



Welcome to
St Matthew's CE Primary School

Welcome to Reception



Parents as Partners

You are your child's first educators and we value any input and information that you can share with us about their learning and progress.

To ensure that there is effective communication between home and school we provide every child with a **homework book**. This book is there for you and your child to work on together. As well as completing the weekly task which is linked to our learning in school, we encourage you to put in photographs or 'proud clouds' about special news, for example, did they go anywhere exciting at the weekend or have they achieved something special? Maybe they learned how to write their name or ride a bike. They can then proudly share this with the class. These will be given out every **Friday** and are to be returned to school on the following **Wednesday**.

We also produce a '**Learning Journey**' in Reception that records both child-initiated activities and adult-directed tasks. In addition to this, we encourage you to contribute to these by making small observations at home which can be written on a post-it note or a 'proud cloud' (more information about 'proud clouds' will follow in September). These notes can be given to a member of staff in the morning or after school. For example, if your child's target is to identify numbers to 10, you may notice them talking about door numbers on your way to school. This shows us that they are on their way to achieving their target.

We also send a **reading book** home each **Monday** and we encourage you to share this with your child every day. It is important that you write a comment in their **reading record** so that their teacher knows how they are progressing at home. These must be handed in every **Friday** so that they can be changed in preparation for our weekly Guided Reading session.

We provide many other opportunities for parents and carers to take an active part in their child's education. These include:

- Open Evening every term.
- Stay and Play sessions to share our class' success and topic work
- Grandparents' Day
- Educational Visits where parent-helpers are invited
- Class web pages updated regularly with news and events in the class.
- Christmas and Summer Performances.

Parental involvement is central to our school and therefore we actively encourage parents to meet with staff to discuss any concerns at the earliest opportunity. The class teachers are usually available at 3:15pm to answer any questions.

How can you help your child's time in Reception go smoothly?

- Work in partnership with your class teacher, speaking to us regularly - everyone wants your child to be happy and successful in school.
- Maintain excellent attendance and punctuality.
- Come to meetings and events.
- Read the Friday News and check our website regularly.
- Make sure your details in the office are always correct.
- Speak to your class teacher about any concerns.
- Work together with our Inclusion Team to help meet your child's needs.
- Promote independence.
- Ensure your child is supported when completing their homework and encourage them to read their book on a daily basis.

Preparing your child for school

Your child will be in a class of 30 children and therefore school will be much easier and happier if they are independent and can do many things for themselves. What should he/she be able to do?

Can he/she...

- Dress and undress them self?
- Use the toilet independently and ask to go there?
- Tidy up after himself/herself?
- Recognise their name?
- Feed himself/herself?
- Share toys and equipment?
- Handle a pencil?
- Listen well and follow simple instructions?

How can I help my child prepare for school?

Help your child to:

- Practise dressing and undressing independently.
- Use the toilet and wash their hands by themselves.
- Get used to eating, using a knife and fork independently.
- Stay awake for longer periods of time during the day.
- Get into a bed time routine - Children aged 3-6 years need 11-13 hours of sleep.
- Read stories together about going to school.
- Talk about what it will be like to be at school for the whole day (going to the toilet, eating lunch in the dinner hall, etc...)

Please remember to always be positive about school!



The School Day

- Your child will then enjoy a whole class session on the carpet, learning new mathematics or literacy concepts, which are themed by our current topic.
- They will practise these new skills in a small focus group with a teacher. The activities are practical and play based, allowing the children to rehearse by doing and communicating.
- After lunch we sit on the carpet and learn about our current topic. We learn about all kinds of things, from space, to planting flowers, our local community and different religious celebrations.
- The children take part in a range of exciting activities and tasks to help them gain a better understanding of these topics.
- Half way through the morning we will stop for a phonics session. We teach phonics via the Read, Write, Inc. programme. It is fast paced, fun and involves fun phrases that help children to learn the sound and how to form the letter at the same time.

Morning and end of day procedures

Bring your child into school via the gate that leads into the Reception playground. Their teacher will come out to meet them at 8:45 in front of the white picket fence where they will line up and wave goodbye to parents and carers. At 3:15, R.. will be released from the same door that they enter in the morning whilst R.. will be released from the door to the left, within the playground.

FIRST DAY AT SCHOOL

- Arrive on time.
- Leave cheerfully.
- Remember that first day tears are nothing to worry about!

Lunch time

Your child has two choices for lunch...

A free school dinner

- vegetarian options available
- includes a salad bar and dessert

OR

A packed lunchbox



There is always a piece of fruit and a carton of milk available for each child to eat during the day.

Induction Programme

On your child's first day they will arrive in school uniform and line up on the front playground. From their start day until Friday the 21st September they will attend school from 8.45am until 12.40pm, where they will be collected from doors adjoining the Reception classroom. Parents can enter the school via the front gate. From Monday the 24th of September all children will attend full time from 8.45am until 3.15pm.

September	Miss Presepi (RSP)	Miss Sheldon (RRS)
Wednesday 5th	Annie Mina Prabhnoor Harshitha Adelia Daniella Boris Maxim Brisa Bobbie	Zahra Honey Alpha Freddie Bryan Hannah Edyth Dylan Anaya Zack Elliott Ivaylo Aayan Gelilah David Oscar Lena Darcie Adaeze Vinnie Abigail Chigo Emily Laura Fiya Diyana Alexander David
Monday 10th	Xavier Kabir	Bethel Ansh Vimbiso Nalani
Tuesday 11th	Erin Joshua	Harriet

	Giorgia	Nicole	Riya
Wednesday 12th	Alexander Wincenty Berta	Natalia Poppy	Nevaeh
Thursday 13th	Phobe	Layla	Kari Carmel

Clothes to wear for school

School Uniform

- Navy skirt or pinafore dress.
- Grey trousers - long or short
- Navy jumper, cardigan or school sweatshirt
- White shirt and school tie
- White socks or navy/white tights (dress/skirt)
- Grey socks (trousers)
- Navy and white check summer dress
- Flat black shoes (no sandals)

PE Uniform

- Red shorts



- Plain white t-shirt or polo shirt
- Black plimsolls
- White socks

PE LESSONS TAKE PLACE EVERY THURSDAY SO PLEASE ENSURE YOUR CHILD'S PE KIT IS IN SCHOOL ON THAT DAY ☺

Hairstyles

- Children with long hair must have their hair tied back with plain **black, blue or white** hair ties.
- Children are not to have patterns shaved into their hair or extensions.
- Extreme styles or colours are not allowed - please don't dye your child's hair.

Jewellery

- Only stud earrings - no hoops.
- No fashion bracelets or necklaces.
- No nail polish

As our learning environment is both indoors and outdoors, we ask that you make sure your child is equipped for these areas at all times of year. Please ensure their clothing is practical and suitable for the seasonal changes. Waterproof jackets and winter clothing for cold weather; sun hat in the summer months. We ask that sun cream is applied before the children get to school so that they are ready for the day.



Things to bring to school:

- Suitable coats— nothing too special because they are likely to get muddy and sandy.
- Spare clothes—just in case we get wet in water play or have an accident.
- Hats, scarves and gloves.
- Sun hats.
- Water bottles.
- Book bags, reading records and reading books—these are checked and changed regularly.

Helping Prepare your Child for School

We aim to support children in developing the skills to be an independent learner. They are happy at school when they can do things independently 😊 Therefore, in preparation for school in September, here are some things you can do with your child to help them develop the basic skills towards their Early Learning Goals.

Speaking and Listening

- Ask them about their thoughts and opinions.
- Listen to your child reading and encourage them to tell stories by describing what they see in the pictures.

Number Skills

- Count daily with your child and use fingers to represent a number.
- Count objects, actions, numbers and so on.
- Identify numbers wherever you go—house numbers or the number on a bus. We focus specifically on numbers 0-20 in Reception.
- Ask your child to place the numbers 0-20 in order.

- Always let your child help with the tidying and sorting, even if this takes more time. Can they sort objects into the correct boxes or by colour?
- Identify shapes around the home and local environment.

Writing

- Encourage your child to make their own marks. Ask them what their marks mean.
- Help your child to learn how to write their name, and other names, such as mum or dad. Let children write their name on cards or letters.
- Get your child colourful pens and pencils as well as other exciting new tools or clipboards to encourage them to mark make. Allow them to help you write your shopping list, cards, invitations, and so on.

Organisation

- Check your child has their name in everything before they bring it.
- Help your child remember to bring everything— book bag, PE kit, reading book and so on.
- Let your child take hold of their own things on the way to school—they will know where to put books and bags.
- Be patient when your child is helping.
- Lay your child's clothes out in the correct order each morning so they can dress themselves—this really helps for PE!
- Children are expected to toilet themselves once they begin Reception.

Social skills

- Encourage your child to practise using a knife and fork so that they can eat independently when they start school in September. This is an essential part of the lunchtime routine. The children will order their lunch in the morning, as we take the register, so please talk to them about what choice they would like to make before you set off for school each morning.
- Encourage your child to say 'please and thank you'; manners are really praised and encouraged in Reception.
 - Arrange play dates with other children.
 - Teach your child about sharing and being a kind friend.



The Early Learning Goals

At the end of Reception, each child will be assessed against 17 key areas called the Early Learning Goals (ELG's). This is known as the Early Years Foundation Stage (EYFS) Profile. For each early learning goal, teachers must judge whether a child is meeting the level of development expected at the end of the Reception year.

Communication and Language

ELG 01 - Listening and Attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

ELG 02 - Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 03 - Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

ELG 04 - Moving and Handling

Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

ELG 05 - Health and Self-Care

Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and Emotional Development

ELG 06 - Self-Confidence and Self-Awareness

Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

ELG 07 - Managing Feelings and Behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

ELG 08 - Making Relationships

Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Literacy

ELG 09 - Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.

ELG 10 - Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

ELG 11 - Numbers

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

ELG 12 - Shape, Space and Measures

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding of the World

ELG 13 - People and Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

ELG 14 - The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

ELG 15 - Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design

ELG 16 - Exploring and Using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

ELG 17 - Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories