



**Welcome to
Reception Class**



Dear Parents and Carers,

I would like to take this opportunity to warmly welcome you to our wonderful school. It is an honour for me to lead Burscough Village Primary. We have high expectations and aspirations for all our children. Each child has their own special talents which we endeavour to nurture and develop in our school. Our philosophy 'Striving for the Future' is at the core of everything we do, providing the children with vital skills, knowledge, and experiences that they need to become well-rounded individuals now and in adult life. We encourage children, staff, and parents to have a growth mind-set and this continued learning creates a rich exciting atmosphere and environment for everyone.

Burscough Village Primary School is set in the heart of Burscough community. We have strong links with the local people which gives a much-valued dimension to the school's ethos. The local area provides pupils with real experiences and inspires the children to appreciate the place they live.

Our curriculum makes learning come alive through excellent teaching taught via interesting topics. Many trips enliven the subject matter and visitors give of their expertise to motivate pupils learning. Clubs and activities further enrich children's lives beyond the school day. We have an amazing before and after school club for parents who need this provision. Our dedicated team of staff and governors work tirelessly to guide and nurture our school. In our last Ofsted Inspection, we were judged 'Good in all Areas'.

The children adore exploring the outdoors at every opportunity. To foster this learning and encourage a love of the great outdoors we have a full-size football pitch, a pond, willow tunnels, a staging area, an outdoor classroom, climbing frames, a traverse wall, a treehouse, table tennis tables and a firepit. We encourage the children to look after the world they live in and help to recycle, reduce, and reuse materials.

We have a nursery school set in our beautiful grounds for children from the age of two. The class is taught by a fully qualified teacher and experienced teaching assistants. We were pleased to be awarded 'The Lancashire Step into Quality Award', Nursery and Reception, for Early Years Excellence. Year 1 are current engaged in this project.

We have a proactive Friends and Family of BVPS who plan many fundraising events to provide many brilliant additional resources and opportunities for all our pupils. They also plan exciting evenings for parents and carers such as quiz nights and wine and cheese evenings. They are currently fundraising for our new media centre.

We hope you learn to love our school as much as we do. We feel sure that your child's time with us will create many happy, treasured memories that will stay with him or her for the rest of their life.

If you require any further information, please do not hesitate to contact the school office – 01704 895403 or office@burscough-pri.lancs.sch.uk. To find out what we do on a more regular basis please see our website www.bvprimary.co.uk or follow us on Twitter [@bvpstweets](https://twitter.com/bvpstweets) , or Facebook Like our [Facebook](#) or follow our [Instagram](#) page.

Yours sincerely,

Miss A Smith, Headteacher



Our Mission Statement

Our philosophy of 'Striving for the future' is at the heart of everything we do. Providing opportunities and encouraging children to develop their skills, knowledge, and a drive to succeed is central in helping them to become well-rounded and successful individuals, now and in adult life.

Our Vision Statement

At Burscough Village Primary School, we provide a close-knit school community where pupils are supported to become truly independent learners. Pupils are encouraged to voice their opinions effectively, develop good mental health and are nurtured in order to become kind and understanding individuals, who value and respect uniqueness. Our fun, stimulating and challenging, high-quality learning environment provides the perfect setting for children to foster their talents and interests and develop a positive growth mindset. Together with this, our ambitious curriculum enables each member of the school community to fulfil their personal aspirations and to achieve their very best.

Our Values Statement

In support of our school mission and vision, we have created six key values that underpin the learning and experiences we provide for our school community.

Achieve

We want our children to achieve the best they possibly can. We have high standards and aim to instil a positive 'can do' attitude in all pupils to allow them to thrive. Our 2022 Year 6 SATS results demonstrate excellence, and we are one of the Top 200 schools in England for our Multiplication Test results 2022.

Pupil Voice

We listen to our pupils. They love real life experiences, trips, and welcoming visitors to learn first-hand. The children voice their opinions, and we tailor the learning, events and school environment to their interests and aspirations.

Community

Our school is in the heart of the community. We gain resources and provide experiences for the children from the local community. We teach the pupils about who lives in their diverse community, so they learn to respect everyone. People may be unique in many ways, including race or ethnicity, age, disabilities, language, culture, appearance, or religion.



Nurture

Our children are truly nurtured in every aspect of school life. The staff know the children individually, as humans as well as academically, and are therefore able to meet the needs of each child. The children learn about how to look after themselves, lead healthy lifestyles and care for people around them. Visitors who come to our school always say, 'It has a lovely feel and energy.'

Growth Mindset

We encourage children, staff and parents to have a growth mind-set and this continued learning creates a rich exciting atmosphere for everyone. If faced with a challenge, the children say, "I can't do it, yet!"

Environment

The children adore exploring the outdoors at every opportunity. We have amazing school grounds, and we use this space to enhance learning whenever possible. The school community is passionate about the environment we live in, and we teach the children to care about the environment and look after our planet. We are committed to 'Let's go zero, 2030', a project for schools to become carbon neutral by 2030.

Achieve		Growth Mindset			Community			Environment			Nurture			Pupil Voice			
Aspirational	Knowledgeable	Maths & English Skills	Independent	Resilient	Enthusiastic	Understanding our diverse world	Respectful	Good Citizens	Safe	Responsible	Green	Healthy	Fostering Talents	Caring	Communicator	Confident	Collaboration

EYFS Staff

Reception

- Mrs R Beevers – Class Teacher

Welcome Message

Welcome to Reception class. We are looking forward to working together with you and your family to ensure your child has the best educational start possible. We are here to promote and develop your child's confidence, resilience and perseverance ensuring that they always feel happy, safe and secure in their learning environment. We aim to teach your child through their own interests and fascinations, enabling us to develop a personalised curriculum.



RECEPTION CLASS

8.45am – 3.30pm

Morning/Afternoon Collection

The key person will open the classroom door at 8.45am and greet the children as they come into school. We request that parents stay with their children until they have entered the school building. If you have any quick queries, it is also an opportunity to speak to the class teacher / key person who will take it in turns to open the door. The classroom gate will be locked at 9:00am, please ensure your child is in school before this time.

At the end of the school day the children will need to be collected at 3.30pm, again from the classroom door. Your child will stay inside until the designated adult has been seen by the key person. In the event a different adult may need to collect your child, please let the class teacher know in the morning. If arrangements change within the school day, please telephone the school office. This ensures all children are collected safely.

Kids' club Breakfast / After School Club

Our Breakfast club is open from 7:45am every morning. The cost of the session is £4.00 and breakfast will be provided. The staff will then take your child to nursery for the start of the school day.

The After School club is based in our school hall, a member of the after-school club will collect your child from Nursery and look after them until 5:45pm. The sessions are open to everyone in the school. They need to be booked and paid in advance via ParentPay. Each session is at a cost of £6.50 per child. Please see separate information.

Parents are able to use childcare vouchers for funding these sessions. Please state this in when you complete the Kids' club form.

Parents can access sessions ad-hoc where required; however, this will be subject to availability. Please ensure you advise the team if they are not attending.

Reception Induction - Transition from Nursery to the Reception class

- Discussions occur between Burscough Village's teachers and staff from our nursery or other providers.
- Individual tours of the school are offered to all incoming parents and children.
- Once parents have a confirmed place, parents or carers are invited to a 'Meet the teacher' meeting in May.



- Parents receive a 'Induction Pack' with information about the school, its procedures and all the relevant paperwork.
- Reception teacher visits all children in their own nursery environment and has a professional discussion with key person.
- New Reception children visit school on several occasions during the summer term before they start, to become familiar with their new school and its setting.
- Children are given a buddy from Year 6. The buddy will meet the child prior to starting school and carry out various tasks with the child throughout the year.
- Children begin full-time in Reception, during the September of the school year (September – August) in which their 5th birthday occurs.
- Through observations, a school baseline assessment is completed within the first few weeks of entry to the Reception class and the government's statutory baseline assessment.
- The staff are always available before and after school to chat to parents informally – they are proactive in talking to parents about issues that may arrive with individual children.
- Formal parents' meetings occur with all parents of Reception children during their first term within the school.

Attendance

A copy of our school attendance policy can be seen on the school website. For our children to gain the greatest benefit from their education it is vital that they attend regularly, and your child should be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

Please inform the school office if your child is not well and/or will not be in school. If we do not receive a reason for absence, you will be contacted by the app and telephone call initially. In unusual circumstances that we do not have a reason for the child's absence, you will receive a letter requesting the information. We have a legal duty to monitor absences and report attendance below 90% to the Local Authority. If your child has a medical appointment, please let us know in writing prior to the session of absence and provide evidence of the appointment letter. We also request that, where possible, medical appointments are taken outside the school day.

The school operates a system for monitoring attendance, in line with the Local Authority. Where a pupil's attendance has fallen below the target of 97%, a standard letter will be sent home to notify parents that the attendance has fallen below the school target and will be monitored. Where a pupil's attendance falls below 90%, a letter will be sent home to alert parents that their child's attendance is below the Authority's target and might require intervention or support. If you have any concerns about your child's attendance, please speak with the class teacher.

Leave in Term Time

Taking a child out of school in term time will affect their schooling as much as any other absence and we expect parents to help us by not taking children away in school time. There is no automatic entitlement in law to take leave during school time.



All applications for leave must be made, in advance, by the parent of residence using the 'Request for Leave of absence' form. The form can be found on the school website, or a copy can be provided by the school office.

It is important that parents understand that Leave in Term time will not be agreed by us at any time unless circumstances surrounding the request can be evidenced, by parents, to be exceptional. Therefore, parents are advised to provide school with any relevant information regarding their request at the point of application if they believe the circumstances are exceptional. Information provided after a decision has been made may not be considered. Holidays in term time are not authorised as they do not meet the criteria for exceptional circumstances.

Punctuality

The school gate closes at 9.00am. It is very important for children to develop habits of arriving on time at an early age, beginning from the time they start school. It helps to ensure that your child doesn't miss out on the important learning activities that happen early in the day when they are most alert. If you arrive after this time, please come to the school office and sign your child into school. You will also be asked to provide a reason for the lateness.

We all have days where things don't go as we planned, however, if you do need help improving routines in the morning to get to school on time or regularly, please come and have a chat with your class teacher or Miss Smith.

Health / Medical

During the application process, it is really important that you complete the medical section to inform us of all the relevant details. We are able to review the information and ensure that we put measures in place to support your child.

Most children and young people will have, at some time, a medical condition which could affect their attendance or participation in activities. This may be short-term, for instance, completing a course of medication, or a more long-term condition, which, if not properly managed, could limit their access to school and the activities that are on offer.

If your child has a Health Care Plan, please ensure this is discussed with the class teacher and the Inclusion leader, Mrs Beevers, prior to your child starting school. We will then be able to put the required actions in place. It may be necessary to have a conversation with the school nurse to ensure the Health Care Plan is suitable.

If your child needs to have medication within school time (prescribed/over-counter) then the relevant medical form will need to be completed at the school office. This will ask for the administration information and require your signature. The medicine will need to be passed to the office each morning that your child needs it in school.



The school will store this in a secure place. We request that parents check the expiry dates on medication before they are given to school.

Illness

When children are taken ill or have an accident in school, we will ring parents to inform them of the situation. Every child and situation is different, therefore, handled accordingly. It is essential for us to have up to date telephone numbers for parents: home, work and mobile to ensure we can contact parents as quickly as possible.

If a child hits their head we will always contact parents to inform them of the situation either via a letter in their bag or a phone call home. If we feel the child is able to remain in school unsupervised this will be suggested to the parent, however, if the parent would like to see their child and make a decision to take them home or seek further medical advice, they are able to do this. If we feel the child is unable to remain in school the parent will be asked to collect their child.

If your child has been sick or has had diarrhoea please keep them off school for 48 hours to prevent the illness being passed to other children or staff. The full school medical policy can be found on the website.

Toileting

The majority of children starting Reception are able to go to the toilet independently and attend to their own needs. Of course, children will be at different stages of toileting and occasional accidents can and will happen, staff are able to assist your child if this is the case. Please ensure that you communicate which stage your child is at during the induction process. You may want to put a spare change of clothes in your child's PE bag.

Uniform

All children (Reception – Year 6) need:

- Green sweatshirt or cardigan with Burscough Village Primary School logo
- White polo shirt with or without Burscough Village Primary School logo
- **Grey** trousers/skirt/pinafore dress
- **Grey**/white socks/tights
- Sensible black flat school shoes (Shoes are to be plain with no coloured logos, no trainers are allowed)
- The children may wear green Gingham dresses, playsuits, shorts or grey tailored shorts.
- A school book bag - Reception will need a bag to keep reading books, homework and school letters in.



Reception children spend a lot of time outdoors, please ensure they have a pair of named wellies to leave in school and a suitable waterproof coat.

Uniform can be ordered online from our nominated supplier **Stitch Design** (please see separate letter). We also have our pre-loved uniform shop at the front of school run by the 'Friends and family.'

For PE all children (Reception – Year 6) need:

- Kelly Green T shirt with or without Burscough Village Primary School logo
- Black sports shorts
- Black Sports Hoodie with Burscough Village Primary School logo (optional)
- White socks
- Indoor Use – Black Plimsolls
- Outdoor Use – Black / White Trainers (suitable sports trainers not fashion trainers. Logos must be kept to a minimum)

Full PE kit should be worn for sporting events and after school clubs.

Uniform can be ordered online from our nominated supplier **Stitch Design** (please see separate letter).

Water Bottle School water bottles can be purchased from the school office for £1.50

Labelling

All clothing and bags should be clearly labelled with your child's full name. This is especially important as uniform items look similar and can easily be confused with other children. We encourage the children from an early age to look after their property and unfortunately, we cannot accept responsibility for any lost items.

Jewellery

Children are allowed to wear plain stud earrings and a small watch if required. No other jewellery is allowed. Please see further information in the full uniform policy, which can be found on the website. We kindly request that children have their ears pierced in the school holidays as there are times when children are not allowed to take part in activities with earrings in. For example, during school swimming and PE lessons the children are not allowed to wear earrings.

Smart Watches / Mobile Phones

Smart watches/devices e.g. Fitbits are not allowed in school. This is because they are a distraction and may interrupt learning. Mobile phones are only allowed to be brought in by pupils in Year 6



when they start to walk home from school. It is a requirement that all our younger pupils are collected from school by a responsible adult. The need for a child of these ages to make telephone contact after school will therefore not arise.

Hair

We request that long hair is tied back if the hair touches the shoulders or is longer. Only plain/green hair accessories are worn.

As with most schools we do experience occasional incidents of head lice. We would encourage you to check your child's hair every week.

Lunchtime

Children in the Infants (Reception, Y1 and Y2) are entitled to free school meal currently funded by the government. A daily menu can be found on the school website and children make a choice in the morning. Mrs Howard and the kitchen team are excellent at catering for dietary needs, and we encourage all children to try the meals. If you are bringing a packed lunch into school, please ensure they are clearly labelled with the child's full name. We ask that packed lunches encourage the children to eat healthily. Please also note that the school is a **nut free zone**, and we ask you to consider this when select items for your child's lunchbox.

Snack Time

Children will have access to different food items throughout the day, not just in the morning. The children will be able to try a range of different food items such as different breads, fruit and dips.

Through providing a variety of snacks in this way, we are encouraging the children to be more independent, try different foods with their peers and, on occasions, they will be chopping, preparing and serving their own snacks. The children will develop their social skills as they eat and enjoy the snack together throughout the day.

The daily charge will be 25p per day. Parents or carers pay for this a term in advance.

Water

We encourage the children to drink water throughout the day as this helps improve concentration. We provide water on the snack table, however, we would kindly ask parents to provide their child/ren with a bottle of water (not glass) that is named, with a sports top to prevent spillages. The children can refill their bottles in school, but we ask that the bottles go home every night to be washed.



Milk

Milk is offered daily and is free until your child turns five years old. Once your child is five, milk can be ordered via Cool Milk, which is payable termly. This will then be given to your child at a suitable time during the school day.

Travelling to school

The journey to school should be a safe and healthy activity with opportunities for children to develop a good road sense. Parents are asked to park considerately around school. Please do not park across driveways and respect our neighbours' rights to access their property at any time of day. Please also observe the Highway Code regarding the yellow zigzags and marking outside of school. They are there to keep everyone safe. We politely request that parents do not park in the school car park which is for staff and official visitors only.

The School Mentor Dog

We have a school dog called Bow. She comes to school with Miss Smith on some days. You will see her first thing in the morning and at the end of the school day at the school gate, around school working with individual pupils and hearing children read.

Children can benefit educationally and emotionally, increase their understanding of responsibility and develop empathy and nurturing skills through contact with a dog. In addition to these benefits, children take great enjoyment from interaction with a dog.

You will receive a letter when your child starts school asking for permission for your child to interact with the school dog. If you have any questions, please speak to the class teacher, trained Dog Mentor staff or Miss Smith.





EYFS Curriculum

The EYFS Curriculum is made up of 7 areas of learning. We work towards achieving a good level of development with all our children. Here are the expectations for all areas for the end of reception year:

Curriculum area	What we work towards	How to help at home
<p>Communication and language</p>	<p>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.</p> <p>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.</p>	<p>Read a range of books together, including non-fiction. Encourage your child to be curious and ask questions about things they want to find out more about or do not understand. You could pause at certain points in the book to check your child understands what has been read. Look back through photos and talk about previous experiences you have had together. Model how to speak in full sentences and use past tense language correctly. You could also talk about what you would like to do together in the future, to practise using future tense language. Encourage lots of talk at home by holding conversations. Start a conversation on a topic that interests your child, or pose an open-ended question, such as, 'What do you look forward to when you wake up?' Try and use new words throughout the day to expand your child's vocabulary. You could swap one word for another. For example, instead of saying 'it is a bright colour', you could say 'it is a very vivid colour'. You could also repeat sentences back to your child and add in extra descriptive words. For example, if your child says 'I like apples,' you could say, 'Yes, I like juicy, ripe apples too'. To also support language, model correct sentence structure and words to your child – instead of overcorrecting them. You can repeat words or sentences back to them in a natural way. For example, if</p>



your child says 'I bought a banana' say 'Yes, you bought a banana.' At bedtime, instead of reading a story, you could read some child-friendly poems. Encourage your child to discuss what they think the poem is about and talk about new words and their meaning.

Physical development

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.

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.

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.

Create a poster together on a topic that interests your child. Check to see if your child is holding their pencil in the right way when drawing pictures and writing words and sentences. For the majority of children, they should be holding their pencil with a three-fingered tripod grip. Practise using child-safe scissors to cut out images from magazines and catalogues or cut out shapes drawn on pieces of paper. Show your child how to hold scissors in one hand correctly with their thumb in a position at the top, using their other hand to guide the paper. During mealtimes, encourage your child to cut up their own food using child-safe knives and forks. Start with soft food before moving to food that is slightly tougher. Draw some family portraits or pet pictures. Prompt your child to look at the details they need to add to their pictures and make sure they are taking care to be as accurate with their pencil as they can. As a family, try some different physical activities, such as dancing, playing football, going for walks, riding a bike or going swimming. This will help to develop coordination, strength and balance. Create your own obstacle course around the home or garden. Have things to balance on, jump over, run around and throw at a target, such as a ball of socks into a bucket.

Personal, social and emotional

Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination

Discuss different feelings and try acting out various emotions for your child to identify. Also, recognise and talk about the feelings characters may be



when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

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.

experiencing in the stories that you read together. Develop your child's confidence and independence by going to an unfamiliar park or soft play centre. Encourage them to try out new equipment they have not been on before. Using building bricks, try and create the tallest tower that you can together. If the tower falls, try again to rebuild it, sharing ideas on how you could work together to make it better. Plan some snacks or meals together and discuss the importance of healthy food choices and a balanced diet. Encourage your child to get themselves dressed on their own. Start by giving them a little bit of help with things, such as their top button or start off zips, until they can do this independently. Try playing some simple board or card games together to practise taking turns and waiting patiently for the next go. Additionally, use it as an opportunity to talk about rules and why these are important to follow when playing a game. Encourage your child to talk about their friends and build relationships with others. You could arrange opportunities to invite friends or family members round or meet up and play in an outside space together.

Literacy

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.

Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their

Read a book together and pause at points throughout the story to discuss ideas on what your child thinks might happen next. Visit a local library and borrow some books to look at together. Encourage your child to retell you what has been read using their own words, but also words and phrases used in the books. Using small world toys, or yourselves, act out some favourite stories together using words and language from the story. Encourage your child to practise writing simple words and sentences using the phonic sounds that they know. You could give them



phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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.

different purposes for writing, such as writing a shopping list, writing a greetings card or a postcard. Practise identifying letter sounds in the environment. Look for letters you see when you visit different places and practise reading the words. Practise reading common exception words (tricky words or high frequency words) by making some word cards to play games with, e.g. bingo, memory, or snap. Also, encourage your child to read the words in funny voices to help make it more fun! Encourage your child to practise forming letters properly by writing using a range of different materials, such as pencils, chalk, crayons and pens.

Mathematics

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.

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.

Play games and do activities which involve counting aloud to 20 and beyond. For example, playing hide-and-seek or counting how many steps it takes to walk from the kitchen to the bedroom. Set up a tea party with some toys. Encourage your child to practise sharing out food, cutlery, plates and cups equally between each of the toys. Talk about which amounts could be distributed equally and which could not. Create some number cards (either 1 to 10 or 11 to 20) and see if your child can place them in order. Then, ask your child to close their eyes while you either take a card away or swap a card to a different place in the sequence. When your child opens their eyes, they can be a number detective and work out what you have done, then fix the problem in the number sequence. Have a set of five small toys. Hide some of the toys under a blanket and leave the rest of the toys uncovered. Then, support your child to work out how many toys are hidden. Put out a pile of dried pasta, cubes or pom-poms and each grab a handful of items. Count how many you each have and



then compare quantities. Which quantity is greater than or less than the other? Do this several times. Did you ever get two quantities that were the same? To practise subitising, play some games which involve using dice. Encourage your child to look at the spots on the dice and instantly recognise how many there are on each side without having to count them each time.

Understanding the world

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;

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.

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

Talk about people your family know and the roles they have in society, e.g. the jobs they have or any volunteer roles they do as part of the community. Make comparisons of life when you were a child to what life is like now for your child. What has changed and what has stayed the same? You could also look at some old photos or items found around the house. Explore the natural world around you in your garden or local park. Encourage your child to look closely at the plants and insects, making observations and drawing pictures. Use opportunities to talk about contrasting environments and places that are different from each other. For example, you could compare a trip to the beach to a trip to town. What did you see that was different? You could also look at settings in stories, such as a jungle or under the sea. While out for a walk or looking out of the window, point out seasonal changes in the world around you. What are the signs your child can spot for each season? Begin to look at and talk about changing states of matter, such as melting, freezing, and boiling. Cooking and mealtimes are a great opportunity to do this, e.g. making jelly, freezing ice cubes or melting chocolate. Look around your local neighbourhood and talk about any similarities and differences between cultural and religious communities with



	<p>world around them, including the seasons and changing states of matter.</p>	<p>your child. You may notice buildings, decorations or items found in shops.</p>
Expressive arts and design	<p>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.</p> <p>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.</p>	<p>Encourage your child to share and talk about any creations they have made, including explaining the processes they have used. Activities could include baking cakes, creating with junk-modelling materials or using playdough. Provide opportunities to mix paint and create different colours, but also explore how to mix paint to create different shades of the same colour. Alongside this, provide a variety of tools for your child to create different textures with the paint, e.g. cotton wool balls, sponges, bubble wrap, forks. Explore a range of art techniques, such as collage, printing or rubbing. Your child could make a card or decoration for an upcoming celebration. Have some fun using props and sheets of material to role play characters together (such as superheroes or animals) or set up a role-play area and encourage your child to become a doctor or shopkeeper. Use some time together to sing well-known nursery rhymes and popular songs, e.g. in the car, on a walk or before bed. If your child is feeling confident, they could perform these songs to others and add actions to the lyrics and words. Make some puppets, story stones, story spoons or masks and use them to invent a new story. Alternatively, encourage your child to adapt or retell one of their favourite stories with you.</p>



Inclusion

The aims of our school affirm our commitment to valuing the individuality of all our children. We give them every opportunity to achieve the highest standards. We do this respecting and taking account of pupils' varied life experiences and needs.

Special Educational Needs

We offer a continuum of provision to meet a diversity of pupils' needs. Some children have a special educational need where provision is made to ensure the children reach their full potential and any barriers reduced.

Please speak to the class teacher and Mrs Beevers, our Special Educational Needs Coordinator, if you have any questions or concerns. They will be able to discuss your child's needs and any support/provision necessary. To give you a further insight into the SEND provision at Burscough Village Primary School, please see the SEND page on the school website.

Pupil Premium/Service Premium

Pupil Premium is additional funding that the school receives for children from low-income families who are eligible for free school meals, Looked after children and those from families with parents in the Armed Forces. This can be used to support your child's development, learning and care. We may be able to make contributions towards trips, nurture provision, counselling, additional support in class and many more things.

Please refer to the pupil premium criteria in your pack or from the school office.

School Communications

The school office is open from 8.00am – 3:45pm every day.

The school office team consist of Mrs Newsome, Mrs Garner and Miss Gower who are in regular contact with the parents sharing important information about school and up and coming events. We will keep families up to date with letters, latest news via the website, update social media platforms and all information will be sent via email and the school app. Please ensure your contact details are always up to date with the school office.

We communicate via 'The School App', where you can access the website and all messages. You will shortly receive a link to download. Please note that the information that is shared with them to deliver this service is covered with a stringent service level agreement and your data will not be shared with any third parties. We use the app to advise on urgent information such as cancelled after school clubs and reminders of school events.

Please see our School Twitter page [@bvpstweets](#) or class Twitter page [@BVPSNursery](#), Like our [Facebook](#) or follow our [Instagram](#) for regular updates of activities and events that take place in school and after school hours.



The [website](#) is a fantastic source of information, the calendar has all up to date events and holidays and can be linked with your mobile phone. Within the parents and children section, you will find loads of further information. You will also find all the school policies under 'About us'/ 'School Policies'.

We use an Online platform called Showbie to upload photographs and communicate with parents on some occasions. The children will also receive their home learning via Showbie. Further information about Showbie will be shared with the class teachers.

We hope your child will be very happy at Burscough Village Primary School. If you have any questions or concerns, please call the school office on **01704 895403**.

