Welcome to Breadsall C of E Primary School

New Starters Evening Tuesday 27th June

Our Staff

- Mrs Milly Bould – Teacher
- Mrs Emma Hunt – HLTA

- Other staff your children might come across
- Mrs Forster – Headteacher and SENCO
- Mr Devenport – Assisstant Headteacher and Class 2 Teacher
- Miss Mosley – Class 2 TA
- Mrs Robinson – TA/Lunchtime supervisor in charge

Nervous starters…

- Here are some strategies to try if your child is nervous being left…
  - Talk positively about school. Instead of saying ‘I’ll miss you so much’ say ‘ I’ll be thinking about what a lovely time you’ll be having’.
  - Sew ‘kisses’ or ‘hugs’ into the inside of jumper sleeves
  - When saying goodbye, be firm. Say goodbye and then leave. Most children settle once parents have left, however, if there are any issues we will contact you.
  - Have a look on our website and watch our ‘Welcome to Reception’ video to help children become familiar with our classroom.

Getting to know your child

- The first half term your child starts full time school is all about allowing them the opportunity to settle in, make new friends and for us to get to know them through their play.
- All children will start doing full time hours in school from the first day. Some children take longer than others to settle in, so please do not worry if your child takes a while to settle, we will get there by working together.
- During this time observations and assessments will be carried about with your child. There is a parents evening at the end of the autumn term which will involve the class teacher talking through what stage your child is at and how we will continue to observe and assess them through the Foundation Stage Profile. The information from this assessment will help in planning monitoring and target setting for each child.

The Foundation Stage curriculum

The Foundation stage Curriculum is made up of:

3 prime areas

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

And 4 specific areas

- -Literacy
- -Mathematical Development
- -Understanding the World
- -Expressive arts and design

Personal, Social and Emotional Development – *finding out about myself, other people and learning how to get along*

- Encourage your child to say please and thank you
- Encourage your child to take his/her own coat on and off
- When playing with your child, support them in sharing toys
- Allow them to choose some toys themselves and reflect on opinions about this toys e.g. this is my favourite car
- Ensure that your child is able to go to the toilet unaided
- Try to support your child in taking turns with others.
- Encourage your child to talk about their feelings.

Communication and Language Development – *communicating thoughts and ideas, listening to others and understanding the thoughts and ideas of others*

- Provide opportunities for your child to listen to others in a one-to-one or in small groups when the conversation interests them.
- Encourage your child to focus their attention by shifting between speaking and listening.
- Involve your child in activities with instructions containing positional language.
- Have regular conversations with your child which include ‘why’ and ‘how’ questions
- Encourage your child to question why things happen and give explanations

Physical Development – *exploring my body, moving and handling, health and self care*

- Encourage your child to handle small and large equipment
- Allow your child to use scissors and develop their skills
- Allow your child to run, hop, skip, jump and find different ways of travelling.
- Play games such as follow the leader and change actions to develop motor skills and co-ordination
- Discuss changes to their bodies after exercise, heart beating faster, feeling hot etc
- Health eating
- Talk to your child about how to keep safe

Mathematical Development – *looking at numbers for counting and calculating as well as shape, space and measurement.*

- Practice counting groups of objects in pictures and stories; pose questions such as how many altogether? Which number is one more?
- Count out loud with your child and say the names of numbers clearly.
- Show number to your child
- Sing songs of rhymes with numbers in them eg 5 Little Ducks
- Read stories with number in them e.g. The Very Hungry Caterpillar
- Use mathematical language; add, take away, number names
- Count using fingers
- Point to and say numbers around the house
- Encourage children to identify shapes around time
- Apply mathematics to real life; shape, money, amounts of objects etc.

Literacy – *phonics, reading and writing*

- Allow your child to select books for themselves. Picture books with repetitive and basic language such as those by Julia Donaldson.
- Encourage your child to ‘read’ what is happening in the pictures. Prompt them to tell you a sentence about what is happening.
- To increase vocabulary and identify sounds: play word games such as I spy.
- Sing alphabet songs and talk about the names and of the letters and the sounds that they make.
- Make shapes of letters out of playdough, write them in sand, write their own name in the air etc.
- Ask your child about words that rhyme
- Practise writing own name/letters for alphabet (but ensure correct letter formation)

Understanding the World – *finding out about the environment, people, events and time.*

- Talk to your child about special times; birthdays, Diwali and other key events in their lives and the lives of others they know.
- Encourage them to explore their surroundings; particularly in the outdoor area
- Allow your child to observe animals and describe them
- Allow them to use simple tools; such as a small hand trowel.
- Encourage them to feel different textured objects and describe; rough, smooth, soft etc

Expressive Arts and Design – *responding to the world around us through drawing, painting, modelling, music and movement.*

- Allow your child to listen to and sing songs and rhymes.
- Engage in role play with your child.
- Explore different media; paint, pencils, crayons
- Using scissors and glue; encourage cutting and sticking activities
- Dance to songs and make up actions to complement' e.g. Wheels on the Bus
- Give your child opportunities to build models using old boxes etc

Characteristics of effective learning *(process over outcome)*

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

Your child's learning

- As well as being a member of our Foundation Stage, your child will be taught individually, in small groups and in whole class focus groups.
- Together with self-initiate exploration and investigation, your child will be encourage to extend and develop their learning in all seven areas of the curriculum.

Assessment

- Most of the evidence for assessment of a child's progress comes from teacher observations of that child and these are recorded in the child's profile. Parents are also encourage to contribute to the profile via Tapestry/conversations with staff.
- At the end of the year Reception children are assessed against the Early Learning Goals (ELGs). For each goal a child can be either
- 'emerging' or 'expected'.

Daily Routines

- 8.45am - Children arrive at school. On the first day parents/carers are encouraged to help children find their peg and tray. Parents/carers are welcome to stay until 9am.
- 9am – Registration and greeting time
- RWI Phonics – The children work with a partner and in small groups each day learning letter sounds, how to read them, how to blend them together to make simple words, how to write them and how to spell words.
- Learning time – Focus whole class groups and independent exploration begins
- Playtime and snack time (Fresh fruit is offered during snack time. Milk is free until your child's fifth birthday, after which it must be paid for. Further information available in your pack or via www.coolmilk.com

Daily Routines

- Power Maths – group learning and independent activities

- Lunch – Made fresh on site each day by Lorna our cook. Additional menu details can be found What's on the school lunch menu in Derbyshire - Derbyshire County CouncilMy School Lunch

- Looking at books time

- During the afternoon children are involved in a selection of whole class activities, small group activities and individual activities and self-initiated exploration and investigation.
- End of the school day is 3.20pm. Families are asked to wait by the Reception door and children will be called one at a time.

Read Write Inc Phonics

- Reading starts with talking. Spending time looking at pictures books, discussing what is happening and what the children can see.
- We are a Read Write Inc school. This is how we teach the children to read. Further information will follow in September but if you would like to find out more before then please Google Read Write Inc. (This is especially important for correct letter pronunciation)
- Children will be bringing home two types of books. Shortly after your child has started with us they will bring home a set of sounds to learn and words to practise. Whilst your child is learning the sounds and words, they will also bring home a lilac reading book. These are wordless books and are designed to encourage you and your child to work together to make up stories, develop story

Learning Journey

- We have Tapestry where photos of the week is shared. Please ensure you sign and return the permission form.
- A weekly update of our learning is also posted on the website/parenthub app.
- We share a class learning journey where we can see a snapshot of the class' learning throughout the week. Photographs of this book are taken and uploaded to Tapestry (not the website) so parents can see more specific observations.

School Uniform

- Please clearly label all items of school uniform
- Children will need a PE kit from their first day. Please practise getting changed over the summer.
- Mrs Crick will tell you all about school uniform!

Derbyshire Readiness for school

10 keys to unlocking school readiness

The 10 keys have been identified by Derbyshire parents, carers and professionals. These will help everyone understand what children developing typically for their age should be able to do by the time they start in reception class.

The 10 keys for unlocking school readiness are:

- I can settle happily without my parent or carer
- I can tell friends and grown-ups what I need
- I can take turns and share when I am playing
- I can go to the toilet on my own and wash my hands
- I can put on my own coat and shoes and feed myself
- I can tell a grown up if I am happy, sad or cross
- I know that what I do and say can make others happy or unhappy
- I am curious and want to learn and play
- I can stop what I am doing, listen and follow simple instructions
- I enjoy sharing books with grown-ups


getting ready for school the healthy way
Healthy food
I am happy to try new foods even if I'm not sure.
Healthy food
I can use a knife and fork or open my lunchbox.
Independence
I know I will have a special place for my coat, my bag and my water bottle.
Independence
I can recognise my name.
Exercise
I know how to put my shoes on and take them off.
Mental health
I know I can ask my teachers for help if I need it.
Mental health
I know it's ok to feel nervous about new things.
Hygiene
I can go to the toilet, wipe myself and flush independently.
Hygiene
I can wipe my nose.
Hygiene
I know when to wash my hands.
Sleep
I have a good bedtime routine so I am not tired for school.
Coppice Valley
Primary School

What to do over the summer

- Please teach your child to dress themselves as quickly as possible, putting the clothes they take off in one place rather than all over the floor.
- This includes:

- Putting on socks
- Putting shoes on the right feet
- Doing up a zip and poppers, buttons.
- Taking off and putting on a jumper
- Turning clothes the right way out

Ensure children can use a knife and fork properly

Ensure children are able to manage their own toileting needs (including wiping and washing hands)

Transition Day
Monday 17th July

- Please drop children off around 9.15am. You are welcome to stay until around 9.30ish if you wish. Alternatively, if you would rather go that is fine too!
- Children will have a snack so there is no need to bring a snack or water bottle.
- Pick up is at 11.45am.

Any Questions?

- We have an open door policy meaning you are welcome to ask any questions or approach us with an concerns. Our door is always open!
- If you have any questions over the summer please email class1@breadsall.derbyshire.sch.uk and someone will get back to you (although responses may not be immediate!)