



# Reception Information Booklet 2021-2022



# Welcome to our Foundation Stage!



Starting full-time school is an extremely important milestone in your child's life and we hope that this information booklet will help to make the transition into 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 as quickly and comfortably as possible.

## **What will my child learn in the Foundation Stage?**

In Nursery and Reception, learning is led by the Early Years Foundation Stage Statutory Framework. The objectives in this document focus on what children need to learn and set out what most children are expected to achieve by the end of Reception.

The guidance document is split into two categories; prime areas of learning and specific areas of learning. The tables over the page outline the purpose and content of each of these areas.

## **Prime Areas**

The prime areas develop in response to relationships and experiences and run through and support learning in all other areas.

They are fundamental throughout the Foundation Stage and are crucial for igniting children's curiosity and enthusiasm for learning.

### **Communication and Language:**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### **Personal, Social and Emotional Development:**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.



## Physical Development:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



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## Literacy:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

## Mathematics:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

## Understanding the World:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

## Expressive Arts and Design:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



## **Assessment**

In Reception, there are two statutory assessment points that the children will be part of.

At the beginning of the year, within the first six weeks of your child starting school they will take a short assessment called the Reception Baseline Assessment. This is a new government assessment in which they will use the data to track a child's progress from Reception to Year 6. Schools and parents will not receive the outcomes of this assessment.

In the final term of the year in which the child reaches age 5, an EYFS profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

Details of the Reception Early Learning Goals that your child will be assessed against can be found on the [.gov](https://www.gov.uk) website.

## **How will my child learn in the Foundation Stage?**

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 contexts 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.

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





As the year progresses and the 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.

### **Outdoor learning in Foundation Stage**

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 with their learning indoors. **Our Reception children learn outside for half of the day, every day, no matter what.** 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! Please send your child to school with their own pair of wellington boots on their first day.



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 outdoors, such as direct contact with the weather and the seasons.
- Playing and learning outside also helps children to understand and respect nature, the environment and the interdependence of humans, animals, plants, and lifecycles.
- 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.
- Children need an outdoor environment that can provide them with space, both upwards and outwards, and places to explore, experiment, discover, be active and healthy, and to develop their physical capabilities.
- 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 supports 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.





## **Family dining**

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 child 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 with salad or vegetables, followed by a dessert or fresh fruit. Meat is Halal and there is also a vegetarian option.



## **School Day**

The school day starts at 8:40am and finishes at 3:15pm.  
Lunch time is 11:30am-12:30pm

**EVERY SCHOOL DAY COUNTS!**

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

### **Stay and Learn**

Once the children have settled into their new classrooms and routines, we will offer stay and play sessions after the October half term. These sessions run every Monday and Friday morning between 8:40am- 9am. 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**

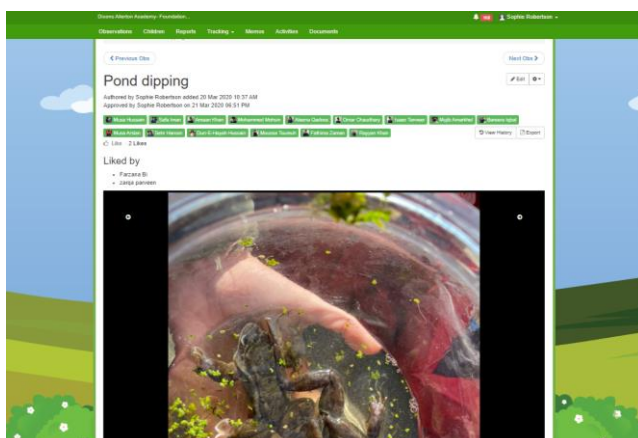
Every half term, you will be invited into school for a Parent Workshop. These sessions are crucial and it is vital that a member of your family attends with your child. During the workshop, members of staff will share the most recent learning strategies with you. At the end of the session, you will receive a pack full of practical resources for you and your child to use at home.



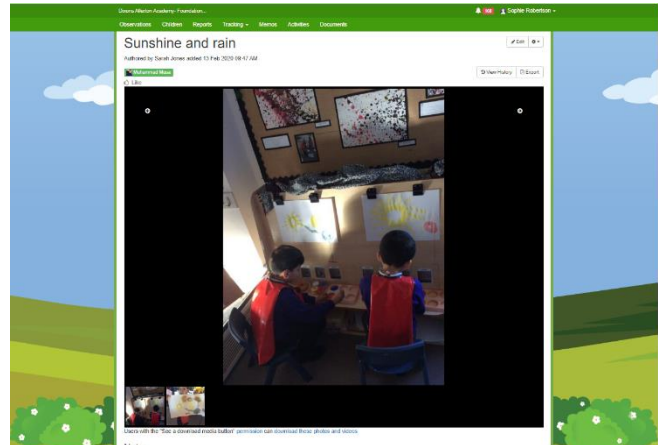
## **How is my child's progress monitored?**



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. Practitioners will use Tapestry and their knowledge of the child to decide if the child is on track or not on track to meet the Early Learning Goals. If your child is not on track, practitioners will work with you to decide the best course of action to get the best outcomes for your child.







## **How can I help at home?**

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. 7:30pm 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, help them to be confident when using the toilet.
- Help children learn to read tricky words sent home.



- Count everything and point out numbers in the environment.



## What does my child need to wear for school?

Reception
<ul style="list-style-type: none"> <li>• <b>A purple Dixons Allerton Academy sweatshirt/cardigan</b> (available from Natasha's in Bradford)</li> <li>• <b>White polo shirt</b> (with collar)</li> <li>• <b>Dark (grey or black) trousers or skirt</b></li> <li>• <b>Black school shoes</b> which are suitable for outdoor learning. Shoe laces stop children from being independent at this age. Please send your child to school in Velcro shoes.</li> <li>• A purple gingham dress maybe worn after the Easter holidays.</li> <li>• A <b>warm, sensible school coat.</b></li> <li>• A pair of wellington boots for outdoor learning</li> </ul>

**Label ALL of your child's belongings!**



## What does my child need to bring to school?

Reception
<ul style="list-style-type: none"><li>• <b>Book bag</b> for reading book</li><li>• <b>Wellington Boots</b> (Your child will be provided with all- weather waterproof waders and jacket.</li><li>• Hat, scarf and gloves in the Winter.</li><li>• A sun hat in the Summer</li><li>• A set of spare clothes for accidents/ wet clothing.</li></ul>

## Snack time

Water is always provided for children to drink at lunch time and when working in the classroom. Milk is also available for children to independently access themselves should they choose too. All children are encouraged throughout the day to drink water so they stay hydrated and ready to learn. Children are encouraged to self-manage their snack. 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 during the day?**



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.

Children are expected to be independent at school. If your child is not yet toilet trained please use your time over the summer to focus on this.

### **Spare clothes**

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 are always looking for donations to our stock of spare clothes.

During outdoor learning, children may get wet while they are deeply immersed in their learning. Please send a bag with spare clothes for your child to get changed into should they get 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. When reading with your child at home, please ensure you sign and date their reading record to let the class teachers know you have read with your child.

### **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?**

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.



### **Can my child bring a toy into 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. Children are provided with a packed lunch and parents are asked to contribute a small monetary amount of £10 per trip to

ensure your child can attend and cover the cost of admission and coaches.

