



Welcome to
Chase Side Primary School



**STARTING RECEPTION
SEPTEMBER 2024**



The Reception class day



School doors open at 8.45am

8.55 – 9.15	Registration and carpet time (whole class teaching session)
9.15 – 11.10	Cross curricular free choice play activities which may include a focus activity, learning, based on children's current interests, small group teaching times and does include free flow to outdoors.
11.10 – 11.45	Carpet time and tidy up/prepare for lunch
11.45 – 12.35	Lunch and Lunch time play outdoors
12.35 – 1.00	Registration and carpet time
1.00 – 2.45	Cross curricular free choice play activities
2.45 – 3.15	Story time/singing, celebration of today's learning

Example of a Reception class day: Summer Term

School doors open at 8.45am

8.55 – 9.25	Registration and Morning work Literacy carpet session (whole class or in small groups)
9.25 – 10.15	Literacy follow up activity in small groups Small group reading times Cross curricular play activities, inside and outside
10.15 – 10.30	Fruit time and PSE Circle time
10.30 – 11.20	Literacy follow up activity in small groups Small group reading times Cross curricular play activities, inside and outside
11.20 – 11.45	Phonics (whole class or in small groups)
11.45 – 12.35	Lunch and Lunch time play outdoors
12.35 – 1.05	Registration Mathematics carpet session (whole class or in small groups)
1.05 – 2.45	Mathematics follow up activity in small groups Cross curricular play activities, inside and outside
2.45 – 3.15	Story time/singing, celebration of today's learning

The Early Years Foundation Stage



There are seven areas of learning and development that shape the educational provision in Early Years. All areas of learning and development are important and inter-connected.

The Three Prime Areas:

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

The 4 Specific Areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



We will give you more details about how we teach Phonics, Reading, Writing and Mathematics when your child starts school and you will be invited to workshops/information meetings.

Characteristics of Effective Learning



We ensure that our environment and delivery of the curriculum incorporates the three characteristics of characteristics of effective teaching and learning:

- **Playing and exploring** – children will have opportunities to investigate, experience things and ‘have a go’.
- **Active Learning** – children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- **Creating and thinking critically** – we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Self-regulation



Executive function includes the child's ability to:

- hold information in mind or
- focus their attention
- regulate their behaviour
- plan what to do next.



These abilities contribute to the child's growing ability to self-regulate:

- focus their thinking
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

Self-regulation



Emotional self-regulation

- not the same as compliance!
- the ability to cope with feelings and emotions
- we often focus on children's behaviour but behaviour comes from emotion
- adults need to be curious about what feelings are underneath the behaviour
- co-regulation is about relationships – helps you develop a robust system for managing stress
- children need help from other people to manage their feelings
- adults need to help children talk about and manage their feelings and this should be part of the everyday culture

Gross and Fine Motor skills



- Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.
- Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.
- By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.
- Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.
- Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.
- Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



Prime Area: Personal, Social and Emotional Development

Self-Regulation

Managing Self

Building Relationships

Prime Area: Communication and Language

Listening, Attention and Understanding

Speaking

Prime Area: Physical Development

Gross Motor Skills

Fine Motor Skills

Specific Area: Literacy

Comprehension

Word Reading

Writing

Specific Area: Mathematics

Number

Numerical Patterns

Specific Area: Understanding the World

Past and Present

People, Culture and Communities

The Natural World

Specific Area: Expressive Arts and Design

Creating with Materials

Being Imaginative and Expressive

Learning through play:



- Children use language and develop thinking skills, learning to express themselves and communicate clearly
- Children have the opportunity to apply their learning in meaningful ways, taking ownership of their learning and so making it deeper and more likely to stick.



Adults are involved in play by:

- Observing
- Questioning
- Suggesting
- Supporting
- Interacting
- Celebrating
- Commentating
- Redirecting
- Challenging
- Extending



Adult Led Learning:



- During carpet sessions we will focus on different areas of development which could be any area of learning. Phonics is daily and there is a higher number of Mathematics and Literacy sessions.
- Following these carpet sessions, there may be adult supported follow up activities or activities that support and consolidate learning that children can access independently.
- Throughout our environment there is always 'continuous' daily provision, which means that we will always have sand and water areas, role play area, book corners etc.
- We 'enhance' areas or add to them following observed interests in each class, from children's Focus Week ideas or from the adult chosen broad theme.

Child Led Learning:



Special Folders and observations

- We observe all the children each term and record this information in their Special Folders alongside photos and samples of their work.
- We use this information to plan for the children's next steps in learning and include observed interests in our planning and provision. We hold regular 'book looks' where parents are invited in to share the folders with their children.



Outdoor Learning



Outdoor learning in Early Years settings is important because it:

- Supports the development of healthy and active lifestyles;
- Offers children opportunities for physical activity, freedom and movement;
- Promotes a sense of confidence and well-being;
- Provides opportunities for developing harmonious relationships with others, through negotiation, taking turns and cooperation;
- Supports those children who learn best through activity or movement;
- Provides safe and supervised opportunities for children to experience new challenges, assess risk and develop the skills to manage difficult situations;
- Supports children's developing creativity and problem-solving skills;
- Provides rich opportunities for imagination, inventiveness and resourcefulness
- Gives children contact with the natural world and offers them unique experiences such as direct contact with the weather and seasons.

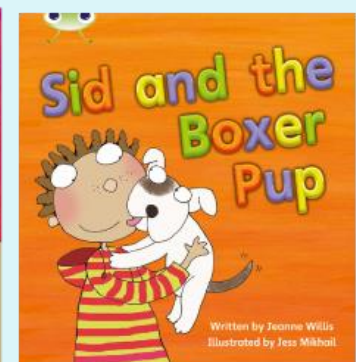
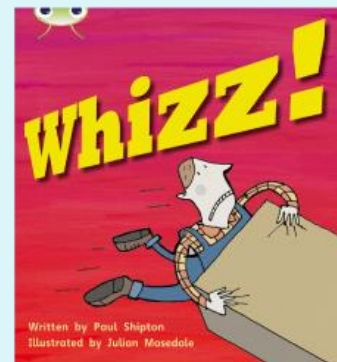
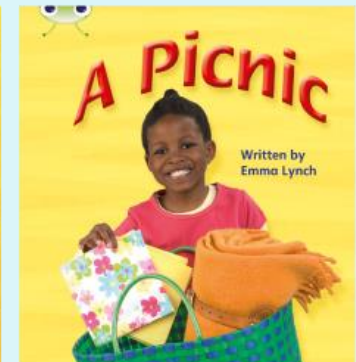
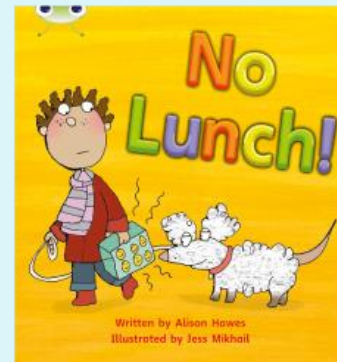
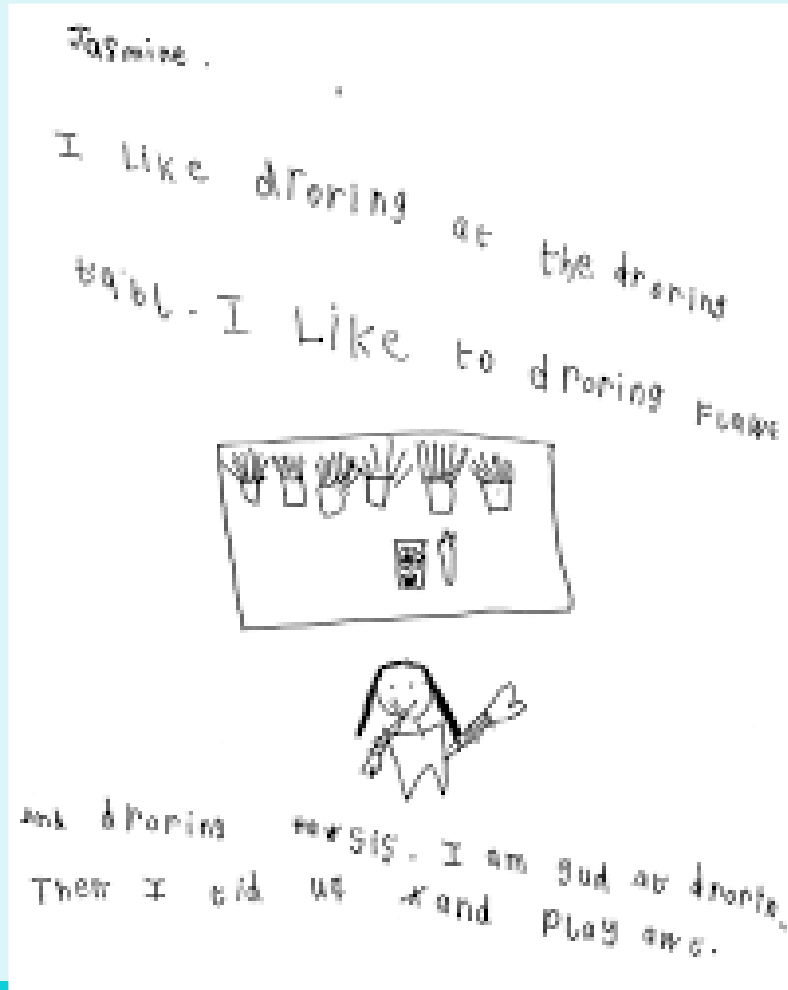
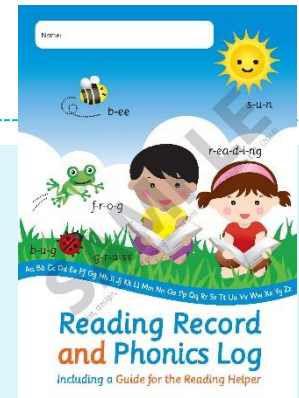
Show and Tell



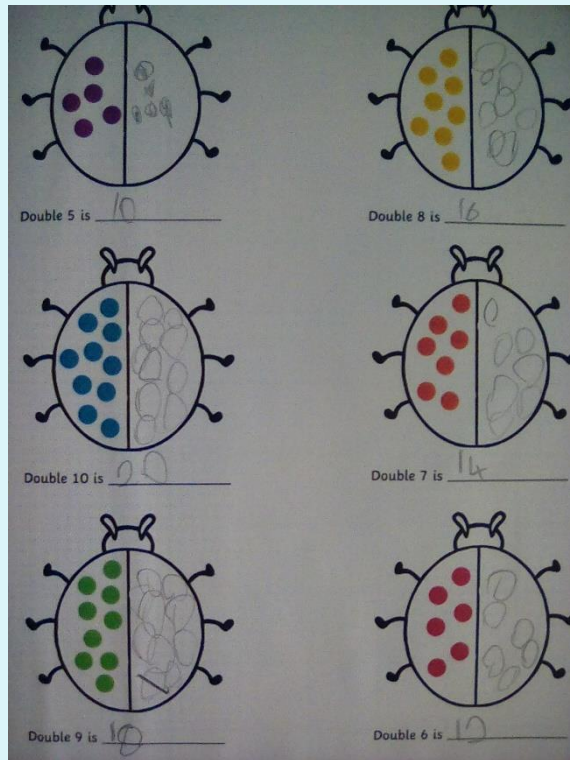
- Each child will have a Show and Tell session in Reception.
- Parents will be asked to email photographs of children's favourite toys and family and friends they would like to share during carpet time with the class.
- You will be invited in for a parent consultation every term to discuss your child's learning.
- In the Spring term, you will receive a school report outlining the achievements, progress and efforts of your child.



End of year expectations: Literacy



End of year expectations: Mathematical Development



Before starting school:



- Home visits: We will come to visit you at your home. This gives us the opportunity to see your child in their own environment and ask you some questions.
- We hold 'stay and play' sessions for children starting Reception, this will allow your child to become familiar with their new classroom.
- Children who are currently at our Nursery will have the chance to come over to visit their new classrooms.

In September:



- You will have a home visit, stay and play sessions, then the children start.
- The children will start in smaller groups to make settling in as successful as possible.
- They will be staying for lunch until 1.15pm.
- If any children are finding this difficult, we will have a discussion with you, so that we do what is best for the individuals. It may mean some children staying part time for longer.

Early Years School Uniform



These items can also be plain white or royal blue, but there must be no additional decoration.

Please name all your child's belongings!

These items are plain navy, there must be no additional decoration and no leggings.

Sensible shoes no heels, boots or strappy sandals.

Velcro would be preferred unless your child can tie their own shoe laces.



Navy Cuff Bottom Joggers

Early Years Active Wear



Plain Yellow T Shirt



Navy Cotton Shorts



Navy Cuff Bottom Joggers

Please name all your child's belongings!



Velcro Black Plimsoles for inside PE days



Unbranded Black Trainers for outside PE days

These items must be plain colours, no decoration.

Leggings cannot be worn instead of joggers.

Appropriate outdoor clothes



- The outdoor environment is open and accessible for most of the day, regardless of the weather. We would ask you to please ensure that your child is dressed so that they can access outdoor learning by providing weather-appropriate clothes:
- Sun hat
- Wellies
- Weatherproof coat
- Gloves/scarf/warm hat



Brands

- Our school has a 'no brand' policy. This means that brand names are not permitted in school. This policy is intended to limit competition and prevent bullying.

School uniform is available to buy from:

- J Smith and Son
- Tesco
- Asda
- Sainsburys
- Marks and Spencer

Please name all your child's belongings!

Lunch time



School Dinners

- We are very pleased to have our own dining hall, with our own kitchen facilities cooking up a fantastic range of healthy hot meal and salads provided by Taylor Shaw. School dinners are free for all Reception and Key Stage 1 children under the Universal free School Meals scheme; however, we do require a short form to be filled in for each child. Taylor Shaw require a online form for any allergies that your children have <https://orders.lunchhound.co.uk/medicaldiets/request>
- If you receive benefits then your child is likely to be eligible for Free School Meals and Pupil premium funding which is allocated to the school for each child who receives Free School Meals in addition to the Universal Free School Meals scheme. This means that we can use this funding to support your child's learning and ensure they make good progress throughout their time with us. Please ensure you fill in a Free School Meals application form when you complete your Universal Free School Meals form if you receive benefits. The school office will also be able to pass you a copy of the correct form to complete. <https://chase-side-primary-school.secure-primariesite.net/hot-school-dinners/>

Packed Lunch

- Chase Side primary has a healthy eating policy which applies to school dinners and packed lunches. If you choose to send your child in with a packed lunch, please ensure the contents are healthy.
- Chocolate bars, sweets and fizzy drinks are not allowed. Please ensure that your child's lunch box / bag is clearly labelled with their name and class. We are very pleased to have our own dining hall, with our own kitchen facilities cooking up a fantastic range of healthy hot meal and salads provided by Taylor Shaw. School dinners are free for all Reception and Key Stage 1 children under the Universal free School Meals scheme; however, we do require a short form to be filled in for each child. Taylor Shaw require a online form for any allergies that your children have.
- If you receive benefits then your child is likely to be eligible for Free School Meals and Pupil premium funding which is allocated to the school for each child who receives Free School Meals in addition to the Universal Free School Meals scheme. This means that we can use this funding to support your child's learning and ensure they make good progress throughout their time with us. Please ensure you fill in a Free School Meals application form when you complete your Universal Free School Meals form if you receive benefits. The school office will also be able to pass you a copy of the correct form to complete.



Birthdays



- We will celebrate your child's birthday at school by singing to them and making them feel special.
- Please do not send in cakes, sweets, party bags or any food, these are for celebrations at home not school.
- Please give out any invitations yourself, we do not give out invitations at school.

What can I do over the Summer?

Getting Ready for School

It is nearly time to start school! Here are some things you can practise at home to help you get ready for school.



Self-Care and Independence

- I can wash and dry my hands.
- I can wipe my nose.
- I can put on/fasten my coat and shoes.
- I can use the toilet.
- I am learning to dress/undress – this will help me change for PE.
- I am happy to be away from my parents or carers. I know they will be back soon.

Playing with Others



- I join in games and activities with other people.
- I can share and take turns.

Speaking and Listening

- I can talk about my ideas, needs and feelings.
- I can ask a grown-up for help.
- I can follow simple instructions.

Eating and Drinking

- I can use a spoon, knife and fork.
- I can open my lunch box as well as wrappers and packaging.
- I can drink from a water bottle, carton or open cup.



1 2 3 4 5

Numbers

- I can count a small number of items.
- I like singing number rhymes or songs.
- I am learning to say numbers to ten.
- I can recognise some numbers.

Reading and Writing

- I can recognise/read my name.
- I can hold a pencil to draw.
- I am learning to write my name.
- I enjoy listening to stories and rhymes.



To finish



There are forms you must fill in before your child can start school – your child **will not** be able to start school if they are not done!

- If your child has any medical or other issues we need to be aware of, you can share them on your home visit or arrange an appointment to make a care plan if necessary.
- In case of absence please telephone the school office if your child is unwell.
- If your child has sickness or diarrhea, they must wait 48 hours from the last episode before returning to school.
- Please avoid taking holidays in school time, you will need to apply via a form to our Head Teacher if you do.
- We are a very friendly team. Please come and talk to us whenever you need to. We have an open door policy.