

RECEPTION NEW STARTER INFORMATION BOOKLET



Enjoy achieving together, to be the best that we can be

Safety Resilience Care and Aspiration!





Welcome to Reception

We are extremely pleased that you have chosen Usworth Colliery Primary for your child's first important years in education. We promise to give your child the best possible start in their school life.

WE PROMISE TO :

- Ensure your child feels **secure, valued and included**.
- Build up **strong relationships with you as parents** based on mutual respect.
- Develop your child's **positive approach to learning** through fun, exciting, stimulating and challenging experiences.
- Provide a **carefully structured curriculum** which will allow your child to plan and initiate their own learning, as well as take part in planned activities.
- Provide a **stimulating, well-resourced and fun learning environment**, where measured risks are encouraged.

If you have any queries or concerns please telephone school (0191 4178888), email info@usworthcolliery.co.uk or speak with your child's teacher at the end of the day.



KEY INFORMATION

ABSENCE

If your child is ill and cannot attend school, please let the school office know as soon as possible—we must have an explanation of every absence. You can email absence@usworthcolliery.co.uk **Family holidays in term time will NOT be authorised and may be liable to Local Authority fine.**

READING BOOKS

Last year with funding from North East Combined Authority we started 'Book Bags'. For a £10 refundable deposit your child can choose their own colourful bag. Each week they will bring home their Little Wandle (phonics) book and a reading for pleasure book they have chosen. Please see separate form for more information.

CURRICULUM

The EYFS (Early Years Foundation Stage) which we follow in Reception has four main themes:

A UNIQUE CHILD (including health and well being, safety, inclusion)

POSITIVE RELATIONSHIPS

ENABLING ENVIRONMENTS (including learning environments, observation and assessment)

LEARNING & DEVELOPMENT—

This is organised into **three prime areas of learning**:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development.

Four more specific areas of learning which the prime areas can be addressed:

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

Further details of each area appear later in the booklet.

At Usworth Colliery Primary, we plan time for children to follow their own interests as well as teaching the key skills, knowledge and understanding outlined in the curriculum.

More information is available on the website.



PPA

Every teacher in school is entitled to PPA (preparation, planning and assessment time). This is time out of class. PPA time covered by a Higher Level Teaching Assistant or Teacher.

SCHOOL UNIFORM

- Navy sweatshirt or cardigan
- Gold or yellow polo shirt
- Navy, black or grey skirt or pinafore
- Navy, black or grey trousers
- Navy, black, grey, white or cream plain socks or tights
- School Summer dresses in either blue or gold/yellow
- Black flat school shoes, trainers or boots (no stripes/ logos or canvas shoes)

Note: All shoes must have covered in toes for Health and Safety reasons

Please see additional sheet for purchase information.

Items with the school logo are available from their shop at 11 Brockwell Road, Crowther Industrial Estate, Washington, NE38 0AF or online at www.theschooloutfit.co.uk.

We also have preloved uniform available at the schools main entrance.

IT IS VERY IMPORTANT THAT ALL ITEMS OF CLOTHING ARE LABELLED WITH YOUR CHILD'S FULL NAME. IT SAVES TIME AND UPSET WHEN ITEMS INEVITABLY GO MISSING!

SCHOOL DAY

(Example day)

8.45-9.10	Self Registration, Colourful Semantics, name writing & Dough Disco
9.10-9.30	Phonics-Little Wandle
9.30-9.50	Reading Practice sessions
9.50-10.00	Snack & Story
10.00-11.00	Explore Time & Teacher led group activities
11.00 -11.30	Handwriting and writing books
11.30-11.45	Maths
11.45-12.45	Lunch
12.45-12.55	Phonics Blast
12.55-1.10	Talk through stories
1.10-2.15	Explore Time & Teacher led group activities



2.15-2.30 Music/ UTW/ PSED
2.30-2.40 Talk through stories (vocabulary)
3.00-3.15 Story

All activities cover the current topic and all areas of learning. Focus Whole Class Teaching will be either Literacy, Maths or Phonics based. During free choice activities, resources are provided to meet individual needs. This is a basic timetable and may vary day to day.

N.B. DOORS OPEN AT 8.45am and close at 9am **SCHOOL STARTS AT 9am PROMPT.** Your child will be welcomed by staff at the entrance to Reception cloakroom door. At the end of the day, they will be collected from the other Reception door.

NEWSLETTERS

You will be kept up-to-date about school activities through the weekly newsletter. There will be specific information in this newsletter regarding events, trips, curriculum, and general housekeeping. This newsletter is emailed. Please ensure that the school office have up-to-date contact details.

TRIPS

In Reception, we aim to go on as many trips as possible. Over the past few years we have been to: Hancock Museum, Discovery Museum, Northern Stage Theatre, St Mary's Lighthouse, Hall Hill Farm, Edinburgh Zoo, Cinema, Pizza Express etc.

Trips are linked closely to the curriculum. Parents are asked to attend but there are strictly limited places due to ratios. Visits and visitors into school are key to our learning.

LUNCH ARRANGEMENTS

All children in Reception and Years 1 & 2 are entitled to universal free school meals. However, we encourage you to fill in the forms if you are entitled to Free School Meals as we get extra money in our budget to support your child.

Children do have the option of a packed lunch. We encourage ONLY healthy packed lunches (No sweets or chocolate).

There are no facilities in school to chill packed lunches. They will be stored outside the classroom. Food items which should be kept in the fridge should be carefully considered as they will be stored at room temperature for at least 3 hours.

Please see information for how to register with School Grid to view menus and pre-order.



FOUNDATION STAGE PROFILE

All of the work planned in Reception is based around providing experiences for your child to achieve statements on the profile.

Throughout the Foundation Stage staff build a picture of assessments highlighting children's strengths and achievements while also identifying their needs & next step learning. A profile is compiled for each child using an app, Seesaw.

We spend a lot of time observing your child learning. From these observations we can plan more activities which will allow them to achieve.

The majority of their time is spent creating their own learning experiences which are developed through good quality adult intervention and interaction. During this time, the staff set up a series of activities in different areas of the classroom for your child to choose, but we do not dictate how to play.

You will be asked to contribute continually through the year. If you notice your child achieving any of the statements, let us know. At Parent Evenings, we will be discussing the progress your child is making towards the Early Year Foundation Stage Profile.

Reception children must now complete a baseline statutory assessment focused on communication, language, literacy and number within the first six weeks. A separate booklet in your pack outlines the process.

PARENT HELPERS

The Reception Staff welcome parents with free time who would like to come and hear readers, as well as on visits. If you are interested in helping in any way, please see the office staff.

HOMEWORK

Homework is sent home via Seesaw app and in homework folder or book. Children are expected to read at home with an adult three times per week.

OUTDOOR LEARNING

We are outdoors all of the time. Every day... all day ... whatever the weather. Young children learn best with access to the outdoors. We have some waterproofs but would encourage you to bring your own to leave at school. At this age, children need a lot of sensory experiences, therefore your child **will** get messy! We try where possible to keep this to a minimum, but this is our disclaimer. Expect dirty clothes- mud, jelly, paint, etc. Reception spend a full morning each week in forest school. You



will be informed of the day. Children do not need to wear uniform but will need to be dressed appropriately for the weather.

BEHAVIOUR

At Usworth Colliery, we have a very clear behaviour policy for children, parents and staff. In order for all of us to be safe and learn in an appropriate environment, we follow the **Colliery code**.

The Colliery Code is:

- 1. Listen carefully.**
- 2. Respect other people's property.**
- 3. Keep hands, feet and objects to yourself.**
- 4. Be polite and honest.**
- 5. Be responsible for your own behaviour and learning.**

REWARDS

For following the above rules consistently, your child can receive a series of rewards including: stickers, wow rainbows, being on the treasure chest or being chosen as the Star of the Week.

SANCTIONS

In the Foundation Stage, we tackle behaviour problems with parents immediately as we have daily contact. However, for minor offences such as persistent shouting out or not listening, children will be given several warnings using the whole school traffic light system. They may lose part of their free choice time. *For full details see the EYFS Policy.*

HOUSE SYSTEM

All children and staff are split into four houses: **Orion, Hercules, Phoenix & Pegasus**

The aim of the house point system is to allow a cross section of the school, from Reception to Year 6 to work together and be rewarded as a team. In addition, individual children will receive recognition for their achievements through the collection of house point certificates.

Teachers, Support Staff and Lunchtime Supervisors can award House Points to pupils. Each class has a House Point Chart. When a child receives a house point, they (or a member of staff) put a tally on the chart.

At the end of each half term, the house with the highest score will be awarded a



special treat e.g. a House Party, non-uniform day, extra playtime, visit etc.



AREAS OF LEARNING

PRIME

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Provide opportunities and support in developing a sense of themselves.

SELF REGULATION
INDEPENDENCE
MANAGING SELF
TOLERANCE
BUILDING RELATIONSHIPS
S.C.A.R.F



EXPERIENCES

- Discuss personal events and bring in objects to share with the class.
- Regular reflection time to discuss problems they are having and find solutions together.
- Study a range of cultural and religious.
- Dress and undress appropriately for physical activities.
- Play a range of turn-taking games and sharing resources.
- Work in groups to investigate and record ideas in their own way e.g. finding mini-beasts or reading as a group.

In the day to day routine of the classroom children will:

- Become aware of a range of feelings and understand how to deal with these effectively.
- Be encouraged to say what they want and why confidently.
- Become aware that they are responsible for their own actions.
- Develop personal independence within routines e.g. jobs list, knowing where equipment is and collecting without having to ask.
- Select a range of resources appropriate for the activity.
- Be encouraged to use 'please' and 'thank you.'
- Follow classroom and school rules and understand why they are important.
- Develop concentration and listening skills.

HOW CAN I HELP AT HOME?

- Practise getting ready in the morning and for bed.
- Talk to your child about their routines at home and why they are important.
- If issues arise, discuss tolerance towards other religions and cultures.
- Encourage good manners.
- When playing games encourage turn taking and fair play.



AREAS OF LEARNING

PRIME

COMMUNICATION & LANGUAGE

Using and developing skills needed to communicate with each other.

TALKING

.....about their experiences and feelings.

LISTENING & ATTENTION

.....hear a variety of books, poems and rhymes and listen to each other.

UNDERSTANDING

..... Follow instructions and ask questions.

SPEAKING

..... Expressing themselves effectively.



EXPERIENCES

- Develop confidence to initiate and take part in **conversations** with adults and other children in all activities, including creative activities, construction, toys and games.
- Constantly evolving **role play**, providing new social challenges and writing opportunities, sometimes with an adult playing alongside.
- Follow a **learning challenge curriculum** which is based upon enquiry. Each week the children are asked to find the answer to a specific question and are actively encouraged to ask supplementary questions.
- All children are actively encouraged to **ask and answer questions** in class. We often operate a 'no-hand up' policy and target questioning to support and challenge children.

HOW CAN I HELP AT HOME?

- **Tell your child what you are doing** when you are doing jobs. Encourage them to **ask questions**.
- **Ask your child to tell you what they have been doing** at school. Show you are listening by asking questions.
- Encourage children to **follow simple instructions** e.g. put that on the bench please. Start with one part instructions and then develop to multi-steps e.g. put that on the bench please, and then pick that up next to the chair.



AREAS OF LEARNING

PRIME

PHYSICAL DEVELOPMENT

Improve the skills of co-ordination, control, manipulation and movement.

GYMNASTICS GAMES & DANCE
DEVELOPING CO-ORDINATION
INDOOR/OUTDOOR
KEEPING HEALTHY
GROSS & FINE MOTOR CONTROL
HANDWRITING



EXPERIENCES

- Give plenty of time and opportunity to explore, experiment and refine their movements.
- Have frequent opportunities for regular physical activity (indoors & outdoors).
- Use a range of stimuli for movement, including action rhymes, stories, pictures, sounds, colours and music, to move with confidence and imagination.
- Use a wide range of small objects to handle in order to develop fine motor control and co-ordination.
- Learn how to use scissors and other tools safely.
- Use language of movement alongside their activities.
- Allow pupils to feel safe and confident in using equipment.
- Experience physical activity outside school e.g. parks or forest, as well as using dedicated outdoor space every day.
- Understand the importance of keeping healthy in everyday life e.g. washing hands, healthy eating, sleeping routines etc.
- Use construction kits to create a series of models linked to topic work.

HOW CAN I HELP AT HOME?

- Plan activities with your child which offer physical movement and challenges e.g. going to soft play or the park regularly.
- Provide resources that support specific skills e.g. scissors, bats, balls & construction equipment.
- Encourage your child to help with the housework or gardening.
- Help your child to recognise the importance of keeping healthy e.g. physical activity, healthy eating and general hygiene.



AREAS OF LEARNING

SPECIFIC

LITERACY

Focus on Early Reading, Phonics, Mark Making and Early Writing.

READING

.....comprehension, word building, read as a class, in small groups or individually each day.

WRITING

.....develop early writing skills, letter formation and recognition.

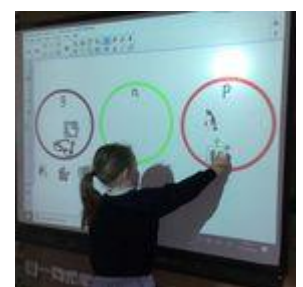


EXPERIENCES

- From the start, develop a **love and enjoyment** of books. Exploring characters and stories through drama, as well as understanding the basics of reading. Books will be used to begin all aspects of work.
- Encourage to **write freely**, as well as form letters, words and sentences in teacher led activities. Using a **wide range of materials**, not just with paper and pencil, but in sand, jelly, shaving foam, building blocks and on the computer!
- Opportunities to **mark make** in preparation for forming letters and numbers. Then handwriting when the children are ready.
- **Read and write** based upon Little Wandle. By the end of Reception all children should have learnt all 44 sounds. They will also have blended them together to read words and segmented them to spell words.
- Learn a range of high **frequency words**—words which need to be learnt and read without sounding out. Individual short whole class sessions focus on reading these words, words sent home to learn.

HOW CAN I HELP AT HOME?

- Spend **10 minutes** each school night listening to your child read or **sharing books**—a good reader always becomes a good writer!
- **Make reading fun!** Go to the library and choose books which your child will enjoy.
- Encourage your child to **play with paper, pens and pencils**.
- Encourage your child to read letters and signs around the **local environment** e.g. In shops, on the bus or metro.
- Encourage your child to **write for a purpose** e.g. shopping lists, notes to family, writing cards etc.



AREAS OF LEARNING

SPECIFIC

MATHEMATICS

Becoming confident and competent in number, space, shape and measure.

NUMBERS

.....counting, reading and writing numbers.

CALCULATING

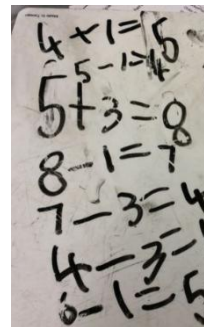
.....adding and subtracting.

NUMERICAL PATTERNS

.....understanding the number system.

PROBLEM SOLVING

.....finding answers to problems.



EXPERIENCES

- Learn number names through **rhymes, songs, stories** involving counting on and back.
- Be given responsibilities for **counting and checking as part of their everyday routines** e.g. in role play areas, registers, etc.
- Use **mathematical language** in discussions and practical activities e.g. one more, one less, greater, smaller, etc.
- Know that **addition** is adding two groups together and **subtraction** is taking one group from another. This is done using everyday objects to begin with.
- Recognise and write numbers** to record ideas.
- Play **turn taking games**, involving dice and counting e.g. dominoes, snakes and ladders, ludo, etc.
- Talk about and recreate **simple patterns**.
- Learn the name of **2D and 3D shapes**.
- Solve **mathematical problems** in stories or role play e.g. how many cups and saucers are needed for the teddy bears' picnic?

HOW CAN I HELP AT HOME?

- Count as often as possible e.g. walking up the stairs, steps, toys, etc.
- Give your child jobs that involve problem solving e.g. sharing sweets, setting the table etc.
- Look at shapes and numbers in the world around them.
- Provide toys and games that involve mathematical development e.g. jigsaws, dice games, etc.
- Sing number rhymes and stories that include numbers e.g. Ten green bottles or The Three Billy Goats Gruff.



AREAS OF LEARNING

SPECIFIC

UNDERSTANDING OF THE WORLD

Develop knowledge, skills and understanding to help them make sense of the world.

OBSERVING
EXPLORING THE NATURAL WORLD
PROBLEM SOLVING
DISCUSSION
PAST AND PRESENT
AWARENESS OF GENDER, ETHNICITY,
LANGUAGE, RELIGION & CULTURE



EXPERIENCES

- Explore their surroundings e.g. looking for mini-beasts in the garden, role play, etc.
- Educational visits, which tie in with topics studied. Trips will include taking public transport and the conventions involved, providing new experiences.
- Manipulate objects and materials e.g. construction, baking and collecting/sorting objects.
- Observe similarities and differences when exploring the world around them e.g. between animals and/or materials.
- Investigate places, objects, materials and living things using all of their senses e.g. tasting a variety of fruits and saying which they prefer, touching and comparing materials.
- Learn about their own culture and beliefs of other people.
- Use everyday technology to support their learning.
- Take apart mechanisms to see how they work.
- Predict what will happen when they carry out science investigations.
- Use ICT in the classroom and ICT suite to draw, write and explore topics.

HOW CAN I HELP AT HOME?

- Give your child opportunities to explore their local environment e.g. garden, park, town centre, etc.
- Talk about past, present and future events.
- Allow your child to be involved in imaginary play.
- Discuss their likes and dislikes.
- Encourage your child to ask questions about how things happen and why things work.
- Teach your child how to use smaller objects e.g. scissors, tape, etc.
- Share information books with your child.



AREAS OF LEARNING

SPECIFIC

EXPRESSIVE ARTS AND DESIGN

Develop skills and understanding to express their ideas, feelings and preferences with all their senses.

ART
MUSIC
DANCE
ROLE PLAY
IMAGINATIVE PLAY
DRAMA
DESIGNING & MAKING



EXPERIENCES

- Creativity underpins the whole curriculum at Usworth Colliery Primary. Children in Reception will have the opportunity to work alongside practising artists throughout the year.
- Provision of constantly changing role play experiences.
- Use a variety of media to record their experiences.
- Learn simple songs from memory and explore how music is made.
- Explore colour, texture, shape, form and space in art work.
- Encourage to use their imagination in all areas of the curriculum.
- Actively participate in drama activities to explore characters and themes of books.
- Use the environment as a stimulus for work in the arts.
- Explore all senses through imaginative play.
- Have free-choice of activities on a regular basis.

HOW CAN I HELP AT HOME?

- Encourage your child to draw pictures then discuss the drawing with your child and offer constructive feedback e.g. notice how accurate pictures are and ask your child to add detail.
- Listen to music with your child and teach them simple songs from your own childhood.
- Encourage your child to use their imagination in play.
- Be aware of what fires your child's imagination.
- Enjoy being creative with your child!



A final word...

At Usworth Colliery, we understand that beginning in Reception can be an emotional time for the children as well as the parents. I am sure that your child will be extremely excited about starting school and cannot wait until September. However, if you have any anxieties, please do not hesitate to contact your child's class teacher via the School office or when your child has started at the beginning/end of the school day.

We are very excited about meeting your child and look forward to forming a positive, enjoyable working relationship with you all.

Alison Forster
(Headteacher)
And the Reception Team.



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