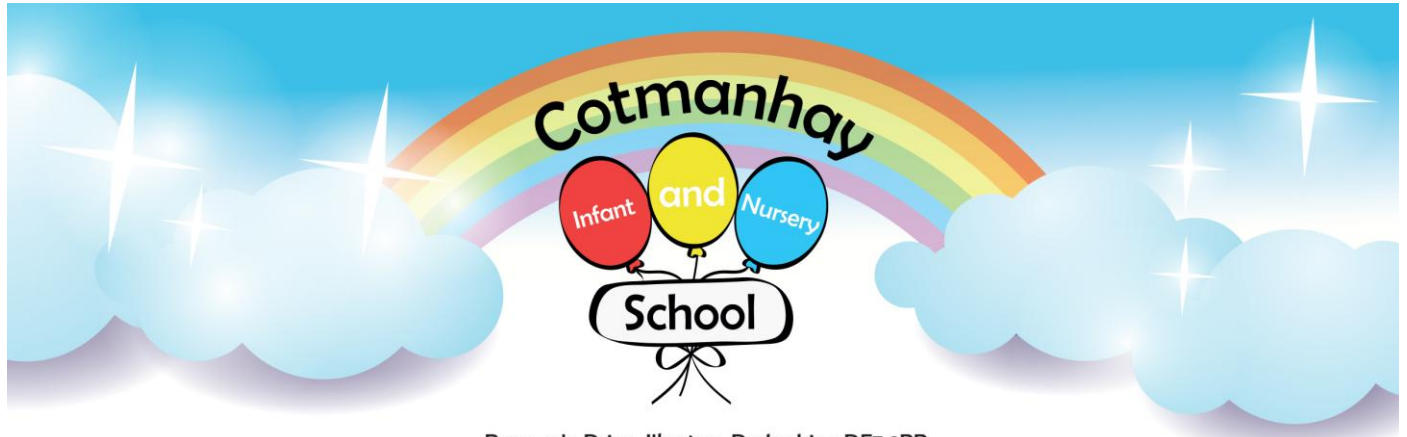




All About Reception





Beauvale Drive, Ilkeston, Derbyshire, DE7 8RR

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Headteacher: Miss Katy S. Latchford

HEADTEACHER: Miss K S Latchford

DEPUTY HEADTEACHER and SENDCO: Miss S Dawson

CHAIR OF GOVERNORS: Mrs S Malik

EARLY YEARS FOUNDATION STAGE LEADER: Miss S. Foster

FAMILY SUPPORT WORKER: Mrs D Mathers

Please look on our school website for more information about what to expect in Reception:

<https://www.cotmanhayinfants.co.uk/page/?title=Reception&pid=125>

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.

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 school.
- *Involve parents in their child's education. Parents are invited to take part in activity days and parent evenings are held.

Healthy Eating / Dinner time:

All children in the EYFS are provided with a healthy snack, a piece of free fruit and a drink in the morning. Water is always freely available for children to access at all times. School dinners are provided in our own school hall for all pupils in reception and menus are sent out each term.

There is always a hot and cold option available. If you provide your child with their own packed lunch please make sure there is a healthy balance –no sweets or fizzy drinks please. We have lots of staff to support children at lunchtimes and we'll always let you know if your child has eaten under half. Please feel assured that staff will talk to you if there are any concerns.



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. The EYFS 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.

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 beginning of the year the government have prescribed that all children need to complete a baseline assessment. It will take between 15-20 minutes to complete and involves each child playing some games on an Ipad and answering some questions. This will only take place if the child is happy and settled and is nothing for parents to be worried about. The school can't see the results as the government plan to use it to measure the progress between Reception and year 6.

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 or expected 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.

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

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Self Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships: Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. **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 at the expected level of development will:

Gross Motor Skills:

Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. **(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, practicing forming letters correctly, balancing and being physically active whenever possible and eating a healthy diet).**

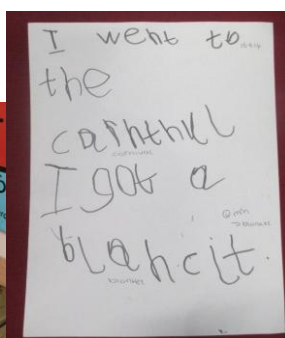


COMMUNICATION AND LANGUAGE Children at the expected level of development will:

Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

(As parents we can help by TALKING and LISTENING to our children, asking them about their day and what activities they have learnt. Encouraging our children to re tell stories in the correct order. We can model the correct way to speak by SENSITIVELY repeating back the correct language)

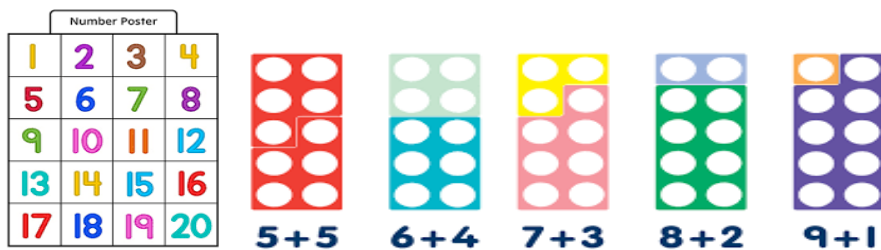


LITERACY Children at the expected level of development will:

Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading: Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. We use the Little Wandle scheme(<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>) and will send weekly links on DoJo for you to watch and help your children learn the letter sounds.

Writing: Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.. 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 NG AI OO OA OW AR OR OI IGH UR URE AIR ER. **(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. Help your child practice their spellings as often as possible. 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 Children at the expected level of development will:

Number - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 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 learn to recognise numbers. talk about**

numbers on doors as you walk past them, count sets of objects accurately, let your child explore money and learn to add sets of coins together, count on and back from different numbers).

UNDERSTANDING THE WORLD Children at the expected level of development will: **(Science, Design and Technology, History, Geography, RE and ICT)**

Past and Present: Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **The Natural**

World: Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. **(Please encourage your child by talking about things you see and explaining how they are similar and different to other things, how things work, living things, what they are called, what they are made of and describe the materials using words like 'soft, hard rough, bumpy').**



EXPRESSIVE ARTS AND DESIGN Children at the expected level of development will:

Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive** - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 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 – **NO NEED TO SEND A DRINK WITH YOUR CHILD.**
- Letters and sounds in small differentiated groups, everyday for 20-25 minutes
- Assembly -4 times a week.
- Play time on the Infant playgrounds for 20 minutes at 10.30am.
- Activities - Literacy or Mathematical Development on alternate mornings.
- Dough Disco/ Go Noodle/ Handwriting everyday.
- 12.30-1.30pm - Lunch time, in our infant school hall.
- Afternoon – PE / Forest Schools or topic-based activities. (On PE days children will come to school wearing their PE kit appropriate for the weather in the school uniform colours like a black track suit. We will send you the link to order a free PE t-shirt. Your class teacher will let you know what day PE is on).
- 2.40pm - Story
- 3.10pm - Home time – different for each Reception class – please check with the teacher.

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. Please make sure we have your most recent contact details.

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/black and red and is as follows;

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



Uniform with logos on can be purchased from Loopwear or Hamilton's. Uniform does not need to have a logo on. We also have iron-on logos you can buy for £1.50 from the school office.

We ask parents/carers to donate any uniform in good condition and no longer needed. If you would like some pre-loved uniform you can message any member of staff to request.

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.

BEHAVIOUR

The school follows a positive behaviour policy, which means praising and rewarding children for good behaviour and choices. We 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.

COTMANHAY 'PEOPLE'S CENTRE'

The People'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 as well as our 2 year Cubs Nursery.

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 the school policies 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 our website.

All relevant dates, visits, topics, curriculum information, targets and letters are shared with parents regularly.

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

Parent consultations are held three times a year in the Autumn, Spring and Summer. This will give parents the opportunity to discuss their child's progress and teachers discuss the targets set for the following term. Parents are welcome to discuss their child at any time; there is always a member of staff available.

We have a Family Support Worker (Mrs Mathers) who is available to offer any support and guidance at any time, she is based in the Treehouse room opposite Miss Latchford's office. Please ask us if you need any support or advice.

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, texts, messages and website. 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.

Please also see the WELCOME TO OUR SCHOOL booklet.