

## A special message to the children

Hello Boys and Girls,

We are all very excited about meeting you and getting to know all about you! There are lots of exciting activities in your new classroom and lots of friends waiting to play with you!

In our school we like to play inside and outside. Our new outside area has a climbing wall and climbing frame where we pretend to be pirates at sea! Or you might like to play in our home corner which is sometimes a house, hairdressers or castle!

We are looking forward to saying a big hello on your first day at school!

*From all your teachers in Reception!*

[Www.busheyheathjm.herts.sch.uk](http://www.busheyheathjm.herts.sch.uk)

02089503042



[admin@busheyheathjm.herts.sch.uk](mailto:admin@busheyheathjm.herts.sch.uk)



**Bushey Heath Primary School**

**A vibrant school inspiring children to realise their potential**



**Early Years Foundation Stage**

**Reception welcome booklet**

## Welcome to Early Years Foundation Stage

We would like to offer you a warm welcome to Bushey Heath Primary School Early Years Foundation Stage. As Early Years practitioners we understand this is a very important change in yours and your child's life and we strive to make this an exciting and happy time.

We are a dedicated and committed team who aim to work in close partnership with parents/carers to ensure all children accessing our provision begin to build the foundations of their Bushey Heath learning journey in a safe, happy and nurturing environment. We recognise the importance of Early Years education in supporting children to develop and progress both now and throughout their educational lives. Through play-based learning and adult supported activities we endeavour to provide each child with a range of opportunities which stimulate their creativity and support their development.

hygiene prevents the spread of tummy bugs etc. as well as increasing the child's independence. Children suffering from sickness or diarrhoea should be kept at home for **at least 48 hours** to ensure a complete recovery and prevent cross infection.

### OUTSIDE PLAY

There is always a member of staff on duty during outside play and lunch time.

### JEWELLERY

Jewellery is not permitted in school. If your child has pierced ears she/he should wear one small stud earring in each ear only. Pierced ears will be taped for PE lessons and it will be necessary for you to provide tape. No other piercings are permitted.

### PARKING

You are requested **not** to bring your car into the school grounds. The car park is for staff use only.

We have the safety of the children in mind, as they are often out and about in the school grounds during the course of the day.

### ABSENCE

If your child is absent from school please telephone the office that morning to inform the school. On return to school please send a written note or email to the office explaining the reason for his/her absence.

## Health and Safety

### ASTHMA

If your child is asthmatic please supply an inhaler that can be kept in the school. You will be asked to sign a consent form before we can administer the medication.

### ALLERGIES

We need to be aware of any allergy from which your child suffers. The children often taste various foods, handle different materials and take part in cooking activities.

### HEARING AND SPEECH

Please keep the Reception staff updated on speech therapy and hearing tests; as we need to be aware of any concerns.

### HEAD LICE

We do occasionally have cases of head lice in the school: please check your child's head weekly. If you require further information the staff will be happy to assist.

### ILLNESS OR INJURY

If your child should fall ill or suffer an injury while in school we need to be able to contact you. Please be sure to inform us of any change to either your home or work telephone numbers. We also need the telephone number of a friend or relative should we be unable to reach you.

### HYGIENE

Please impress upon your child the importance of flushing the toilet and washing their hands. This basic training in personal

## Meet the Reception Team

Mrs O'Brien— Early Years Leader

Miss Rossington —Class Teacher

Mrs Walker—Learning Support Assistant

Mrs Dowden—Learning Support Assistant

## Reception Hours

The Reception day is from 8.45am to 3.10pm.

We offer a rolling start, whereby children can be dropped to the classroom door from 8.45. All children should be in class by 8.55. Parents are asked to leave their children at the door to encourage independence. We appreciate this can be a challenging time for some children, however we urge you to work closely with the Early Years team to support the smooth transition into school.

Reception day ends at 3.10pm and the children will be led out to meet their parents / carers at the side gate by the Early Years garden.

## Different collection arrangements

Please let us know if your child is to be collected by someone else by note, email or telephone. We can not release your child without prior permission.

## Communication with Teachers

The teaching staff are always available for quick messages at the beginning of the day and the end of the sessions. However, please be aware that their main focus at this time is to ensure the children arrive and leave safely. Please make an appointment with your child's teacher if you have something you wish to discuss at length. Teachers are available after school on Monday, Wednesday and Thursdays. If you do not bring your child to Reception but would like to arrange to meet your child's teacher, please telephone or email the school office.

## Milk

If you would like your child to have milk in Reception please complete the milk order form and return to the school with payment if applicable. If your child does not like milk or cannot drink it for health reasons please inform staff. Please provide your child with a water bottle. They are stored in the classroom for your child to access and are sent home daily. Please return every day filled with water only.



## Fruit

Fruit is provided for the children at snack time. Fruit varies on a day-to-day basis and can consist of carrots, satsumas, apples, bananas, tomatoes and pears. Please inform staff of allergies known.



When the children first start Reception we have snack as a whole class altogether. However, we soon begin to have 'rolling snack'. This means from 10.15 to 11.00 the snack table is open for children to have their snack and drink at the time they would like. This allows opportunities to socialise with their peers and become independent in their own needs.

### Learning Journal

During your child's time in Reception they will have a Learning Journal which will contain observations, specific achievements and set class work. Samples of your child's work and photographs are collected and annotated according to the Development Matters.

Children learn best when there is a strong partnership between home and school and when parents and staff share their knowledge and skills. It is very important for parents to contribute to their child's learning.

#### **We offer the following opportunities:**

- Photographs, certificates, children's drawings or writing from home to be displayed on the '**Wall of Fame**' in the classroom
- 'News from home' slips

### Reading books

After initial assessments your child will be given a reading book to read with you at home. We encourage you to share the book with your child on a daily basis. Children will be listened to in school once a week. Your child may begin with a picture book as they may not be ready to read. It is still important to share the book daily to practice talking about the pictures and developing story language.

### Parent Consultations

There are two formal opportunities throughout the school year for parent consultations. These take place in October and February. Parents are invited to come and see the class teacher, to look at their child's work, discuss progress and how we may work together to help the child achieve their full potential.

### Tips for starting school

As parents you play a vital role in the education of your child. This process begins long before they come to school. As the time for school approaches, there are ways in which you can help prepare your child and make their entry to school a happy time.

#### Here are a few suggestions:

- Get to know other children who are starting in the class
- Help your child to look after their own belongings, to be able to dress themselves, recognise their name on clothing, use the toilet and eat with a knife and fork
- Be positive about starting school (hide any of your own worries or fears)
- Play games together eg *I spy*, *Snakes and ladders*, *Snap*
- Help your child to realise how numbers occur in everyday life, eg: *Bus numbers*, *car registration numbers*, *door numbers*
- Inform the school of any health, social or emotional problems
- When practising spelling your child's name please encourage them to use lower case letters (except for the initial letter). Also teach the sound of each letter as well as its name.

## The Early Years Foundation Stage Curriculum

At first glance, it can appear that the children are 'only playing' whilst in the Foundation Stage. However, the best Early Years Education is based on the understanding that whilst children are playing, they are learning.

During the day there will be a mixture of adult initiated, child initiated and adult-led activities as well as whole class, small group and individual activities.

The Early Years Foundation Stage (EYFS) is based on seven areas of learning. These areas are then split into two groups; Prime areas of learning and Specific areas of learning. The prime areas are fundamental and work together to support the specific areas of learning. The specific areas of learning include essential skills and knowledge that will be taught throughout their schooling.

### Prime:

***Communication, Language and Literacy***  
***Personal, Social and Emotional Development***  
***Physical Development***

### Specific:

***Literacy***

***Maths***

***Understanding of the world***

***Expressive Arts and Design***

Each learning area has a number of stages called 'Development Matters' which children work through; with the Early Learning Goals being the end of year assessment in Reception. Development Matters recognise the 'age band' your child is working at. It is expected your child is working at 40-60months.

## School uniform

School colours are grey and maroon.

### **Winter uniform:**

- Grey trousers / Grey skirt / Grey dress
- White long sleeved shirt with collar
- School tie (this can be purchased at the office)
- Sensible black shoes, rather than trainers, boots or high heeled shoes (the children will need to put on and off their own shoes for PE, therefore please ensure they can do so).

### **Summer uniform:**

- Plain white polo shirt worn without a tie
- Grey shorts / grey skirt
- Pink checked or striped summer dress
- Open toe sandals are not permitted

## PE Kit

- Black shorts
- White t-shirt
- Plimsolls for indoor and outdoor use
- PE drawstring bag (this can be purchased at the office)

**Please ensure all clothing and shoes are labelled at all times**

## Reception Routine

### **The morning routine is as follows:**

- Fantastic fingers / Carpet board work
- Welcome and register
- Star of the day, date and weather
- Phonics
- Whole class input / group work
- Tidy up
- Snack time
- Child-initiated learning alongside adult directed tasks
- Readers / story and songs
- Lunch

### **The afternoon routine is as follows:**

- Register / assembly (Monday and Friday)
- Child-initiated learning / adult directed tasks
- Story / singing/ music
- Home

## The seven areas of learning at a glance

### **Communication and Language:**

This area of learning will develop children's speaking and listening skills. It is important for children to develop these skills in order to express their needs and feelings and to interact with others effectively.

### **We do this in various ways:**

- Listening to a range of stories
- Encouraging children to anticipate key events and make relevant comments about texts.
- Asking 'how' and 'why' questions and explaining their reasoning
- Discuss weekend / home news
- Opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books

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

This area of development is vital at the foundation stage as it promotes the growth of personal values, self esteem and an understanding of themselves and others. It supports learning about emotional well-being encouraging children to learn to value themselves and others through developing appropriate way to express ideas and feelings. This will encourage the children to build positive relationships and be confident and motivated to learn.

### **Physical Development:**

This area develops children's gross and fine motor skills. Gross motor skills include physical control and co-ordination, mobility, awareness of space and how to use equipment. Fine motor skills are developed through the use of malleable materials, puzzles, and a range of mark making tools to strengthen hand muscles and prepare children for learning to write. The children have daily access to the outside area

### The seven areas of learning continued...

where they can use the climbing wall, climbing scrambler, bikes and scooters. The children also have planned PE sessions on a weekly basis. PE sessions may include gymnastics, ball skills, team work games, dance and aerobics.

#### **Literacy:**

Through planned letters and sounds activities children will develop their phonic knowledge to help them to decode regular words when reading. Furthermore, children will use their phonic knowledge to write words which match their spoken sounds.

#### **We do this in various ways:**

- Promoting children's emergent writing through play eg. Writing a menu in the cafe roleplay.
- Using a variety of resources in the writing area eg. Pens, crayons, greeting cards, flap books, postcards
- Developing handwriting skills by supporting fine motor control and hand eye co-ordination.
- Planned Literacy writing tasks to develop the use of phonics

#### **Mathematics:**

In this area of learning we endeavour that children enjoy experimenting and become confident and curious about number, shape, pattern and measures.

#### **We do this in various ways:**

- Giving children opportunities to count, sort, match and order real objects
- Developing mathematical understanding of addition and subtraction through practical activities
- Developing mathematical understanding through stories, songs, games, every day activities and imaginative play.

At the end of the school year your child will be judged against the progress they have made towards achieving the Early Learning Goals (ELGs). The judgements will state whether your child is at the expected stage of development (expected), exceeding the expected stage of development (exceeding) or below the expected stage of development (emerging).

#### **Emerging**

Your child has not met the Early Learning Goals.

#### **Expected**

Your child has met the Early Learning Goals.

#### **Exceeding**

Your child has met the Early Learning Goals and is working above the expected level (moving towards the Year 1 curriculum)

Early Learning Goals can be found in the welcome pack.

## Assessment

Throughout the Early Years Foundation Stage your child will have goals & objectives to meet. The progress your child makes throughout the EYFS will be carefully tracked and measured against the baseline assessments which are individually conducted for each child on entry to Reception. Throughout EYFS regular and thorough assessments will be completed to build up a picture of your child's progress. These will be recorded in your child's learning journey and cross referenced to the EYFS goals and may take the form of:

- Baseline Assessments
- Short Observations
- Long Observations
- Phonic assessments
- Assessment of Writing
- Numeracy / Literacy Activities

Your child will be continually assessed through observations and daily group work, this is called 'assessment for learning' and helps support the teacher's planning so lessons delivered meet the needs of your child.

The adults working in the Early Years Foundation Stage use a combination of observational information and assessment to conclude what age boundaries your child is working at. The age boundaries overlap and the 'development matters' documentation describes what your child should be able to accomplish at each age stage. These guidelines are used to make judgements about what age stage your child is working at throughout the year.

## The seven areas of learning continued...

### Understanding of the world

In this area of learning, children are developing the knowledge, skills and understanding to help them make sense of the world. This forms the foundation for later work in science, history, geography, design technology and technology.

### Expressive Arts and Design

In this area children are encouraged to use their imagination and senses through Art, Design and Music in order to express themselves creatively. Activities are planned which allow children to use a variety of tools, textures and media as well as exploring music and movement. The creative area is accessible to all children where they can choose their own resources and materials.

