



*Learning together, growing together*

# Dovecot Primary School

Welcome to Reception!



In Reception, the children follow the Early Years Foundation Stage (EYFS) Framework. This is based upon four themes and principles.

### **The Unique Child**

We understand that every child is an individual who is capable in their own right. The holistic child has a variety of needs that need meeting over their time in the Foundation Stage.

### **Positive Relationships**

Social interaction is key to children's development. Children become strong, independent learners, as well as scaffolding their learning through positive social interaction.

### **Enabling Environments**

Providing a safe, secure and stimulating base for your children is key to their development. The framework allows for experiences that respond to the child's individual needs and interests, as well as developing a strong partnership between teaching staff, parents and carers.

### **Learning and Development**

Children develop and learn in different ways. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.



## Our Vision in EYFS

- We strive for **excellence in all areas** of school life.
- We deliver a **broad and challenging curriculum** which is rich in opportunities and enables all children to reach their potential.
- Children are at the centre of our school and our team is dedicated to the education, safeguarding and wellbeing of each individual.
- We aim to **engage and motivate** our children so that they can **experience the joy of discovery, the excitement of solving problems and the magic of creativity.**
- Our children feel **secure and valued** and we take **pride in their work and achievements.**
- We expect **high standards of behaviour** and promote good relationships which provide a framework in which our children can grow into **confident, conscientious and responsible members of society.**
- We lay the **foundations for lifelong learning and future success** in life through **high expectations.**
- We recognise the pivotal role our school plays in developing community cohesion, creating **opportunities for all** and building **strong and positive relationships within the community.**
- Parents are partners in learning, and the key to children's success!



## Meet the Staff - EYFS

- Miss Brennan - Reception Teacher
  - Miss Benson - Reception TA
- Mrs Dornan - EYFS Lead & Nursery Teacher
  - Mrs Metcalfe - Nursery TA
  - Miss Hassan - EYFS 1:1

Nursery and Reception work as an EYFS unit, meaning the children will have contact with all adults in Early Years. We share rooms, resources, and an outdoor area. We will also have separate lessons and levelled activities to ensure all children are challenged.



## Meet the Staff - SLT

- Mrs Barr - Headteacher
- Miss Buckle - Deputy Head and SENCO
- Miss D Weston - Pastoral Officer



## Key Workers

- Will be a member of the EYFS team from your child's class - dependent on class size may be more than one member of staff.
- Their aim is to ensure that your child's needs are recognised and met, as well as building secure bonds.

### Main Duties:

- Help your child(ren) settle in.
- Talk with parents/carers about your child.
- Keep an extra special eye on how your child is settling in in the first few weeks.
- Provide your child with emotional support if required.
- Work together with the parents to support your child.
- Observe children, complete records and monitor your child's progress alongside the class teacher.
- Initial key workers may be subject to change based on children's developing relationships.



## Starting Reception

- \* The morning learning session for Reception is from: 8:55 am until 11:45am
- \* The afternoon learning session for Reception is from: 1:00pm until 3:30pm
- \* Reception children all stay in school for lunch, and attend full time.
- \* In order to settle the children into school life as easily as possible **all children will start full time from Tuesday the 3<sup>rd</sup> of September.**
- \* Children will come in and leave through the first door on the Early Years yard. Late children (after the EYFS door closes at **9:05**) must report to the school office to receive their mark. If you are *collecting your child early* (i.e. for an approved medical appointment) they must be **collected from the office.**
- \* **We also have breakfast club available from 8:00am.**
- \* At Dovecot Primary school we aim to give the children the best possible start to their education and therefore ask you to be on time for every session. For children of this age routine is key, so please ensure **your child attends every day and is dropped off and collected on time.**
- \* **For safeguarding we will only release children to the adults named for drop off and collection. If another adult needs to collect your child please inform the school ASAP.**



## Uniform

- Purple tracksuit pants, or grey school pants/skirt. White polo top School jumper or cardigan.
  - Sensible, velcro school shoes.
  - White, black or grey socks or tights
  - Waterproof coat.
  - Purple school books bag.
  - Children can also wear black or dark grey tracksuit pants, or leggings in EYFS.
- ✧ As we do a lot of our learning outdoors, in *all* weathers, we ask you to **send wellies, waterproofs and a change of clothes that remain in school, as well as a hat and sun cream in warmer/high UV weather.**
- *Please ensure long hair is tied back and jewellery is limited to stud earrings for health and safety*



## PE Kit

To help the class teachers we do ask that all clothing is clearly labelled with the children's name, including PE kits, water bottles and book bags.

\* Although we will do everything we can to find lost property, we cannot be held responsible for missing items.

\* Please do not bring toys in to school.

- Shorts or tracksuit bottoms
  - White T-shirt
  - Black pumps or trainers
- No football kits or boots please.

Currently children will wear their PE kit all day on PE day



### Snack

Children in Reception receive a mid-morning snack of milk and fruit every day. We may also have toast or other additional snacks at various points. Children do not need to bring in their own snack, but should bring a water bottle each day. Please make us aware of any allergies your child has.

### Reading books

Children will bring home a bedtime story book from the first term. They will also bring wordless reading books home to practice their comprehension skills. They will then begin to bring home phonics sounds to practice, moving on to blending books and then RWI reading books. Please return books each week by Thursday morning to be changed.



## Areas of Learning and Early Learning Goals

In the Reception curriculum, there are 3 Prime Areas of Learning and 4 Specific Areas. This framework provides the basis of how we structure the setting, activities and opportunities we provide, as well as how we assess your child's development. For each of these areas your child will have an 'Early Learning Goal' to work towards as well as learning outcomes designed as part of the curriculum by the EYFS staff. There are also the characteristics of effective learning which we will report on at the end of the year along with the 7 Areas of Learning.



### Prime Areas

- Communication & Language
- Personal, Social & Emotional Development
- Physical Development

### Specific Areas

- Literacy
- Maths
- Understanding the World
- Expressive Arts & Design

### Characteristics of Effective Learning

- Playing and exploring
- Active learning
- Creating and thinking critically



## PRIME AREA: PSED (Personal, Social and Emotional Development)

- Making friends
- Learning rules
- Learning daily routines
- Learning about other cultures, religions and ways of life, and the importance of respect for all.
- Understanding boundaries
- Making relationships with adults



## PSED - How you can help at home

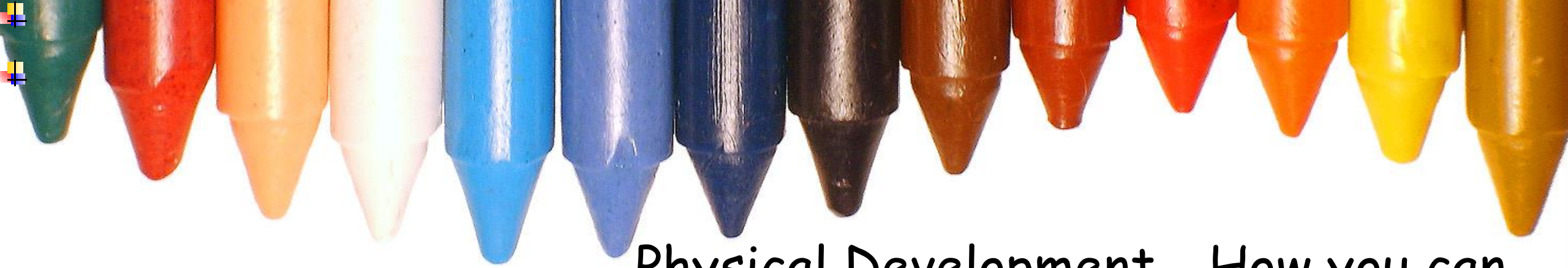
- Encouraging your child to use the toilet independently, wash their hands, put on and fasten their coats.
- Playing games which encourage sharing and turn taking will help your child to build their social skills.
  - Giving them responsibilities such as tidying away their own toys.
- Read books, watch programmes and play with toys which expose your child to a range of cultures, religions and lifestyles.



## PRIME AREA: Physical Development

- Gross and fine motor skills
- Malleable and creative area - manipulating materials
- Mark making area
- Scissor skills
- Putting on shoes and coats
- Getting changed
- PE
- Dance
- Using the outdoor area
- Pencil control





## Physical Development - How you can help at home

- Encourage children in activities such as building, drawing, threading beads, or filling and emptying containers in water, cutting own food, pouring own water - all of which develop manipulative skills.
- Give children time to run, jump, swing, climb and play outdoors - encourage them to take calculated risks and to consider how to be safe independently.



## PRIME AREA: Communication and Language

- Phonics
- Recognising name
- Speaking
- Listening
- Holding a conversation
- Reading
- Writing
- Role play



## Communication and Language - How you can help at home

- Reading as often as possible (story books, information books, newspapers, magazines, comics etc), encouraging your child to join in and talk about what they notice and have read.
  - Singing songs and nursery rhymes
- Ask questions and answer theirs; even if you don't know it can be a fantastic opportunity to learn something new together.
- Taking time to listen to them talking about things they've done without being hurried or distracted.



## SPECIFIC AREA: Maths

- Counting - rote counting, objects 1:1, sounds etc.
- Subitising - recognising small amounts without counting
- Recognising numbers and what they mean
- Number bonds
- Doubling
- Calculation
- Shape
- Pattern
- Measurement
- Problem Solving
- We use White Rose Maths and staff are on hand to answer any questions, offer support with this as needed.





## Maths - How you can help at home

- Talk about the shapes you can see in the environment
- Comparing things which are heavy and light or long and short - cooking and baking are fantastic for measurements!
  - Pointing out numbers all around
  - Singing counting songs and rhymes
- Counting, adding and subtracting anything and everything - socks, cars, shopping, cutlery, fingers and toes!
  - Subitising
  - Asking your child to tell you how they know



## SPECIFIC AREA: Literacy

- Phonics - we use Read Write Inc and will offer a separate parent session for this in September.
- Linking sounds to letters
- Reading simple sentences
- Awareness of rhyme, rhythm and alliteration
- Joining in with stories, songs and poems
- Describing story settings, characters, problems and solutions
- Creating their own stories
- Enjoying an increasing range of books
- Writing short sentences in meaningful contexts





## Literacy - How you can help at home

- Read with your child daily and talk about what you read
  - Make story time a special time to spend together

Share different kinds of books and reading materials (fact and fiction books, comics, newspaper etc

- Ensure access to a range of stories from different sources
- Encourage your child to practice their phonics sounds at home
- Model reading by enjoying your own books while they read theirs too

Write at home for a range of purposes - list making, letter writing, filling in a form etc, only using capital letters at the beginning of names or to start a sentence.

- Provide a range of writing resources to use indoors and outdoors
  - Role play stories



## SPECIFIC AREA: Understanding the World

- Exploring
- Investigating
- Experimenting
- Learning about other cultures, places, things that happened in the past, and living things
- ICT
- Constructing
- Exploring the outdoor area



## UW - How you can help at home

- Talk with your child about the places they go and things they see in the world around them
- Answering and asking questions - what if...? Why do you think...? How did you...?
- Let children join in with everyday activities - washing up, cooking, shopping, helping in the garden...
- Let them have controlled access to technology with clear rules around use.



## SPECIFIC AREA: Expressive Arts and Design

- Role play
- Painting
- Drawing
- Modelling
- Dancing
- Making music
- Singing
- Story telling
- Construction



## EAD - How you can help at home

- Talk with your child about their imaginative play and join in if possible!
  - Encourage them to be flexible in their thinking and use of materials. Praise them for their efforts or ideas, as well as the end product - children who are praised for effort over result are much more likely to approach challenges and try again!
- Provide opportunities to be as creative as possible in a range of ways



## Play in EYFS

Play is an important part of the daily routine in the Foundation Stage. Play in the Foundation Stage is well planned by the EYFS team and is aimed at developing the children's ability to explore their learning creatively.

The play that the children engage in helps to enhance their learning, as they are continually building and expanding on what they know through a wide variety of activities.

We have access to two classrooms and a large outdoor area to ensure your child gets the best learning from their play.



## Assessment

Throughout the school year the children in Reception will be assessed using Development Matters, our Dovecot EYFS curriculum, and at the end of Reception, the Early Learning Goals.

The Development Matters statements form the basis of planning and the activities within the Foundation Stage. We have used this to design our own unique, adaptable curriculum, tailored to our children

You will be informed of your child's progress, at parent meetings and on their achievement against the Early Learning Goals through a formal report at the end of the school year.



## Observations and GDPR

As part of the assessment process we may take photographs or recordings during their learning. These will be put in the child's [online learning journal](#) on Seesaw.

As a school we also have the [school website](#), a [Twitter account](#), a [school Instagram](#) and [Class Dojo](#). These sites are used to celebrate the good work the children and the school are doing. Notices and reminders will also be added to Class Dojo to help keep you updated.

[Photos](#) will also be used in [displays](#) around the classroom and school, as well as [other possible ways](#) e.g. [Stay and Play photos](#), [pictures in the newsletter](#) etc.

In line with [GDPR Data Protection](#) rules there will be a form in your pack giving permission for your child's [images and work](#) to be used within the school sphere. Please ensure it is completed and handed to a member of staff.



Thank You

Thank you for choosing Dovecot Primary School for beginning your child's educational journey.

We look forward to working with you.

Please ensure you complete all relevant forms and return these to school to help us support you and your child during your time with us.

