

→ WELCOME

TO OUR SCHOOL!



Reception
2026/27



**DIXONS
ALLERTON**
ACADEMY

WELCOME



Starting full time school is an extremely important milestone in your child's life and we hope that information in this booklet will help to make the transition to our school an exciting, pleasurable and happy experience.

The purpose of this booklet is to answer any questions that you may have to enable your child to settle into school life.

It is our aim that our children leave our school with joyful memories of their childhood and days in school. We strive to make learning as interesting and purposeful as possible. In order to achieve this we focus on a number of areas that enhance the learning experience for our children in Early Years, whilst aiming for the best educational outcomes.

OUR VISION

Education with a Purpose

OUR VISION IS TO IMPROVE STUDENT ACHIEVEMENT, DEVELOP CHARACTER, CREATE ACADEMIC CULTURE AND RAISE ASPIRATIONS BY ENSURING DAILY PRACTICES ARE OUTSTANDING.

At Dixons Allerton Academy we have three values that we live by each day:

Happiness– the joy of life and learning

Industry– hard work and resilience

Responsibility– always doing the right thing, taking control and being accountable for ones actions





OUR CURRICULUM

In Reception, learning is led by the Early Years Foundation Stage Statutory Framework. As a school we also use Development Matters as a starting point for our curriculum. The objectives set out in both of these documents focus on what knowledge and skills children are expected to learn and have by the end of Reception.

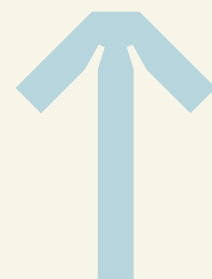
The learning children undertake is split into two categories; Prime and Specific areas of learning. The tables on the next page give a brief outline of the purpose and content of each of these areas.

Alongside taught content, core parts of our curriculum and pedagogy include being inspired by the Reggio Emilia approach, outdoor learning, learning through play, creativity, independence and autonomy.

WELCOME TO OUR SCHOOL

Life at

DAA



Prime Areas of Learning

Prime areas of learning develop in response to relationships and underpin learning in all other areas. They are fundamental throughout the Foundation Stage and a child's life. We place a large emphasis on the development of prime skills as they are crucial for igniting children's curiosity and enthusiasm for learning, but also for ensuring children have successful long-term outcomes in school.

Personal, Social and Emotional Development	Communication and Language Development	Physical Development
The focus of this area is to help children make relationships, develop confidence, self esteem and to manage feelings and behaviours in an appropriate way by developing self regulation.	Before children learn to read or write, they need to have a strong foundation of language. Effective speaking and listening opportunities are vital tools in language development, and play a massive part in the Early Years curriculum. If a child cannot verbally form and speak in full sentences, they will find it extremely difficult to write a sentence.	This area involves providing opportunities for children to be active and interactive, to develop their coordination, control and movement. Before children can hold a pen effectively, they must be given opportunity to develop big muscle movements. Children are also helped to understand the importance of healthy living.

DAA

Specific Areas of Learning

Specific areas of learning include essential skills and knowledge children need to be taught and be able to do by the time they leave Reception. They grow out of the prime areas and provide important contexts for learning.

Literacy	Mathematics
This area concentrates on encouraging children to link sounds to letters and begin to read and write. Children will be given access to a wide range of reading materials such as stories, poems, rhymes and non fiction texts to ignite their interest.	Children will develop and improve their skills in counting and using numbers. They will work practically to use the operations of addition and subtraction, find relationships and patterns in numbers, explore shape, space and measures and develop a strong mathematical base for the rest of the educational journey to build upon.
Understanding the World	Expressive Arts and Design
This area involves guiding children to make sense of their physical world and community. Children will have opportunities to explore, observe and find out about their own history and events in the past.	Children will be given opportunity to explore and play with a wide range of materials and sensory experiences. They will be encouraged to share their thoughts and ideas through a variety of activities in art, music, movement, role play and design and technology.

DAA

Early Learning Goals

The Early Learning Goals are a set of predetermined goals that your child will need to meet by the end of Reception in order to obtain what is called a 'good level of development'. At DAA, staff will support your child in attaining these goals but they are included here for your reference. Parental support and a good partnership with the school are vital in ensuring your child can meet these goals.

Communication and Language
Listening Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold a conversation when engaged in back-and-forth exchanges with their teachers and peers.
Speaking Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunction, with modelling and support from their teacher.
Personal, Social and Emotional Development
Self Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Physical Development

Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing– using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paint brushes and cutlery.

Begin to show accuracy and care when drawing.

Literacy

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocab.

Anticipate where appropriate key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound blending.

Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.

Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Mathematics

Number

Have a deep understanding of numbers to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

Automatically recall number bonds to 5 and some number bonds to 10, including double facts.

Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understand the World

Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and story telling.

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussions, stories non fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries.

The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments.

Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.

Expressive Arts and Design

Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experiment with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.





LEARNING THROUGH PLAY

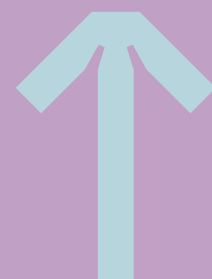
Learning through play underpins all frameworks and guidance for the Early Years. All children have built in exploratory tendencies and our aim is to guide the children's learning in a context of their choosing. Children learn in a variety of ways, have different interests and develop at different rates. Our provision supports this by offering open ended resources and a variety of areas in which children can explore their ideas for extended periods of time.

Play is an integral part of our pedagogy at DAA and children have ample time to explore, recap and consolidate learning both indoors and outdoors. Through play children develop language skills, emotions, creativity, social and intellectual skills. For most children play is natural and spontaneous, although some children may need extra help from adults. Adults provide time, space and resources for children's play. They observe and join in when invited to do so by the child to extend, challenge and support learning and development.

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Life at

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REGGIO EMILIA APPROACH



At Dixons Allerton, the Reggio Emilia approach is an educational philosophy that underpins all of our work with the children.

The approach is based on seeing children as protagonists in their own learning, as strong and intelligent people who should be given every opportunity to reach their full potential.

It puts children in the drivers seat and sees them as curious individuals with the power and potential to develop and learn from their environment and the relationships they build with others.

Learning is driven by the children themselves and we undertake projects based upon subjects and topics the children are interested in.

Children think of their own questions and set about conducting their own research to find the answers.

Children are inspired and influenced by everything that is around them and so our environment and what we provide to children are crucial. The classroom is the children's "third teacher" and so we put lots of thought and effort into our classroom and the resources we provide to the children.

Teachers spend lots of time observing and working closely with the children. Scaffolding their learning and thinking about how to extend the projects children are undertaking.



A TYPICAL DAY

Play is the highest form of research
- Albert Einstein

9.00AM- PHONICS

9.30 AM- PROVISION TIME

11.00 AM- LITERACY

11.30 AM - 12.30 PM- LUNCH TIME

12.30 PM - MATHS

13.00 PM - PROVISION TIME

14.30 PM - STORY TIME

At the beginning of the year, children are given the freedom to develop their attention and focus on activities of their choosing; they are not expected to sit for long periods on the carpet. Adults support and guide children's learning through observation and interaction.

As the year progresses and children mature, they are expected to engage more in adult-directed tasks and activities. The time spent in focused groups increases over the course of the year.



At DAA, we teach our children to read and write using a scheme called Read, Write INC, which you can find more information about online.

During provision time, children freely explore. During this time, staff will conduct small group sessions/ interventions or work 1-1 with children to support their play and learning within the environment.

OUTDOOR LEARNING

Here at Dixons Allerton, we are firm advocates of the importance of outdoor learning. It is essential that young children get frequent and regular opportunities to explore and learn in the outdoor environment and this is not seen as an optional extra at our school. We place as much value on the learning children can experience outdoors as they do indoors.

Our Reception children learn outside for half of the day (2 hour session), every day, and this is not negotiable

The children are provided with waterproof clothing to ensure they are comfortable when learning outside. We believe there is no unsuitable weather for learning, only unsuitable clothing!



Here are some powerful arguments for taking every opportunity to take young children beyond their immediate indoor classroom:

- Learning outside the classroom supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being
- Learning outside the classroom gives children contact with the natural world and offers them experiences that are unique to the outdoors, such as direct contact with the weather and the seasons
- Outdoor play also supports children's problem-solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness
- The outdoor environment offers space and therefore is particularly important to those children who learn best through active movement. Very young children learn predominately through their sensory and physical experiences which support brain development and the creation of neural networks.
- For many children, playing outdoors at school may be the only opportunity they have to play safely and freely while they learn to assess risk and develop the skills to manage new situations

Lunchtime is a key part of our school day. We eat lunch 'family dining' style, during which children learn to serve themselves and each other (as opposed to having to queue at a counter to collect their food).



Many parents worry about how their children will cope with this big change when they stay at school all day. We all sit down as a school and eat together; adults eat the school lunch with the children to encourage and model good conversations.



We serve each other food and help tidy away together. We value this time and see it as a key learning opportunity. Every day, there is a different meal accompanied by salad or vegetables, followed by a dessert or fresh fruit. Meat is Halal and there is also a vegetarian option. We do not have packed lunches for children in Reception as we would like our children to be exposed to a varied and balanced diet and to engage in the family dining experience.

FAMILY DINING

SCHOOL DAY

The school day starts at 8:40 am and finishes at 3:15 pm.

Doors open at 8.30 am

Lunch time is 11:30am-12:30pm

EVERY SCHOOL DAY COUNTS!

We provide a breakfast club from 8 am every day. If you require a place for breakfast club, it must be booked in advance and is run on a first come first serve basis. We will not allow parents to drop off their child at 8 am without having pre-booked.

Please contact the school office if you require a breakfast club place for September

STAY & LEARN

Every Friday morning between 8:40am- 9am you are welcome to join your child in our Reception classrooms for Stay and Learn sessions. These sessions are a great opportunity for you to see the learning environment, play alongside your child and let your child wow you with their new learning!



PARENT WORKSHOPS

To help support you and your child with learning at home, you will be invited into school for a parent workshop each term. These workshops are typically at the start of the day and we will inform you of the dates closer to the time.

During the 30-minute workshop, teachers will share the most recent learning strategies children have learned and explore ways you can support your child at home. These sessions are crucial, and a family member must attend with your child. At the end of the session, you will receive a pack full of practical resources for you and your child to use at home.





TAPESTRY

ONLINE LEARNING JOURNAL

How is my child's progress monitored?

Adults spend time interacting with the children and note down any significant achievements. These 'observations' are then added to your child's electronic learning journey (called Tapestry) and can be viewed over the internet at any time. You will be given a password and username so that you can access this at home. We would also greatly appreciate your contributions to this record as we love to see what your child has been up to at home.

There will be an information session about Tapestry in the first term.

Here are some key points that will contribute to helping your child become a successful learner during their time at school:

- Have a strict bedtime routine! Children aged 3-5 need between 12 and 13 hours of sleep every night. 7:30 pm is the ideal time for children to go to bed.
- Share as many stories as possible- reading the same story over and over again is absolutely fine!
- Make time for talk. Turn off the TV and devote as much time as you can to listening to your child.
- Limit your child's access to TV and computer games.
- Send your child to school wearing appropriate clothes for outdoor play and expect them to come home grubby!
- Insist on good manners.
- Encourage your child to be as independent as possible - let them dress and undress themselves, encourage them to use cutlery correctly at mealtimes, and help them to be confident when using the toilet.



HOW TO HELP

Here are some QR codes of phonics videos and games your child can play to help get them ready for Reception. Scan the code with your phone or Ipad camera!



CHECKLIST



SCHOOL UNIFORM

- A purple sweatshirt/ cardigan- Ones with logos are available from Natasha's in Bradford
- White polo shirt with collar
- Dark grey or black trousers or skirt
- Black slip on or velcro school shoes. No shoe laces please!
- A purple gingham dress may be worn after the Easter holidays
- A warm sensible school coat that is not too long



BOOK BAG

You will be provided with a DAA bookbag from school



WELLINGTON BOOTS

Your child will be provided with all weather, waterproof waders and jacket . All you need to bring is a pair of wellies that they can keep at school in their cubby hole



SPARE CLOTHES

Please provide a set of spare clothes in a labelled bag for your child to keep on their peg in the event they get wet or have an accident



HAT, SCARF AND GLOVES



EXTRA INFO



Will my child eat snack at school?

Water is always provided for children to drink at lunchtime and when working in the classroom. Milk is also available for children to access independently should they choose to. All children are encouraged to drink water throughout the day to stay hydrated and ready to learn. Children have a daily snack time. Fruit, milk and water are available free of charge throughout the whole school day.

Will my child be able to go to the toilet at any time?

Whilst in the classroom, children have free access to toilets at all times. When away from the classroom, we have ample staff to take the children to the bathroom as necessary. Occasionally, some children will have accidents if they do not get to the bathroom in time. We have some spare clothes in school that can be used for such situations but we ask you to provide spare clothes in a labelled bag that your child can change into in the event of an accident or if your child gets wet.

Will my child bring home a reading book?

Once your child is able to read their school reading book confidently to an adult at school, they will bring this book home to share with you. This will enable your child to share their reading success and provide an opportunity to consolidate their reading skills learnt at school. They will also have the opportunity to choose a book of their choosing from our school library each week when they return the previous week's book.

Will my child have homework?

Each half term we send home an information sheet for Reception, with ideas of how you could support our topic. In Reception, we expect that parents read with their children every evening and also support them with any home learning activities set through our termly Parent Workshops.

Does my child need a PE kit?

No. Children in foundation stage do not have a specific PE lesson. The children receive all their physical education through carefully planned activities by the reception class teacher both in the indoor and outdoor environments

EXTRA INFO



Can my child bring a toy to school?

Please do not let your child bring any toys into school. Sometimes teachers may ask your child to bring in things from home but they will always notify you about this with a text message.

Will my child bring home the work that they have done?

Some of the work done by the children will stay at school for display and assessment purposes. However, at the end of each day, any independent work that your child has completed may be sent home. Please value all the work your children bring home, no matter how big or small, as they will have worked extra hard on it!

How will I know whether my child is settling in?

For the first half term of the year, we work very hard to help your child to settle into school life and routines. At the end of every day or session, you will also be able to speak to staff about the day your child has had.

Parents Consultations take place twice a year and are the ideal time to discuss how your child has settled with us. This will give you the opportunity to ask any questions that may have arisen after your child has started school. If you do have any concerns, please feel free to speak to your child's class teacher on the door or arrange a meeting.

Will my child be going on trips?

To enhance our learning and provide our children with a deeper understanding of the stories we read, we take our children on many visits throughout the year. These include a visit to the zoo, Nell Bank and a space exploration. Children are provided with a packed lunch and parents are asked to contribute a small monetary amount to ensure your child can attend.



September TRANSITION

How long is the transition period?

Here at Dixons Allerton Academy, the transition period into Reception lasts for 2 weeks.

- Tuesday 1st September- Friday 4th September- Your child will come into school for either 1 morning or 1 afternoon this week.
- Monday 7th September & Tuesday 8th September- Your child will come to school from 8.30- 12.30 on both of these days. They will stay for lunch then go home at 12.30pm.
- Wednesday 9th September- All children will begin full-time education.

Why does my child only come for 1 day a week in the first week?

Over the first four days, children come into school on an allocated day in small group. Having small groups allows the children to feel comfortable coming into school, giving them ample time to transition slowly into their new classroom and get to know all the teachers. With only a small group of children each day, teachers will be able to spend lots of time with your child, getting to know them and their needs, which would not be possible if all children were in at the same time.

Home Visits

Research shows that conducting home visits can and will ease the transition of children into school settings. Letting children meet staff in their home environment allows them to build relationships faster and begin to create that vital home-school partnership. **All children in Reception will have a home visit arranged for the first week of the transitional period in September.** At the home visit, you will be able to meet the staff, ask questions and staff will be able to spend time with your children, getting to know them on a more intimate basis. Parents have commented how important the home visit was for them when their child transitioned into Reception.

What class will my child be in?

Once all children have been into school and begun to settle, we will split the children into their classes at the end of the first week. We take into account friendships, abilities, any additional needs your child may have and what staff they have formed relationships with.

September TRANSITION

September Transition Timetable

Below is an outline of the transition. You will receive a letter that tells you which day your child has been allocated to visit in the first week. Home visits will be conducted over the first week when children aren't in school.

Date	Activity
Tuesday 1 st September, Wednesday 2 nd September, Thursday 3 rd September, Friday 4 th September	Your child will only attend 1 session in this time period. They will have either a morning or afternoon session. You will also get a home visit in this week.
Monday 7 th September & Tuesday 8 th September	All children will come on both days and stay for lunch. Session time is 8.30-12.30. All children must be collected at 12.30pm
Wednesday 9 th September	All children begin full time education 8.30-3.15.

2026 / 27 TERM DATES

2026 Term 1

Tuesday 1st September to Friday 16th October 2026

Holiday - Saturday 17th October to Sunday 1st November 2026

2026 Term 2

Monday 2nd November to Friday 18th December 2026

Data Day- Thursday 12th November 2026 - Friday 13th November 2026 -School closed to students

Holiday - Saturday 19th December 2026 to Sunday 3rd January 2027

2027 Term 3

Monday 4th January to Thursday 11th February 2027

DAT Conference Friday 12th February 2027 - School closed to students

Holiday - Saturday 13th February to Sunday 21st February 2027

2027 Term 4

Monday 22nd February to Friday 26th March 2027

Bank Holiday - Friday 26th March 2027

Data Days - Thursday 4th and Friday 5th March 2027 - School closed to students

Holiday - Saturday 27th March to Sunday 11th April 2027

2027 Term 5

Monday 12th April to Friday 28th May 2027

Bank Holiday- Monday 3rd May 2027

Holiday - Saturday 29th May to Sunday 6th June 2027

2027 Term 6

Monday 7th June to Thursday 22nd July 2027

Holiday - Friday 23rd July 2027 onwards

TRAINING DAYS (Staff only- Academy closed to students)

Tuesday 25th August 2026

Wednesday 26th August 2026

Friday 12th February 2027