

Welcome Booklet



Reception

Mrs Jackson

Contents:

Welcome.....	3
Overview.....	4
School Uniform.....	5
The Early Years Foundation Stage	6
Characteristics of Effective Learning (CoEL)	10
What can you do to support your child.....	11
Ways to Support Communication.....	13
Activity Ideas.....	14

Welcome

We are very much looking forward to your child joining our school and hope that this Welcome Pack will answer many questions. There are also some suggestions for ways in which you can help your child at home as a valuable part of their education.

Starting at a new school can be exciting but it is sometimes unsettling as well. By working together, school and home can make the most of the excitement and can help to avoid any anxiety - not only now but also during the rest of the time that your child spends with us.

We endeavor to keep all parents up-to-date with events happening in school through our School Website, Class Dojo, texts and Weekly Friday letters published on the school website.

<https://www.thedriveprimary.co.uk/friday-letters/>

Labelling:

Please label all items that are sent into school with your child. This helps with ensuring that the correct items are being sent home or can be found.

Water bottles:

Children can bring in a water bottle each day. We ask that it is clearly labelled. As school policy we ask that it is filled only with water.

Overview:

In Reception, we take influence for our curriculum from children's interests. This is to ensure we provide the children with an engaging curriculum which promotes their love of learning. We also have some planned focuses too, for example Autumn, Diwali and Bonfire Night.

Learning through play is a fundamental part of Reception. Children will have time in their day called 'Plan Do Review' that gives your child the opportunity to learn for themselves, by exploring and investigating, watching and listening and creating and communicating.

Reception is all about getting your child 'School Ready', developing their independence, confidence and resilience.

Warning: Play can be messy, and we love OUTDOORS! There is no such thing as bad weather and each season brings with it new learning opportunities. With this in mind, please ensure your child has an outdoor coat and wellies in school at all times.

Snack Fund:

We have a weekly £1.00 contribution. This enables us to offer a wide range of healthy snacks and treats. This can be paid in cash to a member of Reception Staff.



Class Dojo:

When your child starts you will receive a message to set up your child's dojo account. This is where we share activities completed in class and where you can add activities from home. All our news is put on here too, so it is vital to set up to partake in Reception life.

School Uniform

School uniform is compulsory, we recommend clothing that you do not mind getting dirty (it's a messy place to be) and Velcro shoes/trainers

Spare Clothes:

We recommend that all children come to school with some spare clothes. This means that if children get a little messy or wet, they can be changed.



The Early Years Foundation Stage:

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. The framework lays out 7 areas of learning. This is split into Prime Areas and Specific Areas.

Prime Areas:

Prime areas of development and learning lay vital foundations in the early years. There are 3 prime areas in the framework; **Personal, Social and Emotional development (PSED)**, **Communication and language (CL)**, and **Physical development (PD)**. These areas describe the universal core aspects of early child development. All three Prime areas are always in action for a young child. In every activity, the child is experiencing feelings and developing a sense of self and others, is physically engaged through their senses and movements, and is learning to understand and communicate with others. It is through these aspects that a child accesses the world around them and relationships with other people, which in turn opens the door to learning in all areas. The Prime areas therefore strongly influence learning in the Specific areas of learning and development.

Personal, Social and Emotional Development:

This area of learning supports children to have a positive sense of themselves, respect for others, social skills, emotional well-being and a positive disposition to learning.

Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children will 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.

Communication and Language:

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, adults 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 adults, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Language is more than words. As children grow, they begin to be aware of and explore different sounds, symbols and words in their everyday worlds; a language-rich environment is crucial. A child's first language provides the roots to learn additional languages, and parents should be encouraged to continue to use their home languages to strengthen and support their children's language proficiency as they join new environments.

Physical Development:

This area of learning encompasses both fine motor and gross motor skills. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Specific Areas:

Specific areas of learning and development provide children with knowledge and skills to flourish in society. The Specific areas, **Literacy, Mathematics, Understanding the world, and Expressive arts and design** represent crucial shared cultural tools and knowledge; which babies and children engage in as members of the society in which they live.

Many aspects of these areas arise naturally for young children as they make sense of their experiences, such as an awareness of quantity, enjoyment of telling and hearing stories, finding out how things work, rhythm, and movement. Children often begin to represent what they understand with their own actions, marks or words. There are also ways of representing understanding with more formal symbol systems such as

numbers, writing and other cultural tools and methods for sharing and recording ideas, as well as large bodies of knowledge to be shared with children.

As adults gradually support children to know about and use these Specific areas, either informally as part of daily life or in planned activities, they give children access to the wide scope of shared cultural and intellectual life in modern society, and skills and knowledge to support them in their future learning.

Expressive Arts and Design:

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.

Understanding the World:

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.

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

Maths:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children will develop skills that enable them 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 vital 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.

Characteristics of Effective Learning (CoEL)

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

Characteristics of Effective Learning

Engagement	Motivation	Thinking
Playing and Exploring	Active Learning	Creative and Critical Thinking
Finding out and exploring <ul style="list-style-type: none">• Showing curiosity about objects, events and people• Using senses to explore the world around them• Engaging in open-ended activity• Showing particular interests	Being involved and concentrating <ul style="list-style-type: none">• Maintaining focus on their activity for a period of time• Showing high levels of energy, fascination• Not easily distracted• Paying attention to details	Having their own ideas <ul style="list-style-type: none">• Thinking of ideas• Finding ways to solve problems• Finding new ways to do things
Playing with what they know <ul style="list-style-type: none">• Pretending objects are things from their experience• Representing their experiences in play• Taking on a role in their play• Acting out experiences with other people	Keeping on trying <ul style="list-style-type: none">• Persisting with activity when challenges occur• Showing a belief that more effort or a different approach will pay off• Bouncing back after difficulties	Making links <ul style="list-style-type: none">• Making links and noticing patterns in their experience• Making predictions• Testing their ideas• Developing ideas of grouping, sequences, cause and effect
Being willing to 'have a go' <ul style="list-style-type: none">• Initiating activities• Seeking challenge• Showing a 'can do' attitude• Taking a risk, engaging in new experiences, and learning by trial and error	Enjoying achieving what they set out to do <ul style="list-style-type: none">• Showing satisfaction in meeting their own goals• Being proud of how they accomplished something – not just the end result• Enjoying meeting challenges for their own sake rather than external rewards or praise	Choosing ways to do things <ul style="list-style-type: none">• Planning, making decisions about how to approach a task, solve a problem and reach a goal• Checking how well their activities are going• Changing strategy as needed• Reviewing how well the approach worked

Phonics (Sounds Write)

Reception will also be starting their Phonics Program this year. Your child will receive a reading book weekly in line with the phonics scheme. We kindly ask that you record when your child has read. There is a free app available on the Apple App Store.



What can you do to support you child?

All the fun activities that you do with your child at home are important in supporting their learning and development and have a long-lasting effect on your child's learning as they progress through school. Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child, it will make a difference to your child's confidence as a young learner.

Reading, reading, reading!

Reading is a vital skill that will help your child to succeed in many ways. Although as your child is learning to read they may not be able to read the whole text, it is important for your child to recognise the importance of reading.

We also use the 'Class Dojo' online app for recording rewards and sharing activities that have been completed at school. You can add activities from home which can be shared during group times with their peers.

Encourage your child to have a go!


- Develop self-help skills by encouraging your child to take off and put on their own jumper and coat. Support your child in doing up zips, buttons and poppers; we understand that these can be tricky so make it fun by dressing up toys in old clothes. Encourage your child to take their shoes and socks on and off. Don't wait until the first day - give them time to practice (we recommend velcro shoes!)
- Support your child in getting to the toilet in time, wiping themselves, flushing the toilet and washing their hands. Sometimes children are so involved in play that accidents do happen. Please talk to your child about what to do if an accident happens, reassuring them and telling them to tell an adult.
- Encourage your child to blow their nose themselves, bin the tissue and washing their hands. If reinforced at home and school this will become the norm and your child will develop a healthy routine.
- Encourage your child to use a knife and fork or a spoon to eat their meals. Sit with them for meal times and eat your meal. Support your child to be independent eating.

Be healthy, active, friendly and helpful


- Establish a good sleep routine for your child.
- Go on outings (farm, zoo, aquariums, garden centres, shops, park, cinema, activity centres). Talk about what you see, hear, smell, touch and taste.
- Visit the library regularly. Find books that relate to places you have been or things you have been talking about with your child. Look for a notice board for activities on in your local area.

- Give children responsibilities around the house and special jobs to do. For example; emptying the washing machine and talking about how the clothes are all wet and heavy before hanging them out to dry together. Laying the table for dinner; counting out the cutlery and plates. Making the beds together and even washing up! However tedious all these jobs are to us, your child will love joining in and being involved!
- Arrange play dates with other parents and their children. Encouraging sharing, socialising and turn taking.
- Encourage children to talk to different people you know to develop their confidence and vocabulary.

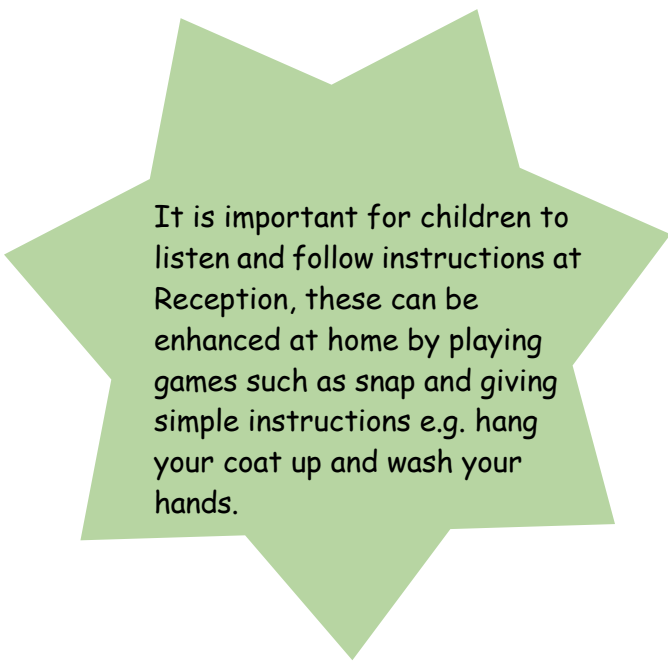
Ways to support your child with communication:



Talk to your child without distractions from the TV, radio or tablet. Talk about shared experiences that you have enjoyed such as visits, shopping trips, or things you have seen.



Recognise and talk through your child's feelings and different emotions



It is important for children to listen and follow instructions at Reception, these can be enhanced at home by playing games such as snap and giving simple instructions e.g. hang your coat up and wash your hands.

Activity Ideas:

- Gardening; allow your children to get messy to dig and explore outdoors. Plant seeds and observe growth over time.
- Paint the fence with water in the sunshine and watch as it dries!
 - Keep a diary over the holidays to show everyone what you have been doing; adding photos and anecdotes.
- Save boxes and plastic cartons and make models, encouraging your child to use tools independently such as scissors, masking tape and a hole punch.
- Share books with your child and encourage them to explain what is happening from looking at the illustrations.
- Make play dough; this is a fantastic activity that can really help strengthen your child's small hand muscles that are used for writing.
- Practise holding scissors and develop cutting skills by cutting magazines and catalogues.
- Complete puzzles and talk about the picture afterwards.
- Encourage your child to mark make using pencils, crayons paints and even chinks in your garden. Ask them to tell you about their pictures.
- Singing songs for counting and rhyming or simply making up your own funny songs!
- Dancing to music and making up some of your own moves!
- Go for a picnic! Encourage your child to help you prepare for a picnic; making the sandwiches, collecting the fruit and cartons of juice together.
- Point out shapes, numbers, signs and letters in the environment is an easy way to reinforce how they are used in everyday life. By highlighting signs around the park, shops and roads your child will become increasingly aware of how grown-ups use them.
- Play simple games with your child, indoor board games or outdoor ball games will encourage sharing and turn taking.

**Most importantly.....
play, play, play, play, play, play, play!**