

Reception Parents Handbook



Much Hadham

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St Andrew's EYFS Vision Statement

Our Vision in Early Years at St Andrew's is to meet the needs of each individual child. We work hard to ensure we promote and celebrate independence, difference and inclusivity. We believe there are no glass ceilings for our children and work as a strong team to provide a nurturing teaching and learning environment, in order to help children be the best that they can be. We work closely with parents and carers to ensure we get to know the whole child and form close working relationships in order to provide support.

In our Early Years we strive and encourage our children to live 'Life In All Its Fullness' and to be:

Valued

Heard

Curious

Creative

Independent

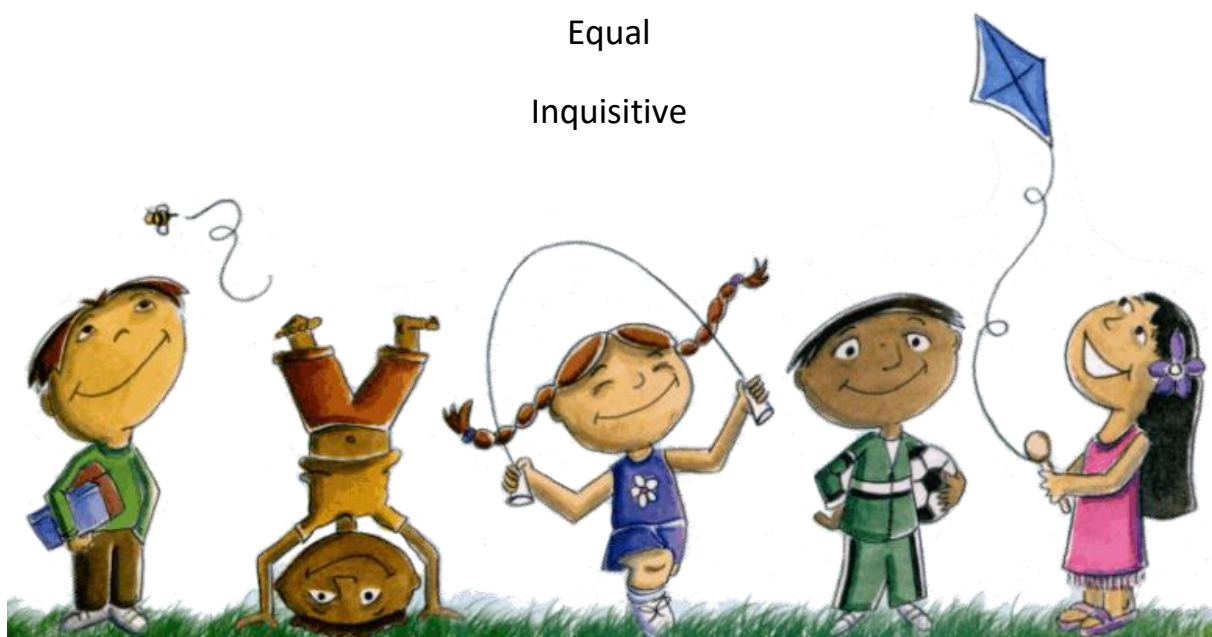
Problem solvers

Good citizens

Accepting

Equal

Inquisitive



Daily Routine

Time	
8.45 – 8.55 am	Children are delivered by an adult to their classroom. Children independently put away their belongings.
8.55 am	Registration – if for any reason your child is late you must sign them in at the school office
9.10 – 9.30 am	Whole School Worship / Class Worship
9.30 – 9.50 am	Adult Directed Activities e.g. Phonics
9.50 – 11.20 am	CIL (Child Initiated Learning) / Snack time Fruit or vegetables are provided for each child. All children must bring water in a named bottle.
11.20 – 11.45 am	Adult Directed Activities e.g. Maths
11.45 – 12.00 noon	Preparation for lunch (toileting, hand-washing etc.)
12.00 – 1.00 pm	Lunchtime Children with packed lunches sit in the hall to eat whilst those who have school lunches line up to collect their meals. Please ensure that packed lunches have no nuts, sweets or fizzy drinks . The teacher and staff help where necessary. Once your child has finished their lunch they must ask a member of staff if they can leave – this is to ensure that your child is eating enough and to encourage them to eat where necessary. They then go out to play.
1.00 – 1.30 pm	Subject Learning (Art, DT, RE, PE, Jigsaw)
1.20pm- 3.00pm	CIL
3.00pm- 3.15pm	Story time and get ready to go home.
3.15 pm	Collection from Reception Classroom by adult known to school. The children will collect their belongings and wait to be handed to their parent or guardian. If your child is being picked up by another adult, please inform the teacher/school office. If you are late for any reason your child will be in the classroom with their teacher or taken up to the School Office in order to contact you.

When you ask your child, “What journey did you go on today?” we hope they will say they played. This means they will have enjoyed learning; as much of it is done through play based activities.

Questions you could ask after the school day:

What made you smile today?

What was the best thing that happened at school today?

What made you feel proud today?

Tell me something that made you laugh today.

What was the book about that your teacher read?

Can you tell me an example of kindness you saw/showed?

The Foundation Stage

Your child will be following the Foundation Stage Curriculum which is made up of 7 areas of learning and development consisting of 3 prime areas of learning development and 4 specific areas of learning.

Area of Learning and Development	Aspect
Prime Areas	
Communication and Language	Listening, Attention and Understanding
	Speaking
Personal, Social and Emotional	Self-regulation
	Managing Behaviour
	Building Relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills
Specific Areas	
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Number
	Numerical Pattern
Understanding the World	Past and Present
	People, Culture and Communities
	The Natural World
Expressive Arts and Design	Creating with materials
	Being imaginative and Expressive

These subjects may be taught together or separately, but the most important part of the Foundation Stage is instilling an enthusiasm for learning, a curiosity about the world, and having fun!

Characteristics of effective learning - describe the different ways children learn rather than what they learn.

The three Characteristics of Effective Learning comprise

- playing and exploring,
- active learning and
- creating and thinking critically.

They begin at birth and are lifelong characteristics which are critical for building children's capacity for future learning. These characteristics need to be understood by practitioners working across all seven Areas of Learning.

It is important that the Characteristics of Learning underpin the prime and specific curriculum areas and are specifically planned for. Skills such as independence, curiosity, resilience, collaboration, and reflection are critical for success as a 21st century learner.

Early Years Foundation Stage (EYFS) includes Nursery and Reception who follow similar curriculums. Year 1 and Year 2 are known as Key Stage 1. Years 3, 4, 5, 6 are known as Key Stage 2.



Areas of Learning

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. 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, practitioners will 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 teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.



Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should 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.



PSED is taught throughout all elements of the Early Years Curriculum at St Andrews. But we also have a programme called JIGSAW in which the children will sit down for 'Calm me' time and think about themselves and their world. Themes include 'Being Me', 'Celebrating Difference', 'Dreams and Goals', 'Healthy Me', 'Relationships' and 'Changing Me.'

Buddies

Each Reception child is paired up with an older child (a Year 6 pupil) who will help and look after them throughout their time in Reception class. Buddies spend time together in the playground, often walk to Church together and will have designated times together.



Physical development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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

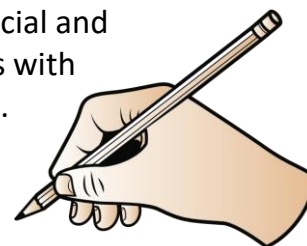


can support children to develop their core strength,



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 practice of using small tools, with feedback and support

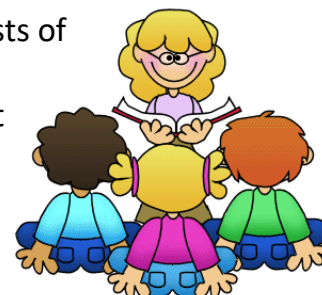


from adults, allow children to develop proficiency, control and confidence.

Some skills are taught specifically during PE but Physical Development is also incorporated into many other subjects. Children will come dressed in their PE kit on PE days. Please ensure your child's name is on all their PE kit.

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).



Stages of Reading Development

1. Telling a story using the pictures and elaborating on a story read to them by an adult
2. Learning the **sound** each letter in the alphabet makes
3. Once they have a good sound knowledge they can begin to apply it to phonetically plausible words (c-a-t, l-o-g)
4. Remembering the shape of the word without needing to 'sound it out' (sometimes called tricky words)
5. Using letter sounds, word knowledge, picture cues, grammatical sense and 'reading on' to decipher text in books.

Reading books

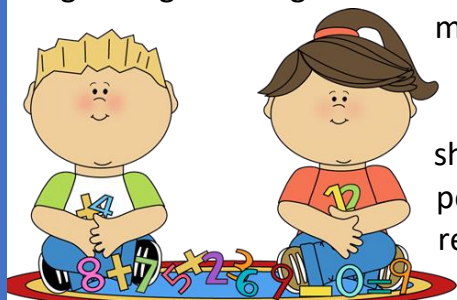
Your child will have a Reading Book and Reading Record. These will be used by both you and the adults within the school. It is essential to hear your child read regularly, **preferably every day**. When you hear your child read please record this in their reading record and initial it, so we can change the book for them. Your comments help us greatly and any queries you have will be answered within this record. Please ensure these books are always in school. Any message or additional tasks for your child will be added to this record and it can also be used if you wish to send the teacher a message.



Mathematical Development

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able 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 important 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.



Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. 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.



This subject incorporates Science, History, Geography, ICT, RE and it is generally taught through topics and seasonal work. You will be informed about the topics.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. 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. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



School Administration

What should my child bring to Reception?

- Named School Book-bag
- Named School PE kit (including trainers) (blue/grey/black ONLY)
- Named coat (**every day**)
- Named hats (according to cold or warm weather)
- Named water bottle (**every day**)
- Children are required to wear school uniform and named school shoes (indoor shoes)
- Children will need a pair of named outside shoes (trainers, no laces)
- Named lunchbox (if bringing packed lunch from home)
- Named Wellington boots (to remain in school)

Collecting your child from school

Please tell the adult on the door if someone other than the parent is collecting your child from school at the end of the day.

Signing in and out of school

If you need to take your child out during the school day, please ensure that you sign them out and in again (where applicable) at the school office.

Late for registration

If for any reason your child arrives after registration at 8.55am you must sign them in at the school office.

Time off school during term time

If your child has to take time off school during term time, please collect a Leave of Absence form from the school office and submit the form to the Head Teacher before taking any time off. Holidays taken during term time **cannot** be authorised and are strongly discouraged.

Attendance

Attendance is hugely important at St Andrews. We aim for all children's attendance to be above 96%.

Sickness

If your child is unwell please inform the school by telephone before 9.30 am on the first day of sickness. You can leave a message on the school's telephone answer machine, please state your child's name, their class and the reason for illness. Please leave at least 48 hours after a bout of vomiting or Diarrhoea before returning to school.

Medication should be taken to the office where parents can fill in a form to explain how to administer it and give school permission to use it.

Other information

Homework- in EYFS this is known as a 'Next Step'

Next steps will come home once every two weeks for you to help your child with at home. Their Next Step will be focused on something they are working on in school to support them with their learning and progress.

Queries and questions

If you need to ask any questions concerning your child, the best time is at the end of the day. If you are not able to pop in, please send an email to the office and we will endeavour to answer it.

Toilet management

The children are expected to be able to manage their own hygiene but adults will provide support when necessary.

Parents Evenings and Reports

In the Autumn and Spring terms there are Parents Evenings to discuss your child's progress with their teacher. We also have many open 'Come and See' sessions where you can look at the children's work and discuss their learning journals with them. In the Summer term, you will receive a written report.

Independence

Growing our children's independence in Reception is hugely important to us. We ask that children are able to or have the perseverance to try to:

- Do their own buttons on their coats/jumpers/t-shirts
- Do up zips on their coats
- Put their coats and jumpers on by themselves
- Take off and put on their own socks and shoes
- Put their own coat on their peg
- Put their school bag in the box
- Put their water bottle away

We appreciate that this may not happen immediately but please support us in showing your child how to do so first, then encourage them to try on their own before helping them if necessary. A huge thank you in advance.