



Welcome to Reception

Information and Routines





The Reception Team



Mrs Gendler-Watson
Class Teacher



Miss Flitcroft
Class Teacher



Routines



- School drop-off is from 8:40 - 8:50 am.
- Reception children are met at the Reception gate with their adult and enter up the ramp and into the Reception area.
- At home time children can be collected from the Reception gate at 3:20pm.



Curriculum



Department for Education

Development Matters

Non-statutory curriculum guidance for the early years foundation stage

First published September 2020
Revised July 2021

Statutory framework for the early years foundation stage

Setting the standards for learning, development and care for children from birth to five

Published: 31 March 2021

Effective: 1 September 2021

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



Characteristics of Effective Learning



Playing and Exploring Engagement

Finding Out and Exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engage in open-ended activity
- Showing particular interests



Playing and Exploring Engagement

Playing With What They Know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people



Playing and Exploring Engagement

Being Willing to Have a Go

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences and learning by trial and error





Communication

- We are available at the Reception gate each morning if you need to pass on a quick message.
- If your child is in Breakfast Club, a message can be left with the staff or the main school office - we will always endeavour to get back to you by the end of the school day.
- We know that getting in touch can be more difficult for working parents, so we are also available via email - addresses at the end of this presentation.
- We have a newsletter which goes out weekly to keep you up to date with what we have been doing.
- Don't forget to watch out for the monthly whole school newsletter too.



Attendance



Attendance Guidance		
Percentage	Judgement	Comment
100%	Outstanding	<i>Perfect Attendance!</i> A child has the very best chance of success in their learning.
96.1–99.9%	Excellent	<i>Fantastic Attendance!</i> This is above the minimum government expected national target. This gives a child the best chance in their learning.
96%	Good	<i>Good Attendance!</i> This meet the minimum government expected national average target for them to learn well.
93–95.9%	Below Average	<i>Below Average Attendance.</i> This attendance does not meet the minimum government expected national average target. This may affect their learning in school and is a concern.
90.1–92.9%	Poor	<i>Poor Attendance.</i> This is well below the government's minimum expected national average target and is very close to a 'persistent absence' status. This is a significant concern as a child's progress in school may be affected.
90% or below	Very Poor	<i>Very Poor Attendance.</i> This attendance is categorised as that of a 'persistent absentee'. This is an unacceptable level of attendance and is a serious concern.



Uniform



- Smart school uniform must be worn
- Please make sure it is fully labelled
- A small keyring on book bags can be useful
- Long hair to be tied back
- No large hairbands, and please stick to school colours



Uniform

- Our school colours are maroon and grey. Our school uniform is as follows:
 - Shirt/polo shirt White
 - Sweatshirt / cardigan Maroon (with school logo on - optional)
 - Trousers - long or short Grey
 - Skirt/Tunic Grey
 - Summer Dress - optional Blue and White Check
 - Shoes - flat Black/dark
 - Socks Grey/Black/White
 - Tights Plain grey
 - Wellingtons AND a waterproof all in one wet suit for outdoor learning
- Sweatshirts, book bags, and PE kits carrying the school logo, are available to order/purchase from 'Anne Thomas' at 108 Park View, Whitley Bay. It is however acceptable to purchase any plain maroon/grey jumpers and other items of uniform from any retail outlet.



Uniform



PE Kit

- For health and safety reasons it is important that children are properly dressed for any physical activity.
- **The child will come dressed and remain in their P.E kit on designated P.E days**

Our uniform for PE is as follows:

- T shirt - White
- Shorts - White/Maroon
- Trainers
- Jogging bottoms for outdoor PE - Black

No jewellery, no unnamed clothing, no laces, no fastenings your child cannot manage, and no juice in water bottles.



PSHE

Relationships Education

- Relationships education is compulsory in all primary schools.
- We are a first school, and the focus of our curriculum is on the children developing healthy and respectful relationships.





Key Aspects of Relationships Education:



- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe





Jigsaw



- At Southridge we use the Jigsaw scheme to deliver Relationships Education.
- We have adapted the scheme to fit our school context - a first school (not primary) and the age and emotional maturity of our children.
- Jigsaw is through six units of work across the year - each piece of the jigsaw fits together to give our children an overall picture of a healthy and respectful relationship.



- It also fosters healthy and respectful peer to peer communication and behaviour between boys and girls.



Medicines

- Medicines can only be administered in school if they have been prescribed by a medical professional, and the first dose has already been administered at home.
- All medicines must be brought to the school office and the necessary paperwork completed by a parent or carer.
- Medicines will be stored in a locked cabinet or fridge.
- A record will be kept of the dosages given and the time they were administered for medicines which are short term e.g. antibiotics
- Consent and a care plan must be given for use of long-term medicines in school e.g. epi-pen or inhaler.
- Long term medications such as epi-pens must be kept in date. Out-of-date medicines will be returned to you.

Further information can be found on our 'Medication in School' policy.



Any Questions?



We hope that the information shared in this presentation has provided you with the information you need as your child prepares to start their Reception year.

We are looking forward to meeting you in person however if you have anything that you would like to share with us, please do get in touch.

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