



# All About Reception



# Cotmanhay Infant and Nursery School

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CHAIR OF GOVERNORS: Mrs. S Malik

EARLY YEARS FOUNDATION STAGE LEADER: Miss S.Foster

# WELCOME TO RECEPTION

Early Years education is distinct and important in its own right and also in the preparation for later schooling. Young children need a safe and secure environment where they can play, explore, experiment, develop confidence, be curious and learn. We believe it is our duty to develop a joy of learning by being motivated and excited by the opportunity to learn. We encourage our children to become curious, confident learners and caring members of our community. The Early Years Foundation Stage applies to children from birth to five years. In our school, children can join us from the age of two in our Cubs Nursery or at the age of three in our Bears Nursery or in our Reception classes.

## **WE AIM TO PROVIDE:**

- \*A caring environment where children may explore and repeat experiences according to their needs.
- \*An atmosphere where every child feels secure, valued and confident.
- \*A broad, balanced and relevant curriculum, appropriate to the social, emotional, spiritual and intellectual development of individual children, including those with special educational needs.
- \*An approach to learning geared to the needs of young children, emphasising first hand experience, talk, PLAY and having FUN.
- \*Encourage children to be self-motivated, INDEPENDENT and being willing to 'have a go'.
- \*Encourage children to have their own ideas and to select and use their own resources.
- \*Enable children to make an effective, smooth and happy transition from home to Nursery and from Nursery to Reception (full-time school).
- \*Involve parents in their child's education. Parents are invited to take part in activity days and parent evenings are held.

## **Healthy Eating**

All children in the EYFS are provided with a healthy snack and a drink. Water is always freely available for children to access at all times. School dinners are provided for all pupils in reception and menus are sent out fortnightly to parents.



## EARLY YEARS FOUNDATION STAGE CURRICULUM (EYFS)

The Early Years Foundation Stage Framework exists to support all professionals working in the EYFS to help your child, and was developed with a number of early years experts and parents.

In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater emphasis on your role as a parent in helping your child develop.

Strategies for teaching and learning will vary and will be adapted to suit the needs of the children. Planning for early years experiences builds upon what the children already know and can do, and matches their different levels of abilities and needs. The curriculum areas are planned carefully to facilitate high quality education through play, both indoors and outdoors.

The EYFS works towards the Early Learning Goals, which children are expected to reach by the end of their Reception year.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**. Children should mostly develop the **3 prime areas** first. These are:

- \*Personal, social and emotional development.
- \*Physical development
- \*Communication and language

These prime areas are those most essential for your child's healthy development and future learning.

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

- \*Literacy
- \*Mathematics

- \*Understanding the world
- \*Expressive arts and design

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs and interests.

Each child starts a 'Best Book' in the Bears Nursery, a sample of work is collected each term to reflect the child's achievement, ability and progress. This is continued into school and is given to the parents at the end of the reception year.

At the end of the Reception year, the pupil's attainment is recorded on to the Early Years Foundation Stage Profile and parents are informed if their child has achieved an emerging, expected or exceeding level of development in each of the areas of learning in the end of year report. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

By the end of reception we aim for the following:

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Children to respect themselves and others, develop a positive self-image, to learn about relationships and the importance of friendships. To learn to share, take turns and play fairly. To develop an understanding of what is right, what is wrong and why. To care for others and respect their feelings, culture and beliefs. TO HELP CHILDREN TO BECOME INDEPENDENT AND SELF CONFIDENT. **(As parents we must be aware of the vital role we play in building our children's self-esteem; trying to be positive and praise your child as much as possible. Being consistent and realistic with expectations related to the age of your child).**



### **PHYSICAL DEVELOPMENT**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. **(As parents we can help our children by encouraging them to go to the toilet on their own, get dressed and undressed on their own, practice throwing and catching, balancing and being physically active whenever possible and eating a healthy diet).**

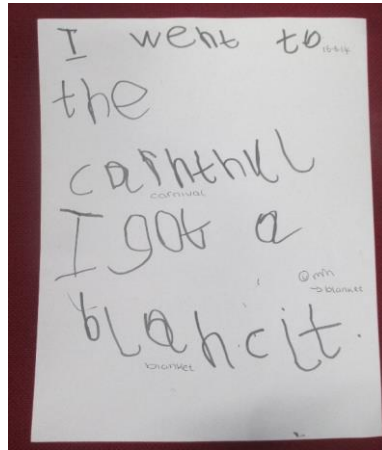


## COMMUNICATION AND LANGUAGE

Children to express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. **(As parents we can help by TALKING and LISTENING to our children, asking them about their day and what activities they have learnt.. We can model the correct way to speak by SENSITIVELY repeating back the correct language)**

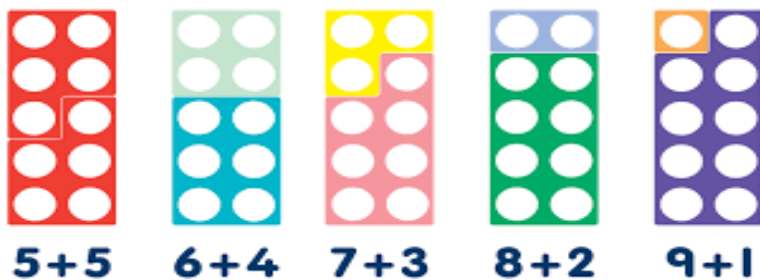
## LITERACY

To read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. All children have a reading book with cards to help your child learn letter sounds, words they can sound out and 'tricky words' (words that can't be sounded out). Please practice these for 5 minutes every night. Encourage children to learn the letter sounds in the alphabet and then the following sounds: SH CH TH AR OR OI IGH UR URE AIR ER. To hold their pencil with a pincer grip and to form all letters correctly, to write a sentences, spelling words phonetically, that can be read by their friends. **(As parents we can help our children by reading stories regularly and ask your child to re tell the main events in order, ask your child lots of: who, what, where, when why questions. Helping your child to learn all the sounds in the alphabet using pure sounds. Try to avoid putting an 'er' sound at the end. We say: 'ssssss' not 'ser')**



## MATHEMATICS

By the end of reception we aim for all our children to children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. **(As parents we can help our children to lean the above by; counting the stairs as you walk up them, pointing to and talking about the colours, shapes or numbers of objects as you walk past them in the street. Looking at numbers on clocks, door, buses and cars.)**



Number Poster			
1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

## UNDERSTANDING THE WORLD

(Science, Design and Technology, History, Geography, RE and ICT)

By the end of reception we aim for all our children to children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. **(Please encourage your child by talking about things you see, how things work, living things; what they are called, where they live and what they eat.)**



## EXPRESSIVE ARTS AND DESIGN

By the end of reception we aim for all our children to children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. To engage in imaginative play to make believe and pretend and to role-play using their first hand experiences. To develop children's CONFIDENCE and INDEPENDENCE TO MAKE THEIR OWN CHOICES. **(As parents we can help by being positive and praising all their creative efforts and valuing your child's artwork by putting their pictures on the wall, it's a wonderful way to build children's self-esteem)**



## PARENTS CAN HELP BY:

\*Always talking to your child about school and home in a positive way.

\*Always listen when your child wants to talk.

\*Reading to your child every night.



\*Helping your child to dress and undress independently.

\*Being positive about their work and praising their efforts.



\*Being positive and supportive towards staff.

\*Please check your child's hair as often as possible for head lice.

\* Keeping your child safe online, don't let them view things that are inappropriate for their age.

## RECEPTION ORGANISATION

- Literacy or Mathematical Development on alternate mornings inside and outside (please ensure your child wears appropriate clothing for the weather). All children also take part in a guided reading session every week.
- Children have access to a drink of water and snacks throughout the day in their classroom.
- Letters and sounds in small differentiated groups, everyday for 20-25 minutes
- Assembly
- Play time on the Infant playgrounds for 15 minutes at 10.30am.
- Activities - Literacy or Mathematical Development
- Dough Disco/ Go Noodle/ Hand writing everyday
- 12.30-1.30pm - Lunch time, in our infant school hall
- Afternoon – PE or topic based activities
- 2.30pm - Story
- 2.50pm - Home time

## SNACK CONTRIBUTION

We ask all parents to make a snack contribution of 50p each week. This contribution helps to pay for additional snacks and healthy treats, baking and cooking activities and additional resources to help provide fun and exciting activities.

## ABSENCES

Please inform the school office as soon as possible if your child is absent due to illness.

## **SCHOOL / NURSERY UNIFORM**

A sensible uniform of clothing for school encourages a smart appearance and gives the children a sense of pride in themselves and an identity with the school.

Uniform is grey and red and is as follows;

- \*White or Red shirts/polo shirts
- \*Red sweatshirts / cardigans
- \*Grey skirts / trousers / shorts
- \*Grey or Red and White summer dresses.
- \*Grey/Red shorts for summer.



Sweatshirts and Cardigans are available from the main school office at a very reasonable price.

## **SCHOOL RULES**

1. All children must be accompanied by an adult.
2. Parents must securely lock all gates and doors leading to nursery in order to maintain the safety of the children.
3. Dogs are not allowed on the school premises.
4. No smoking is allowed on the school premises.
5. Please make sure sweatshirts and cardigans are clearly marked with your child's name.
6. Earrings must be removed for P.E.
7. Please refrain from using bad language in front of children and staff while on the school premises, try and be as positive as possible.

## **SAFEGUARDING:**

Parents should be aware that the school is required to take any reasonable action to ensure the safety of pupils. In cases where the school has reason to be concerned that a child may be subjected to ill treatment, neglect or other forms of abuse, the Head Teacher is obliged to follow the safeguarding procedures and inform Social Services of the concern.

## **DISCIPLINE**

The school follows an assertive discipline policy, which means praising and rewarding children for good behaviour. We try to set high standards for our children; this is encouraged and reinforced in everything we do. We would appreciate parents support and understanding and are we are always available to discuss any concerns and give advice.

## **SURE START CHILDREN'S CENTRE**

The Sure Start Children's Centre is the building across the road from our school. This centre offers many different activity groups and support for all parents and children.

## **LIAISON WITH OTHER AGENCIES**

We work very closely with Health Visitors, Sure Start workers, Family Support Service staff and the staff from the Children's Centre. To ensure we can meet the needs of our children in the best way, discussions take place on a regular basis to share any relevant information.

## **PARENTAL PARTNERSHIP**

We follow school policy on all issues. These policies and the Curriculum Guidance for the Early Years Foundation Stage are all available for the parents to look at on request. Planning is also on display in the classrooms.

All relevant dates, visits, topics, curriculum information, targets and letters are available on our parent notice board. Please read this regularly to keep up to date with all recent events.

Each child is allocated a key worker, if you wish to know the name of your child's key worker please ask a member of staff.

PARENTS EVENINGS are held three times a year in the Autumn, Spring and Summer. This will give parents the opportunity to discuss their child's progress. Parents are welcome to discuss their child at any time; there is always a member of staff available.

We encourage parents to stay with their child one morning a week between 8.45-9am to either play number games or share a reading book.

**THANK YOU FOR READING OUR BOOKLET.** We hope you find it useful and informative, and that the time your child spends in Reception will be happy, memorable and successful. Please keep in touch by reading our letters and notice board. Never hesitate to come to us if you are in the least bit concerned or worried about something, however silly it may seem! **WE ARE ALWAYS AVAILABLE TO LISTEN.**