

Welcome to



Information for Parents



Laying the foundations for Children to thrive

We are delighted to welcome your child to Reception

We hope that their time with us will be a happy and successful one. As parents/carers you are your child's first educators and the home influence remains important throughout your child's schooling. We wish to work with you to make sure your child has the best possible start in school.

The aim of the Early Years is to nurture the development of each child as an individual, within a warm, caring, stimulating environment.

In this booklet you will find useful information about Reception here at Grosvenor Road Primary School. If you need any further information please do not hesitate to contact us.



This is what Ofsted have to say:

"Early Years staff ensure that children have a high-quality learning environment". (January 2019)

Early Years staff "know their children well and focus their work on developing children's vocabulary and providing a rich experience for children on entry to school". (January 2019)

"Pupils' behaviour is exemplary. They are caring, thoughtful and confident, and respond positively to high expectations". (January 2019).

Our full Ofsted report can be found on our school website.



Reception Hours

Full time hours	
Day Starts	Day Ends
8.45am	3.05pm

Please endeavour to bring and collect your child on time. Children who arrive after the start of the session often find it harder to settle.

Likewise, at the end of the day it is important that children are collected on time so that they don't become anxious when the other children have left.

It is important that you always let the Reception staff or school office know if there are any changes to your child's collection arrangements. We will not hand over children to adults unless we have been informed of who they are going home with.



Absences from School

If your child is unwell and unable to attend school we ask that you contact school and let us know. If your child is sick or has diarrhoea they need to stay at home until 48 hours after the last episode, to avoid the rapid spread of germs. If your child is taken ill while at school we will contact you at home or work. Therefore we need at least two emergency contact numbers for each child and these must be kept up to date.

If your child has any medical needs and/or dietary requirements it is important that you inform us, to ensure your child's well-being in school. If your child has asthma they will need to have an inhaler in school at all times. Any other prescribed medicines can only be administered if brought in a single dose, i.e. in a syringe.

A consent form will need to be signed before they can be given.

Lunchtimes

You can choose for your child to have a hot meal provided by our school kitchen or, if you prefer, you can send your child with a packed lunch from home.
All children in Reception are entitled to a Universal Free School Meal.

Milk and Fruit

Children are entitled to free milk until their 5th birthday. During the term your child turns five, a payment is required if you wish for your child to continue to have milk.
Fruit is provided each day, free of charge.

Reception Fund

We kindly ask that you contribute 50p per week to Reception Fund which pays towards special snacks, baking activities and other special treats for the children. If possible, we would be grateful if you could provide a box of tissues per term.



Uniform

All children are required to wear the school uniform which comprises of:

Boys	Girls
Grey trousers	Grey skirt/pinafore dress/trousers
Yellow/white polo shirt	Yellow/white polo shirt
School sweatshirt/cardigan	School sweatshirt/cardigan
Black shoes with Velcro fasteners.	Black shoes with Velcro fasteners.

(In Summer, boys may wear grey shorts & girls may wear pink/red checked dresses)

Please provide your child with a spare set of clothing in case of accidents.

They can be left in a bag on their peg to be used if needed.

Please ensure all clothes are clearly labelled with your child's name as they often get confused and lost if they are not marked.

All Weathers

Outdoors is an essential part of the Early Years learning environment and will be accessed on a daily basis by the children, in all weathers. Please ensure that they have a pair of named wellington boots, to be kept in school.



Sun Protection

On sunny days, particularly at the start and end of the school year, please put sun cream on your child before school and send in a hat to wear outside.

How to help your child prepare for Reception

It is important that you talk to your child about coming to school before your child starts. Explain that there will be other children there and lots of exciting things to do and play with.

- Look at lots of books and read stories and nursery rhymes to your child.
- Encourage them to sit with you to play a game.
- Talk about numbers in the environment and count things together.
- Do jobs together and talk about what you are doing. (Eg, tidying up, setting the table for dinner)
- Include them in adult conversations and talk encouragingly about school.
- Ask questions: When? Where? Why? How?
- Read together for a few minutes each day.
- Make sure they get enough sleep and finally **give your children lots of praise.**



Key Person

The role of the Key Person is to build up a safe and secure relationship with your child to ensure that they can develop both socially and academically. If you have any concerns about your child please speak to your child's class teacher. It is often possible to see them very briefly at the beginning or end of the day, but do make an appointment to be sure that they are available if you need more than a few minutes.

All staff plan together on a weekly basis. The planning is based on the Early Years Foundation Stage Curriculum.

Reception Curriculum

We aim to provide a broad, balanced, stimulating and supportive environment in which each child can grow and develop. One of our goals for the children is to help them become as independent as possible. This means giving them lots of opportunities to make choices, including freedom to access resources and the freedom to play inside and outside.



We follow the Early Years Foundation Stage (EYFS) Curriculum. It has seven areas of learning and we plan our activities carefully in order to meet the needs of the children. There are three 'prime areas' and four 'specific areas'. The prime areas develop quickly in response to relationships and experiences, and run through and support learning in the specific areas. The specific areas include essential skills and knowledge.

The Early Years Foundation Stage (EYFS)

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are:

Communication and Language
Physical Development
Personal, Social and Emotional Development

These prime areas are those most essential for your child's healthy development and future learning.

The prime areas will help children to develop skills in **4 specific areas**. These are:

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

These 7 areas are used to plan your child's learning and activities. As Early Years staff, we will make sure that the activities are suited to your child's unique needs. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

Play is a natural way of learning and your child will tell you that for a lot of the time he/she is 'playing'. The play will be carefully planned and strategically directed by the teacher so that the early stages of mathematics, science, reading and writing are mastered in an enjoyable way.

Daily Conversations

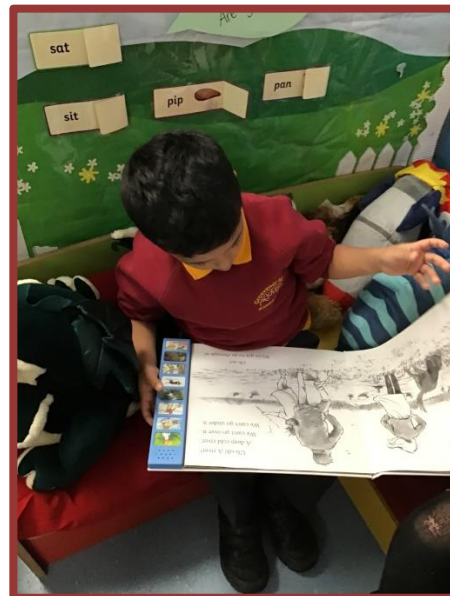
Talk to your child about everything that interests them. Development of their **speaking and listening** is vital. Learning will best develop if your child shares your day-to-day conversation and if you answer their many questions as fully as possible. Talking to your child about their day is essential; who they played with and what they have enjoyed doing is a practical way of encouraging them to reflect on their activities.

Reading

Reading is a very important part of your child's learning. It is an exciting time for you and your child to share and develop a love of books and stories. Read stories that your child enjoys and share books that they are interested in.

The children's libraries in our area are full of bright and interesting books.

Once your child starts to read, he/she will greatly enjoy reading to you. Lots of encouragement and praise is a great help.



When your child has settled into Reception they will be given a school reading book and reading record. We will hear your child read every day and will change their book three times a week. Remember to bring your child's book to school every day. Please listen to your child read every day, then write a comment and sign the reading record.

Children who read every day at home with an adult make far better progress than children who aren't given the opportunity to read regularly. Confident readers are more likely to make good progress in writing.

We will give you more information about how we can work together with you to help your child become an independent reader at our **Reading Meeting** in September. We shall send you further details about this at the beginning of the autumn term.

The Importance of Play

Play is a child's way of learning. It is the most natural way in which children make sense of the world around them, develop their skills and understanding of themselves and others.

During each session your child will have opportunities to play with sand, water, puzzles, construction materials, paints, scissors and glue. Imaginative role-play, music, movement and dance are also highly valued activities. Sometimes the children play on their own, sometimes alongside other children and at other times with their friends.

Play gives children opportunity to learn through first hand experiences, for example to discover capacity through pouring liquid from jug to jug in the water tray. They can explore their environment, be creative and experiment to see how things work.

It is vital that children have chance to direct their own play, without constant guidance from adults. We need to give them time to immerse themselves in their play, whether it is quiet and reflective play or more energetic.

Our role as adults is to provide an environment that stimulates children's play and to give your child the opportunity to explore and talk about what they are doing. We must support and scaffold their play. We can do this by observing and recognising what the child is attempting to do and interact to help them progress by suggesting, commenting, questioning and playing with the child.

"Play that is well-planned and purposeful helps children to think, to increase their understanding and to improve their language competence. It allows children to be creative, to explore and to test their own conclusions".

HMI – 'The Education of Children Under Five'



We do hope that you have found this booklet useful. If you have any other queries or questions then please do not hesitate to come and talk to us.

The Reception Team

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