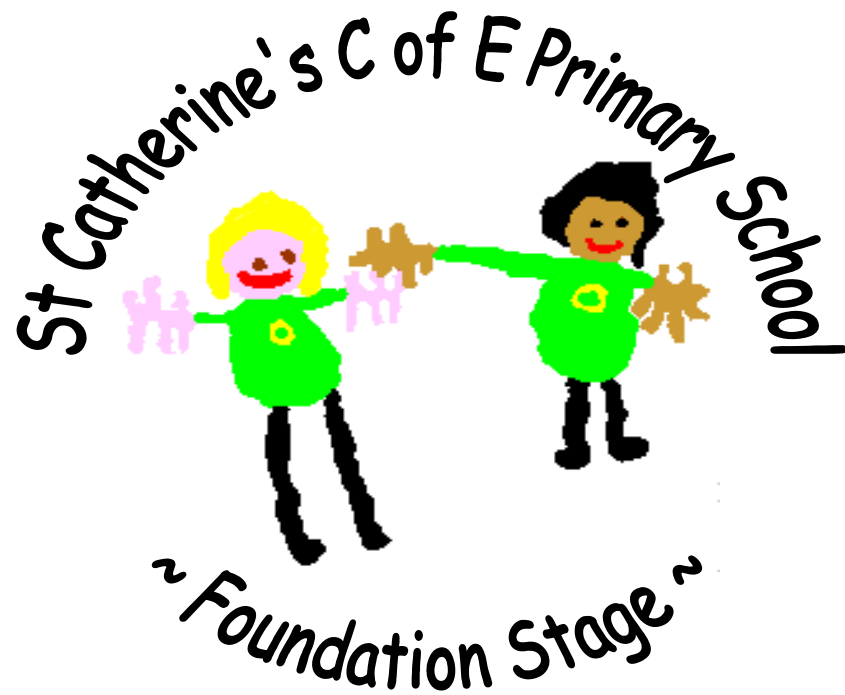


St Catherine's  
Church of England  
Primary School  
Early Years  
Foundation Stage



Moving to Reception

## St. Catherine's C. of E. Primary School Early Years Foundation Stage - Reception Class.



Welcome to the Early Years Foundation Stage Reception Class.

We understand that the step from part time attendance at a play group or nursery to full time attendance in a reception class is an important one and we hope that the time that your child spends in the Reception Class will be a happy one. At St. Catherine's C. of E. Primary School we try to make the transition as smooth as possible by making sure the children are well prepared and that parents are well informed about what to expect. We know that you as a parent have already played a crucially important role in your child's development. You have a wealth of knowledge and understanding about your child and we aim to build on this and work together as your child continues their learning journey. It is vital for home and school to work in partnership together.

We are keen to make your child feel welcome, happy, secure and valued in the Reception Class and we have compiled this booklet to help you prepare your child for school and answer any questions you may have.

Please don't hesitate to ask if you have any further questions or concerns ~ we are here to help.

The majority of children settle happily into the Reception Class as they are already familiar with Early Years Foundation Stage routines, but if your child is tearful on arriving at school, try to make the parting brief and reassure your child that he/she will have a good time. Then go home and make a cup of tea, before phoning school to check if they have settled. Most children settle within minutes of their parents leaving the school.

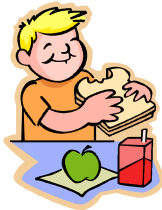
Don't be surprised if your child gets very tired during the first few weeks; this is quite normal.

## Times of School.

School hours are 9:00 am to 3:15pm. You are welcome to bring your child into the Reception Classroom, via the gate into the Reception Class Play Area at any time between 8:45 and 9:00am and you can leave them once a member of staff is there.



During the morning the children will have the opportunity to play outside and have a healthy snack.



Lunch time is an hour long. The children eat together in the school hall and you may choose to provide a packed lunch or let them have a school meal from the cafeteria system – provided free for Reception children.

Lunch time can be a bit daunting initially for some children so you may find it preferable to start your child with a packed lunch, so that they know what food they have got and how much they are expected to eat. It can help if your child helps to pack their own lunch box. The children will be assisted with cutting their food if you choose school dinners.



The Reception Class have regular access to the Reception Class outside play areas, tarmac area at the bottom and grassy slope further up.

School finishes at 3:15pm. Please collect your child from the outside door, in the Reception Class Play Area.

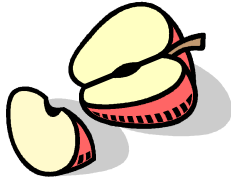
It is important that you inform the school if somebody different is collecting your child and preferably arrange for us to meet the person beforehand.

## How to prepare your child for the Reception Class:-

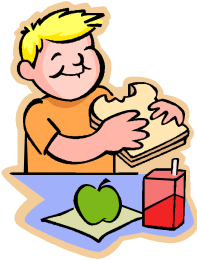
It is important that your child is happy at school and secure in their new environment.

- Talk to your child positively about school being something to look forward to.
- Listen to your child during their play. They may talk about anything that is worrying them. Listen to their anxieties, however trivial they may seem to be and be sure to tell your child's teacher about any problems real or imagined.
- Encourage your child to dress him/herself and praise them for any efforts they make. Show them how to turn clothes in the right way. Encourage them to be independent using and flushing the toilet; and washing their hands. (Boys also have a urinal, so it might be worth talking to your child about how to use it correctly to avoid wet shoes and clothes)!
- Please name all of your child's clothing, footwear and equipment, including lunchbox, wellies, P.E. kit and P.E. bag. The P.E. kit consists of black shorts and a white or jade green, round neck tee-shirt. The children also require a pair of trainers (velcro fastenings not laces) for climbing on the outdoor climbing apparatus. It is much easier to track down lost property if everything is clearly named.

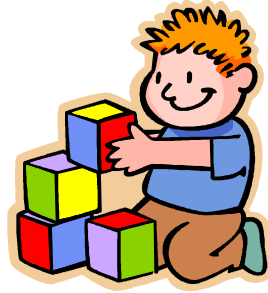




- Children may bring a healthy snack for mid morning break - fruit or vegetables (not sweets, chocolate or crisps), although they probably won't need to as the Free Fruit for Schools Scheme is in operation and usually gives a choice of fruit. The children will need to bring their own snack on the first day of each term as the Free Fruit may not have arrived in time. (Please ensure that any snack is clearly labelled with the child's name).



- Any money for school should be in a named purse or envelope. Dinners for the week need to be booked on the Monday of each week. Please send in a slip informing us which days your child will require a school dinner. Please write main (M) or vegetarian (V) option for each day or packed lunch (PL). Lunchboxes need to be clearly named including an unbreakable drinking container. The children will also need a reading folder to carry their reading book home from school each day (available to purchase from the School Office). The children should bring a coat if the weather is at all unsettled, as they will be required to go out in to the playground and regularly play outside. Please apply sun cream and send a sun hat in the event of hot weather.
- Please ensure that your child is dressed appropriately for school and preferably with clothing which they can manage themselves. The uniform consists of jade green sweatshirt or cardigan, white, short sleeved polo shirt, black or grey trousers, skirt or pinafore dress and black shoes or trainers. Jade sweatshirts and white polo shirts with the school logo on are available to order online through the school website or from the School Office. For your child's safety we do not allow any jewellery other than watches and stud ear-rings.



## The Early Years Foundation Stage Curriculum.

The Government have introduced an Early Years Foundation Stage (EYFS) to set the standards for learning, development and care for all children from birth to five years old.

The overarching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes of:

**Staying Safe,**  
**Being Healthy,**  
**Enjoying and Achieving,**  
**Making a Positive Contribution and**  
**Achieving Economic Well-being.**

The EYFS principles which guide our work are grouped into four distinct but complementary themes and describe how these principles shape our practice in Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates.**

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

## **Areas of Learning and Development**

The EYFS covers 7 areas of learning and development. All of these areas are important and interconnected in supporting the all round development for every child. These areas are delivered through planned, purposeful play, with a balance of adult led and child initiated activities.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning; and for building their capacity to learn, form relationships and thrive.

These three areas, the Prime Areas are:

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

The three prime areas are strengthened and applied through the four Specific Areas, which are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

**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.

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

**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.

**Literacy** development involves encouraging children to link sounds and letters and to begin to read and write, through access to a wide range of reading materials to ignite their interest.

**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.

**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.

**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.

These areas of learning are encompassed in a variety of topics during the Reception Year at St. Catherine's C. of E. Primary School.



## **Areas of Learning**

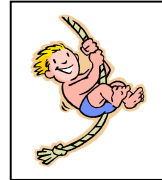
### **Communication and Language**

- Listening and Attention
- Understanding
- Speaking



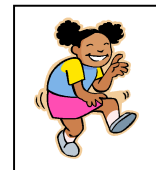
### **Physical Development**

- Moving and Handling
- Health and Self-Care



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

- Self-Confidence and Self-Awareness
- Managing Feelings and Behaviour
- Making Relationships



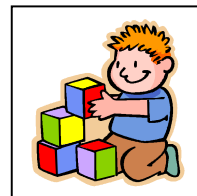
### **Literacy**

- Reading
- Writing



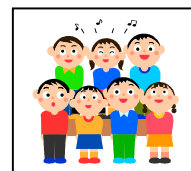
### **Mathematics**

- Numbers
- Shape, Space and Measures



### **Understanding the World**

- People and Communities
- The World
- Technology



### **Expressive Arts and Design**

- Exploring and Using Media and Materials
- Being Imaginative



## **The Early Years Foundation Stage Profile**

As children grow and develop at different rates, the EYFS thinks about children in overlapping age bands but working towards and culminating in the "Early Learning Goals" which represent a set of expectations which children should achieve by the end of the Reception Class.

Some children will exceed the goals whilst other children will be working towards some or all of the goals, particularly younger children or those with special educational needs. The children will be assessed on the seven areas of learning; and targets set and discussed with parents.



## **Equal Opportunities**

We aim to ensure that all children have equal opportunities, irrespective of their abilities. Not only should all children feel valued and included, but they should also learn to value diversity in others and grow up making a positive contribution to society. All children are individuals and we try to create a positive and supportive environment in which all children's needs are met. All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning and development.

## **Special Educational Needs**

St Catherine's C. of E. Primary School has a strong commitment to supporting children with special educational needs. All children are individuals and need different approaches to facilitate their learning. We follow the Code of Practice for the education of children with special educational needs and receive further support through our liaison with outside agencies. A full policy is available for inspection from the Office should anyone have any further queries.

## **Parental Involvement.**

St. Catherine's School has an active Parent Teacher Association, the Friends of St. Catherine's. Please support the school during fund raising and social events. Parents are also welcome to come and help in school activities, particularly reading. Please speak to your child's teacher if you are interested in offering your help and could spare a little time once a week. We hope to make your child's education a partnership between school and home, providing the best for each child in our care.

## **Conclusion**

We hope you have found this handbook helpful. We look forward to working in partnership with you to ensure that your child has a happy and productive time in the Reception Class. We value your interest and support. Please do not hesitate to come in and talk to us about any questions or concerns that you may have.



School Website: [www.stcatherinescofe.co.uk](http://www.stcatherinescofe.co.uk)

## HELPING YOUR CHILD

You can support your child's education in many ways:-

- Enjoy books with your child. Visit the local library. Share stories and rhymes. Sing songs together.
- Provide your child with drawing and writing opportunities. Write a birthday card, make a shopping list, draw pictures about what they've done. Talk to them about their pictures. Show them how to hold a pencil correctly. Only use a capital letter at the beginning of your child's name. If your child wants to write, encourage them to use the cursive style of letters used at school. (See sample alphabet below).
- Use everyday opportunities to introduce your child to numbers and mathematical language. Count whilst climbing the stairs, doing up their buttons etc. Involve your child in everyday tasks like shopping, cooking, setting the table etc. Encourage them to sort things out e.g. all the forks in one pile, all the spoons in another. Use the colour names frequently, talk about the size and shape of things.
- Play games with your child e.g. I-Spy, using the letter sounds, dice games involving counting and taking turns.
- **Remember: You are your child's first teacher!**

Sample Alphabet:-

Aa Bb Cc Dd Ee Ff Gg  
Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss  
Tt Uu Vv Ww Xx Yy  
Zz

## Helping your child with writing

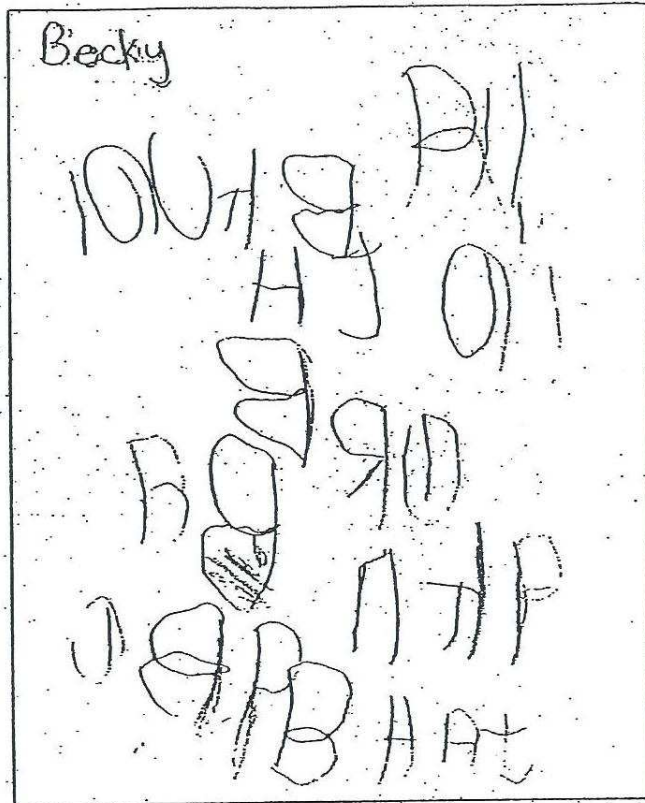
Find time to show children that you value reading and writing for yourself and share reading and writing with them. Reading teaches children many things about writing and experimenting with writing helps children develop their understanding about reading.

- Read to children and encourage them to join in.
- Play letter games like I-Spy.
- Talk about books before you read them and encourage children to guess what might happen in the story.
- Build up a collection of books and read them often.
- Take children to the library and let them select their own books.
- Talk about print in the environment, e.g. stop signs, advertisements.
- Show children how to use writing. Write messages, shopping lists, telephone messages, letters and greeting cards in front of the children and talk about what you are doing.
- Write messages to children to encourage them to write replies.
- Talk about letters, words, spaces, as you write.
- Use a family message board and encourage children to write their own messages.
- Find opportunities to display children's names.
- Display the letters of the alphabet and alphabet books.
- Provide magnetic or plastic letters for children to play with.
- Provide a special place for children to write, with equipment such as a small table or desk, an easel type blackboard and a notice board for displaying writing, plus a range of writing materials, such as scrap paper (lined, coloured and plain), used greeting cards, bank forms, mail order forms, envelopes and little note books. Also provide a variety of writing tools, e.g. pencils, crayons, felt pens, chalks.

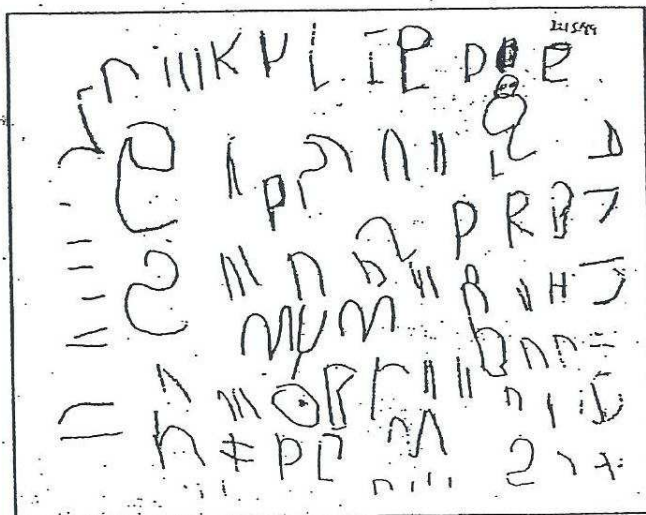
- Encourage children to make greeting cards for special occasions.
- Allow children to use a typewriter or word processor to play with and write messages.
- Sometimes try written conversations with children. The idea is to provide a good model without criticising the child's attempts. E.g.
  - Parent writes: What did you do today?
  - Child replies: I plad in the avecha plagron.
  - Parent writes: What did you play in the adventure playground?
  - Child replies: I plad munkees.
  - Parent writes: What did the monkeys play? Etc.
- Support children's spelling attempts and praise children's willingness to "have a go".
- Use scrap books or books made from spare paper to make personalised books with children. Glue a photograph or picture chosen by the child into the book and ask them to tell you something about the picture. Let them see you write their words and sentences and use them for reading. Add more pages and encourage children to read their own book.
- Respond positively to the messages in your children's "writing" rather than the letter formation or spelling. Celebrate children's efforts and encourage them to "have a go" at writing.

## Children's Writing Development

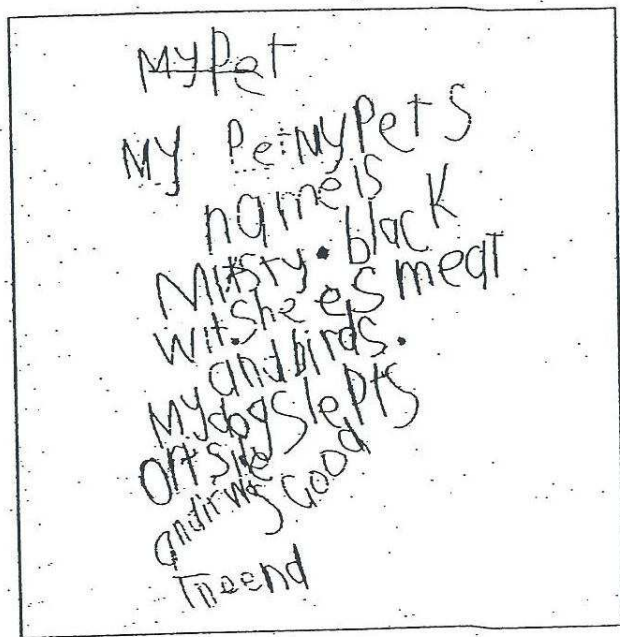
Sample 1 - Becky: "I made my shopping list".



Sample 2 - Kylie: "I am writing my mum a letter."



Sample 3 - Olivia: "My Pet"



My Pet

My pet's name is Misty. black white.

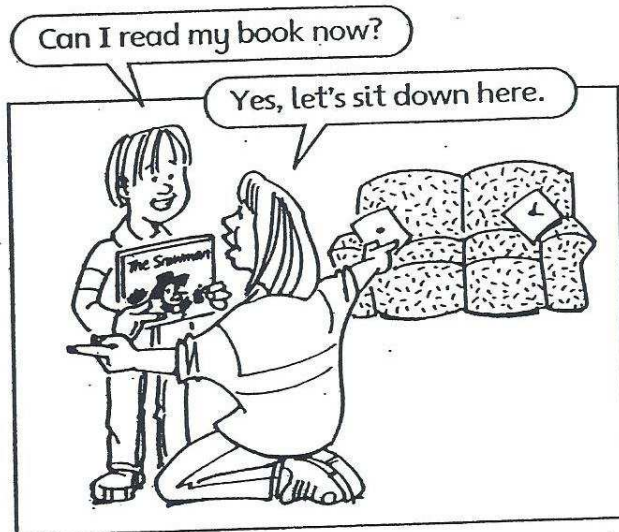
She eats meat and birds.

My dog sleeps outside and it was good. The end.



## Reading with your child.....

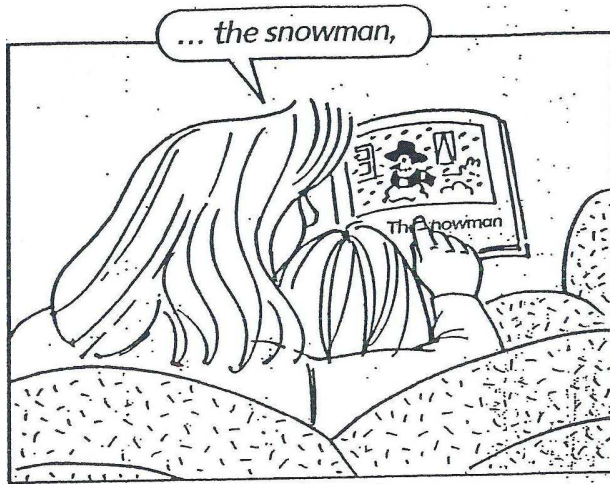
Find a good place to sit together....



Let your child look at the book, study the pictures and see which way to hold it.



Read the title together and chat about it, any previous experiences, what the story may be about.....



Ask your child to point to the words on the page.....



Recall a previous experience to get your child thinking about the theme of the story. If not their experience tell them a story about your own early experience.



Help your child if they get stuck, they can repeat the word with you.



Ask questions as you go along it will help them get the gist of the story and the sequence of the events.



Try not to overdo it. If they have had a good try and have had enough just finish up and do some more the next day.



Reading is great....don't make it chore. If you enjoy it with your child, they will enjoy reading with you.