



Welcome Booklet

Reception Class

2020/21

Achieving Excellence Together

Here at Ladybridge, everyone is made to feel safe and valued. We want every child to develop a love of learning and to be the best that they can be.

We are building a community where children:

Respect themselves and other people.

Think for themselves and make sensible decisions.

Have their own voice and know that they are listened to equally.

Have the confidence and skills to communicate.

Know how to cope when things go wrong.

Some of our children's comments about what they like doing at school.....

I like to pretend to be the teacher in the reading.

I like playing and sharing with my friends.

I can write my numbers now on my own!



Meet The Team



Miss Laithwaite
Class Teacher



Miss Briscoe
Class Teacher



Mrs Toth
Teaching Assistant



Mrs Whittam
Teaching Assistant

Open Door Policy

Starting school can be an exhausting business, emotionally, socially and mentally! Don't be surprised if your child comes home feeling very tired and doesn't want to talk about their day. It is common for young children to say that they have done nothing at school all day, or that they have forgotten! Give them a meal, a bath, a cuddle, a story and an early night. It can be stressful for you too! If you have any concerns, however small, please speak to the EYFS staff as soon as possible, so we can work together. Staff will be available at the beginning and end of the day, but these times are often busy. If you feel you need more time, please make an appointment with your child's class teacher.

Working Together

When parents and staff work together, the results have a significantly positive impact on a child`s development and learning. A successful partnership needs a two-way flow of information, knowledge and expertise. Below are some of the most useful ways to build a partnership.

- Staff and parents value school attendance. Reception is the most important year.
- Staff and parents show mutual respect and understanding for the role of the partnership in their child`s education.
- Staff value parents` views of their child`s development, and any concerns they have. Please share any comments, concerns and celebrations with staff.
- Parents and other carers support the learning opportunities provided by the school and those activities to be done at home, including reading daily and completing weekly homework.
- Parents are kept fully informed about their child`s learning and progress through learning journeys (further information to follow).

Behaviour & Social Skills

We understand that children mature at different rates and that children enter school having had different experiences. We use a range of positive behaviour strategies including raising self-esteem, modelling how to play cooperatively, peer support and awarding house points and 'always' bands. Children will follow our whole school behaviour 'traffic light' system.

Children are encouraged to share, show respect, make friends and value others and their belongings.

Children will also learn our school rules – **BeWELL**

Be polite, fair and kind.

Walk quietly around school.

Everything in its place.

Let others learn.

Listen carefully and follow instructions.

The Curriculum

Your child will learn in a bright, well-equipped and spacious classroom, and will develop in a full and rounded way, through a whole range of opportunities and experiences within a happy, safe and caring environment.

A carefully structured programme of activities allows your child to learn in a stimulating environment supported by staff, who will take your child's learning forward. This will be in line with the Early Years Foundation Stage curriculum.

Through careful observation and assessment, staff are able to move children on in their learning by identifying their next steps.

Learning opportunities are developed through:

- Play, which is structured at times to enable new skills to develop.
- Children's interests noted by staff, and suggestions from parents.
- Allowing children to make their own decisions and choices.
- Providing a range of stimulating resources that children are encouraged to explore freely and through direction from staff.
- Incorporating drama and role-play into sessions.
- A multi-sensory approach, catering for different learning needs.



The 7 Areas of Learning and Development

Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

Mathematics development involves providing children with opportunities to develop and improve their skills in counting, understand and use numbers, calculate simple addition and subtraction problems; and to describe shapes, spaces and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe, and to find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

It is important that children know how to learn, just as much as what to learn. They learn best by doing. They need first-hand experiences and learning that makes sense to them. In fact, they learn best through play.

‘Play is work, work is play’.

The Early Years Foundation Stage Profile

All children are assessed in their first term, through teacher observations based on the early learning goals in the EYFS.

Through conversations, observations and work samples, staff can continually assess your child's understanding in the 7 areas. These observations are recorded in your child's learning journey, so you can see just how well your child is doing at school.

At the end of the Reception year, your child will be assessed against each of the 7 areas of learning. Each area of learning is assessed in the form of 3 levels: **emerging; expected; exceeding** - in relation to the Early Learning Goals (further details will follow in September).



Clothing

There are a wide range of activities in the Reception Class and some of them are messy. They are an important part of the curriculum and necessary for your child's education. Overalls are provided but, even though great care is taken, we cannot guarantee that children will not get paint etc. on their clothes.

If, however, they do get paint on clothing, these are the instructions for removing it: **Do not put paint-stained clothes in the washing machine.** The paint will only come out if you soak the garment in warm water and rub the painted area with a bar of soap.

Children will also spend time outside daily, so require a warm waterproof coat with a hood, and wellies for wet weather.

In hot weather, children will need a sun hat and parents are encouraged to apply high-protection sun cream to exposed areas of their child's skin **before** school.



Uniform

We believe that wearing school uniform has a positive impact:

- * it promotes a sense of pride
- * it engenders a sense of community and belonging
- * it helps to easily identify Ladybridge pupils
- * it prevents the wearing of anything that might cause a distraction to learning
- * it promotes equality between pupils
- * it supports parents in providing an agreed set of clothes
- * it supports health and safety

The uniform consists of:

- * navy blue jumper or cardigan
- * white polo shirt
- * dark grey/black trousers (or shorts for summer)
- * dark grey skirt/skort or pinafore dress
- * summer dress - blue check
- * black, grey or white socks and tights
- * black sensible school shoes

For P.E.

- * navy blue shorts
- * white round neck t-shirt
- * pumps



If your child is unable to do PE, please ensure that you have informed the class teacher. Children are allowed to wear a tracksuit for outdoor PE sessions (applicable from year one).

Please note

The only jewellery allowed in school is one pair of stud earrings and a wristwatch. However, where pupils wish to wear jewellery of religious significance, parents must inform the school. Pupils must be able to remove these objects for P.E.

For pupils who wear headscarves, these must be of a non-distracting nature (plain and either black, white or dark blue in colour). Headscarves must be removed for P.E. lessons or a shorter sports hijab may be worn.

Children with long hair will be expected to tie it back for health, safety and hygiene reasons.

'Extreme' haircuts and accessories, including 'shaved' patterns, dyed hair and hair bows that we consider distracting, are not allowed.

Our uniform with the new school logo is available from 'Smart Clothing' on Blackhorse Street in Bolton, or from Whittakers on Deansgate in Bolton. Alternatively, plain uniform can be purchased from a range of other retail outlets.

The School Day

| | |
|------------------|--|
| 8:50am - 9:00am | School opens (settling in time) If you arrive before 8:50am, please wait in the Reception outdoor area. Please <u>do not play with the toys/equipment.</u> |
| 9:00am - 11:45am | Teacher and child-led learning (both indoors and outdoors). |
| 12:00pm - 1:00pm | Lunch Time. |
| 1:00pm - 3:00pm | Teacher and child led learning both indoors and outdoors. |
| 3:00pm - 3:25pm | Tidy Up and Story Time/ Whole school Assembly. |
| 3:30pm | Home Time Children must be met at the Reception door at 3:30pm by someone who knows the password. Use the <u>footpaths</u> to enter and leave school. <u>Do not walk through the school car park.</u> |

Snacks

You may send your child with a healthy snack (eg, fruit/cheese/yoghurt) to school, although water and fruit are provided. **No chocolates, cakes or crisps are allowed.**

Our school is a **NUT-FREE ZONE**, and food must NOT contain any nuts or nut products. We have some children in school with severe, potentially life-threatening, allergies to nuts.

Water Bottles

Your child will need to bring to school a named clear water bottle every day. It is very important that children do not share water bottles (so please ensure their name is written on clearly) and that they stay hydrated throughout the day.

Birthdays

If you would like to bring in sweets or a cake (nut-free and shop-bought) to celebrate your child's birthday, please be aware that many of our children are vegetarian (vegetarian sweets will have a **V** on them). Cakes must be cut up and wrapped into pieces, before handing to staff, as we do not have time during the school day to do this.

We cannot accept home-made products. In order to ensure all items are nut-free, they must be shop-bought – please check all packaging carefully.

What can you do to prepare your child for school?

Please encourage your child to complete the following tasks before starting school to increase independence.

- Use the toilet, clean themselves and flush the toilet



- Wash hands, particularly after using the toilet and before eating
- Dress and undress him/herself, including putting on/removing tights



- Fasten coat and hang it up



- Use a knife and fork

- Use a tissue to blow own nose



- Tidy away toys



- Fasten shoes

- Share toys and books and take turns

- Say and recognise his/her name, age and birthday

Supporting your child's education

Talking and Listening Together.

Talk encouragingly about school.

Include your child in conversation.

Encourage use of correct English, modelling the correct use of language and correcting them where appropriate.

Show an interest in what they are doing and share your interests with them.

Listen to your child and make sure your child listens to you.

*'A good speaker will become a good writer.
If they can't say it, they can't write it.'*
(Anon)



Reading

Please try to teach your child how to look at a book and treat it with respect.

Encourage his/her eyes to look from left to right.

Point to the written word and talk about illustrations.

Read and share books with your child regularly.

Ask questions about the books you share, e.g. What do you think will happen next? What did you like/dislike about the book?

Words are all around us! Encourage children to look at them in the home, outside, on the side of buses and traffic signs etc.

Your child will be given a reading diary, which will be used as a method of communication between parents and teachers. Please check daily for messages. Each day, after you have listened to your child read, please write the page numbers you have read and sign on that day. Your child's book will not be changed without a signature.



**"A child who read
will be an adult
who thinks."**

Sasha Salmina

Phonics

The teaching of phonics underpins the development of reading. It is the ability to link letters with sounds, and is taught daily.

Below are some useful websites to help support your child's learning of synthetic phonics.

- Phonics Play
- Teach your monster to read
- Oxford Owl
- ABC does

Writing

There are many enjoyable activities to try at home that will help your child with their fine motor skills, ready for writing. Here are some ideas.

- Making marks in sand and on paper with felt tips, crayons, chalk or pencil crayons. Encourage them to hold the pencil correctly in their preferred hand.
- Painting/finger painting
- Moulding plasticine
- Threading beads
- Building with bricks
- Jigsaws
- Cutting using scissors and sticking
- Watching adults write and helping with birthday cards, shopping lists etc.

After lots of writing practise, you will be able to see patterns and letters emerging. Writing is all around, so see if your child can find letters in their name, on tins of food, adverts, books etc.
Have fun with writing!

If your child wants to write, please show them how to write letters like those below and not capital letters:

Letter family 1

Down and off in another direction

l i t j u y

Letter family 2

Down and retrace upwards

m n r b p h k

Letter family 3

Anticlockwise round

c a d o q g e f s

Letter family 4

Zig-zag letters

v w x z

Maths

Maths is everywhere around us, so young children will naturally meet activities every day. These include:

- Playing with water: Measure using words like full, empty, half full etc
- Baking: Weighing out ingredients
- Nursery rhymes: They are not only useful for learning numbers, they are also fun!
- Matching and sorting: laying the table, sorting the washing, matching socks, sorting sweets. You can sort by colour, shape, size, using everyday items like buttons, biscuits, sweets, etc.
- Counting: How many plates do we need for tea? How many letters have we got to post?
- Play with building bricks, singing/saying counting number rhymes and songs.
- Predicting: Do you think it will rain today? Will that bag be heavy or light?
- Space and position: Tidying up, filling boxes with bricks, doing jigsaws, looking for shapes in the environment.

If your child wants to write, please show them how to write numbers like those below.



NOT **1** or **4** or **7**

Checklist

| | |
|---|--|
| Uniform (Every item clearly named) | <input type="checkbox"/> |
| P.E. Kit: Navy shorts, white tee-shirt and black P.E. pumps (Every item named) | <input type="checkbox"/> |
| My child has a named water bottle, ready for his/her first day | <input type="checkbox"/> |
| I have completed, signed and returned: All About Me Collection of KS1 and EYFS Children Friend Preference Data Collection Form | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| I have shown the school office: My child's original birth certificate or passport | <input type="checkbox"/> |
| I have confirmed with the school office: my lunch arrangements | <input type="checkbox"/> |