

Early Years Foundation Stage (EYFS)

Reception parents' guide





Starting school

“What to expect from the last few weeks at nursery and the first few weeks at school”

Starting school is a really important step for children and their parents! We would like to make everyone feel as confident and relaxed as possible and for the children to have a smooth and happy transition from their pre-school provision to school.

In the normal way, we would arrange transition opportunities such as Stay and Play and a Reception induction evening for all our parents. However, this year we shall be giving you opportunities to get to know the school via video clips, our welcome pack and 1:1 or small group “question and answer” sessions with Mrs Scott before the end of this term. We shall also be liaising closely with all pre-school settings to make sure that we have as much information as we need to support that all important transition period at the start of the new term.

If possible, we will try to arrange an opportunity for you and your child to visit the school premises (in some way) when safe to do so.



In September, during the first couple of days of term, there may be an option of a home visit. Your child's teacher and teaching assistant will come and see you and your child at home. This can be a great opportunity to ask questions or share information that is specific for your child. It also builds the links between home and school, and those relationships are so important. However, this will depend on Government guidance at the time.

We are unsure of how things will look in September but we would hope for the children to attend school part time, alternating between mornings and afternoons. This allows the children to settle, get used to new routines and expectations and form really positive relationships with the adults in the classroom.

We will inform you as soon as we have more specific information, dates and times in line with Government guidance.



On the first few days we will try to take photographs of the children with their families! These go on the front of our 'Home and School' books. Then please bring your child into the classroom and settle them down. There will be lots of lovely things out for the children to choose from. Leave when you and they are ready!



In your pack you will find an **'All about me' book**. This is a great way for us to get to know the children in those first few days at school. Please spend some time with them completing it and then bring it to school on the first day.

We also love having children's favourite books to read at snack time. Pop a book in your child's book bag and we will share it with the class - just make sure it has their name inside the front cover so we don't get in a muddle.



***5 things it is fab if your child can do before they start school.
(but please don't panic if they can't!)***

1. Be able to use the toilet and be generally clean and dry during the day. (Accidents do happen and are a normal part of Reception life!)
2. Be able to put on their shoes or wellies by themselves and check they are on the right feet
3. Be able to eat at the table using a knife and fork
4. Be able to put on their coat and do it up by themselves
5. Be able to get dressed in their uniform and PE kit by themselves (why not make it a game and practise in the summer holidays!)



When it comes to starting school, every family and every child is different.

If there is anything bothering you or your child, or anything we can do to smooth the process, please just come and talk to us.



Learning to make friends, play together, take turns and share is a really important part of Reception.

It really helps if the children can say please and thank you.

It is also helpful if they are encouraged to use their words to explain if they have a problem as it helps us to sort it out! A bit of practice at home can help a lot.



What to bring

“Everything you need to know from water bottles to wellies”

The most important thing about your child's belongings is that **EVERYTHING** that can be removed is named! Children and parents get really frustrated when items get lost and repatriating 30 identical jumpers after PE becomes a nightmare if they are not clearly named. PE kit is especially important to name as it is regularly taken off.



Our school uniform is:

- Grey trousers / skirts or pinafore dresses
- White or light blue polo shirts with logo
- Navy sweatshirts / cardigans with logo
- Black shoes



There are also other items available with the school logo, including book bags, rucksacks and coats. Summer dresses are also available

The children will also need a book bag. These are great because they fit in the children's trays and keep everything that needs to go home in one place!

For PE the children will need:

- A named PE bag
- Shorts
- T-shirt – royal blue logoed T-shirts are available
- Trainers for outdoor PE
- Joggers and a sweatshirt for cooler days



Uniform supplier – ‘My Clothing’

Our supplier is: ‘My Clothing’. This is a low cost, accessible supplier for ordering online only.

Their website address is <https://myclothing.com/acle-st-edmund-c-of-e-primary-school/7850.school>

Delivery is £3, the school receives 5% cashback on all purchases. A link is also available on the homepage of our school website. The in-stock uniform items available in respect of our school will be as shown on the website page.

We recommend ordering early to ensure delivery before September, as the summer is their busiest time.

We spend lots of time outside making the most of our fantastic outdoor space so the children will also need:



- A pair of wellies
- A waterproof coat
- Hat / scarf / gloves in cold weather
- Sun hat / sun screen in hot weather

It is really helpful if you can apply sun screen to your child in the morning before school.



Each child will also need a refillable water bottle with spill proof lid.

The children keep these in the classroom and are encouraged to drink water throughout the day.

We ask that water bottles are only filled with water for school. Research shows that water is important for good learning, and the health risks of sugary alternatives on children's weight, concentration and dental health are well documented. Thank you!

A named bag with spare clothes.

It is also really helpful to have a change of clothes to keep in school, including spare pants (a must!) and socks. The school has a small supply but it is nicer for the children to have their own. This is in case of 'accidents' which do happen in Reception, but also in case (despite our best efforts with aprons!) the children get wet in the water tray or mud kitchen.

Breakfast & Owl (After School) Clubs

The school runs successful Breakfast and After School Clubs for children from Reception up to Year 6. The clubs are child-centred, inclusive and provide a stimulating social environment for children from Acle Primary to start their school day or a wide variety of activities including study support after school. The clubs promote healthy eating, providing breakfast for the children who attend in the morning or a snack type tea for those attending after school.

Breakfast club runs from **7.45 am** to the start of the school day. Parents can drop off their children at any time until 8.30 am. Owl Club runs from 3.30 – 5pm.

The cost per session for Breakfast Club is £4, Owl Club is £6 with a £1 discount for each additional sibling. There are full details within your 'Welcome pack'. Both clubs are registered with Ofsted for tax credits and a variety of employer childcare vouchers can also be used.





Reception daily essentials

"Drop off, morning routine and the end of the school day"

In the morning

The children come straight into the Reception classroom in the morning. You can come into the classroom through the outside door by coming in through the Reception class gate by the main school entrance, or in through the rear gate to the junior playground and into Early Years via the wooden gate by the Year 1 classroom.



The children can be brought into school from 8.45am. Please bring your child into the classroom, help them to sort out their belongings and settle them into an activity. Leave when they are ready!

At the end of the day

Please collect your child from the classroom at 3.30pm. They will hopefully have all of their belongings assembled!

We recommend parents park at the Recreation Centre car park and walk to school from there. There is no parking available within the school grounds, except for disabled parking. There is limited parking on Fletcher Way and Habgood Close. We do ask that you please park with consideration for the residents of these roads and do not block driveways.

Morning drop off check list

- ✓ Purple 'Home and School book' in the labelled box in the classroom (see page 10 for more information about this book)
- ✓ Water bottle filled and in the water bottle tray
- ✓ Coat on peg
- ✓ Put book bag in tray
- ✓ Healthy packed lunch (if not having a hot school lunch)

There will always be a class adult available to help if your child has a wobble when you leave!

They generally settle really quickly once you have gone, but we can always give you a call later in the morning to reassure you if that helps.

Lunches in Reception

Reception children are taken into the hall at 12pm by their teacher and teaching assistant. Those with packed lunches are seated and those with hot, or pick and mix lunches will be helped by the midday supervisors (MSAs) to collect their lunch and choose their dessert and selections from the salad bar before joining their classmates. Water or milk is provided to drink.

Lunch options are to be completed on the Pupil Asset Parents App by yourselves, in advance. There is the option of a hot meal, vegetarian choice, pick and mix, or jacket potato with filling and sides.

After lunch the children go into their outside play area, where they are supervised by the MSAs, helped by our Year 6 buddies. Story time held by the buddies is a very popular part of lunchtime!



Morning snack - free fruit

Each child in Reception and KS1 receives a piece of fruit or vegetable each morning. The type of fruit varies depending upon the season and includes carrots, apples and bananas. This fruit is provided through a government allocated supplier and is free.



Pupil Premium and Free School Meals

“Funding for our school and support for our children, how and when they need it”

All children in Reception, Year 1 and Year 2 are currently entitled to a free lunch meal each day as part of the government’s universal offer. However, some children will qualify for, what is known as, free school meals (FSM) throughout their time in school. Being eligible for free school meals means that the school can access additional funding to support children in their learning. This means it is really important to apply for free school meals when your child is in Reception, even though they are receiving the universal offer. Pupil Premium is worth £1345 for each qualifying pupil.

How is Pupil Premium used?

The Pupil Premium is used for pupils who are entitled to this funding, so that they make as much academic progress as all other pupils, and includes: small group tuition in maths and English, help with costs of school trips, music fees, teaching assistant staff and equipment.

When do I apply?

Please complete the Pupil Premium form in your pack and return it to the school office, we will then pass the forms on to the FSM team at Norfolk County Council for the children who will qualify.

The Pupil Premium will only be awarded to your school if you apply for FSM, regardless of whether your child takes up the offer of a free meal each day.

If you have any questions or would like some help completing the forms which are enclosed in your pack, please do not hesitate to contact the school office or Mrs Scott. We are really happy to help.





The structure of the school day

“Learning as a whole class, in small groups and independently”

Early years is a play based environment! To smooth the transition from nursery, many of the routines and activities will be really familiar to the children. As we go through the year, depending on when the children are ready, we introduce new ways of working and learning. This is done in small steps, with plenty of time and space for the children to adapt.

Every day:

Whole class story time and discussion.

A short numbers and counting activity, usually as half a class.

A short phonics session, making use of inside and outside areas, usually as half a class.

At least one adult led activity. This could be linked to numbers, sounds or another area of learning based on our topic.

Lots of independent child led learning opportunities both inside and outside the classroom.



Every week:

A visit to the school library.

A PE session where we get changed (usually begins once the children are full time).

Individual reading.

An adult led writing activity.

‘Stay and read’ morning - stay for 15 minutes after drop off and read with your child.



During the first term, when the children are ready:

Assembly with the rest of the school.

Playtime on the playground with Year 1 and Year 2.

Taking part in wider school ‘special days’.

Taking part in the Christmas play with Year 1 and Year 2.





Once we are settled, a school day generally looks like this:



8.45-9.00am	Drop off, settle in and start morning activities.
9.05-9.30am	Register, morning routines and phonics activity.
9.35am	'Learning play' where the children choose from a wide range of activities inside and outside, designed to cover all the areas of learning (see 'Learning in the EYFS' - page 15). Adults work with small groups or individuals and make observations of children's learning.
10.15am	Story and a snack.
10.30-10.50am	Playtime with Year 1 and Year 2.
11am	Short maths activity, then learning play
11.45am	Circle time rhymes/songs/story.
12pm	Lunchtime (see lunchtime information on page 6), followed by playtime in the EYFS outside area.
1.15pm	Quiet reading followed by short topic based input, then learning play and adult led activities.
2.30pm	Tidy up and get things ready for home time.
3pm	Either assembly OR a whole class calm time, story and wow moments
3.30pm	Home time!





Partnership between home and school

“Daily communication, helping in school, helping at home and what to do if you have a worry”

Home and school books

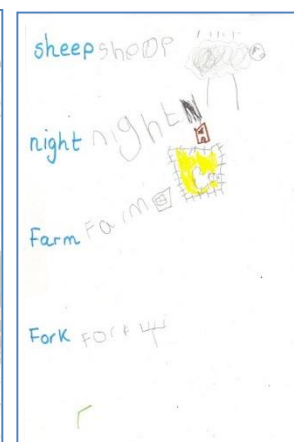
From their first week in school, the children will have a ‘Home and school book’ with a picture of you and them on the front!

In this book every week we will stick a ‘Just to let you know’ sheet with information and photographs about our week in school.

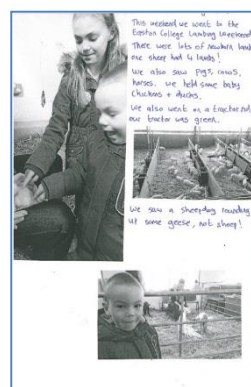
There will also be useful information about upcoming events in Reception, including opportunities for you to come and join us in our learning.

Each week there will be ideas for you to do at home to support your child’s learning. This will usually include some sounds and numbers, as well as other ideas linked to our topic. The activities that you do with your child at home can be stuck or written into the book.

We also love to know what the children have been up to at home. Please stick into the book, or let us know through your child’s online learning journal, any photographs, pictures and exciting things you have been up to, whether it’s learning to ride a bike, going swimming, visiting grandparents or playing in the garden - what you do at home is vital to your child’s learning and development and we really value all that you do.



Some examples
from a typical
‘Home & School
book’



Reading at home

Reading at home is really important. You can give your child regular invaluable one to one support with reading that it is impossible to provide in school! From the start of Reception, children will bring home a library book for you to enjoy together. Once they are able to recognise some sounds, we will send home a ‘reading book’ for them to read to you. Please read at home with your child as often as you can; at least 3 times each week. You will have a chart to complete and we will give out certificates to children for regular reading at home. Thank you for your support with this, it really makes a difference. We will write in the children’s reading record books when we hear them read each week. You are welcome to do this too.

Please help us by keeping your contact details up to date - changes in mobile phone numbers and email addresses are really important for staying in touch and especially if we need to contact you in an emergency.



Daily and weekly communications

Pupil Asset is really important for keeping in touch with what is going on in school. Instructions for setting up Pupil Asset are included in your pack.

On a weekly basis you will receive our school newsletter, as well as a separate Reception update.

There will also be additional information sent via Pupil Asset email so please check messages regularly. There is a free Pupil Asset Parents App for your phone or tablet, both Android and Apple.

Any other letters will be sent home in children's book bags. In Reception we will tuck anything important into children's home and school books. Please check these daily!

Tapestry is a digital app we use which allows us to send you some of your child's 'Wow' learning moments throughout the year by email. You will receive an email which you will need to complete to register before you can receive this.

Contacting us and what to do if you have a worry; big or small

Talk to your child's teacher. You will see Mrs Scott at morning drop off and afternoon pick up - catch her then for a quick chat. If you need longer, arrange a time to meet before or after school. Nothing is too small and there is no such thing as a silly question!

Other useful names and contacts:

Mrs Bruce and Mrs Copsey in the school office for queries about lunch, anything to do with money, or school absences.

Mrs Maunder, our Special Educational Needs Co-ordinator (SENDCo), for any questions or information about Special Needs, or if you think there is anything that you think means your child needs extra help in school, then please contact Mrs Maunder via the school office. Please also see our school website under About Our School - Policies & Statutory Information – Local Offer SEND for information on how we support children with SEND.

Mrs Clarke if your worries haven't been addressed or for wider whole school issues.

Parents' evenings

Parents evening happens in the Autumn and Spring term, usually just before or just after half term. You will be sent the information by email and you need to make a timed appointment to see your child's teacher.

There will be a chance to talk about how your child is getting on in school and how they are progressing. The appointments are by necessity quite short, so it is a good idea to have a think about what you want to know or ask about before the meeting. There won't be any horrid surprises! If your child's teacher has concerns about their development, learning or behaviour, they won't wait for parents evening, they will talk to you straight away so any worries can be tackled. Similarly we will keep you informed of the many successes the children have in school.

If your child has special educational needs, their teacher will offer you a longer appointment on a different day so that their needs can be discussed at greater length.



Helping in school

We love having help in Early Years and there will be lots of opportunities for you to come in and help in class! You may be able to offer a regular time to hear readers or help with classroom activities or be able to offer one off days to support trips or activity days. We would love to hear from you! Please let Mrs Scott know that you are interested.

The children's safety is of paramount importance to us and we ask all our parent helpers to read our information booklet for parent helpers and abide by our school policies. You will be asked to undertake a DBS (Disclosure and Barring Service) check - this is easy and organised through the school office.



Learning in Early Years Foundation Stage

“What the curriculum looks like in practice for children in Reception”

Our dream

Children who have dreams and ambitions, and the skills to make them happen.

Children who know how to learn, who have skills and knowledge for life.

Children who treat others the way they would like to be treated. They have respect for themselves and for others.

Children who can stand up for themselves without trampling the ideals of others.

Children who understand that they can make a difference in an imperfect world, and have sound values to build a life on.

Children who are independent and self-motivated, confident and secure.

Children who know the value of ideas, who can try a new way or take a different path, can blaze their own trail.

Children who are resilient, learn from mistakes, know how to fail and to try again, and better.

Children who can learn, dream, hope, love, live life to the full.

Learn more, Think more, be more.



These are the 3 prime areas

Personal, Social and Emotional Development



This area of learning and development is about how your child...

- ✓ Is confident and self assured
- ✓ Manages their feelings and behaviour
- ✓ Makes friends
- ✓ Shares and takes turns



Physical Development



This area of learning and development is about how your child...

- ✓ Moves and uses gross motor skills
- ✓ Develops fine motor skills
- ✓ Learns about healthy living
- ✓ Manages self care independently



Communication and Language



This area of learning and development is about how your child...

- ✓ Listens and pays attention
- ✓ Understands what is being said
- ✓ Communicates with others
- ✓ Develops vocabulary and speech



These are the 4 specific areas

Literacy



This area of learning and development is about how your child...

- ✓ Enjoys reading books
- ✓ Likes making marks
- ✓ Learns to write
- ✓ Starts to explore phonics and letter sounds

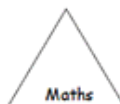


Mathematics



This area of learning and development is about how your child...

- ✓ Learns about numbers and counting
- ✓ Recognises the passing of time
- ✓ Explores measures, capacity, space, shapes, opposites etc during play



Understanding the World



This area of learning and development is about how your child...

- ✓ Finds out about nature and the world around them
- ✓ Talks about people and their local community and learns about similarities and differences
- ✓ Learns to confidently use ICT equipment



Expressive Arts and Design



This area of learning and development is about how your child...

- ✓ Enjoys being creative
- ✓ Sings, dances and makes music
- ✓ Plays imaginatively
- ✓ Uses different materials and colours to express themselves



In early years our curriculum is structured around 7 'areas of learning'.

Every week we plan a whole range of activities inside and outside that develop the children's understanding, skills and knowledge in each of these areas.

Some of these activities will be led by an adult, but many are independent, play based activities for the children to access independently and with their friends.

Assessment of the children's learning is a really important part of Early Years practice.

We will collect a whole range of evidence about your child's progress. This could include:

- Observations of the children in action
- Photographs
- Video
- Things the children have made, written or otherwise created
- Records of the things children say
- Things the children have done at home (from their home and school books) or things that you tell us.

...and probably many other things besides!

All this is collected in a "learning journey", which is available for you to look at.

Using the Tapestry app we will also email you with some of the 'wow' learning moments your child has in school!



The **‘characteristics of effective learning’** are threaded through the whole curriculum at Acle Primary. They are the building blocks for future learning. Nurturing and developing these skills in the first year of school ensures that children are able to tackle new challenges creatively, with enthusiasm and confidence throughout their school lives. They become effective life long learners.



Having their own ideas

Being willing to ‘have a go’



Finding out and exploring

Playing and exploring



Playing with what they know



Creating and thinking critically



Enjoying achieving what they set out to do



Being involved and concentrating

Active learning





Learning in EYFS

"Some information about learning to read, write and all about maths"

Learning to write is a complicated business! The children need a whole range of skills:

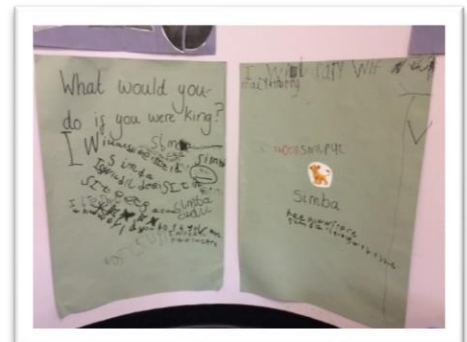
- Fine motor skills which enable them to hold and control their pen or pencil
- Understanding that marks on a page - pictures and words - carry a meaning
- Knowing how to form letters correctly
- Deciding what they want to say
- Understanding that words are built up from a sequence of sounds
- Organising sounds into words and words into sentences.
- Understanding that other people can read what they have written
- Using conventions, for examples spaces between words, capital letters and full stops
- Using their writing to communicate in a whole range of contexts

Children do not make smooth and steady progress through these steps!

All the children in the class will be starting at different points on the journey to becoming a writer.

They will move up and down between them, making sudden jumps in progress and then taking time to consolidate and practise what they have learned.

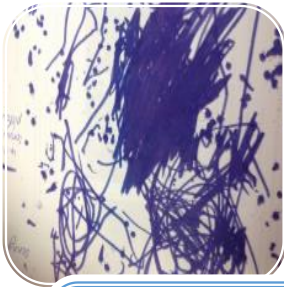
In school we provide many and varied opportunities for the children to write, and our home and school books should help you to support the children at home.



"Almost all children will reverse letters, start at odd places on the page, write backwards and arrange words going up or down the page at some point during their learning process. It's really normal!"

The most important thing is that we recognise that every child is different and take time to celebrate every step of their journey!

Stages on the journey to becoming a writer



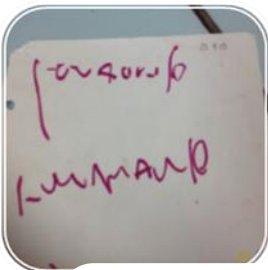
Early mark making - children experiment with different kinds of movements to make different shapes and patterns.



Simple drawings become more recognisable and the children can talk about what they have drawn.



Increasingly detailed drawings with added details. "This is the tractor and the farmer is sowing his seeds".



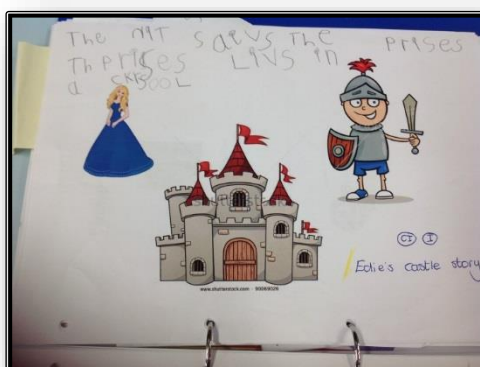
Play writing - "I wrote a list of things to buy". The child knows that the marks have a meaning and will imitate what "real" writing looks like on the page.



Using initial sounds as labels in a drawing.



Some sounds are represented in sequence, although not always accurately. "Tractor"



Using phonics to write a sentence. "The knight saves the princess. The princess lives in a castle".



Phonics vocabulary A quick guide!

Phoneme

The single sound represented by a letter or group of letters eg **a** in apple or **sh** in shop.

Grapheme

The letters that represent a sound.

Digraph

A sound represented by 2 letters. These could be vowels **ai** in **rain** or consonants — **ch** in **chop** or **th** in **think**.

Sound out

To say all the sounds in a word.

Blend

To combine sounds together to make words eg **s-t-o-p** says **stop**.

CVC word

Words made up of a consonant, vowel and consonant—**cat**, **dog**, **sit**.

Tricky word

words that cannot be read phonetically - **the**, **to**, **me**

Most children will learn to read through **phonics**. This means that:

- The children learn sounds which they then build together to make words.
- They learn to recognise and write the sound at the same time.
- They very quickly build up to reading and writing words.

The children do phonics every day. This will include some large group or whole class teaching, either inside or outside, and activities within the learning environment for the children to explore.

The children all learn and develop at different rates and teaching is adapted to support the children's development. We also work really hard to teach phonics in a whole range of different ways, inside and outside the classroom. We make it hands on, practical and fun!



Reading at home

Please, please read to your children! Sharing a book at bedtime, or anytime, is really, really important. There is lots of evidence to show that the children who become lifelong lovers of reading were read to from when they were really small. Acle library has a great selection and lots of advice for choosing the right kinds of books and library cards are free! The children also choose a book from the school library each week to share with you at home.

From early on in Reception the children will bring home a reading book. It will be a little while for most children before they can read all the words themselves, but it is good to get into the habit of regularly reading their school book together. These simple steps should support this process.

- Tell the story together by looking at the pictures. (Some of our first reading books only have pictures).
- Ask your child to spot the sounds they know. Their home and school book should tell you the sounds they have been learning in school.
- Ask your child to 'sound out' and 'blend' the CVC words. Read the sentence back to them fluently.
- Practise reading 'tricky words' so that your child can recognise them on sight.

Encourage your child to read the pages independently.

At whatever stage, discuss what you have read! Talk about what happens in the story and how the characters are feeling. It is also really good to talk about any experiences that the children have had that are similar to those in the book - a trip to the seaside, for example.



In Early Years our learning about maths and numbers is embedded across the learning environment in everything we do. Every day there will be both adult led activities and activities for the children to choose from which develop the children's mathematical understanding.

The children's understanding is underpinned at every stage by using lots of different practical resources to support their learning.

As with writing, the children will all be at very different stages in terms of their maths skills and the curriculum is adapted throughout the year to support their development.



Measuring Jack's beanstalk. This activity involved comparing different kinds of measures and lots of counting.



Counting the animals on the farm. "How many are there altogether?"



"Talking about maths and numbers is really important."

The children are encouraged to talk about their ideas, try out new ways of doing things and apply what they know in lots of different ways."



Beginning to explore addition and number sentences using the balance and practical resources.



Using practical resources to find different ways of making ten.



Exploring shapes through messy play.

You can find lots more information about the way maths is taught throughout the school in our calculations policy which is available through the school website.



We really hope that the information in this booklet has been useful.

There is a lot more information about our school on our website:

www.acleprimary.norfolk.sch.uk

If you have any questions at all, please drop in to the school office, give us a call on 01493 750322 or email office@acleprimary.norfolk.sch.uk

The best time to catch Mrs Scott is after 3.30pm when she has finished teaching.

We are really looking forward to welcoming you to our school!

