



Early Years Handbook Reception



Your guide to everything you need to know about our provision and how you can work with us to help your child develop.

Attendance and Punctuality

Attendance is very important for your child's learning.

If you are running late or your child cannot attend school please contact the main office on **020 8472 0674/020 8472 1010**.

If your child does not attend school for a day please write a letter explaining why they have been off. We will require medical proof for absences of 3 days or more.

Reception day is 8.55am-3.15pm

It is very important that your child is on time for school each morning so that they do not miss out on the crucial learning that takes places at the start of the day. We open at 8:45am for those parents who would like to drop their children off a little earlier.

Please ensure you arrive promptly to collect your child. Children can become very upset when they are collected late and are the last to leave.

All children must be brought and collected by a responsible adult over the age of 16. Please let your child's teacher know if a different person will be collecting your child, or telephone the school office. We will not let your child go if we have not been informed beforehand.

Rewards

Attendance

Each week the children attend an Early Year's assembly and the class with the highest attendance wins the attendance trophy for that week.

Each term children are awarded 100% attendance certificates.

Star of the Week

Each class has a class mascot which is awarded to the child who has worked particularly hard that week or done something above and beyond the norm. Please look after this mascot and write in the special book and return to school.

Getting Ready for Reception

We focus on helping children to settle and make friendships. We want children to become confident and independent learners.

Before coming to reception you can help your child to become more independent by

- Ensuring your child can put on their own coat and fasten it.
- Ensuring your child can put on their own shoes and fasten them. **No shoelaces should be worn unless your child can tie these by themselves.**
- Ensuring your child can dress and undress themselves independently.
- Looking through our curriculum and supporting your child to do the 'at home' activities.
- Encouraging your child to make healthy choices in preparation for them selecting their own food.
- Ensuring your child is able to feed themselves with a knife and fork and is able to pour themselves a drink.
Encouraging your child to be independent when going to the toilet including using toilet paper and washing their hands.
- If your child does not speak English trying to help them learn some key words and simple sentences.
- Talking to your child about coming to Reception.
- Getting into good routines, such as:
 - ✓ having time to talk and relax together;
 - ✓ dinnertime;
 - ✓ bedtime;
 - ✓ morning routines including breakfast; and
 - ✓ getting to school on time

Learning in the Early Years Foundation Stage

We aim to provide an environment that is stimulating and exciting. It is important that our provision, planning and teaching is embedded by the three '**Characteristics of Effective Learning**'

- **Playing and Exploring** - children investigate and experience things, and 'have a go'.
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We ensure that children get a good balance of activities, across the Foundation Stage Curriculum. There are seven areas of learning in the Early Years Foundation Stage Curriculum:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)
- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

Personal, Social & Emotional Development

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.

At home

- Encourage your child to mix with other children and share their toys.
- Set clear boundaries for behaviour. Praise your child for doing as they are asked.
- Encourage your child to tidy up their toys when they have finished with them.
- Encourage your child to be independent, help them to learn how to get dressed, use the toilet and wash their hands.
- Play board games with your child and encourage them to take turns.
- Ensure your child looks after their things, giving them the responsibility to hang up their coat, put their things away, help set the dinner table, etc.
- Try something new, e.g. a new food or a new skill.

Communication and Language

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.

At home

- Talk to your child when you are, for example, doing jobs, in the car or out shopping; tell them what you are doing. Encourage them to ask questions to extend their vocabulary.
- Encourage your child to answer 'how' and 'why' questions.
- Ask your child to tell you about the things they are doing and show them that you are listening.
- Give your child simple instructions to follow through on. Can you bring me the red sock? Can you get me a pencil and the paper, please?
- Read stories to your child, ask them to re-tell the story to you in their own words.
- Go to the library, look at books together. Encourage your child to talk about what is happening in the story, their favourite part, etc.

Physical Development

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food.

At home

- Encourage your child to use a knife and fork.
- Give your child opportunities to mark make and hold the pencil correctly.
- Practise cutting with scissors.
- Take your child for walks; play in the garden or the park. Walk along and balance across balancing equipment.
- Use balls to play throwing, catching, rolling and kicking games.
- Teach them how to do up zips and buttons independently.
- Help your child make healthy choices by trying and eating different fruit.
- Show your child how to wash their hands effectively and talk about why this is important, especially after we go to the toilet or before we eat.

Literacy

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

At home

- Read stories to your child. Talk about the books that you have read together.
- Teach your child how to care for books. How to hold the book correctly, turning the pages. Model how to read the print using your finger from left to right as you read the text.
- Take your child to the library and encourage them to choose books to share.
- When out and about or at home, show your child that print is everywhere: shop names, food packets, television, road signs, etc.
- Practise writing their name, forming letters correctly. Remember we only use a capital letter at the beginning of our name.

- Encourage your child to engage in purposeful writing - make a birthday card, write a shopping list, letter, etc.

a b c d e f

g h i j k l

m n o p q

r s t u v

w x y z


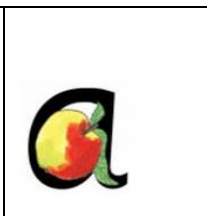


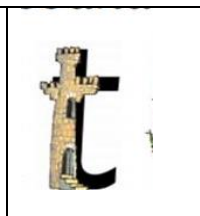




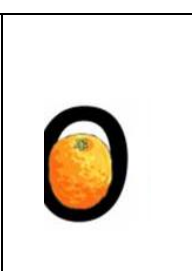




Read Write Inc.













We use the Read Write Inc. Synthetic Phonics Scheme to teach reading and spelling. Teachers and teaching assistants work with small groups, or in a one-to-one situation, where teaching is specifically targeted to meet the needs of the children. The children regularly read in pairs, discuss their reading and feedback to the rest of the group.

These sessions are designed to build on the children's confidence and give them the skills to become fluent, independent readers with the ability to read for enjoyment and information.

Every day spend 5 minutes with your child looking over and practising these letter sounds.

Letter order

						
m	a	s	d	t	i	n
						
p	g	o	c	k	u	b

						
f	e	l	h	sh	r	j
					ch	qu
v	y	w	z	x	th	ng

Reception Words

Once your child is ready, they will be given a set of 'tricky' words which will be stuck into their school diary. Practise to read these words every day. Once your child can read these words, new words will be added to your child's diary.

Book Bags

Your child will be given a book bag, please look after your book bag and bring it to school every day.

Each week your child will choose a book which you can share and read to them. You can leave comments in your child's diary relating to the book or

any general comments/concerns. The class teacher will then pick up on your comments and respond to you.

Once your child is ready they will be given a book which they can read. Support your child and encourage them to point as they read the words. Talk to them about what they have read.

Little and often makes all the difference to your child's development.

If you damage or lose a book or book bag you will have to pay for a replacement.

Mathematics

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 measures.

At home

- Encourage your child to observe that numbers are everywhere - house numbers, road signs, prices, television, number plates.
- Make patterns with everyday objects or count out the cutlery needed at meal times. Are there enough plates for everyone?
- Practise counting forwards and backwards starting at different numbers.
- Talk about 1 more and 1 less, for example when shopping add 1 more item to the basket: we had 3 items, add 1 more, how many do we have now?
- Look for shapes in the home, in the street, in shops or in toys. Talk about the names of the shapes.
- At bath time provide children with containers to experiment with capacity, developing concepts such as full, empty, half full, heavy, light, etc.

Understanding of the World

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.

At home

- Encourage your child to use their senses - what does it look, feel, smell like? Ask them to feel different textures and develop vocabulary to describe it.
- Cook with your child.
- Talk about and observe the changes to the local environment with your child - plants, animals, seasons and the weather.
- Talk about which country they were born in and where other family members were born. Look at countries on a map.
- Through books and television, discuss the differences between other cultures.
- Talk about events in the past and future. Use photographs.
- Allow your child to use technology (e.g. programmable toys, computers, iPad, CD players).

Expressive Arts and Design

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 variety of activities in art, music, movement, dance, role-play, and design and technology.

At home

- Provide opportunities for your child to experiment with paint, crayons or boxes for modelling.
- Listen to different types of music together: move to the music, clap to the beat. Is there a fast or slow tempo?

- Let your child dress up and use props; they may wish to use their imagination and experiences to act out plays, or take on roles, such as being a dentist or shop keeper.
- Children love to play with puppets. Have a go at making your own simple puppets using old socks or wooden spoons.
- Encourage your child to discuss their drawings or paintings by asking open-ended questions such as "tell me about your picture".

Homework

Homework is given out every Friday in Reception. Our homework activities are related to the work your child is doing at school and develop home/school links which support all areas of the curriculum. It is really important that homework is completed each week.

School Uniform

Our school uniform consist of...

- ✓ white shirt or white polo t shirt
- ✓ black trousers or black skirt /pinafore
- ✓ red jumpers or cardigans
- ✓ suitable black shoes (no laces)
- ✓ small stud earrings only

Uniform can be purchased from any major supermarket or from the uniform shop, Ian Howard on Barking Road.

All clothing must be clearly marked with the child's name and class.

P.E

Every other week the children take part in a P.E lesson. Your child must come to school dressed in their PE kit on their PE day.

- ✓ a pair of black shorts/leggings/tracksuit bottoms
- ✓ a white t-shirt
- ✓ black plimsolls or trainers (no shoelaces)

Long hair must be tied back, all jewellery must be removed.

School Dinners

The school dinner menu is displayed in school for the children to see and a copy is sent home for parents to discuss with their child. Children can also choose to have a healthy packed lunch or they can be collected by an adult for home dinners.

During the first few weeks you may wish to try out both school dinners & packed lunch. After this time please try to avoid swopping as it can be confusing for the child and disturb their routine.

During the day children have access to bagels, fruit and milk, which they can help themselves to.

Please provide your child with a water bottle each day they come to school, labelled with their name and class.

Baking/Cooking

We try to bake every term. To help with our cooking activities, we may ask for a small donation every term to cover the cost of ingredients. In the past children have enjoyed baking cakes, biscuits, making sandwiches and fruit kebabs.

Assessment

In the Early Years we observe children in their play, taking pictures and videos of your child as they learn across the seven different areas. We feel it is important that we work together with you. We want you to feel comfortable about exchanging information and to discuss things that will benefit your child. We value your comments and welcome any significant information about your child's learning. There will be opportunities for you to come into school throughout the year to see your child's work and talk about their learning and development with the class teacher.

Outdoors

The children have the opportunity to use both inside and outside. Come rain or shine, we go outside. Please ensure you provide your child with a waterproof coat or suitable coat with a hood on rainy days. If it is a hot day please apply sun cream and provide your child with a sun hat or cap.

First Aid

Bumps and bruises are part of growing up. Children often learn how to be more careful from these experiences. All of our teaching assistants are fully trained in administering first aid. All accidents are recorded in our first aid book. You will be notified by phone if your child experiences a serious bump to their head. In all other incidents, you will be informed upon collection of your child and asked to sign the first aid book.

Inclusion

We work very closely with many outside agencies such as Speech and Language Therapist (SLT), Occupational Therapist (OT) and Physiotherapist (PT).

These services are so beneficial for all children needing extra support to further their learning and development. We expect and encourage all children to help care for and respect each other, ensuring everyone is valued and an equal member of the class.

If you require any further information, please speak with the Inclusion manager, Mrs Clunis.