

# Didsbury CE Primary School

Belonging Believing Becoming



Reception Class  
2021-2022

Head of School: Mr Ball  
Class Teacher: Mrs Gandee  
Teaching Assistant: Mrs Pugsley

## Welcome

Starting school is an exciting time: a time of new experiences, new friends and new places. This booklet tells you a little bit about us, how we work, what we do and our philosophy. Please don't hesitate to ask if there is anything you would like to know or anything you want to talk about.

## Settling In

Coming into to school for the first time can be a big change for young children. We are learning new routines such as putting our coats, bags and water bottles away in the right place. We also put our names on the self - registration tens frame.

## Snack

As part of the National School Fruit Scheme, children have a piece of fruit every day. They can also receive milk, which needs to be paid for at the start of September. Please provide a named reusable water bottle with a **sports top**.

## Lunch

A hot dinner is provided for children in Early Years and Key Stage 1. The children are collected from the classroom by the lunchtime organisers and are taken to the toilet and to wash their hands before being walked to the school hall for their lunch. Children are told the lunch options are before they leave the classroom. Please let the office know if your child would prefer a packed lunch.

## School Uniform

Children in Foundation stage need to learn through hands-on experience which can often be very messy! With this in mind, every child wears a school uniform that can be easily washed!

### **This consists of the following:**

- White polo shirt
- Navy blue skirt or pinafore
- Grey trousers -Navy sweatshirt, cardigan or jumper (bearing the school logo)
- Blue checked summer dress
- Black school shoes
- Waterproof coat -Wellington boots
- Children will also need a blue school book bag.

**Please do not send in backpacks, as storage space is very limited.**

### **For PE lessons children will wear:**

- A t-shirt, the same colour as their house, which they will be allocated to before the start of Reception.
- Blue shorts.
- Trainers/plimsolls

**PE kit should be kept in a drawstring bag and have your child's name written clearly on it.** It will be sent home every half term to be washed.

**Trainers/pumps need to be Velcro fastening, not laces. Thank you for your support with this.**

**Please name all school uniform and PE kit along with your child's school coat.**

You can buy official uniform from Mapac: <https://www.mapac.com/education/parents/pages/find-my-school>

## **Keyworker groups:**

Each reception child is placed into one of two key worker groups at the start of reception. The 2 different keyworkers are myself and Mrs Pudsley.

Children will be greeted at the start of the day by the keyworker and helped to settle. The role of the keyworker is to get to know each child in their group and form a strong attachment to them. You are also encouraged to share information with your child's keyworker about any issues that may be affecting your child in school. e.g a late night, an upset before school etc.

Each child's keyworker supports the teacher in the assessment process. Children will also sometimes complete activities in keyworker groups as well.

You are also always welcome and encouraged to share any information with me the class teacher at any time as I am ultimately responsible for every child in my care.

There is a class email that will become active at the start of September and you are welcome to email me at any time with any questions or concerns.

## **Your Role**

Children's education begins at home with their parents, carers and family members as their first teachers. When children start school, teachers build on this learning. There are always things you can do to help your child with their learning. We send fortnightly newsletters and individual half term targets for your child. Please read the letter and targets so you can help your child in any way you can.

There will be weekly home learning activities such as phonics flash cards, counting, reading and activities linked to art or topic work.

Many of these activities can be recorded on your child's Tapestry account. This will help to build a more detailed picture of child for their EYFS Profile.

We are very grateful for any cardboard or plastic boxes you have at home, as we can use them for junk modelling. Any other bits and pieces for collage work and model making, which might ignite children's imagination, would be much appreciated. E.g. buttons, beads, feathers, ribbon and other similar things. Occasionally, pieces of puzzles and small toys find their way home in pockets. Please return these if you find any!

## **NUT FREE ZONE!**

Please ensure that you do not send anything containing nuts into school as we have children with severe allergies. This can be food or any cereal/chocolate boxes that you may send in for junk modelling. Thank you for your co-operation with this.

## **Birthdays**

When is it a child's birthday in reception we make a special fuss of them in class that day as well as counting down the days until each child's birthday arrives. We have a birthday chart on the wall to keep a close eye on when each child's birthday is, and we talk regularly about this in carpet time. We sing Happy Birthday and do the birthday claps for each child as well as having a chat about their birthday celebration plans.

Please do not send in any cake/sweets or treats on your child's birthday as we have a healthy eating policy. Also, we ask that you don't send in party invitations or thank you cards for other children. This is very time consuming for staff to manage and it can cause children to become upset if they don't have an invitation.

## **Toys**

Please don't send your child into school with any books, toys or comforters. These can be a distraction and can cause upset if they become lost. We **don't** have a weekly 'Show and Tell' session, but occasionally I will ask the children to bring things in connected to our topic. I will always put this in the class newsletter that I send out by email every couple of weeks or so.

## **Long hair**

**Please tie up long hair and encourage your child to keep it tied up.** Please use a plain blue/brown/black hair bobble or scrunchy. More elaborate hair accessories tend to cause distraction and also often become lost or broken causing a child to become upset.

## **Behaviour management**

At Didsbury CE, we believe in 3 main school rules:

- Ready
- Respectful
- Safe

These rules were chosen by our School Council to ensure we all reach our full potential.

In addition to the school rules, Reception class use the following four key behaviour phrases:

1. Be kind and gentle.
2. Listen carefully.
3. Always try your best.
4. Look after our things.

We use a traffic light system (red, amber, green) as a whole school approach to behaviour management. Each child remains on the green circle, provided they follow the school rules. Children who are following all the school rules and key behaviour phrases really well, have their name moved to the gold circle. On occasions where a child's behaviour is unacceptable, they are given a warning and an adult will support them to reflect on their behaviour. If this behaviour continues, their name is moved to the amber circle and they spend 5 minutes sitting on the carpet to reflect and respond to an adult about making more appropriate choices next time. If inappropriate behaviour continues on the same day, a child's name is moved to the red circle. If a child's name is placed on the red circle, this means a visit to see Mr. Ball. Their name and the incident is written in his red book. Parents are informed at the end of the school day if their child has been placed on amber or red. It is very rare for this to happen as children are given lots of verbal support and scaffolding to moderate their behaviour.

Children start each new day on the green circle! Children's good behaviour is rewarded with stickers, house points and smilers - which are a bit like raffle tickets.

Every week, a child is selected to receive a gold award for good work and a smiler of the week is chosen. The class smiler is awarded 5 house points and the school smiler of the week is awarded 10! Both gold awards and smiler of the week awards are presented to the children by Mr. Ball in collective worship on Friday.

## **Reception Timetable (flexible)**

### **Morning**

8:40am Children come into school

8:50am Register (collective worship later on in the term)

8:55am Letters and Sounds

9:15am Continuous provision and guided groups

10:15am Snack

10:30am Continuous provision and guided groups

11:20am Tidy up

11:25am Maths

11:50am Wash hands and toilet

12:00pm Lunchtime organisers collect children for lunch

### **Afternoon**

1:15pm Register

1:20pm UtW/EAD

1:40pm Continuous provision and guided groups

2:40pm Tidy-up and getting ready for home

2:50pm Story/song/rhyme time

3:00pm Home time

### **Curriculum Details:**

Starting school is a step towards independence for your child. Our reception class provides a secure environment where your child can play, explore, experiment and investigate. We encourage the children to acquire skills and knowledge through first-hand experience, gaining a sound understanding of the world around them, discovering for themselves at their own pace. General understanding must be strengthened before children can make sense of the specialised skills that school will soon be helping them to learn. At certain times of the day, children assemble on the carpet with an adult to work in a group or with the whole class. At designated times, the children are free to move and learn throughout the learning environment, both inside and out. At these times, groups of children or individuals will also be working with an adult on specific tasks.

**The Foundation Stage Curriculum is divided into 7 areas of learning**, each with its own Early Learning Goals. These goals are targets which the children are guided towards and challenged to achieve during their time in Foundation Stage.

### **Prime areas:**

- Personal, social and emotional development
- Physical development
- Communication and language

### **Specific areas:**

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

## The Educational programmes will give the children the following experiences:

- **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<sup>6</sup>, 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** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and 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

## Topic Overview

Below is a list of the different topics your child will be learning about in Reception:

**Autumn 1** - All about me/pets

**Autumn 2** - Autumn/celebrations/pets

**Spring 1**- Cold Places

**Spring 2** - Visiting Paris

**Summer 1** - Lifecycle of a butterfly/minibeasts

**Summer 2** - Castles and Dragons

## **Your Child's Day:**

### **Drop off and pick up.**

#### **Your child's day starts at 8:40am.**

Please bring your child to the green gates at the **staff entrance on Grange Lane** from **8:35am**. Staff will take your child into the classroom and support them to put their coat and book bag away and complete self-registration. An electronic registration will then be taken with the whole class before starting the day's activities.

**The green gates will close promptly at 8:45am.** Please make every effort to be punctual. If for any reason you are late, then please go round to the main office and your child will be brought down to the reception class by the office staff.

If your child is in Kids' Club, the staff will bring your child down to reception at the start of the day.

#### **Pick up is at 3:00pm from the staff entrance on Grange lane.**

At pick up, the children will line up by the green gates in the small playground in their keyworker groups. Please come into the staff carpark and collect your child from the gates. If your child is in Kids' Club, the staff will take them there.

## **Routines of the day.**

Your child's day consists of a variety of whole class session such as literacy, phonics and math and topic sessions. There are also small guided groups throughout the day and each week your child will have a guided reading, writing and maths group session along with other topic related sessions in small groups. After the whole class input session have taken place, children will work in the areas of continuous provision both indoors and outdoors.

### **There are a wide variety of indoor areas:**

- Maths area
- Reading area
- Writing area
- Playdough area
- Transient art area
- Investigation area
- Clever finger area
- Construction area
- Block area
- Small world area
- Home corner
- Phonics area
- Junk modelling area
- Painting area

### **There are also a wide variety of outdoor areas:**

- Large construction area
- Den making area
- Obstacle course
- Climbing frame
- Bike area
- Mud kitchen
- Large water play
- Small water play
- Wet/dry sand area
- Writing area
- Maths area

- Role play/dressing up area
- Gardening area
- Reading area

In addition, children will also have these weekly lessons:

- PSHE
- RE
- PE

## **Your child's progress:**

Regular assessment takes place throughout the Foundation Stage. To enable us to see how your child is progressing and plan for their next steps in learning. We use an electronic system to support our assessment process called Tapestry. We assess the children by taking photographs, writing observations and uploading them to the child's Tapestry account. Each child also has a learning journey in which some work is collected, usually written work. All assessments informal and take place alongside activities so that children are not aware that they are being assessed.

## **Reception Baseline Assessment (RBA)**

The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the teacher to use as the pupil engages with the tasks. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2.

At the end of the reception year, children are assessed for the EYFS profile which is a national requirement. This provides information for teachers, parents, and the LEA on each child's progress, achievements and future learning needs.

A parent's evening will be held to discuss your child's progress in the autumn and spring term. At the end of the summer term, a written report will be sent home.



## **Absences**

It is very important that your child attends school daily. If your child is ill, then please phone the school office on each morning that they are absent before 9am. This is for safe-guarding reasons so that we can ensure all children are safe. Similarly, if your child is going to be late due to a dental or medical appointment, please inform the school office in advance.

You can contact the office either by phone or email as detailed below.

**Didsbury CE Primary School**

**Elm Grove**

**Didsbury**

**Manchester.**

**M20 6RL**

**Telephone: 0161 445 7144**

**Email address:**

**[office@didsbury-pri.manchester.sch.uk](mailto:office@didsbury-pri.manchester.sch.uk)**

## **Questions:**

Please feel free to contact school to ask any questions you may have. We hope your child will have a happy time at Didsbury CE School.