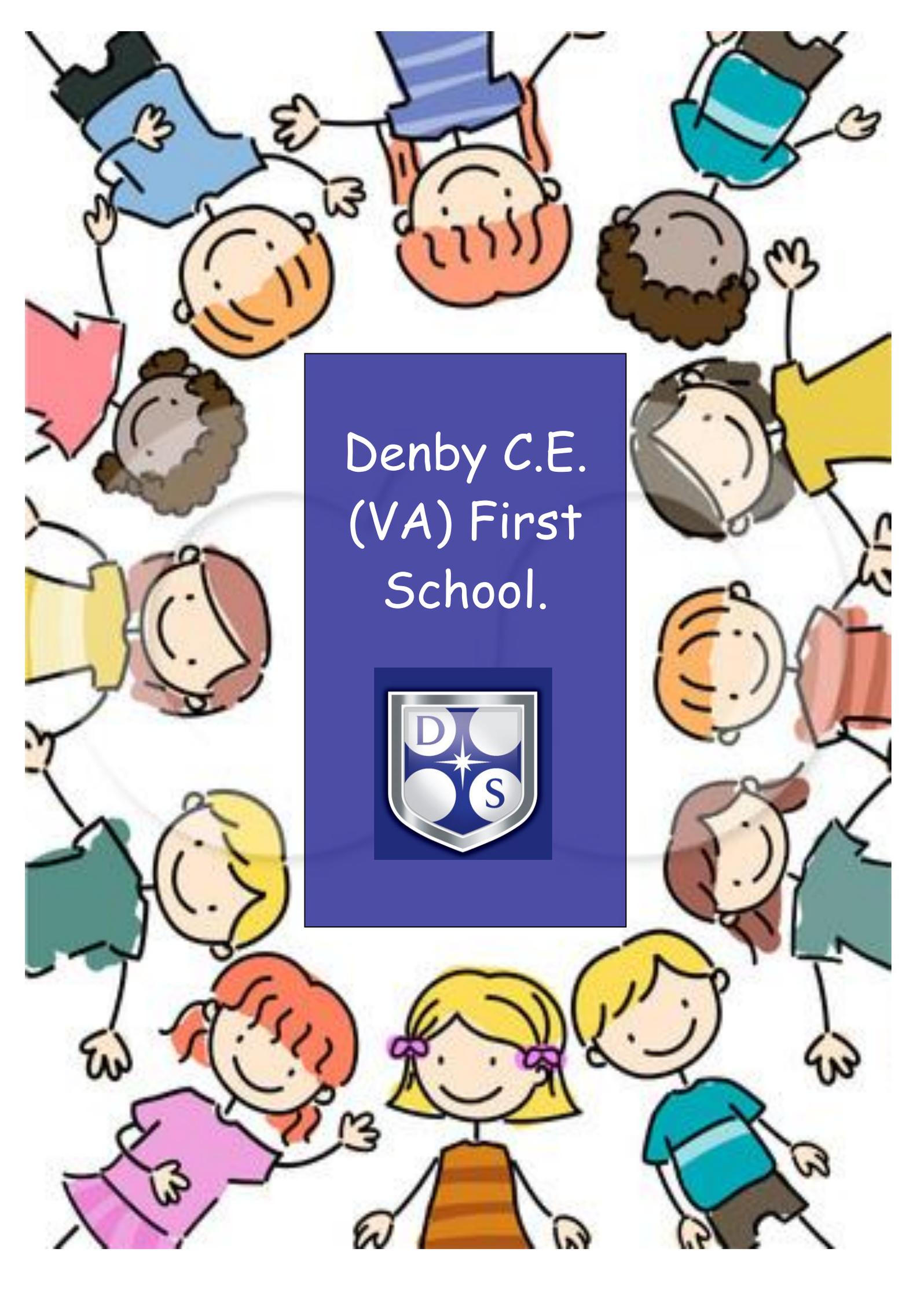
What does N most like to play with?

Is N imaginative (dressing up/ pretend play etc)?

Is there anything else you would like to tell us about your child?

Any hopes or concerns?



A colorful illustration of a diverse group of children of various ethnicities and ages holding hands in a circle. The children are drawn in a simple, cartoonish style with large heads and small bodies. They are wearing various colored clothing. In the center of the circle is a dark blue rectangular box containing the school's name and logo.

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