



Broughton Primary School

Reception Parent Welcome Pack

September 2021 Entry

WELCOME!

Welcome to you as parents of a child about to start Reception class in September 2021. Ideally, we would love to give you information about your child's transition face to face in school, where you would be given an opportunity to ask any questions you may have. However, due to the ongoing Covid 19 pandemic, we are unable to offer this currently and therefore, have designed this welcome pack to give you as much information as possible.

If, after reading this, you have any queries or wish to discuss anything with the class teacher, please feel free to contact the school office by telephone or email and we will happily arrange a discussion.

Meet the Team

Mrs Lindsaye Wynne

Mrs Wynne is the Early Years class teacher and Head of Early Years.



Kerry Fitzsimmons

Kerry is a Senior Teaching Assistant in our Early Years Unit in the mornings and afternoons.



Sarah Lomax

Sarah is a Senior Teaching Assistant in our Early Years Unit in the morning and afternoons.



Lisa Eland

Lisa is a Teaching Assistant in our Early Years Unit in the mornings.



Mrs Jenny Watkins

Jenny is our Forest School Leader who will run forest sessions for Reception class once a week.



A BIT ABOUT EYFS

What is Early Years Foundation Stage (EYFS)?

“The EYFS sets the standards that all early years’ providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provides the right foundation for good future progress through school and life.” (Early Years Framework)

Four guiding principles shape practice in Early Years settings. These are:

- A Unique Child – Every child is unique who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships – Children learn to be strong and independent through positive relationships.
- Enabling Environments – children learn and develop well in environments which respond to their individual needs and there is a strong partnership between practitioners and parents/carers.
- Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in early years’ provision, including children with special educational needs and disabilities.

AREAS OF LEARNING AND DEVELOPMENT

There are seven areas of learning and development that shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas, the prime areas, are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The PRIME AREAS are:

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

Then there are four specific areas through which the prime areas are strengthened and applied.

The SPECIFIC AREAS are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. The individual needs, interests, and stage of development of each child will be considered in order to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

CHARACTERISTICS OF EFFECTIVE LEARNING

When planning and guiding children's activities, consideration will always be given to the different ways that children learn and these will be reflected in classroom practice. These are, essentially, how children learn and are referred to as the 'characteristics of effective learning'. They are:

- Playing and exploring – children investigate and experience things, and 'have a go';
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

THE THREE PRIME AREAS OF LEARNING

Communication and Language

By the end of the EYFS pupils will learn to:

- Listening, Attention and Understanding
 - Listen attentively and respond to what they hear appropriately
 - 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



Personal, Social and Emotional Development

By the end of the EYFS pupils will learn to:

- 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
- 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.



Physical Development

By the end of the EYFS pupils will learn to:

- **Gross Motor Skills**
 - Negotiate space and objects 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
 - Use a range of small tools, including scissors, paint brushes and cutlery
 - Begin to show accuracy and care when drawing



THE FOUR SPECIFIC AREAS OF LEARNING

Literacy

By the end of the EYFS pupils will learn to:

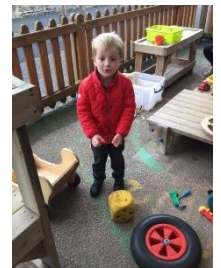
- Comprehension
 - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
 - Anticipate – where appropriate – key events in stories
 - Use and understand recently introduced vocabulary during discussions about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



Mathematics

By the end of the EYFS, pupils will learn to:

- Number
 - Have a deep understanding of numbers to 10, including the composition of each number
 - Subitise (recognise quantities without counting) up to 5
 - Automatically recall number bonds up to 5 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.



Understanding the World

By the end of the EYFS pupils will learn to:

- 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.



Expressive Arts and Design

By the end of the EYFS pupils will learn to:

- 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



PEDAGOGY: HELPING CHILDREN TO LEARN

- Children are powerful learners. Every child can make progress in their learning with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play. Sometimes they make time and space available for children to invent their own play. Sometimes they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work when practitioners guide their learning.
- Older children (i.e. in Reception) need more of this guided learning.

ENABLING ENVIRONMENT

A well-planned learning environment, indoors and outside, is an important aspect of an effective pedagogy. The Early Years Unit includes two indoor classrooms and two adjoining outdoor spaces.

The main indoor classroom is arranged into areas of provision to accommodate the range of activities that go on, for example, role play, construction, painting, sand and water, writing, reading corner. There is a large 'carpet area' for large group work and a small room 'cosy corner' for small group work and quieter activities such as phonics. The second indoor classroom is used by the Reception children in the mornings for their adult-directed and group teaching times. The provision in this room will be set up, in the main, to reflect and support that direct teaching. The

outdoor spaces are accessed directly from the indoor classroom enabling free flow provision between indoors and outdoors. The children also regularly use the outdoor Eco-garden on the edge of the school field as well as the large school playground. Both these areas are fully enclosed and secure. The class is accessed using its own door and has its own kitchen and toilets for the children which are easily accessed without leaving the unit.

PLANNING & ASSESSMENT

The curriculum content is carefully planned by the Early Years teacher to meet the needs of each child in all areas of learning. Sensitive assessments are made so that careful sequencing of activities and opportunities will help children to build their learning over time. The curriculum is ambitious to enable all children to reach their full potential. Young children's learning is often driven by their interests and so the planning is flexible in order to accommodate the particular interests and fascinations of the children.

RECEPTION BASELINE ASSESSMENT (RBA)

This year a mandatory baseline assessment has been introduced for all Reception classes. It is a short assessment taken in the first six weeks of a child starting in reception.

"The RBA assesses a child in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for cohort-level school progress measures. Data from the RBA is compared to key stage 2 outcomes 7 years later to form the overall progress measure for a school. The RBA is not used to make judgements about early years provision, either current or retrospective. It is solely intended for use within the primary school progress measure."

(quote from the Early Years Statutory Framework)

PRACTICALITIES

Uniform

- All children are encouraged to wear the school uniform. This consists of a white or red polo shirt, red sweatshirt, dark trousers/skirt or pinafore and plain socks.
- Sweatshirts, polo shirts, fleeces and jackets can be ordered with Mrs. Bryden in the office. Book bags are also available at a cost of £4 each.
- If children wear hair bows, these should be of reasonable size and should be avoided on PE days.

PE

- Children will have one taught PE session each week, covering either game skills, gymnastics or dance.
- A bag will be provided by school for P.E kits (dark shorts and plain white or red t-shirt) which can be hung on your child's peg in the cloakroom. If you wish to order a school PE kit, please contact Mrs. Bryden in the office.
- Pumps should remain in PE bags and should be well fitted. Plain coloured socks should also be included to avoid rubbing.
- Jewellery should not be worn on PE days for safety reasons. Please ensure your child is not wearing earrings on PE days. You will be told which day your child will be doing PE in advance.
- Please encourage your child to dress and undress him/herself at home. We expect children to try themselves, but obviously always help if needed. It would be helpful if you could put easily managed clothes on your child on the days we have PE (no fiddly fastenings etc).

Naming

- Children are not the most reliable when it comes to looking after items of clothing or putting them somewhere safe. Therefore, could you please ensure that **ALL** items of clothing are clearly labelled with your child's name. This includes PE kits and forest school clothing.
- Name tags are available to purchase.

Toileting

- Children will be allowed to go to the toilet throughout the day when needed but we do encourage them to go before or after short focused carpet times.
- Going to the toilet can be worrying for a child and accidents do happen but please do not worry about this. It is always a good idea to send spare underwear and clothes just in case (these should also be clearly named).

Snack Times- Fruit and drinks

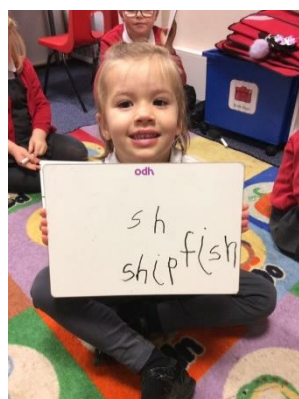
- Reception children are entitled to free school milk up until the age of 5. If you would like your child to continue getting milk once they turn 5 please see Mrs. Bryden in the office.
- All children will receive fresh fruit daily and will have their own water bottle which will be sterilised daily. They will have free access to this throughout the day.
- An additional snack is provided each day, and a termly charge of £10 will be requested to cover this cost.
- This additional snack provides lots of opportunities for communication and language development and encourages children to try new foods, to name just a few of its benefits.

Lunch times

- School dinners for all Reception children are **free** and are served in the school hall.
- Children have a daily choice of menu and go into lunch first. These menus will be sent to you online to be completed and returned.
- It would be very beneficial to your child if they had experience of using a knife and fork.
- After they have finished their lunch they will then join the rest of the school for break time on the main playground.
- All Reception children are linked to a Year 6 'Buddy' who will help them to settle in during lunch time play.
- For the first few days Mrs Wynne will be outside to supervise lunch playtimes until the children are confident with their new surroundings and friends.

Phonics

- We follow a structured phonics program – Read, Write, Inc. The children really enjoy the sessions and it has proved to be very effective for progress.
- Short sessions are delivered every morning in appropriate groups and will eventually include daily reading and writing.
- Further resources and information about phonics will follow at the start of the term.



Forest School

- Children will attend a forest school session every week which will be run by our Forest School leader, Jenny Watkins.
- These sessions will take place at the school's private site.
- Children will travel either on the school mini bus or in staff/volunteer cars. All staff and volunteers are DBS checked.
- Further information including kit lists and health information will be sent out in the first few weeks before the first forest school session begins.



Tapestry

Tapestry is an online learning tool which we use to record photographs and observations of your child throughout Nursery and Reception. If your child has attended our school nursery class, you should already have an account which will continue for your child. If your child is new to the school, you will be given the required information to start a new account for your child. Please feel free to add your own comments and photographs of things they have been doing outside of school.



Class Dojo

Class Dojo is an app we use throughout school and is one of our main forms of contact with parents. Again, if your child has attended our school nursery setting, they will most likely already be added to Class Dojo. If you are not yet connected, you will be given information about how to download the app and sign up to your child's class.



Lots of information is added to class dojo such as event reminders and celebrations. Children will be able to personalise their own dojo monster and you will be notified when your child has received dojo points from their class teacher.

The School Day

8:50am	Reception children will enter the Early Years Unit through the main door entrance (side door, existing Nursery entry) . Mrs Wynne will be there to greet them.
9:00am	Register – please note the register closes at 9:10am.
9:05-9:20am(ish)	Whole class focus carpet time –
9:20-9:35am	Phonics/English/Maths
9:35-11:20am	Morning session including snack time, continuous provision and focused activities.
11:20-11:40am	Tidy time and whole class story time
11:45 – 11:50am	Wash our hands and lunch time begins
11:50am-1pm	Lunch time and outdoor activities (Buddy time)
1-3pm	Afternoon session including one forest school session, one PE session, continuous provision and focused activities.
3:15pm	End of school day – children will be dismissed from the main early years unit class door. Please ensure you are visible to the class teacher.

How can you help your child in their learning **before** they begin Reception?

- Share books and talk about the pictures, characters and story.
- Practice counting objects, play simple board games together, singing number rhymes.
- Encourage mark making for a purpose, shopping lists, signing their name, writing messages.
- Make time to talk and listen to each other, discussing your day, exploring new experiences, asking how and why questions.
- Encourage them to be independent in using a knife and fork, toileting and handwashing, fastening their coats and getting dressed and undressed. We will continue to support this in school so don't worry if they're not quite there with any of these things.

How can you help your child in their learning **during** their Reception year?

- Read, read, read! We cannot promote the benefits of reading enough. Encourage your child to read their school reading book (or any book) as often as possible and make comments in their reading record. Little and often is usually best, unless they wish to read more.
- After a settling in period, children will be sent weekly homework tasks. The first term will focus mainly on letter formation and phonics.
- Add Tapestry observations from home. Add pictures and comments about what your child has been doing at home or something they have achieved so we can talk about them in class.

RECEPTION START DATE 2021

The first day of term for the Reception children will be Wednesday 1st September 2021.

TERM DATES 2021-2022

Autumn Term 2021

Wednesday 1st September – Tuesday 21st December

Half Term: Monday 25th October – Friday 29th October

Spring Term 2022

Wednesday 5th January – Friday 1st April

Half Term: Monday 14th February – Friday 18th February

Summer Term 2022

Tuesday 19th April – Thursday 21st July

Half Term: Monday 30th May – Friday 10th June

Early May Bank Holiday Monday 2nd May

If you find you have any questions or would like to discuss anything prior to your child starting in September, please feel free to contact me either at the school gate, by arranging a phone call (via school office), via dojo if you have an account, or on the following email: lwynne@broughton-pri.cumbria.sch.uk

I look forward to an exciting year ahead (hopefully with no interruptions this time)!

Lindsaye Wynne