



Welcome To Reception

Preparing for Reception

Introduction

This booklet is designed to provide a quick guide to everything you need to know in preparation for the Reception Year. It is also available to view on the school website, where Reception has its own page (find the link on the Prep page), along with other documents which relate to the Early Years Foundation Stage.

Reception teachers

There are two small classes within the Reception year. This year Class RD will be taught by Mrs Downen and class RE will be taught by Mrs Entecott. We will also be supported by Mrs Duffield, our teaching assistant. Both classes join together at times, e.g., for Forest Thursdays and child-initiated learning in the afternoon.

Your child's teacher in Reception will be _____

Start of Year meeting with Reception teachers

Covid permitting, there will be a teacher & parent/carers meeting at the beginning of the new term (you will be notified of this date in early September), where we will answer any questions about the year. Until then please read the following information or see the website in preparation for the new academic year. If you need to discuss a matter before September, then please do not hesitate to contact the school on 01922 642374.

Start of the school day

Reception teachers collect the children from the KS1 playground (in front of Nursery) every morning at 8.45am prompt, following the sounding of a school bell. Parents/carers must remain with their own children on the playground until they are collected by teachers and should encourage them to line up with their own class. Children then walk into school with their class. Children attending the morning school club will be chaperoned to these lines at 8.45am and supervised until the teacher arrives.

Children should begin school in September in their **Winter** uniform.

End of the school day

Reception children should be collected at 3.30pm from their classroom door (leading onto the Nursery playground). Should you be late for any unforeseen reason then children will be taken to after-school club at 3.45pm and supervised by Mrs Riley until they are collected.

If you would like to speak to teachers at the end of the day regarding a matter, then please wait until the class has been dismissed to ensure children's safety is maintained. Teachers will be happy to speak once most children have left the area.

You are also welcome to e-mail teachers: katie.dowen@cognita.com or christine.entecott@cognita.com should you have a specific concern and are not collecting your child from school. Teachers will reply during term times as soon as they are able to (ideally within 24 hours).

Please notify staff if someone else is collecting your child (such as Nan or Grandad) or phone the school office to let them know. Staff will not discharge children to unfamiliar adults or to siblings who are under the age of 16 years. You should share your child's password with the collecting adult, as staff will request this before releasing a child. Passwords will be sent out prior to the school year and should only be shared with adults who are collecting your child.

Your child's password for collection is _____

Before and after school clubs

Please let the school office know if you would like your child to attend morning or after-school club. The school morning club begins at 7.30am and children can purchase a breakfast for a small cost during this time in the dining hall. Children are then chaperoned to the playground at 8.45am and supervised until collected by the teachers.

Before and after school clubs can also be booked through Cognita Connect (a parent app which the school uses to communicate events and messages). New parents/carers to the school will be made familiar with this system at the beginning of the Autumn term.

Children are chaperoned from the classroom to after-school club at 3.45pm and can remain here until 6.00pm. They can bring their own healthy snacks/sandwiches and drink for this session but must **NOT** bring food items containing nuts or unhealthy snacks.

Parents should contact the school if, for any reason, they will be late collecting their child. Children will never be left unattended whilst in after-school care. Please phone Mrs Riley directly on 07745022502 should you be running late. Children will always be supervised until collected.

There is a small charge for morning club and after-school club, depending on the length of stay. Please contact the school office for costings.

To book a place for your child ring the school office on 01922 642374.

Labelling uniform

Please clearly label your child's school bag, P.E bag, hats, scarves, gloves, and all school clothes with your child's name, to avoid them getting mislaid or lost. This would be very much appreciated and saves a lot of confusion in the classroom. A full-uniform list is provided at the end of this booklet.

Spare clothes

Children should bring in spare clothes and underwear (for little accidents) to be kept at school in your child's pump bag. This does not have to be uniform.

Lunchtime

Lunch takes place at 11:45am in the main dining room. All dietary needs are catered for, and staff will encourage the children to eat well and healthily. Children are provided with water or squash during lunch. School menus are available on the school website if you wish to discuss the suitable options with your child before each day.

Drinks and Snacks

We provide a milk (milk is free of charge) for morning break-time. Your child will also be provided with a school water bottle, which they should bring with them every day. Staff will refill these with water when necessary.

Children will also have a healthy snack in the afternoon, at 2.30pm, which is provided by the school's catering team. Children will, again, be encouraged to drink water during this time.

PE Kit

Dance and PE lessons take place on different days. Your child will require a pair of blue shorts and a white polo top. A pair of black plimsolls are required for Dance and white pumps are required for P.E. Again, please label all P.E kit. This will be sent home every half-term for washing and should then be returned to school at the beginning of the next half-term. Reception pupils do **not** require a tracksuit or PE rucksack - these are only required from Year 1 to Year 6.

Forest Thursdays

Every Thursday afternoon your child will go into the Arboretum for Forest Thursday. Please ensure your child brings their wellies and navy all-in-one waterproof suit. These are available from the uniform suppliers and are to be kept in school. They will be sent home every half-term and, again, should be clearly labelled with your child's name.

Medication

We are only permitted to administer prescribed medications in school. A medicine information form will need to be completed by parents/carers in the school office, prior to medication being administered.

If your child uses inhalers or EpiPens, then please notify the office of this prior to the child starting school. You will then be advised of the appropriate steps you need to follow. For more in-depth information about procedures related to medicines please see the Early Years Policy on the school website.

Holiday Clubs

Reception children are welcome to attend the Nursery Fun Club during school holidays, which operates from 9.00am—4.00pm. There is a cost, per day, for this facility and children need to bring their own lunch. Please contact the school office for further information on 01922 642374.

Homework

This will be set each week and is usually one piece of maths and literacy work, although we will sometimes change this if we think the children will benefit from another activity such as a making project.

Homework will be sent home on a Tuesday and should be submitted by Monday morning. Please encourage your child to work independently, but support them appropriately if they need a little help with something.

Reading

Your child will be issued with an online phonics book early in the Autumn term. Please try to hear your child read their phonics book every evening (even if for only 5-10 minutes), as this extra regular practice is key to ensuring their progress over the year. Also remember to ask them questions about what they are reading, to encourage their comprehension skills. Successful reading is not only about reading words but also about understanding events within the story and how characters are feeling.

Passwords will be sent home to access online reading early in the Autumn term.

Your child will also bring a book home every Monday, which is to promote 'reading for pleasure'. They should return this book to school the following week. Please enjoy these stories with your child and help them to develop a love of literature by reading them to your child. Reading the book more than once is also encouraged.

Uniform and Equipment list for Reception

Girls Winter Uniform

School Blazer with crest
White reverse collar blouse
Pinafore dress in school tartan
School cardigan with crest
(No tie)
White socks or navy tights
Black school shoes (not canvas or boot-style)
Green school hat with burgundy hatband
Green School coat
Dark green scarf and gloves (optional)

Boys Winter Uniform

School Blazer with crest
White shirt
Mid-grey trousers
School jumper with crest
Elasticated school tie
Grey socks
Black school shoes (not canvas or trainer)
School cap
Green School coat
Dark green scarf and gloves (optional)

Girls Summer Uniform

School Blazer with crest
School Summer white printed dress
School boater with burgundy hatband
White ankle socks
Black school shoes (not canvas or boot-style)

Boys Summer Uniform

School Blazer with crest
Mid-Grey school shorts
School cap
Short-sleeve white shirt
Black school shoes (not canvas or trainer)

For PE and Dance lessons (boys and girls)

Plain white polo shirt
Plain navy shorts
suit
Black pumps
White trainers for outdoor PE lessons

Other items (boys and girls)

Branded school navy book bag
Navy all-in-one or two-piece waterproof
(for Forest Thursday)
Green painting overall

How the curriculum is delivered in Reception




The Early Years Foundation Stage


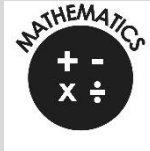


At Hydesville Tower School we adhere to the Statutory Framework of the EYFS and the four guiding principles (printed in bold) that shape practice within Early Years settings:

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates.**

The Seven Areas of Learning

Early Years education is based around seven areas of learning, which are illustrated in the following diagram. Each one of the seven areas is sub-divided into further categories, meaning that there are actually 17 different aspects to the curriculum in total. Each one of the 17 aspects has its own Early Learning Goal, which the children work towards achieving by the end of the Reception year.

1. Prime Areas of Learning		
Personal, Social and Emotional Development	Physical Development	Communication and Language
<ul style="list-style-type: none"> • Self-regulation • Managing self • Building relationships 	<ul style="list-style-type: none"> • Gross motor skills • Fine motor skills 	<ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking 

2. Specific Areas of Learning			
Literacy	Mathematics	Understanding the world	Expressive Arts and Design
<ul style="list-style-type: none"> • Comprehension • Word reading • Writing 	<ul style="list-style-type: none"> • Number • Numerical Patterns 	<ul style="list-style-type: none"> • Past and present • People Culture and Communities • The Natural World 	<ul style="list-style-type: none"> • Creating with materials • Being imaginative and Expressive 

The Early Learning Goals

Every child works towards securing their Early Learning Goal in each aspect of learning by the end of the Reception Year. Attainment of Early Learning Goals is judged by the teacher and their knowledge of the child's abilities. The attainment results are then recorded with the local authority at the end of each academic year. The 17 early learning goals are as follows:

ELG: Listening, Attention and Understanding.

Children at the expected level of development will: - 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.

ELG: Speaking

Children at the expected level of development will: - 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.

ELG: Self-Regulation

Children at the expected level of development will: - 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.

ELG: Managing Self

Children at the expected level of development will: - 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.

ELG: Building Relationships

Children at the expected level of development will: - 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.

ELG: Gross Motor Skills

Children at the expected level of development will: - 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.

ELG: Fine Motor Skills

Children at the expected level of development will: - 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.

ELG: Comprehension

Children at the expected level of development will: - 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.

ELG: 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.

ELG: 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.

ELG: Number

Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - 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.

ELG: Numerical Patterns

Children at the expected level of development will: - 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.

ELG: Past and Present

Children at the expected level of development will: - 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.

ELG: People, Culture and Communities

Children at the expected level of development will: - 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.

ELG: The Natural World

Children at the expected level of development will: - 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.

ELG: Creating with Materials

Children at the expected level of development will: - 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.

ELG: Being Imaginative and Expressive

Children at the expected level of development will: - 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.

Increasing structured learning

In line with the Early Years Statutory regulations, we begin to move to more structured learning in Reception, as outlined in the timetable shown on the school website (on the Reception page).

Adapting the timetable to provide enriching experiences

The timetable will always be adapted to allow for as many enriching experiences and learning opportunities as possible. For instance, the timetable may be changed to support special events or particular topics we wish the children to learn about, such as Diwali or Eid, which are calendar specific. We are, therefore, flexible in our planning to best accommodate a variety of learning opportunities through the year.

Planning for successful outcomes through different topics

All of the seven areas of learning and development are important and inter-connected. To help us deliver a coherent experience for the children we plan much of the children's learning around specific topics which usually change every half-term. For example, if the topic is 'Superheroes' we will base our writing activities around this and read stories about superheroes.

Learning at home

The setting views parent support as vital in helping a child to make good progress. We, therefore, share the curriculum plan with parents at the beginning of each term, which outlines the themes we will be addressing and the skills we will be aiming to develop. Parents are encouraged to support the curriculum plan and are more than welcome to approach teachers to clarify the next learning steps for their child if they are unsure.

The setting uses a digital learning platform called 'Tapestry', which records the child's key achievements and progress in school. Parents will be notified of how to access this platform in September. We often add 'next steps' to the observations (when appropriate to do so) to share the next targets which the child can work towards with parents, should they wish to.

Parents are asked to attend one meeting per term with the class teacher to receive an update on the child's progress in school.

We may arrange specific workshops where parents can learn how to best support learning at home. Parents will always receive due notification of these events.

Morning lessons

Throughout most mornings children will have a maths, literacy, and phonics lesson. Lessons may be delivered either indoors or outdoors and are often practical to best suit the age and abilities of the children. Children are taught within their classes, in mixed-ability sets, with their class teacher. See the timetable on the school website for specific timings of lessons.

During morning lessons children may be guided to work individually, with a partner or within a small group.

Child-initiated Learning

This takes place on most afternoons (as timetabled) and is where the children are encouraged to explore activities which reflect their own interests and are planned for the outdoor and indoor environment. Child-initiated time is important because:

- It encourages children to learn through their own interests.

- It is fun.
- It encourages children to work alongside others and learn from others.
- It provides opportunities for the development of key skills, such as using scissors or paint brushes.
- It encourages children to decision make about what they want to do and how to complete an activity.
- It encourages working with focus and learning to ignore distraction.
- It provides challenge for children who wish to explore concepts, such as floating and sinking.
- It can provide many learning opportunities where teachers can teach through play, following the children's lead.

Music

Timetabled music lessons in Reception are taught by Mrs Downen. Specific music lessons delivered by specialist peripatetic teachers are also available at an extra charge and are delivered throughout the day, in 20-minute sessions. Please contact the school office should you require more information.

P.E and Dance lessons

Timetabled P.E and Dance lessons take place on different afternoons and are taught by Mrs Townsend.

Mrs Townsend also teaches ballet during lunchtimes and Reception children can attend these lessons for an extra charge. Letters regarding these lessons are sent out early in the Autumn term.

PSHE lessons

PSHE takes place throughout the day and children in the setting are expected to follow the setting's 'golden rules', a simple and child-friendly behaviour code.

Specific PSHE lessons are also timetabled and provide an opportunity to discuss our emotions, staying safe and healthy, eating healthily, road safety and people to contact in emergencies.

Forest Fridays

We use the Arboretum to teach the children about the world around them and to observe seasonal changes. These sessions may link to various areas of learning and may include, for example:

- Learning how to make clay hedgehogs using pine needles.
- Making rainbows with different coloured leaves
- Learning how to make leaf rubbings.
- Working as part of a team to create something.
- Looking for signs of Spring.
- Learning the importance of keeping the park clean.
- Learning road safety
- Identifying specific trees and understanding the difference between evergreen and deciduous trees.

- Making patterns using different leaves.

We also sometimes use these sessions to plant seeds or for baking sessions and learning which is linked to science.

Trips

Trips are usually planned on a termly basis and we often use the school minibuses to take and collect us from specific venues. Again, trips are arranged to enrich children's experiences. In the past we have visited local farms, temples, churches, museums, art galleries, pottery studios etc and each trip is organised to deepen children's understanding of a topic or for the development of key skills. Every effort is made to keep the cost of a trip to a maximum of £30.

Further Information

Further information is available on the school website, under the 'Reception' page. This includes the Early Years Policy, which provides more in-depth information about how we operate and the procedures we follow. The website also includes the Reception timetable (usually updated early in September) and further government documents relating to Early Years Education.