
Reception at Northside



The 2012 Revised Statutory Framework for the Early Years Foundation Stage (EYFS) sets the standards for learning, development and care for children from birth to five. It provides consistency and continuity.

Reception is the culmination of this stage where the children experience learning in seven areas of development all of which are

important and inter-linked.

The first 3 areas below are prime areas that are strengthened and applied by the other 4 areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

This ensures a broad and balanced beginning, taking into account the individual needs of the children. Purposeful play is valued as an integral part of the children's development and underpins the delivery of all the EYFS.

The children in Northside Nursery are familiar with the Reception classroom, teachers and support staff. We have a shared outside area and are closely linked. This ensures a smooth transition from the Nursery to Reception. For those children who are new to the school we ensure an easy settling-in period free from stress for both children and parents. This starts with a Home Visit where your children meet us on their territory. It is followed by Drop-in Days before actually starting school formally.

Children come to us from all corners of the globe and we value the contribution they and their families make to the school community. The children learn to respect themselves and each other and recognise that *Every Child Matters*.

Starting School

We know that starting school can be stressful and we try to make your child's first days as enjoyable as we can.

Our Drop-in Days, held in the first week of term, enable you and your child to get to know the teachers and become familiar with the setting before actually starting school. You will be able to 'drop in' at certain times during school hours throughout these days to get a taste of life in Reception.

A full school day is six and a half hours, a big difference from the time spent at Nursery. We therefore gradually extend the time your child spends in school from just the morning initially, to completing a full day, for the older children after a few weeks. (Please see the accompanying form for expected dates.) The younger children's day will be extended as and when they are ready and you will be able to discuss this with the class teacher. You should be prepared to spend a short time with your child initially to help him/her settle.



School Times

The school timetable is as follows:

8.55 Morning school begins

12.00 Lunch Time

1.15 Afternoon school begins

3.30 School ends

Punctuality

It is very important for your child to be at school at the beginning of the school day. This allows for a calm settled start. It is equally necessary for him/her to be collected promptly at the end of the day. To see all your friends going home and nobody there to collect you can be extremely stressful for a child.

If someone other than you is collecting your child the school needs to be informed, preferably in writing but, if this is not possible, then by telephone.

Absence from School

If your child is away from school for any reason you will need to send a covering letter. If your child is unwell, the best place for him/her is at home. However, it is very important to build good habits of attendance and punctuality and parents should avoid their child missing days for any other reason.

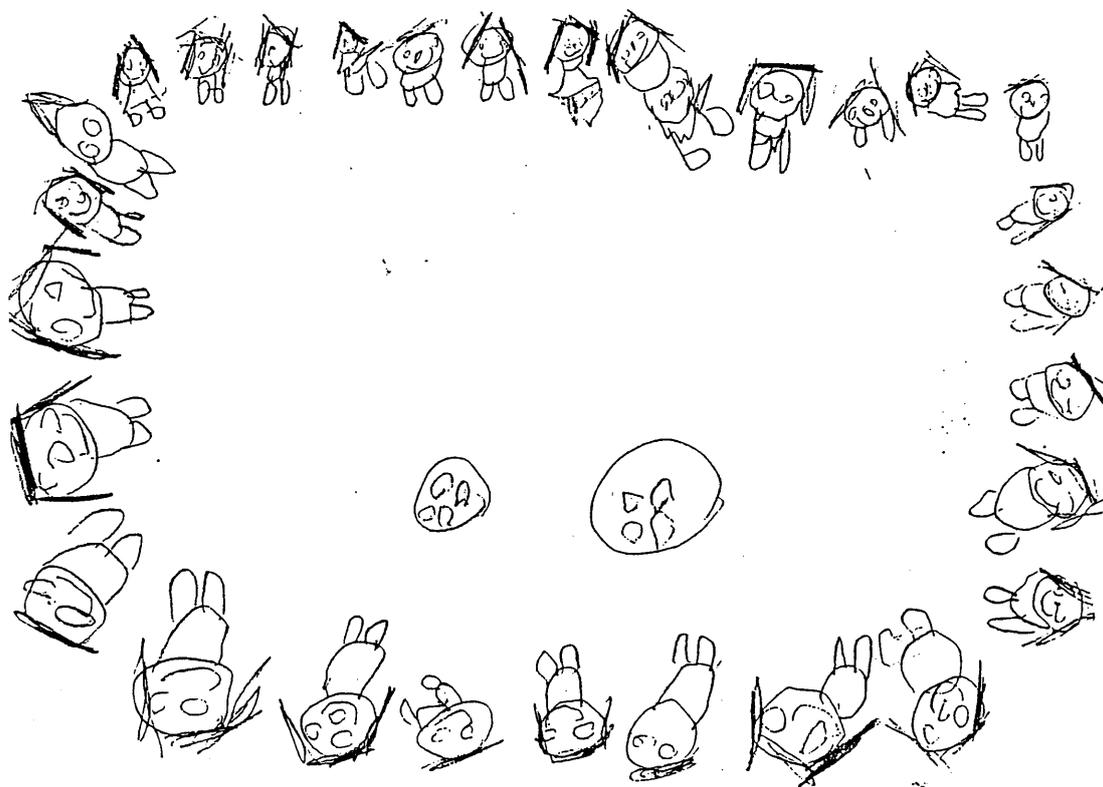
Travelling to School

Northside tries to encourage parents to walk their children to school, this not only gives the children exercise but it reduces congestion and pollution from traffic around the school. However, it is recognised that there will be occasions when it is necessary for parents to drive their children to school and the Borough gives all Northside parents a permit to park in the Lodge Lane car park free of charge from 8.45 - 9.15 in the morning and from 3.15 to 3.45 in the afternoon. Permit forms can be obtained from the school secretary.

Food

Packed Lunch

In order for your child to feel happy about eating at school, we appreciate the food needs to be familiar to him/her. We would like you, therefore, to provide a packed lunch for the first half term. It often helps initially if your child can choose with you what to put in the lunch box. As we encourage healthy eating in school, we do not allow chocolate, sweets or fizzy drinks.



Shared Fruit at Morning Break

By mid-morning the children are quite hungry and in addition to their free milk, we like to give them fruit. The Government New Opportunity Fund provides fruit in school.

School Uniform

Northside's school uniform has a basic dress code of school blue with navy, black, white or grey. The uniform is as follows:

Winter

- school sweatshirt
- black or grey trousers, grey or navy skirt
- white shirt or polo shirt



Summer

- school T-shirt or plain white polo shirt
- black, navy or grey shorts
- summer dress in blue gingham



Shoes

Footwear should be sensible and appropriate (i.e. no high heels or backless or strappy shoes or open-toed sandals or Ugg type boots).



PE Kit

Your child will need a PE kit to change into for PE. The kit consists of black elastic waisted shorts and a Northside T-shirt with black elasticated plimsolls. The kit should be brought to school in a Northside PE bag (no carrier bags please).

Sweatshirts and other items of clothing with the school logo are available through the School Office. All other items of uniform are readily available from Adams, Mothercare, John Lewis or other children's clothing outlets.

Please ensure that all school clothes and PE kit (including PE bag) are labelled with your child's name.



Foundation Stage Profile



Throughout Reception a Foundation Stage Profile is conducted on each child and is completed by the end of the academic year. The outcome will be included in your child's ongoing records.

We will be looking at all areas of their learning in order to give us a clear picture of the complete child. (The seven areas of learning for the Foundation Stage are listed on the first page of this booklet)

We take note of small, as well as significant achievements by observing the children in the informal setting of the inside and outside classrooms. There will be no stress involved; in fact, the children are not aware it is happening.



Focus Weeks

Every week the Reception staff focus specifically on three children to see how they are developing in the seven areas of learning (as specified above). We observe the children in the setting and value input from you, as parents on how *you feel* they are doing. You will, therefore, be given the opportunity to take part in your child's Focus Weeks as they occur by being especially observant of their interests and achievements in the home setting. The Focus Weeks will be part of a rolling programme. You will have plenty of notice when these weeks occur and will be invited to meet with the class teacher during the week to have a chat about your child's progress and participate in making some simple targets from them to aim for.



How You Can Help

We aim to enable the children to become confident, self-sufficient, purposeful, life-long learners who are able to make judgements, re-organise, pursue ideas, co-operate, negotiate, experiment, share, take turns and a whole host of other things. We do this through play - this is very important because **when we play we do not fail**.

As parents, you are interested in the overall development of your child and many of you want to know how you can help. Here are some ways you can help at home, in the park, whilst shopping, and doing other day to day activities.

Remember:

the most precious thing you can give your child is your *time*; everything you *do* is secondary.

Personal, social and emotional development

Starting school is a milestone in your child's life and we understand it can be an emotional time for you too - try not to let your child be aware of your anxieties. Successful personal, social and emotional development effects positive learning in all the other five areas of development. Children learn best when they are happy.

There are things you can do to help ensure your child starts school with a smile:

- Chat about the school as you go past and how they will be part of it.
- Comment enthusiastically about the experiences they will have and the caring people they will meet - teachers, helpers, and mealtime supervisors.
- Encourage your child to dress and undress him/herself, so he/she is not fazed at PE time. Zips, buttons and poppers, not to mention tights and socks can be a nightmare if you're only four.
- Have picnics in the garden/park where your child takes his/her own lunchbox (containing the sort of food they'll bring to school) and becomes confident about eating it.
- Eat meals together as a family, encouraging the use of a knife and fork.

- Make sure they can deal with trips to the loo - insist on flushing it and washing hands with soap afterwards.
- Encourage sharing - this includes them offering around sweets, biscuits and pieces of fruit, as well as sharing toys....
- and taking turns.
- Join your child at tidy up time and do it together - make it fun.
- Praise the little things your child achieves to encourage a positive self-image.
- Encourage your child to try and try again when faced with a difficult task.

Communication and Language

Being able to listen and speak emerge out of non-verbal communication such as body language, facial expressions, hand gestures and eye contact. As well as developing their confidence and skills in expressing themselves, being able to speak and listen in a range of situations.

- Talk to your child about anything and everything.
- Listen too – this is most important as it lets your child know you value his/her thoughts and ideas - they can be real eye openers.
- Join in songs, rhymes and role play together.

Physical development

Children learn through being active and interactive, linking all the other areas to their physical development. As they improve their coordination, control, manipulation and movement so their confidence grows and they benefit from being healthy and active.

- Encourage different ways of moving - walking, running, jumping, crawling, climbing, swinging, sliding etc. quickly, slowly, backwards,

forwards, sideways, under, over, through, between. A trip to the park is a good place for this.

- Dancing to music can be great fun!
- As can kicking a football or throwing and catching.
- Build constructions with bricks and blocks.
- Thread beads.
- Paint, cut out, stick.
- Use pens, pencils, crayons.
- Fill and empty containers. Pour from one to another.
- Do up zips and buttons.

Use a knife, fork and spoon

Literacy

Through fun phonic lessons children begin to link sounds and letters to be able to read and write simple words and sentences. By providing children with a range of reading materials we aim to ignite their interest in topics and the written word.

- Enjoy books together – this gets children off to a very good start.
- Read together encouraging your child to chip in and discuss the story. Don't expect your child to read overnight. You'll probably be asked for the same special book over and over again - try not to be bored! Your child is familiarising him/herself with the text.
- Point out words as you read them. This helps children realise text has meaning. You'll soon be having the story 'read' to you or come across the baby enjoying having a story 'read' to him/her. Wonderful!
- Books will come home regularly from school in a book bag along with a record book for you and the teacher to write in. Please do so. The books

will have been chosen by your child and may be for you to read with your child or for him/her to read to you. If it is the latter, but your child doesn't feel up to reading that evening, you could read it and talk about it together. We don't want it to become a chore - it should be a cosy, quiet together time.

- Draw attention to words written anywhere and everywhere - we tend to take them for granted. Names above shops, signs in the street, newspapers, TV guides, and cereal packets - the list is endless.
- Play games like "I spy with my little eye" or "I went to the shop and I bought an apple, a banana, a carrot" - it helps your child to listen carefully for the initial sound of a word.
- Encourage your child to 'write'. It may be squiggles or letter-like shapes but try not to point out mistakes - we know it is difficult not to - ask him/her to 'read' it to you and then say how great it is! Your child will be so proud and want to do more.
- Please use the lower case alphabet with capital letters only for beginning names and sentences. You will find the style we use at the back of this booklet along with some useful patterns to practise. It would be helpful to encourage the correct letter formation.

Mathematics

Again, enjoyment is the key. Through practical activities, children understand and record numbers, begin to show awareness of adding and taking away and use the language involved. Pages of sums are not the answer.

- Look for numbers in the environment, on buses, houses, road signs, remote control, prices of goods, page numbers, etc.
- Count out 4 knives and 4 forks to match the 4 plates when laying the table for dinner.
- Sort out toys at the end of the day - don't do it all yourself, don't expect your child to do it all either. Do it together and talk about things that go together and where the box should be kept.
- Making jigsaws, fitting bricks into a box, finding a spot to put the new Power Ranger, are all good ways of learning about shape and space.

- Empty and fill up containers of different shapes and sizes.
- Talk about why your child needs to have new shoes only 6 weeks after the last ones - what has happened to the size of his/her feet? Will the old ones fit the baby?
- Familiarise your child with times of the day - morning, afternoon, day, night.
- Use mathematical language - more, less, is it enough? too much? number words, full/empty, before/after and many, many others.
- Put things in order numerically, according to a pattern, according to size, etc.

Understanding the World

We all need to make sense of the world around us. It's no different for children and they need to know how and where they fit into it. They learn from real life situations and use all their senses to explore them.

- Talk about family members, young and old.
- Take your child to the shops, local library, for a ride on the bus or tube.
- Encourage digging in the garden, playing with sand and water.
- Encourage planting seeds and watching plants grow - what do they need to grow?
- Look for mini-beasts in the garden and see how they behave.
- Explore glue, string, clips and sticky tape for joining things.
- Build with construction kits, blocks and empty boxes.
- Enjoy mixing things, cooking, putting water in the freezer etc and seeing what happens.
- Operate switches e.g. torch, tape or video recorder etc.

Expressive arts and design

Creativity flourishes in an environment that is stimulating, where children learn to respond, explore, express and communicate their ideas.

- Encourage exploration of colours, textures.
- Use play dough for rolling and moulding.
- Make music and different sounds using household items.
- Sing songs and rhymes together.
- Dance to different types of music.
- Encourage role play and improvisation, using one thing to represent another.

Parents and Teachers Working in Partnership

There are lots of ways that parents can help.

Come into the classroom

We encourage parents to come into school where they can help

- with classroom experiences
- by going on trips
- by sharing books with the children in English and home languages
- with outside play
- by sharing their expertise, e.g. in music, cooking, sewing

Don't be afraid to come in - we love having you.



Bring in your rubbish

Occasionally we need to replenish our supplies of recyclable material, e.g. egg boxes, fabric, plastic trays, the cardboard inserts from kitchen rolls, newspapers, etc. Please don't throw them away, throw them our way.

Help replenish our dressing up boxes

Our dressing-up clothes are falling apart. If you have any outfits suitable for dressing up please bring them in. We welcome anything from national costume to fancy dress.



Contributions

We ask you to pay a small, voluntary contribution each half term, as in the Nursery. This is voluntary but invaluable to us as we use it to buy ingredients for cooking and making play dough and providing special materials for art and craft work. Anything left over is used to replenish books and perhaps help with the cost of an end of term entertainment.