

Welcome to Keelby Academy



Reception

Our School



Welcome from the Principal

Keelby Primary Academy provides a stimulating environment where curiosity is welcomed, enquiry encouraged and an excitement of learning is fostered.

We are committed to maximising the skills and talents of our learning community and to developing life long learners. We enable each child to feel pride in their efforts and to have confidence in their own abilities. We promote Respect, Empowerment and Belief for ourself and others.

Together we are striving to ensure Keelby Primary Academy is an exceptional school of which staff, children, parents and the community are proud of, where all are welcomed and feel safe, secure and valued.

Mrs Atkin-
Executive Principal



Our Values

Our School Building Blocks

Our building blocks are what we believe to be important values for our children. They are the firm foundations we build upon at Keelby Academy!



Respect

To get respect
we must give
respect

What this means to us...

We expect everyone at Keelby Academy to be respectful to each other. We care about each other, look after the environment and always use good manners. There is no excuse for rudeness! We respect that we are all different and have different opinions, we listen, share support and show understanding towards everyone!



Empowerment

We can be anything
and everything we
want to be

What this means to us...

We expect everyone at Keelby Academy to make their own choices. We encourage individualism, knowing ourselves as learners and responding to situations in a carefully thought out manner. We aim to develop confident, articulate pupils who have the skills that will help them to succeed in life. We are all responsible for our own actions!

Belief

To succeed we
must first believe
that we can

What this means to us...

We expect everyone at Keelby Academy to believe in themselves and each other. We share a 'can do' attitude, we support one another and work as part of a team and a wider community. We believe we can achieve anything if we work together!

Meet the Team



Miss Whiting
Head of School/Sendco



Miss Dodsworth
EY Teacher



Mrs Blessington
Teaching Assistant

Our School Day

Each morning we open the gates at 8:45 and the children will be greeted by Miss Dodsworth/Mrs Blessington. We start the day by hanging up our coats and bookbags, before self registering, and starting our morning activity. Our learning begins at 9:00, so it is really important that children are in school by then. We have a morning filled with learning and play before going to lunch at 11:45-1:00. Our afternoon continues like our morning, with a mix of play, whole class inputs, group work before we are collected from the FS Classroom door at 3:25.



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.



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

Listening, Attention and Understanding

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

Speaking

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

Understanding the World

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.

Self-Regulation

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

Managing Self

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

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

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) enact scenes in stories.

Mathematics

Number

- 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.

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 hundredths.

Gross Motor Skills

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

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

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

Indoor Environment



Outdoor Environment



School Uniform

Please put names in everything!



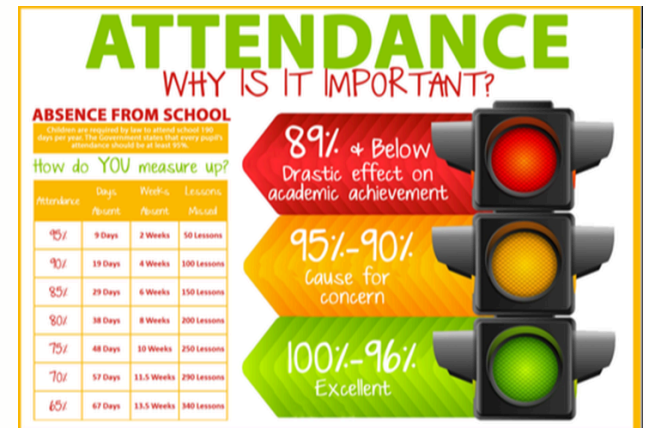
Children are expected to wear school uniform in reception. Gray or black trouser, skirt or pinafore with a white polo shirt. Keelby School sweatshirt or cardigan. A Keelby school top and black shorts or leggings for PE. Please note children are not permitted to wear any jewelry or nail varnish in school

Children will also need a coat and some wellington boots for playing outside.



When Will My Child Start?

At Keelby Primary Academy, Children start reception in the September after their fourth birthday. All the children start on the first day of term and attend full time from this point.



What Can I do to Prepare?

The definition: skills to practise before starting Reception:

New skills take time to learn. Practising at home will help your child move into school more easily and with confidence.

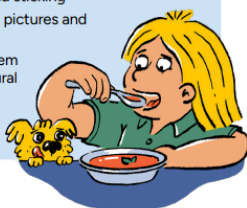
Growing independence

Taking care of themselves

- ✓ Putting on/taking off their coat and shoes
- ✓ Using the toilet and washing their hands
- ✓ Getting dressed with little help, e.g. after using the toilet or doing PE
- ✓ Using cutlery (e.g. fork and spoon, chopsticks) and drinking from an open cup
- ✓ Spending time away from you, learning they can be looked after by caring adults

Play, creativity and curiosity

- ✓ Taking part in imaginative play (e.g. role play)
- ✓ Drawing, painting, colouring and sticking
- ✓ Sharing story books, looking at pictures and talking about the characters
- ✓ Exploring the world around them (e.g. looking closely at the natural world, playing safely with objects at home)



At school your child will be meeting lots of new people and make new friendships. Some things to help them get ready include:

Building relationships and communicating

Being with others

- ✓ Practising sharing and taking turns with toys
- ✓ Talking to them about **how** they are feeling and **why**
- ✓ Looking at story books together and speaking about what characters are feeling is a good way to do this
- ✓ Beginning to recognise what others are feeling, e.g. understanding if a friend is sad
- ✓ Encouraging them to set boundaries for themselves and others (e.g. knowing how to say 'no')

Communication and language

- ✓ Singing along with songs and nursery rhymes
- ✓ Talking happily to others about activities, experiences and the world around them
- ✓ Showing they need help by speaking clearly (in basic English or sign language)
- ✓ Recognising the pattern of their name (so they can find it on their coat peg or jacket)

Listening and engaging

- ✓ Paying attention for short periods of time
- ✓ Listening to and following simple instructions
- ✓ Carrying on with a task even when it's difficult and bouncing back if things go wrong



Physical development

Getting moving for at least three hours a day

- ✓ Walking up and down steps (one foot at a time, using the wall for support)
- ✓ Climbing, running, jumping and playing
- ✓ Catching a large ball (most of the time)
- ✓ Doing simple puzzles and craft activities, strengthening their grip with cutting and sticking



Healthy routines

- ✓ Going to bed around the same time each night, waking up in time to get ready for school
- ✓ Limiting screen time to the recommended daily amounts (see advice)
- ✓ Eating a healthy diet and trying new foods
- ✓ Brushing their teeth with fluoride toothpaste twice a day (you'll need to supervise this until they are at least 7)



Communication

