

Welcome to Reception

New Parents' Meeting:
26th June 2019



Today's Meeting

- To enable you to meet the staff.
- To help you to understand the school day and curriculum that your child will be covering in Reception.
- To understand how we teach in order to cover the requirements of the curriculum.
- To identify the key ways in which you can help your child at home and in school.

The Staff

- Mr Moloney (Head)
- Ms Solomon (Office Manager)
& Mrs East (Office Secretary)
- Mrs Johnson / Mrs Fender
(Class Teachers)
- Mrs Hutchinson, Miss Maddison, Mrs
Bowron plus Jillian & Karen
(Teaching Assistants)

Paperwork and Admin!

- Emergency contacts & medical plus sun care consent
- Lunches - dietary requirements
- Uniform - online, old stock / recycled
- ICT & Tapestry consent forms
- Home - School Agreement
- Privacy Notice - Data Protection Act
- Intimate Care Policy
- Website www.hipsburn.northumberland.sch.uk

What is the Early Years Foundation Stage?

- The Early Years Foundation Stage (E.Y.F.S.) is the stage of education for children from birth to the end of the Reception year.
- It is based on the recognition that children learn best through play and active learning.



The E.Y.F.S. is based on 4 themes:

- 1 A Unique Child
- 2 Positive Relationships
- 3 Enabling Environments
- 4 Learning and Development

Within the theme of Learning and Development there are three prime areas and four specific areas. All areas are connected to one another and are **equally important**.



A graphic of a spiral-bound notebook with a silver metal spiral on the left side. The notebook is open to a white page with a light brown border. The text is written in a black, sans-serif font.

The prime areas are:

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

The four specific areas are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Art and Design

Personal, Social and Emotional Development

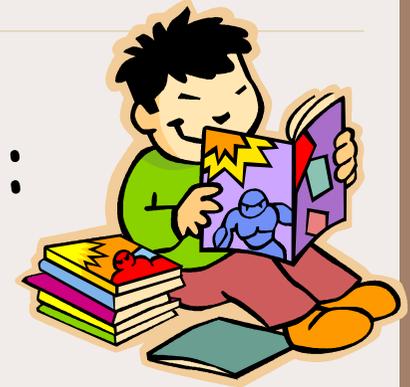
The children will be learning to:

- become self-confident;
- take an interest in things;
- know what their own needs are;
- dress and undress independently;
- become independent;
- tell the difference between right and wrong.

Communication and Language

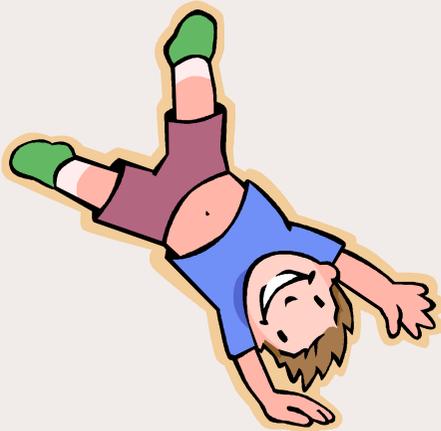
The children will be learning to:

- talk confidently and clearly
 - hear and say sounds, and link them to the alphabet
 - read and write familiar words



Physical Development

The children will be learning to:

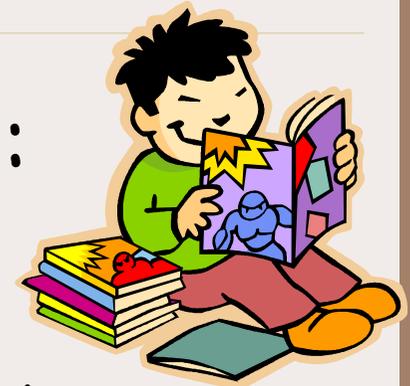


- move confidently;
- control their body;
- handle equipment;
- develop fine and gross motor control;



Literacy

The children will be learning to:



- enjoy listening to stories, songs and poems
- hear and say sounds, and link them to the alphabet
- read familiar words



Mathematics

The children will be learning to:

- develop an understanding of maths through stories, songs, games and imaginative play
- become comfortable with numbers and with ideas such as 'heavier than' or 'bigger'
- be aware of shapes and space.



Understanding the World

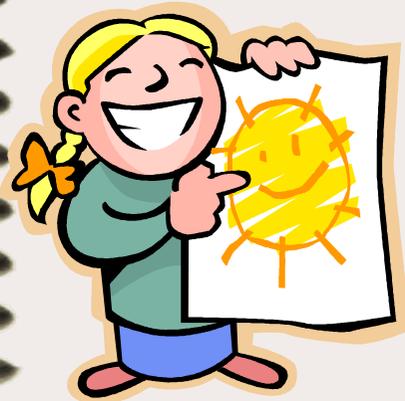
The children will:

- find out about the world around them, asking questions about it
- build with different materials, know about everyday technology and learn what it is used for
- find out about past events in their lives and their families' lives
- find out about different cultures and beliefs.



Expressive Art and Design

The children will explore:



- colours and shapes;
- making things;
- role play;
- making music.



Characteristics of Effective Learning

- **Playing and exploring - engagement**
Finding out and exploring , playing with what they know, being willing to 'have a go'
- **Active learning - motivation**
Being involved and concentrating, keeping trying, enjoying achieving what they set out to do
- **Creating and thinking critically - thinking**
Having their own ideas , making links, choosing ways to do things

Upon arrival

- **08.45** Doors will open and children should be ready on school yard.
- **08.50** Whistle Blows to line up, children follow teacher in and put own coats on pegs and book bag in box. Registration and school day begins.

(If late they have to go through school office and marked on register)

A typical morning

- 08.55-9.00 Wake & Shake, visual timetable & discuss the morning activities.
- 09.00-10.10 Literacy based activities & child directed activities indoor/outdoor
- 10.10-10.30 Assembly
- 10.30-10.45 Break time
- 10.45-11.00 Milk and fruit time in class
- 11.00-11.55 Mathematics activities & child directed activities indoor/outdoor
- 11.55-12.00 Toilet and wash hands
- 12.00 Lunchtime and end of morning session

A typical afternoon

- 13.00-13.05 Come in and register
- 13.05-13.20 Circle time and discuss afternoon activities.
- 13.20-14.45 Child led activities - indoors and outdoors.
- 14.45-15.15 Tidy up time and story time.

The first few weeks

We will find out what the children already know and can do and use this information to help us develop an individual learning programme for each child.

*Each child has their own, "**Learning Journal**", where we keep evidence of their learning and samples of work or photographs to show what they have been doing. We value any contribution that you would like to make to this in helping us meet your child's needs.*



You will be invited to discuss how your child has settled in and their progress so far at the parents' evening in October.

Homework

- Their **Learning Journal** keeps a diary of daily events; this is a link between home and school and we value any contribution you wish to make in the journal.
- **Reading** and **homework** - after the children have settled they will begin to bring reading books home and activities that you might like to do to support their investigative learning at home.

Early Reading

- Books / reading is key to learning.
- Parents are the child's first teachers in helping children to read and love books.
- Stories can help develop imagination and language.

Learning New Sounds

- Read, Write Inc - Fred Frog
- <http://www.ruthmiskin.com/en/resources/parent-information-understanding-phonics/>
- Advice on how you might like to support your child with their sounds:
<http://www.ruthmiskin.com/en/resources/parent-tutorial-teaching-set-1-sound/>
- Read for success.
- Read to write.
- Remember pure sounds only - watch out for the schwar!!
<http://www.ruthmiskin.com/en/resources/read-write-inc-fresh-start-sound-pronunciation-guide/>

Learning New Words

- Building words 'fred talk'.
- Tricky 'red words'
- Watch out for careful handwriting formation!

Other matters...

- **Book bags** should be brought in to school every day.
- **P.E. Kits** and **change of clothes** - please name and leave in school Monday - Friday.
- **Sensible shoes, wellies** with a peg (we provide suits) and **names** on clothing.
- Water Bottles
- No toys or jewellery please - we have a weekly VIP for this.
- Lollipop partners
- Library and Story Activity Sacks

Medical Matters

- Any sickness and/or diarrhoea, must be followed by 48 hrs absence.
- Any absence requires a telephone call and a written note or email explaining why.
- For medical appointments please show the appointment letter at the office.
- Any prescribed medicines must be taken to the office to be administered by First Aid Trained Staff. A form must be completed to authorise this.

Extra Support

- Parent views
- Support in class
- 1:1 or group support
- SEND - specialist advice
- Other sources of advice
- Our Local Offer - see website



Helping your child to feel confident

- Routines and systems
- Care for Others / Social attitude - manners, taking turns, meal times, speaking and listening
- Self-worth & confidence - Positivity and be able to ask for
- Think for themselves / Developing independence - following instructions, getting dressed independently
- 'All About Me' Booklet

And Finally...

- We are here to make your child's transition into Reception as easy and enjoyable as possible.
- If you have any worries or concerns please come in and see either Mrs Johnson / Mrs Fender or Mr Moloney and we will do our best to help you.
- Thank you for coming - any questions?