



**Dowson
Primary Academy**

Built on botheredness . . .
the **enquire**
learning trust

Welcome to Dowson Academy Reception





A very warm welcome to Dowson Primary Academy! Choosing a school for your child is one of the most important decisions you will ever make and we take that very seriously. We feel privileged that you are entrusting us with your most precious possession and promise to nurture and care for them throughout their journey in school, providing them with a wealth of opportunities and experiences, the highest quality of teaching, an exciting curriculum and lots and lots of love and happiness.

At Dowson, our vision is that:

‘Today’s generation will make a positive difference to tomorrow’s world.’

We strive to prepare children with the skills, values and attributes needed to succeed and achieve in an unknown future: this extends beyond them reaching high standards of academic and learning skills, to encompass citizenship, an understanding of their place and part in the world and teaching them to be great people of the future.

Most importantly, we want your child to feel safe and be happy – that’s the only way they will be able to be the best that they can be!

We hope that you are as excited as we are for your child and yourself to join our Dowson family. The parent and school partnership and working together is vital for the success of your child’s education. For this reason, we hope that you will take the time to read our Home-School Agreement (PACT) which outlines the values we all agree to work by, discuss this with your child and sign it to show your commitment to school and the things that are crucial to your child’s successful development and achievement.

Thank you for choosing Dowson: we look forward to sharing a wonderful journey with your family as your child embarks on the best years of their life.

Yours faithfully,

Mrs K L Thornburn
Principal





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VISION

Today's generation makes a positive difference to tomorrow's world.

MISSION

To prepare children with the skills, knowledge, values and attributes needed to succeed and achieve in an unknown future.

VALUES

**PRIDE AND RESPECT
ASPIRATION AND ACHIEVEMENT
CITIZENSHIP AND CARE
TEAM WORK**





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Meet the Team



Mrs A Killeen



Mrs K McLaren



Mrs N Latham



Miss Z Mitchell



Mrs K Hargreaves



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Our School Day

8:45- 11:45

During the morning session we have Phonics, Maths, independent learning and snack. We also open up our doors so children can access outdoor learning.

11:45-12:45

Lunch time

12:45-3:15

Topic, independent learning, PE, music, outdoor learning.



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Learning Through Play

Play is often viewed as a simple pastime for children, but its significance in early childhood education is profound. Play-based learning fosters essential cognitive, social, and emotional development in young learners.

Play-based learning is an educational approach that uses play as the primary mode of learning. Children engage in structured and unstructured play to explore concepts, solve problems, and develop skills. This method is rooted in the understanding that children learn best when they are actively involved and having fun.



Our highly skilled team provide a learning environment that enables children to explore, create, experiment and play! Our resources, equipment and activities are all set up in a way that meets the developmental needs of each child. Our staff will regularly play with the children because it is our skilled questioning and support that helps them to progress. Throughout each day the children will play independently, in groups, with an adult, at a table, on the floor, writing in a book, writing in the mud! We encourage all of our parents to play with their children at home too. You will be amazed at what children are capable of when we meet them at their level.





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WHAT WILL MY CHILD LEARN IN EARLY YEARS?

THERE ARE 7 AREAS OF LEARNING IN THE EARLY YEARS FOUNDATION
STAGE FRAMEWORK



**COMMUNICATION &
LANGUAGE**
LISTENING, ATTENTION
AND UNDERSTANDING,
AND SPEAKING



**PHYSICAL
DEVELOPMENT**
GROSS AND FINE MOTOR



**PERSONAL, SOCIAL
AND EMOTIONAL
DEVELOPMENT**
MANAGING SELF, SELF-
REGULATION AND
BUILDING
RELATIONSHIPS



**LITERACY
DEVELOPMENT**
COMPREHENSION, WORD
READING AND WRITING



**MATHEMATICAL
DEVELOPMENT**
NUMBER AND
NUMERICAL PATTERNS



**EXPRESSIVE ARTS
AND DESIGN**
CREATING WITH
MATERIALS AND BEING
IMAGINATIVE AND
EXPRESSIVE



**UNDERSTANDING THE
WORLD**
PAST AND PRESENT,
PEOPLE, CULTURES AND
COMMUNITIES, AND THE
NATURAL WORLD





Early Learning Goals

(Reception Booklet Only)

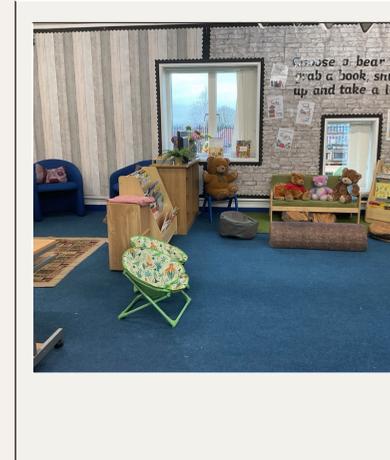
<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments 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>Speaking</p> <ul style="list-style-type: none"> 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>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> 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. <p>Managing Self</p> <ul style="list-style-type: none"> 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. <p>Building Relationships</p> <ul style="list-style-type: none"> 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. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> 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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> 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. <p>The Natural World</p> <ul style="list-style-type: none"> 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. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> 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>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> 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>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> 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. <p>Word Reading</p> <ul style="list-style-type: none"> 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. <p>Writing</p> <ul style="list-style-type: none"> 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.



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Indoor Environment



Our indoor environment is a big, open space which can be accessed by all Reception children. The designated areas support children's specific areas of learning, whilst keeping the prime areas of learning at the heart of the provision.

Prime areas: Communication and Language, Physical Development and Personal, Social and Emotional Development

Specific areas: Literacy, Mathematics, Understanding the World, Expressive Arts and Design



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Outdoor Environment



Our outdoor environment has been designed to support all areas of learning. We have climbing, cycling, running and crawling apparatus to support gross motor skills. We have a construction area, outdoor kitchen, role play, bike track, climbing frame, sand pit and more!



School Uniform

Dowson branded navy jumper or cardigan

•

White polo shirt, or white smart shirt with a tie

•

Grey skirt/ pinafore dress/ trousers

•

In the summer term, grey shorts or a blue and white checked dress are an optional alternative

•

Plain white, black, grey or navy socks

•

Plain grey black or navy tights

•

Sensible black school shoes or shoe boots

•

Navy Waterproofs and a pair of wellington boots to be kept in school for outdoor learning

•

Dowson branded book bag (all children are gifted a school book bag by our PTFA when they start at our school)





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When Will My Child Start?

All Reception children start Reception on the first day of the school term.



What Can I do to Prepare?



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Personal, Social and Emotional Development



- I can share and take turns
- I can show respect for other children and adults
- I understand that some behaviour is unacceptable and that this behaviour has consequences
- I can express simple emotions that I am feeling e.g. happy, sad, scared
- I can make my own needs known to an adult e.g. needing to use the bathroom, wanting to go outside, needing help with an activity.

Communication and Language



- I can sit and listen to a story
- I can respond to /follow simple instructions
- I will talk to other children and other well-known adults
- I can repeat a short sentence e.g. "The dog is running."
- I can speak in simple 4 or 5 word sentences e.g. "I like to play outside."
- Understands simple ordinal language e.g. first, next

Physical Development



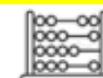
- I can: run on my whole foot, squat and avoid obstacles
- I can hold a pencil correctly (tripod grip)
- When drawing, I can use appropriate shapes to represent images e.g. a circle for a head, and I can talk about what I have drawn.
- I am beginning to use scissors to snip and cut
- I can put on my own coat and shoes
- I can use the toilet and wash my hands independently.

English



- I can recognise my own name
- I can write my own name
- I can turn the pages in a book and handle books appropriately
- I have some favourite nursery rhymes and I can join in with traditional rhymes and songs
- I can talk about the marks I have made
- I can give meaning to the marks and signs I see in different places

Maths



- I can count to 10
- I can recognise numbers to 10 and order them
- I can match a number and quantity to 10
- I can name and sort 2D shapes (square, circle, oblong, triangle)
- By just looking, I can identify which group has more or less.
- I can count things that cannot be seen e.g. claps, steps
- I can use positional language e.g. The book is behind the chair. The ball is under the bush.



Communication

Dowson Telephone Number- 01613660177

Website: <https://dowsonprimary.com/>

Facebook Group- Dowson Primary Academy Information

Instagram Page- [dowson_primary](#)

Email address- admin@dowsonprimary.com

Enquire Learning Trust: <https://enquirelearningtrust.org/>

