

Welcome to Reception at Dickleburgh Church of England Primary Academy 2021

Parents and School

Education is a partnership between home and School



Parents are encouraged to be fully involved in the life and education of their children at Dickleburgh School. We appreciate that starting school is a big step for both you and your child. At Dickleburgh we aim to make this a happy and positive event, where your child will enjoy a caring, stimulating environment. In this secure environment they will feel confident and able to learn through enjoyment and challenges. We therefore value a good relationship with you, the parents/carers as we believe this plays a fundamental part in the settling in process, and indeed in the rest of your child's time at this school. We recognise that when your child comes here, he/she has already learnt a lot from you at home and their time at pre-school. We want to build

on what your child already knows and can do, continually taking him/her to the next stage.

Dressing for School

We have enclosed a full list of school uniform.

It is important that your child feels comfortable while at school. Your child will need to wear clothes which are easy to take off and put on. This is especially important for PE. Your child also needs to be independent when using the toilet so trousers with too many buttons can cause problems.

Please do not buy shoes, plimsolls or trainers with laces until your child can untie and fasten them without help. Shirts and blouses with lots of buttons are more difficult than polo shirts and sweatshirts.

PLEASE LABEL ALL CLOTHES

OUTSIDE PLAY

Outside play is part of the Early Years curriculum and children will be working outside most days.



Please remember to send your child with a coat every day. The children play out every day unless it is raining very heavily, it can feel quite cold outside even when it is sunny.

Trousers in the winter and warm hats are a good idea. It is also helpful if the children have a spare pair of socks and gloves in wintry weather in case they play out in the snow and need to change the wet ones they are wearing.

Also, in the summer months, a sun hat and labelled sun cream are preferable to protect your child outside together with a long-sleeved top.

THE EARLY YEARS CURRICULUM

All children at Dickleburgh School are treated as individuals and their needs assessed and met through the teaching of the Early Learning Goals. The Early Years Foundation Stage Curriculum is designed to help very young children learn basic skills, practice them and develop them through a play-based approach.

Play is a very important part of growing up. Well-planned play, both indoors and outdoors, is a key in which young children learn with enjoyment and challenge. Children learn many new skills from being involved in purposeful, structured play. Whilst in Reception, your child will spend periods of time involved in activities planned by an adult, and periods of time doing activities they have chosen themselves. This enables your child to build up important relationships with other children; this allows them to use their own initiative and problem-solving skills.

The Early Years Foundation Stage Curriculum is divided into seven areas: -

1. Personal, social and emotional development.
2. Communication and Language.
3. Physical Development.
4. Literacy
5. Mathematics.
6. Understanding the World.
7. Expressive Arts and Design.

Personal, Social and Emotional Development

The Reception class provides a secure environment for children to develop as confident individuals. Opportunities are provided for each child to become a valued member of a group and community so that a strong self-image and self-esteem are promoted. They learn to work and play co-operatively with other children and establish effective relationships with other children and adults.

How to help: -

- Encourage independence through helping your child to learn how to use fastenings on clothes, choosing clothes that are suitable for the weather, hanging these up and putting them away
- Training the children to be self-reliant, e.g. in the toilet, washing hands
- Healthy eating and sleeping
- Playing games that require sharing and taking turns

Physical Development

Physical Development in the Foundation Stage is about improving skills of coordination, control, manipulation and movement. Physical development has two other very important aspects. It helps the children to gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active.

How to help:

- Practice balance, jumping, hopping, running and skipping
- Practice moving at different speeds safely within a given area
- Encourage independent personal hygiene
- Help to develop hand/eye coordination with a variety of objects and tools, e.g. in creative activities using paintbrush/pencil/crayon/felt pen/scissors/paste spreaders/collage materials, etc. also in conjunction activities using Duplo/ stickle bricks/ stacking/ nesting and junk modelling

Communication, Language and Literacy

Reception provides a stimulating environment in which the children can listen and respond to stories, songs, nursery rhymes, poems and take part in role play with confidence. They will be encouraged to listen attentively, and to talk about the experiences they have. They will be exposed to a wide range of books and taught how to handle them with care. They will be encouraged to discuss the text, retell stories and make up stories of their own. The children will read regularly to the teacher and will bring home their book to share with you once the class teacher is happy that they are able to read it thoroughly. Your child will have access to our school library books and will be able to change these as often as they wish. Please read these books with your child.

They will experience a wide range of writing tools and will be encouraged to hold them correctly.



Early Reading

It is important that you and your child are sitting comfortably; your child can see and is able to point to the pictures. Pictures provide a lot of stimulation for development. Ten minutes every day is better than an hour once a month and your child will look forward to your shared reading times.

Reading stories

Children love stories, especially repetitive ones where they can join in. Look at the pictures, stop and ask questions.

Let your child turn the pages.

Run your finger along the words as you read.

Search for words that start with the same letter as their name.

Hunt for any other letters that they recognise.

When you have finished the story, ask them to retell it to you.

Can they remember what happened?

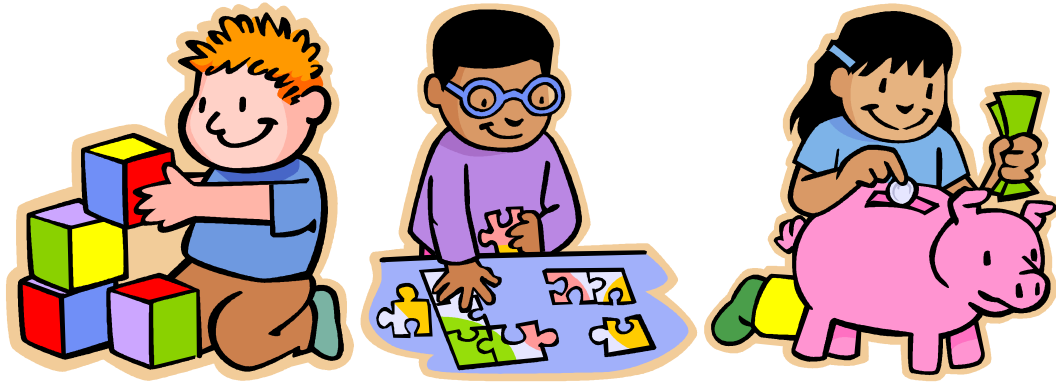
Reading at School

In order to prepare the children for learning to read, we will introduce the children to sounds using the synthetic phonics method. We will use Letters and sounds and Jolly Phonics. The children are introduced to 44 main sounds NOT just the alphabet sounds. For each sound there is an action which helps the children to remember the sound the letter makes. As the sounds are taught, they will be brought home each night. Please go through the sounds with your child every night. Your child will also bring home a school or class library book to share with you at home.

They will be working on their reading book with their teacher in class.

Writing- Good Pencil Control

Many parents like to encourage their children to learn to write their names before they start school. When writing your child's name please use a capital letter for the first letter only. It is also helpful if your child can recognise his or her own name.



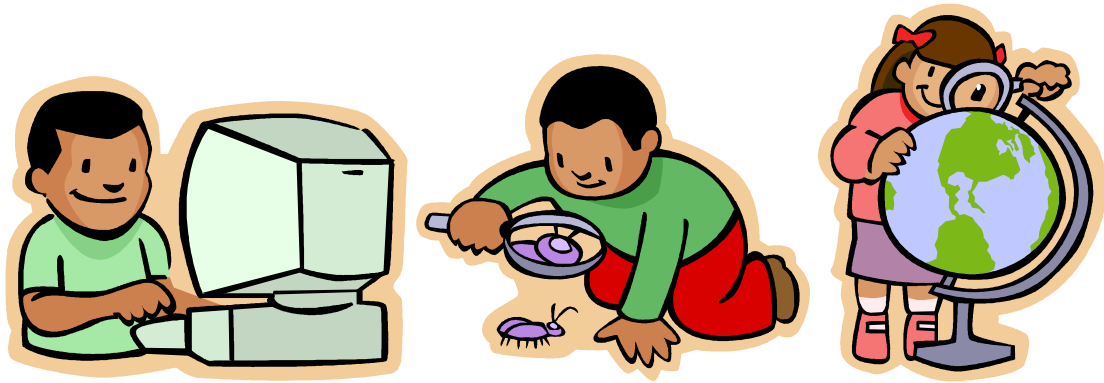
Mathematics

Through practical activities the children will be encouraged to sort and match objects by colour, size, shape and type, to recognise and recreate patterns. They will experience counting games and activities, number rhymes, songs and stories. They will begin to use mathematical understanding to solve practical problems.

How to help.....

- Sing number rhymes and songs, read number stories, play counting games
- Recite the number names in order (forwards and backwards)
- Use every opportunity to count – number of stairs, people, knives and forks, etc
- Order number cards to 10
- Fill and empty containers using the language full, empty, half-full, more, less, nearly full, nearly empty
- Sort objects according to size, shape and quantity
- Let the children help in cooking – weighing, measuring and timing how long something takes to cook
- Look at patterns in man-made structures, shapes and nature
- Use everyday words to describe position – over, under, above, below, beside, before, after, next to, opposite, between, middle, corner, top bottom, front, back, left, right, up, down, forwards, backwards, across along and around
- Describe where objects are in a picture
- Fitting jigsaw pieces together
- Use coins to pay for things, adding together the value of two priced objects, work out how much change from a given amount

Understanding the World



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

How to help:

- Growing seeds in pots
- Care for growing plants indoors and outdoors
- Discuss pets and what they need to stay healthy
- Naming parts of the body
- Water and sand play (floating, sinking texture, moulding and mixing)
- Cooking: texture, smell, tastes, melting, freezing, dissolving
- Look at the way toys move
- Weather types
- See where and how information and communication technology is used in the home (not just computers)
- Frequent walks around the local area, emphasising different aspects, i.e. local play areas, key buildings, housing, own home and important features, litter, etc
- Tasting foods from different cultures





Expressive Arts and Design

Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding. This area of learning includes art, music, dance, role play and imaginative play.

How to help:

- Printing, finger painting
- Recognise and mix a variety of colours
- Sing songs and rhymes
- Listen to and talk about a range of music
- Point out instruments and their sounds in a piece of music
- Explore dough, clay and plasticine
- Draw things in their environment
- Dressing up box
- Use of small world play–farm, dolls house, train sets, boats, castles

HOW IS MY CHILD PROGRESSING?

Throughout the year, an Early Years Foundation Stage profile for each child will be filled in as the children progress. By the end of the year the children will be assessed against the Early Learning Goals.

What are the Early Learning Goals?

Your child's class teacher will use the Early Learning Goals to assess their progress and learning needs at the end of the reception year in primary school.

Why is the school using the Early Years Foundation Stage document?

- The assessment is statutory, and this means that it is a legal requirement for schools to assess all children in relation to the Early Learning Goals.

- It is part of the ongoing assessment process that occurs throughout a child's life in school.
- School has three formal parents' evenings. As the EYFS Profiles are completed, the staff will arrange time to discuss your child's progress. This will help you to find out how you can work with your child at home supporting his/her learning.
- An important feature of the Early Years Foundation Stage is the ongoing dialogue between parents/carers and staff.