

ST NICOLAS C OF E PRIMARY SCHOOL



WELCOME TO RECEPTION - CLASS 1 AND 2 The Teaching Team



Class 1 and 2

Mrs Kate Edwards

Early Years Lead



Class 1

Miss Emma Jackman

Teacher



Class 2

Miss Millie Thomas

Teacher

A very warm welcome to Reception. We look forward to meeting you and your child in person very soon. In the meantime, here is some useful information that may be of help.

EQUIPMENT



You will receive information on school uniform in your new starter pack. In addition to that, here is a little more information on what your child will need.

Book bags - These can be purchased from our school supplier. Please label and add one item to make it easily identifiable to your child,

e.g.



familiar key ring or ribbon. Please write your child's name boldly on the front to further help us to find it amongst 30 other book bags! Please bring this in every day and check it for letters/learning when the children return home.



PE kit - Once we've settled the children into the term, the Reception team will give you notice for when we will begin P.E. You will be notified of their P.E. day and they will arrive in their PE kit and stay dressed like that all day.



On their PE day, your child will wear need, a **coloured t-shirt** (to match their house colour & shared with you in the starter pack), **black shorts**, and **pumps/trainers**. We recommend Velcro or slip on trainers to give them independence especially during hall sessions. In the winter you will need **tracksuit bottoms/leggings** and a **sweatshirt**.

There is no need to buy the PE kit initially as we will give you plenty of warning when the children have settled in to begin a formal PE lesson.



Forest School kit -A coloured or patterned bag will help the children to identify it quickly. Your children will need a **set of waterproofs** (either an all in one or separate trousers and jacket) along with a pair of **wellington boots**. The children will also use their Forest School kit in our outside space and mud kitchen so is required **all year**. **Gloves, thick socks and a hat** are essential during the colder months and a **sun hat** for the summer months.

The trick is to over name everything!!!

ARRIVING AT SCHOOL

*The school gates will open at 8.35am for children to make their way into their classrooms for an 8.45am start. The main pedestrian gates at the front of school lock promptly at 8.45am. After this time, families need to access school via the school office so they can be registered.

PLEASE NOTE - parents are not permitted to enter the staff carpark.

*Please drop your child at the gate, where an adult is there to greet and support. Don't worry there are many other adults in the classroom and cloakroom area ready to help your child find their peg and put their things away. We encourage the children to do this to increase independence but will also make it easier for them to find their things when they need them during the day and at home time.

Book bags go in a box inside the classroom door. **Forest school kit** goes on your child's named coat pegs and wellies in the cubby hole underneath. **Drink bottles** will be needed for daily water. Children will put their named drinks bottle in the rack provided in the workshop area. We will teach them how to refresh their water daily and we will send them home on a Friday for a deep clean.

*Settling your child.

We find the children settle so much better when they are left at the gate so we will encourage you to leave them here. If you can make it clear to staff when you are ready to leave, we can help your child enter the gate and get settled. We will take your lead on when you are ready. Rest assured tears only usually last a few minutes and we can always reassure you with a phone call or message on Tapestry.

*Leaving.

It is often easier to say goodbye and then leave to avoid a long goodbye but...**We are here to help and support in a way that works for you and your child.**

AREAS OF LEARNING

The 3 main areas of learning initially are called the prime areas. Skills in these areas are needed before children can move on to the specific areas e.g. reading/writing.

Prime Areas

Personal, Social and Emotional Development - What is P.S.E.D?

Personal-social skills allow children to care for themselves (washing hands, using utensils) and interact with others (playing games, understanding feelings of others). **Social development** is how children understand themselves in relation to their interactions with others. **Emotional skills** are skills which develop to help the children to be able to express their feelings and find strategies to cope with challenging situations.



We are here to model and support your child in developing these skills through their play and social interactions.

What Personal, Social and Emotional Development means for children

- For children, being special to someone and well cared-for is vital for their physical, social and emotional health and well-being.
- Being acknowledged and affirmed by important people in their lives leads to children gaining confidence and inner strength through secure attachments with these people.
- Exploration within close relationships leads to the growth of self-assurance, promoting a sense of belonging which allows children to explore the world from a secure base.
- Children need adults to set a good example and to give them opportunities for interaction with others so that they can develop positive ideas about themselves and others.
- Children who are encouraged to feel free to express their ideas and their feelings, such as joy, sadness, frustration and fear, can develop strategies to cope with new, challenging or stressful situations.

Physical development - What is P.D?



"Before we ever put a pencil in a child's hands, those hands should dig, climb, press, pull, squish, twist, and pinch in a wide array of environments and with a variety of materials."

Amanda Morgan

Cultivated Learning

As part of the early years we provide lots of opportunities for children to develop both their gross and fine motor skills.

The provision of climbing equipment, loose parts outside with large boxes to move and build with, bikes, forest school etc. all develop strength and coordination.

These opportunities will support the development of fine motor skills: using pegs, tweezers, scissors, playdough, paint brushes are all part of the process of children learning to hold a pencil and form letters.

Communication and Language - What is C&L?



The ability to communicate effectively is a key skill for children to develop. We will spend time teaching children to listen in a range of situations, including listening to their friends and responding appropriately. Small group times and 'show & tell' are key times to develop this as well as supporting children to develop these skills as they play and interact with their peers.

CHILD INITIATED TIME

'Playtime' or 'Choosing' to the children!

The children will have long periods of time within their school day to play and explore the provision both inside and out. During these times children get to practise skills they have learnt and to really develop problem solving skills.

They will have access to the following-

- Writing Area - resources provided for mark making and writing.
 - Small world -animals/dolls/dinosaurs etc
 - Puzzles and games
- Loose parts - a variety of objects and materials to engage a creative mind!
 - Construction-Lego/Duplo/block play
- Creative activities - malleable, sensory, creative equipment and materials.
 - Fine motor- Using a range of tools
- Woodwork - real tools, variety of materials and wood to encourage creativity.
 - Role play - inside and out.
- ICT- programmable toys/smartboard/iPads
- Maths area - resources provided for all areas of maths to support our taught maths sessions.

We implement a rolling snack time where the children are encouraged to go independently to the snack table during their choosing time to access milk/water and fruit/veg.

There is an emphasis on hygiene (hand washing) and healthy eating and the snacks are provided by the government directly to schools.



GROUP TIME

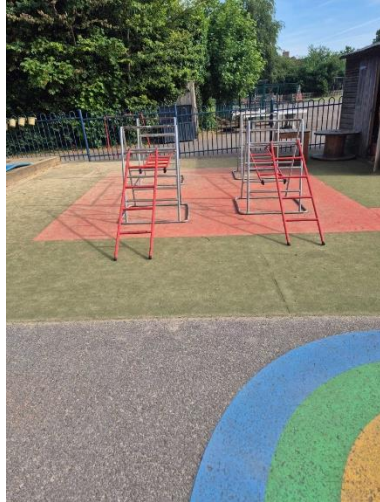


During the day we will have a range of group/whole class times.

- *Register** - welcoming everyone to school and using the time to talk about timetable for day/day of week/numbers of hot lunches etc
- *Key person groups** - Splitting the class into two groups to allow children more opportunity to share ideas and be actively involved.
- *Whole class teaching** - phonics/maths/introducing a new skill or challenge
- *Story time** - quality time for children to absorb themes, settings and characters.
- *Small group activities**-practising a skill in a small group
- *We also work with individual children or pairs of children throughout the day on various activities such as reading time**

OUTDOOR LEARNING

The outside are covers all areas of learning and is our third classroom

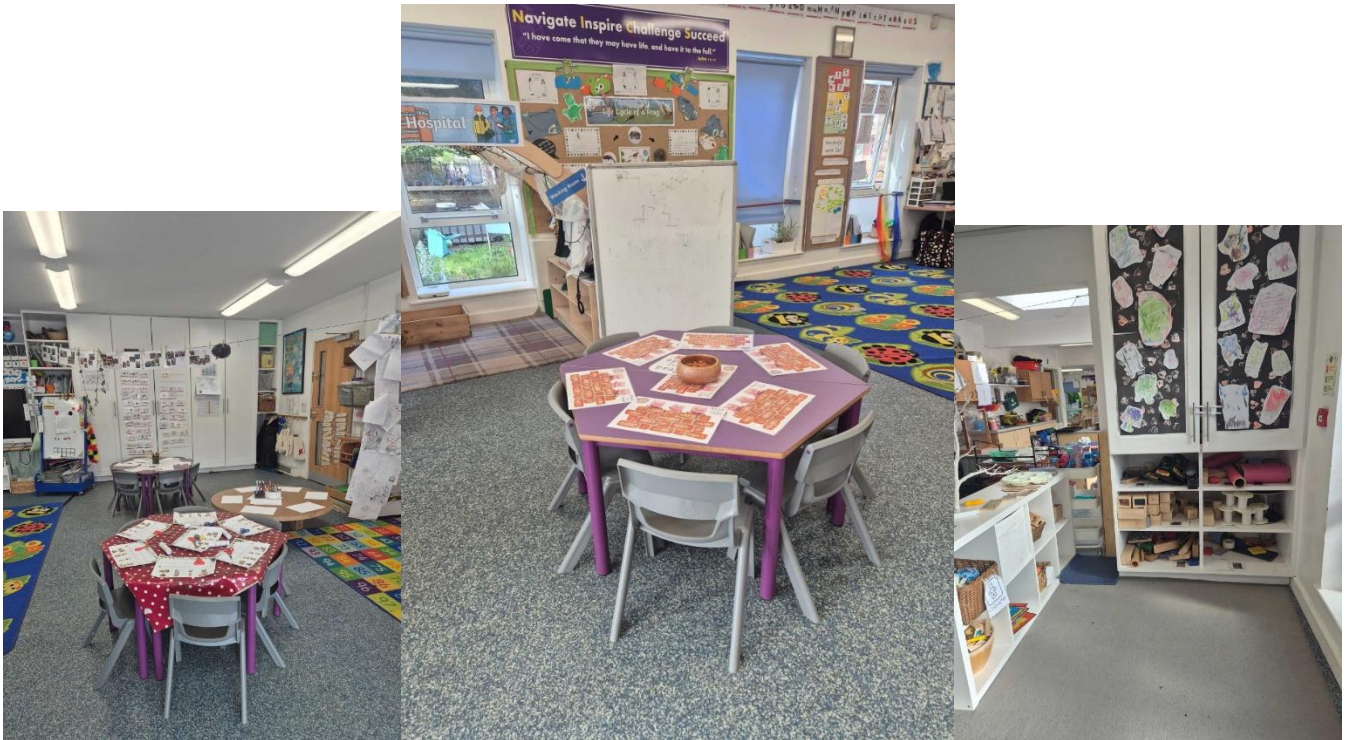


Our outdoor learning consists of a sandpit, water play, mud kitchen, gravel pit climbing area, loose parts area for building, role play and many other activities to support our topics and the children's interests.

We are also fortunate to have a huge field area, a lovely forest area for outdoor learning, an adventure play area and a large playground for lunch break and PE times.



CLASS 1



CLASS 2



WORKSHOP AREA



END OF THE DAY

The Side Gates to the school open at 3.05pm for access to the playground.

Please wait at the gate nearest your classroom at 3.15pm.

Initially home time may take a little longer. It is important that each child waits to be called forward by a member of staff so that we are able to hand children to relevant adults and pass on any necessary information to them.

**If your child will be collected by another adult please let us know in advance, via Tapestry or an email to the office is the best way to do this.*

VOICE OF A RECEPTION PARENT

'I would recommend labelling everything, even socks and shoes as you have much more chance of getting them back'.

'My son often comes home with dirty uniform. In reception, they do lots of exploring and playing so remember not to see this as a bad thing'.

'Don't be surprised if your child doesn't remember much of their day. It usually comes up at bedtime and Tapestry is great at sharing photos which reminds them of their day or week'.

ILLNESS

If children experience sickness and diarrhoea they must remain at home for 48 hrs from the last episode. Please let the school office know if your child will not be at school. In order to keep on top of headlice and worms we will inform you if we have cases of this and provide guidance on how to treat this at home.

COMMUNICATION

Communication is really important to us. We have various means of communication:

*Tapestry is an online learning journal where we share information about your child's learning and activities. You are able to upload your own pictures and videos from home.

*Website for school dates and other relevant info.

*E mails from the school office with general school information, school trips & events, health & safety updates etc

*White boards outside the classroom to pass on more immediate news or requests.

*Phone calls, where needed, to pass on first aid or other advice.

*Letters will come via Parentmail email so make sure you've handed the office the relevant email addresses.

KEY PERSON

We believe that children settle best if they have a familiar adult who knows them and their parents well.

Every child will have a named 'key person' who will be introduced to you in the week of their Focus Child week.

The key person will ensure good communications between home and school and will regularly observe your child to ensure their needs are met.

Key person groups tend to have around 15 children in each group.

PREPARING FOR SCHOOL

HERE IS A LINK TO A NEW 'STARTING RECEPTION' INFORMATION.

startingreception.co.uk

We often get asked how parents can prepare their children for starting school. These are a few things you can do to help your children make the transition to school:

*Personal hygiene - Hand Washing, Toileting

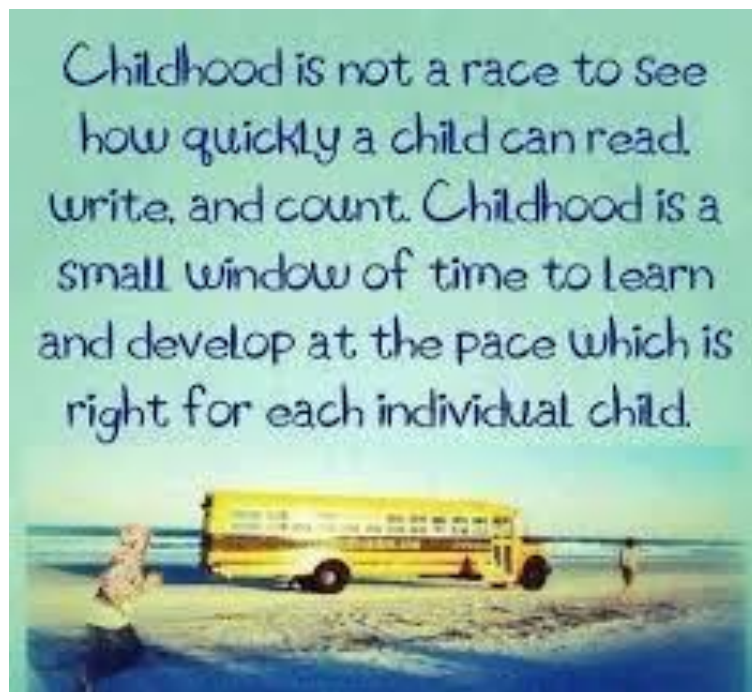
*Helping them to learn to dress/undress

*Showing them how to care for their belongings e.g hanging up their coats/recognising their names or key rings in their clothes and on bookbags

*Put their coat and shoes on

*Sharing stories, nursery rhymes and favourite songs

*Taking turns in conversation and play



We are really looking forward to your children's first year at school and being part of the beginning of their school journey at St Nicolas School.