

Welcome to Reception at

Spalding St Paul's Primary



2020-2021

Headteacher: Miss K Nicholls
Queen's Road, Spalding, Lincs, PE11 2JQ

Email: enquiries@spaldingstpauls-cit.co.uk
Website: www.spaldingstpauls-cit.co.uk

Tel: 01775 723326



Welcome to Reception!

Our teachers



Mrs Ward	Mrs West
is our	is our
Class Teacher	Teaching Assistant

We hope you enjoy coming to school to make new friends, learn and have fun. We look forward to meeting you.

Our School Day

8:40 am - school opens and our morning learning begins

9:00 am - registers close (*children arriving after this time will be recorded as late*)

12:00 pm - lunch

1:00 pm - our afternoon learning begins

3:15 pm - our learning finishes

We are always happy to discuss any questions or concerns you may have about school life or your child's progress.

The best time for us to chat with you is after school.



School Uniform

Daily Wear

Sweatshirt/cardigan—blue with logo

Polo shirt/shirt—white

Skirt/trousers/pinafore dress—black

Summer dress—blue or yellow check

Socks/tights—black, white or grey

Shoes—sensible and black

NO TRAINERS, NO UGG BOOTS

Wellies—for outdoors and to be kept at school everyday

Sun hat—for outdoor learning



Hair Accessories

Long hair **must** be tied up for safety.

Hair accessories must be school uniform colours: blue, black, yellow or white



PE Wear - To be kept in school everyday in a drawstring bag.

T-shirt—team colour (indicated on front of school pack)

Shorts—dark colour (no pockets)

Plimsolls

Spare pants and socks



Earrings

Only **studs** may be worn at school.

Earrings must be removed for PE lessons. We cannot remove earrings for children.



ALL clothing and shoes must be clearly named please.
Otherwise we will not be able to return it to you if it gets lost!



Useful Information

If you have a concern or query please talk to the class teacher as your first point of contact. If she is unable to help you may wish to speak to Miss Nicholls, our Headteacher. You will need to book an appointment at the office to see them.

Emergency Numbers

We must have **at least** two contact numbers in case of an emergency. Please make sure you keep us updated with new contact numbers. Should any change, please see our lovely ladies in the office to update our records as soon as possible. We also send reminders about things out by text to help keep you “in the know”. You can also find the latest newsletters on our website. Check it out at: www.spaldingstpauls-cit.co.uk



Illness and Absence

Please inform the school office before 9.30am on the first day of illness and everyday of continued illness 01775 723326. If our ladies are busy and don't answer the phone, please leave a message. If the illness includes vomiting or diarrhoea please keep your child off school for 48 hours after the last bout. Please remember a lot of learning is lost through absence which affects good progress. We will always call you if we feel your child is not well enough to be at school.

We strongly advise not taking holidays during term time. Only if this is exceptional circumstances, please complete a leave of absence application form from the school office. We request holidays are taken within the school holiday periods. Term dates are available on the school website.



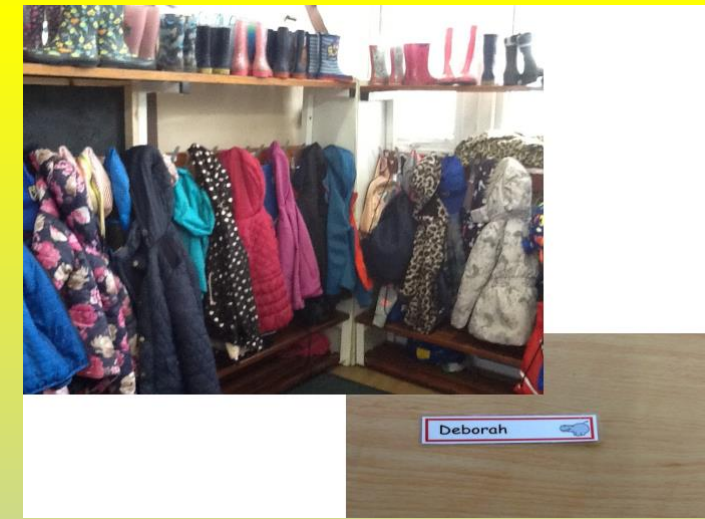
Our morning in Reception

The door opens at 8.40am.

Give your grown up a quick hug and say goodbye at the class door.

Then come in, hang your coat on your peg and put your book bag in your tray.

You will choose an animal label to help you recognize your peg and tray.



The class teacher will take the register and we will start 'Dough Disco'.

We make our fingers dance to music to help develop our fine motor skills for holding a pencil and writing.

We can also sing along to the songs and start our school day off with some fun!

Our day is quite flexible.

We break up Adult Led activities with 'exploration time'. We choose to learn indoors or outdoors and choose what we would like to explore and investigate. During this time our adults help us and will teach us different skills in small groups. It looks like playing but we are learning to be independent, co-operate and make choices, problem solve, make links, question and reason.



We have a daily phonics session. We follow the Read Write Inc. programme.

A toy frog 'Fred' helps us learn our phonic skills.

We learn the Set 1 sounds and learn to 'Fred Talk' words (sound them out) and blend the sounds together to read the word.

We also learn red words/tricky words; words that you can't sound out. We also learn to hold a pencil and form each letter correctly.

Check out these Read Write Inc links.

Understanding phonics: <http://www.ruthmiskin.com/en/resources/parent-information-understanding-phonics/>

Correct pronunciation of sounds: <http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

We have a daily maths session and enjoy counting rhymes. We learn about numbers, shapes and patterns and different ways of measuring.

We learn to count objects accurately using 1:1 correspondence and we learn to recognise numbers to 20 when shown out of order.

We also learn to add and subtract using objects at first and then a number line when we are more confident.

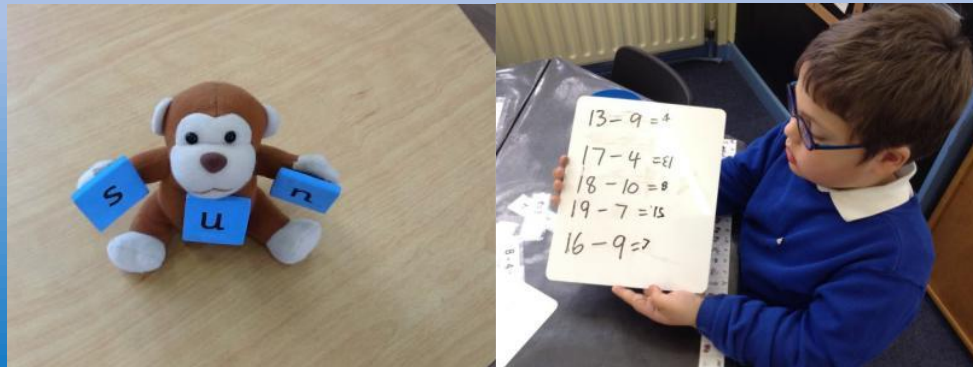
We learn to explain our answers and working out and use the correct mathematical language.

Check out these websites for maths games to play at home.

For a desktop or tablet: www.ictgames.com <https://www.topmarks.co.uk/>

<https://www.numberjacks.co.uk/kids/>

<https://www.bbc.co.uk/cbeebies/shows/numberblocks>



Healthy snack and lunch

We are very proud to be a Healthy School and all children have the opportunity to have a healthy snack of fruit or vegetables during our morning. The school provides this as well as a drink of milk or water. Water is available for children throughout the day and is regularly encouraged in the warmer weather.



We always make sure we wash our hands after using the toilet and before we have snack and lunch.






Allergies and Intolerances

If your child has **ANY** allergies or intolerances it is important that we have details of them. Many adults in school may work or come into contact with your child; so all our adults within school must be aware of your child's individual needs. Obviously we can only ensure this happens if you have noted all details on the medical form. Please keep us informed of any changes and *possible* allergies/tolerances too, even if you are unsure.



ALL Reception children have school dinners which are free.

Sharon and Kylie are our school cooks and make our yummy school dinners.
Cheesy swirl and apple crumble is a favourite!

Menu – Term 6 (Week 3)				
Commencing Monday, 17th June				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Sausage Roll (g)	Chipolata Dog in a Bun (g)	Roast Turkey 	Spaghetti Carbonara (g,m)	Fish Fingers (f)
Vegetarian Roll (g)	Vegetarian Dog in a Bun (g)	Veggie Cottage Pie	Cheese Swirls (g,m)	Vegetable Nuggets (g)
Mashed Potato Peas 	Salad	Roasted Potatoes Cabbage	Wedges Corn on the Cob 	Mashed Potatoes Baked Beans
Fresh Milk, Fresh homemade bread and Salad Bar available every day				
Melting Moments (g)	Lemon Sponge (g) Custard (m)	Fruit Pie (g) Custard (m) Fruit 	Date & Syrup Bars (g,m) Fruit	Angel Delight (m) Fruit 



During lunch, the lunchtime supervisors look after us.

For the first few weeks the class teacher and the teaching assistant have their dinner in the hall with us too.

We all sit together to learn the new routines and make friends.

We are shown where to clear our things away then one of the supervisors will say we can go out to play.

At lunch we play outside on the big playground with the rest of the school; so you can see your friends or brothers and sisters to say hello.

Please tell a playground adult if you need the toilet or hurt yourself.

They will give you first aid and an accident slip to take home.



Our afternoon in Reception

The class teacher will take the register and we will start our afternoon by listening to stories and singing rhymes.



The afternoon is broken up with 'exploration time' sessions.

We can choose indoors or outdoors and we go out in any weather, as long as we have the correct clothing.

Wellies need to be in school everyday for rainy days and sun hats and sun cream for sunny days.

We have PE at least once a week to exercise and keep our bodies healthy.

We will learn and develop new skills including how to control a ball with our hands and feet.

Our sessions include games, dance and using apparatus for gymnastics.

We will let you know the PE days so you can **remove earrings** for that day if your child wears them. This is a must.

Throughout the day we will have sessions where we will learn about our world through our topic.

At the beginning of term we will send out a 'termly overview' to let you know our topic title and the sort of things we will be learning. Check out our termly overview on our page on our school website:

https://www.spaldingstpauls-cit.co.uk/web/reception_class/453775



We will have assemblies in our classroom to start with, until we feel brave enough to join the rest of the school for them.

In assemblies we listen to stories and sing songs.

At the end of every 'big' term we have a celebration assembly so that you can join us for this end of term celebration.

At home time, we put on our coats, collect our book bags and sit on the carpet and wait for our name to be called.

Please help your child learn to dress themselves and do their own coat and shoes up **before** they start school.

The class teacher or teaching assistant will stand at the door and only let children go when they can see the adult who has come to collect them.

We **WILL NOT** let children go with another adult unless you have informed us earlier that day. Please support us in doing this.

Remember safety of your child is paramount whilst in our care.

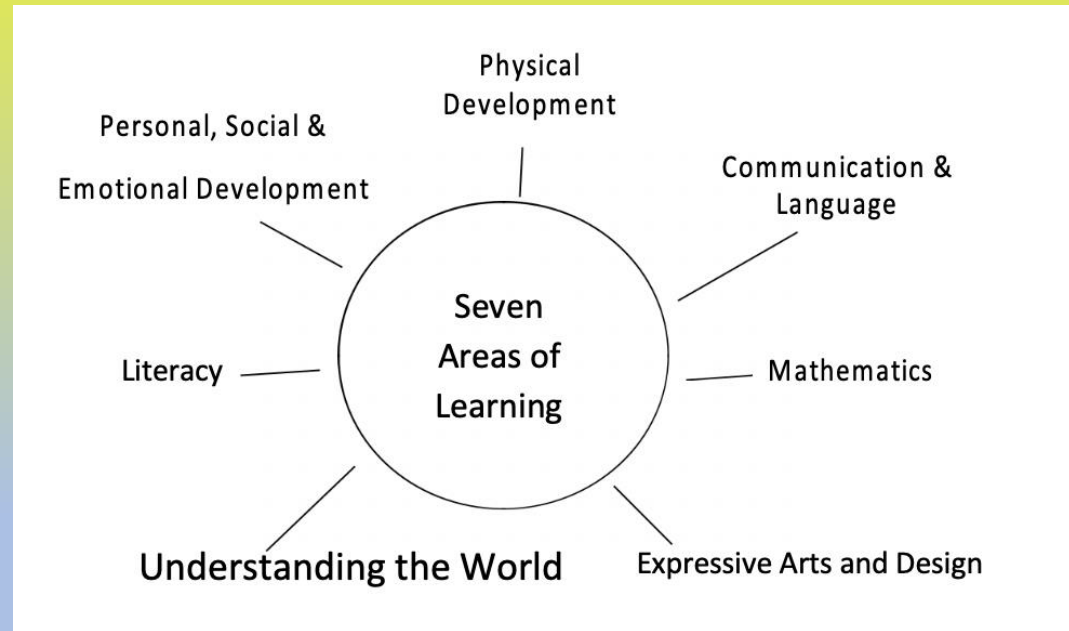


Our Curriculum

Children in the Foundation Stage; our Nursery and Reception classes, follow the Early Years Foundation Stage Framework and work towards seven areas of Learning and Development.

The framework focuses on play and exploration, active learning and creativity and critical thinking.

The curriculum values children as individuals and ensures opportunities are created to help children progress socially and academically, in both the indoor and outdoor environment.

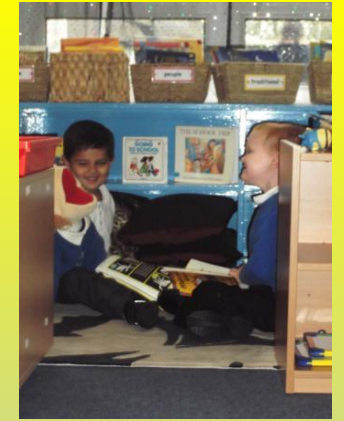


In Reception we work towards Early Learning Goals. These summarise the knowledge, skills and understanding that children should have gained by the end of their Foundation Stage; the end of the Reception year. We observe children as they act and interact in their play, everyday activities and planned activities. We use our observations to review children's progress and identify possible areas in which to support, challenge and extend the child's current learning and development. We record some of our observations in an online Learning Journal for your child, called 'Tapestry' for your child. You will be able to access this secure portal and share your own observations from home to help us in reviewing your child's progress. For those children already on Tapestry at our own Nursery, we will start afresh. We will ask you for an email address and give you a password, once you've signed our parent declaration form.



Physical Development

This area involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings and to understand appropriate behaviour in groups. We help children develop confidence in their own abilities and become independent learners.



Communication and Language

This area involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations; and to gain further information by asking and answering 'how' and 'why' questions. We encourage children to answer questions in full sentences rather than one word answers. Children develop their language through role-play and acting out stories.

Personal, Social and Emotional Development

This area involves providing opportunities for children to be active and interactive and to develop their co-ordination, control and movement. Children are helped to understand the importance of physical activity and keeping healthy in relation to food; their bodies; washing their hands and using tools safely. For PE sessions, children must wear the correct school PE kit, remove earrings for safety and tie up long hair.



Literacy

This area involves children learning to link sounds and letters and blend them together to read and write. Children are given access to a wide range of reading materials to spark an interest. Children will bring home a reading book so they can read with you at home everyday. A daily bedtime story helps develop their imagination.

We check reading record books everyday and the teaching assistant awards a gold stamp for those children who have read at home. This is part of our school **RED** (Read Every Day) programme.

We encourage children to hold their writing tool correctly using a thumb and two fingers; a tripod grip. We will send home a writing book to help you practice this at home and learn to form letters correctly. Please help your child learn to write their first name before they start school if they can't already. This gives them a head start.

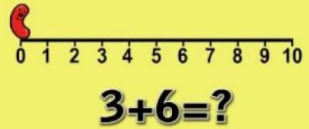
We learn to write words using 'Fred Fingers' to help spell out words into their sounds and start learning about sentence structure in order to write simple sentences.



Mathematics

This area involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe 2D and 3D shapes, spaces, and measures.

Children will also learn to form numbers correctly.



Children will learn to recognise numbers to at least 20 when shown randomly (out of order).

This is a different skill to counting and recognising numbers as part of a sequence; 1,2,3,4,5,6,7,8,9,10.

Children will learn to count objects accurately by moving them to one side when they have counted them.

This is called 1:1 correspondence.

Children will learn about shape, space and measure through exploration of capacity, weight, size and time.

They will learn to make comparisons and explain using the mathematical vocabulary associated with each.

Children will then learn to problem solve and start using standard measures such as cm, o'clock and half past.

Children will learn about 2D and 3D shapes and their properties.

Children will learn basic number facts that will help them with mental calculations later on. These include doubles of numbers, halves, pairs of numbers that total 10 and counting in patterns of 2s, 5s and 10s.

Children will learn to add and subtract using objects, number tracks and number lines and learn the mathematical vocabulary involved with each operation.



Understanding the World

This area involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Children are encouraged to ask and answer 'how' and 'why' questions during their investigations and give reasons for their answers.

We find out about ourselves, our families and our friends, where we come from and how our lives are similar or different. We explore our world and ask questions. We use lots of ICT to help us learn and find out more information. We celebrate our birthdays as well as taking part in and learning about other world celebrations and cultures.

Expressive Arts and Design

This area involves enabling children to explore and play with a wide range of media and materials. Children are provided with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, dance, role-play and design and technology.

Children will be able to create their own pictures and models in different ways. They will develop their imagination through small world play and acting out stories. We will learn about children's interests, so we can provide links to them in school. Before children start school they will be asked to make a 'special box' to share so we can learn about each other.



Early Learning Goals

Below are the **17** Early Learning Goals for assessment at the end of the Reception Year. These are the minimum expectations for your child's achievement at the end of the year.

Good Level of development (GLD):

Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; and personal, social and emotional development; literacy; and mathematics. (Early Learning Goals 01—12) This shows a readiness for Year One

Listening and attention:

ELG1 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.

Understanding:

ELG2 Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories events.

Speaking:

ELG3 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.

Moving and handling:

ELG4 Children show good control and co-ordination 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.

Health and self-care:

ELG5 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.

Self-confidence and self-awareness:

ELG6 Children are confident to try new activities, and 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.

Managing feelings and behaviour:

ELG7 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 the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.



Making Relationships:

ELG8 Children play co-operatively, 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.

Reading:

ELG9 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 understanding when talking with others about what they have read.

Writing:

ELG10 Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Numbers:

ELG11 Children count reliably with numbers from 1 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.

Shape, space and measures:

ELG12 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.

People and communities:

ELG13 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.

The world:

ELG14 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 another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology:

ELG15 Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Exploring and using media and materials:

ELG16 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.

Being imaginative:

ELG17 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.

