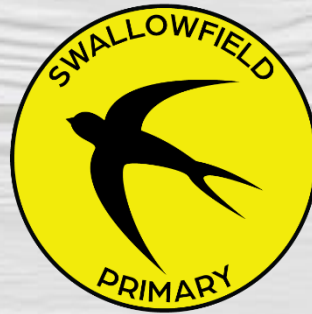


Welcome To Reception



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NURTURE • ACHIEVE



The Reception Team

Class Teachers

Mrs Wisson

Mrs Harris

Mrs Creswell

Mrs Davies

We are supported by a number of EY support staff.



Mrs Garratt

Pastoral Lead

Supports children and families
across the school

Miss Millward

SEND/CO

Supports children and families
with SEND and medical needs
across the school



Starting school

We operate a staggered start for children when they first start school.

All children will start school the week beginning 9th September 2024.

- Monday 9th September:
8.45am-11.45am
- Tuesday 10th September:
8.45am-11.45am
- Wednesday 11th September:
8.45am-1.00pm
- Thursday 12th September:
8.45am-3.25pm
- Friday 13th September:
8.45am-3.25pm



We operate the gradual increase in session duration to enable children to have a smooth transition into school, take time to learn new rules, routines and to ensure we are not overwhelming them. Whilst this may seem like a step backwards for your child, we feel this is the best way to support your child to have the most enjoyable and accessible start to school for all.

We have as a staff team discussed the best way to introduce your child to school and have reviewed the responses from our current Early Years parents regarding the way we implement our induction, and consider this to be the best way. We apologise if this will be difficult for some, but have found that the children settle easily this way and it is their needs that are paramount at this time



A Typical Day In Reception

| | 8.45 - 9.00 | 9.10 - 9.45 | 9.45 - 10.30 | 10.30 - 10.45 | 10.45 - 11.40 | 11.50 - 1.10 | 1.10 - 1.30 | 1.30 - 2.30 | 2.40-3.00 | 3.00 - 3.25 |
|-----------|-----------------------|-------------|----------------------------|---------------|-------------------------------|--------------|--|--|--|-------------------------|
| Monday | Busy Fingers Register | Maths | Continuous Provision | Break | RWI Squiggle Story time | Lunch | Literacy UW/EAD Topic Groups | Continuous Provision + UW/EAD AL Group | Tidy and hometime things prep | Assembly Values |
| Tuesday | Rusy Fingers Register | Maths | Continuous Provision | | RWI Squiggle Story time | | Literacy UW/EAD Topic Groups | Continuous Provision + UW/EAD AL Group | Handwriting follow on from Squiggle | Story |
| Wednesday | Busy Fingers Register | Maths | Continuous Provision | | RWI Squiggle Story time | | Literacy UW/EAD Topic Groups | Continuous Provision + UW/EAD AL Group | Handwriting follow on from squiggle | Songs |
| Thursday | Busy Fingers Register | Maths | Continuous Provision | | RWI Squiggle Story time | | Literacy UW/EAD Topic Groups | Continuous Provision + UW/EAD AL Group | Tidy and hometime things prep | Assembly Celebration |
| Friday | Busy Fingers Register | Maths | Elm: PE Ash: Jigsaw | | Ash: PE Elm: Jigsaw | | Continuous Provision Forest school Music | | | Story |

* Please note the timetable is subject to change and adapt to the needs of the children.



School Lunches & Lunchtime

Children will either have a school dinner or packed lunch. Children are able to choose their dinner when they arrive at the counter. Children eat in the main hall and will then be taken outside to the EY Garden to play during the first few weeks. When we feel the children are ready and as children gain confidence they will reintegrate into the main playground at lunchtimes.



Sport in School

All Reception children to attend school in PE kit on a **Friday**
Swimming – Later in the year

Please ensure they still come to school suitably dressed for outdoor PE sessions depending on the weather. House T-shirts are available to purchase from the school office. You will receive information on your child's house team in the first week of school.

Please ensure all kit items are clearly named and that no earrings or jewellery are worn.



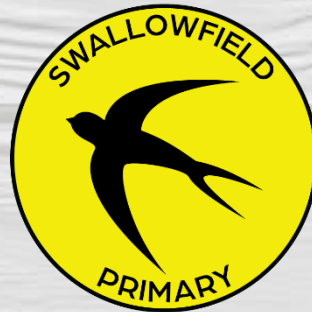
Equipment and Reminders

- Water bottle – named and containing only water
- Book Bag – named with reading books inside every day - keyrings
- Uniform – see list. Hair accessories must be school colours only.
- A warm and waterproof coat – we are outside in all weathers!
- Spare clothes – named in their drawstring bag
- Wellies – named pair to keep in school.
- Forest School – Equipment list will be sent out in separate letter.

NAME EVERYTHING!!!! Please!



Early Years Foundation Curriculum



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Why is the EYFS important?

"In the first 5 year's of a child's life their brain develops faster than any other time in their overall existence"

(NHS Start For Life)



This stage of your child's life will set them up for all future learning and successes.

It is important we get it right, to ensure all children have the best start and opportunities.



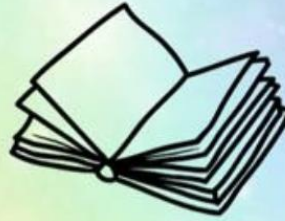
Play based learning



Supports social skills, such as negotiation and problem solving



Builds language and communication skills



Increases vocabulary and can support literacy



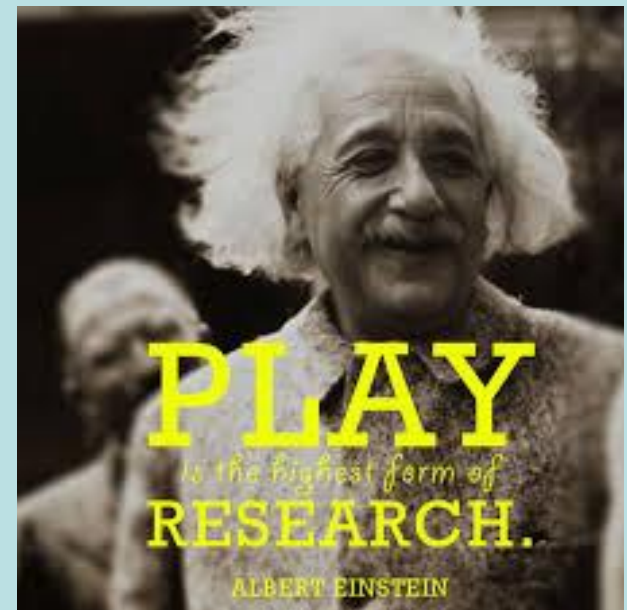
Builds gross and fine motor skills

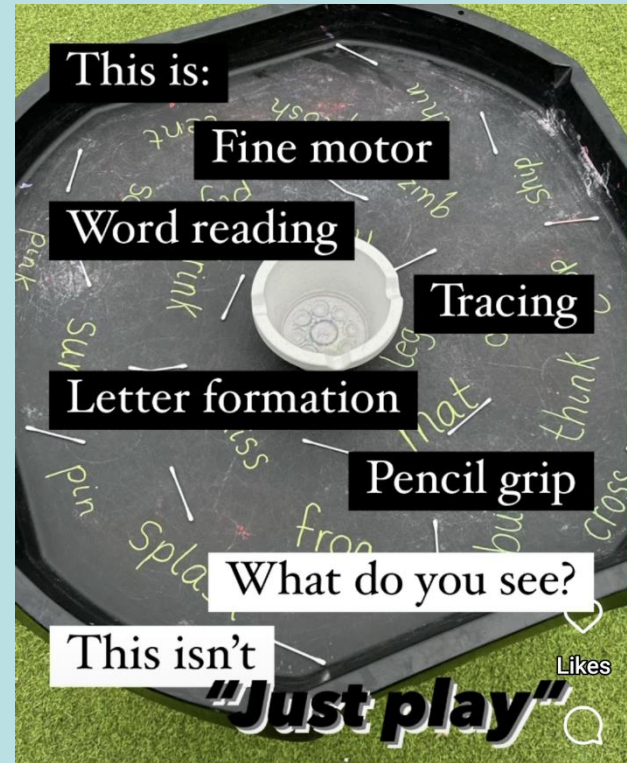
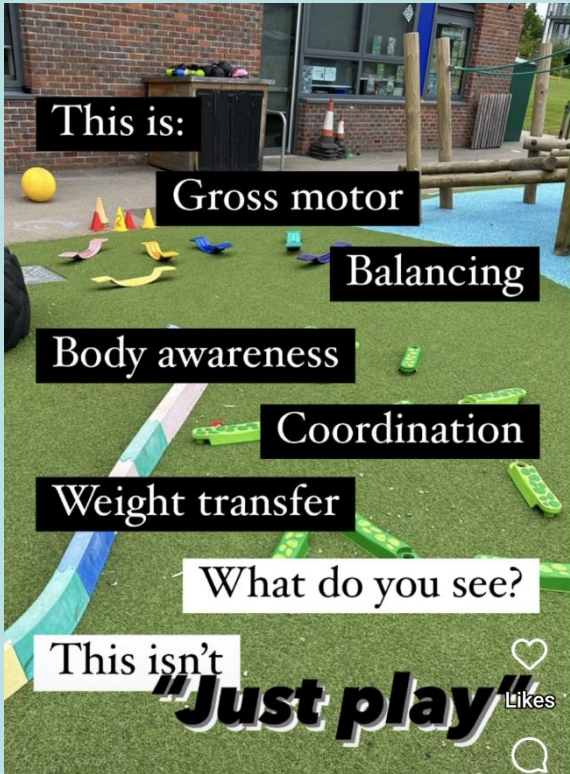


Supports social-emotional development



Encourages creativity and imagination





New Curriculum – introduced from September 2021

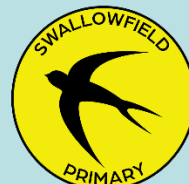
PRIME AREAS:

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

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**. This is split into the 3 prime areas and 4 specific area shown here.

SPECIFIC AREAS:

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



Characteristics of Effective Learning

Engagement

Playing and Exploring

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Motivation

Active Learning

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Thinking

Creative and Critical Thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked



Learning In Reception

- A continuation of the Early Years Foundation Stage
- It is now compulsory for your child to attend school – Holiday requests are not encouraged during term time and written permission must be sought from the Headteacher
- More structure introduced to children with more structured learning sessions. There is a balance of adult directed learning and play based learning.
- As the year progresses and children develop, more structure is introduced in preparation for Key Stage 1.
- Children will learn foundation skills in reading, writing, spelling and maths as well as securing their prime area skills to ensure they are ready to learn.



Baseline Assessment

On entry we carry out a statutory assessment called the Reception Baseline Assessment (RBA). This is an assessment created by the DfE which must be carried out in the child's first 6 weeks of school. The approach is play based games consisting of Language, Literacy and Maths questions to determine your child's entry levels. The outcome will be discussed as part of the Autumn parent consultation meeting.

EYFS Profile

Your child's class teacher must indicate whether children are meeting 'expected' levels of development, or if they are or if they are not yet reaching expected levels ('emerging') at the beginning of June. These judgements will be based alongside the 'Early Learning Goals' – 17 objectives. These will be shared with you in your child's end of year report.



Independence

- In Reception your child will be expected to do the below things independently and we will work with you to support them in this. Please practice these skills before starting school to help your child.
- Put on and zip up coat
- Take off and put on shoes and socks
- Go to the toilet and wipe independently
- Peel a piece of fruit
- Open and close their water bottle
- Open and close their book bag
- Dress and undress



REMEMBER, POPCORN IS PREPARED IN THE SAME
POT, IN THE SAME HEAT, IN THE SAME OIL, BUT
THE KERNELS DON'T POP AT THE SAME TIME.
DON'T COMPARE YOUR CHILD TO OTHER
CHILDREN, THEIR TURN TO POP IS COMING.



Phonics



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Read Write Inc

We follow the phonics scheme Read Write Inc. Information about this scheme can be found here:

<https://www.youtube.com/watch?v=sjlPILhk7bQ>

This is how we say phonics sounds:

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Structured daily phonics teaching.

Children are assessed every 6 weeks and placed in learning groups suited to their ability. Children will progress through the letter sounds taught and begin to read, write and spell.

Phonics Workshop: DATE ADD



Daily reading at home –
Reading for pleasure or reading books
supplied by school on a weekly basis.

THE MILLION WORD GAP

New research shows the different numbers of words
kids will have heard by age 5 based on how often
parents read to them:

Never read to: 4,662 words

1-2 times per week: 63,570 words

3-5 times per week: 169,520 words

Daily: 296,660 words

Five books a day: 1,483,300 words



CAT



ABC

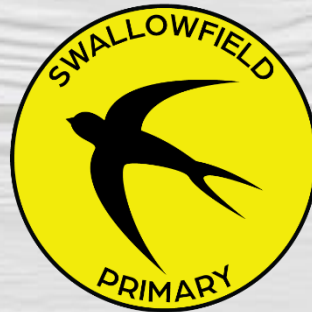


Reading at Home

- Books will be sent home in a book bag and changed on a weekly basis.
- Encourage children to read at home at least 10 minutes everyday – this can be a mixture of their reading book, bedtime stories, talking about picture answering questions about a book etc
- Accuracy/Fluency/Comprehension skills.
- Reading for pleasure – sharing stories at home.
- QR code stories – shared weekly
- Reading Records



Additional Activities



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Numbots – logins on letter shared when your child starts school

play.numbots.com/?#/game/game-mode



Oxford Owl

Please follow this link to find a great website for extra reading books online for children. You can sign up for free as a parent and access many decodable e-books.

<https://home.oxfordowl.co.uk/>



Rewards

- Class Dojo – awarded in class for positive behavior.
- House Points – given for effort and hard work in learning or showing the school value.
- Stickers – quick in the moment positive reinforcement
- Teachers Celebration Award and Value Award – invited to assembly via ping.



Illness and absence:

48 hours if sickness or diarrhoea – after the last episode.

If your child requires calpol to feel well they are not well enough for school.

If your child has a temperature please do not send them to school.

Please contact school office before 9am to inform of absence.

Email: absences@swallowfieldprimary.com



Parental Involvement

Stay and Play sessions – Termly on a curriculum area of learning.

Parents invited into school to share learning with their children. Dates to be sent out via letter when starting.

School Trips

We will be undertaking school trips and visits throughout the year and ask for parental volunteers to take part in the trip. You will need a DBS certificate to participate, more information to follow.

Volunteering in school

Hearing children read, sharing skills, cultures, cooking, helping with developing our EY garden, supporting Forest School, being part of the PTFA.

If you are interested in volunteering please let us know and we can start the next steps of getting a DBS certificate.



Communication

SchoolPing

Parents are communicated with via SchoolPing where you will receive text message updates. Please ensure your contact details are correct. You will receive log in information in your child's first week of school.

Google Classroom

Teachers update Google Classroom with half termly planning and home learning information as well as photo updates of special events in school. Please check in to see information about how to support your child at home and keep updated with the teaching and learning in class. Log in's will be provided in your child's first week of school.

Online Learning Journal

Each child has an individual online learning journal where we may document wow moments and progress in learning. Log in's will be shared when your child starts school.

Worries/Concerns

Speak to your class teacher/LSA at drop off or collection for brief queries. Contact your class teacher to make an appointment via email for a longer discussion.



Important dates for the diary can be found here (please check regularly as this is a working document and updated regularly) :



Swallowfield Primary School

Support. Inspire. Nurture. Achieve

Weathercock Close, Woburn Sands, Milton Keynes, Bedfordshire MK17 8SR



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01908 582 101

office1@swallowfieldprimary.com

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News

Newsletters-Community News

Support

Bubbles

Bricks

Academic Planner

Term Dates

School Day

Activity Passport



Early Years Development

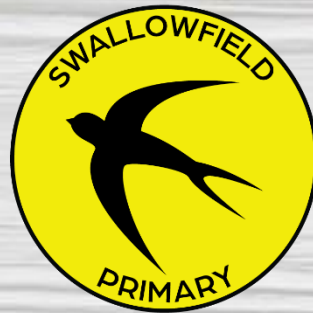
We have had 1 year in our new classroom space and have begun a huge transition process over the past academic year. However – there is still much to do!

Look out for information about resources we require as well as community days that we run to involve parents and ask for help with maintaining our garden, building things and gardening.

We will also hold a few fund raising opportunities over the course of the year for children to help us raise money to purchase new resources for our classrooms and garden.



Thank You



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