

THE DEAN TRUST

Forest Gate Academy

Starting School Information for Parents
Reception Class
September 2020

Key Members of Staff



Executive Headteacher = Miss A. Edwards

Head of School = Mrs K. Higginson

EYFS Leader= Mrs C Donaghy

Class Teachers

Nursery = Miss Rothwell

Reception = Ms Donaghy

Teaching Assistants/Nursery Nurses = Miss Stout Miss Smith

SENCO = Miss S. Layton

Office Manager = Mrs R McDermott

Meet the EYFS team



Ms Donaghy
Reception
Teacher



Miss Smith
Reception TA



Miss Rothwell
Nursery
Teacher



Miss Rothwell
Nursery TA

What is Foundation Stage ?



Foundation Stage is from beginning of Nursery to the end of Reception and has its own separate curriculum.

The curriculum is play based where the children investigate and explore with hands on and practical activities which promotes the children to become and continue to be independent learners.

There are 7 areas of learning in the EYFS and all the teaching that we do relates to these areas.



What is Foundation Stage ?



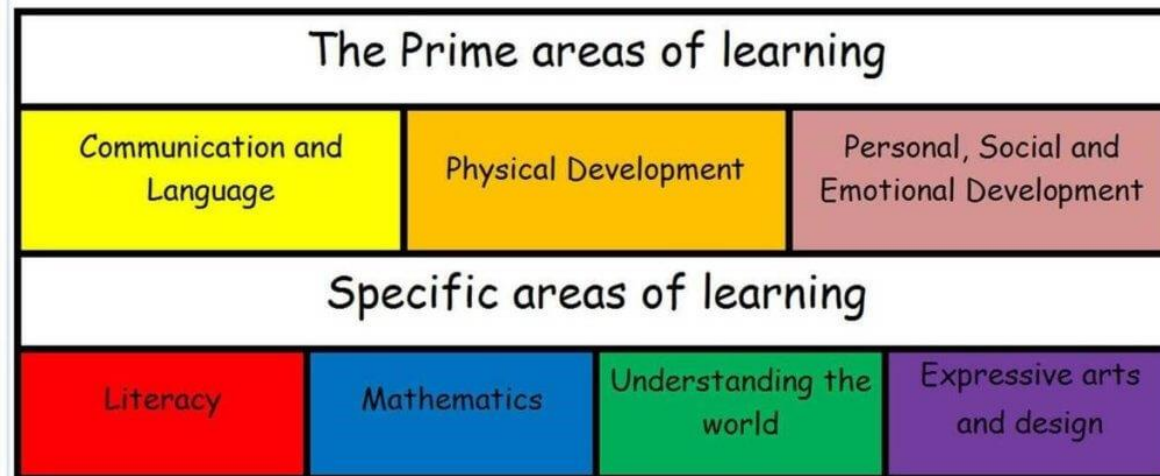
- ▶ The Prime areas are Communication & Language, Personal Social and Emotional Development and Physical Development.
- ▶ These are the most important areas of learning and when these areas are developing well then we move on to concentrate on the specific areas of learning which are: Literacy, Maths, Understanding the World and Expressive Art and Design.



What is Foundation Stage?



- ▶ Within each of these 7 areas there are statements of learning which all lead into final statements called the Early Learning Goals which all the children work towards. The majority of children will have reached this Good Level of Development by the end of Reception.



The classroom



- ▶ The classroom is divided into areas e.g. writing, creative, construction, playdough, role play, small world, sand, water, computer area, book area, maths etc.
- ▶ These areas are changed regularly to engage the children fully and are accessed daily.
- ▶ We also access the outdoor area daily and this promotes the children's physical skills. We take many elements of our indoor learning outside e.g. writing, maths, role play and construction. These are on a larger scale than indoors.
- ▶ The children go outside every day come rain or shine so it is really important that the children wear suitable school shoes everyday and bring a coat even if it looks like a warm day. Wellies are provided for wet weather or children can bring their own.

A little about us...

- ▶ In Reception we teach in focus groups and the rest of the time children will be in the continuous provision areas where they can engage in different activities and expand on their learning as well as learn to work cooperatively and share ideas with their peers. These are planned around the statements of learning and around the children's interests.
- ▶ If we do have concerns or a child is finding a particular area of learning tricky then they may join an intervention group which is led either by a teacher or a TA. This helps them to become more confident within the area and takes place 2-3 times a week. The children will also work 1-1 with an adult where required.



Example timetable



	Monday	Tuesday	Wednesday	Thursday	Friday
8.45-9.00	SELF REGISTRATION, CP (individual readers, small groups)	SELF REGISTRATION, CP (individual readers, small groups)	SELF REGISTRATION, CP (individual readers, small groups)	SELF REGISTRATION, CP (individual readers, small groups)	SELF REGISTRATION, CP (individual readers, small groups)
9.00-10.00	Phonics /CP	Phonics/CP	Phonics/CP	Phonics/CP	Phonics/cp
10.00-10.05	Calendar	Calendar	Calendar	Calendar	Calendar
10.05-10.15	Funky Fingers	Funky Fingers	Funky Fingers	Funky Fingers	Funky Fingers
10.15-10.25	Snack/Plan learning	Snack/Plan learning	Snack/Plan learning	Snack/Plan learning	Snack/Plan learning
10.25-11.25	Continuous provision/small group	Continuous provision/small group	Continuous provision/small group	P.E (Team Theme) 10.45 -11.30	Continuous provision/small group
11.25-11.30	TIDY UP/Review	TIDY UP/Review	TIDY UP/Review		TIDY UP/Review
11.30 - 12.00	Maths/English	Maths/English	Maths/English	Maths/English	Maths/English
12.00 - 1.15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1.15 - 2.00	5 a day Maths/English	5 a day Maths/English	5 a day Maths/English	5 a day Maths/English	5 a day EAD/PSED/UW
2.00-2.45	Continuous provision/small group/tidy up	PD Trim Trail SINGING 2.15-2.40	Open the book assembly 2.30-3.00 pm/ STORY/REVIEW	Continuous provision/small group 2.15-2.45/tidy up/review	Continuous provision/small group 2.15-2.45/tidy up
2.45 - 3.05	STORY/REVIEW	School Value Assembly 2.45pm		STORY/REVIEW	Celebration assembly 2.45

Reading –phonics

- ▶ Before children learn to read they need to have good listening, attention and concentration skills and good speaking skills.
- ▶ In nursery and at the beginning of reception class the children spend much of their time developing the pre-phonetic skills below. These enable the children to tune into different sounds, describe sounds, rhyme and hear the initial sounds in words.

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting



Blending and segmenting

- Blending is a skill needed for reading. To read an unknown word, children sound out the word by saying each sound separately and then squashing/blending the sounds together e.g. d - o - g = dog
- Segmenting is a skill needed for spelling. To spell a word children need to break it up into its separate sounds
e.g. dog = d – o – g

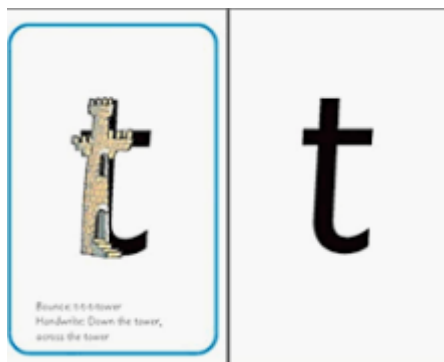
These skills are taught orally before the children are introduced to letters. Only when children can do this orally are they ready to be formally taught to read. Children often acquire writing skills later than reading as so many other skills are needed as well e.g. Fine motor control, forming letters, remembering letter shapes etc



Learning to read –phonics



- ▶ We use the Read Write Inc phonics scheme to teach children to read.
- ▶ Once the children can orally blend and segment the sounds in words we start to teach them letter sounds - m a s d t i n p are the first ones we teach
- ▶ Once the children recognise these letters (graphemes) and the sounds they represent (phonemes) they then learn to read and spell words with these sounds e.g. mat sad tip etc
- ▶ The children are shown a picture as well as a letter to help them to remember e.g.
































Read Write Inc phonics



Read Write Inc.
Phonics

Desktop Speed Sounds Chart

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl
			ou  shout it out	oy  toy for a boy

Writing



- ▶ In reception we have daily activities to develop children's fine motor control including funky fingers and dough gym.
- ▶ We encourage children to mark make in all areas of the classroom.
- ▶ We model daily pre-cursive handwriting to the children.
- ▶ In reception the children are taught to write using a pre-cursive style of handwriting. They practice their handwriting everyday in their phonics sessions.

Lower case letters all join and begin with a leading line.



a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
		y	z		

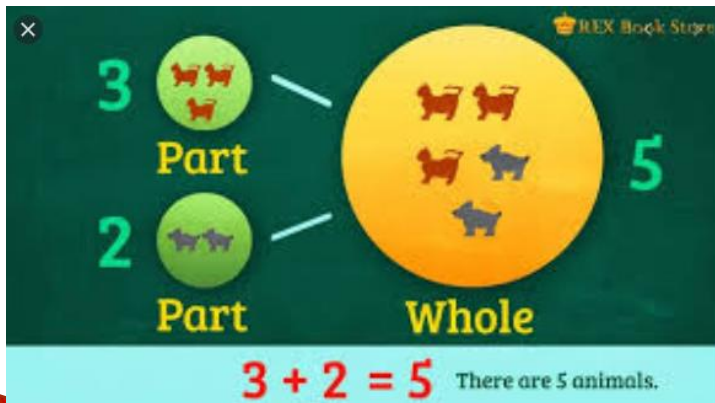
Maths



In the EYFS maths is taught everyday during carpet sessions and children are encouraged to choose maths activities in their play.

In nursery we focus on 1-1 counting, number recognition as well as developing children's understanding of shape, space and measure.

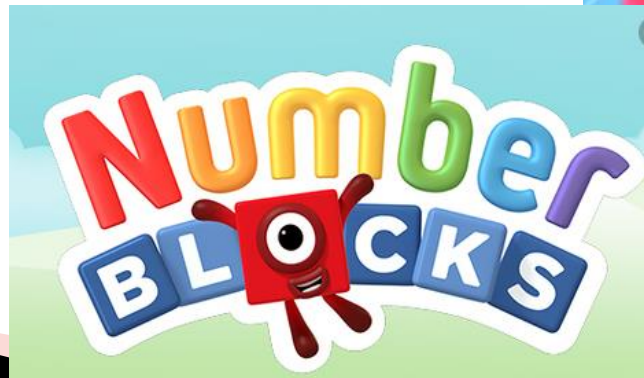
In reception we develop a deeper understanding of number, focusing on a new number every two weeks.





Maths

- ▶ In the EYFS we use a mastery maths approach to encourage the children to reason and problem solve.
- ▶ We largely follow the 'White Rose' maths scheme
- ▶ We develop their thinking skills through questioning:
 - ▶ How do you know?
 - ▶ Prove it?
 - ▶ How is this the same/different?
 - ▶ Can you show me another way?



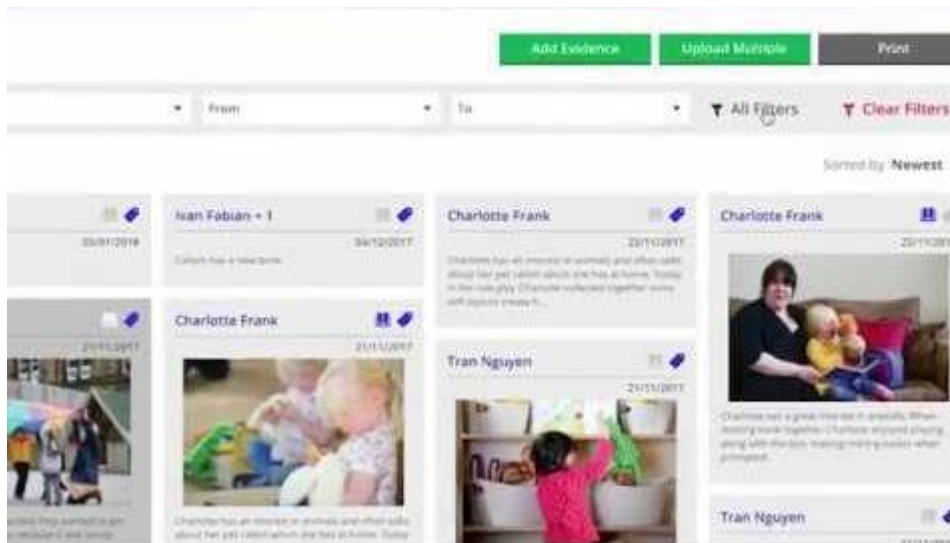


Homework

- ▶ All children will be given weekly homework on a Friday to be returned on Monday.
- ▶ In reception phonics and maths homework will be sent home each week.
- ▶ When the children are ready for a reading book it will be sent home every night with a diary for you to sign and make comments in.
- ▶ It is school policy that the children read every night at home with an adult and return their reading book and signed diary to school each day.

EEXAT

- ▶ We constantly observe and assess against the learning statements and goals and record these on a computer programme called EEXAT. The assessment tools allow us to see where the children's level of development was when they started EYFS and how far they have come in the year.
- ▶ Parents can download the EEXAT app which will enable us to send you photos and written observations of your children. Parents can also send their own observations and photos of their children learning at home.





New Evidence!

View Evidence

Print

Submit for Moderation

Back to Evidence

Edit Evidence

Uploaded by: Louise Jackson Senior Management / EYFS Lead

Uploaded: 11/09/2017

Image



Observation Note

Miles used an ink pen and watercolour paints to create his picture of the carnations. Before he started, Miles spent time looking in detail at the shape, form and structure of the cut flowers using the light box. He compared the size and shapes of the petals and noticed the change in colours. He selected five flowers from the light box collection which he wanted to recreate. Showing attention to detail and intense concentration, Miles worked on the line drawings of each flower.

Statements

P&E > Curiosity 55 - 60 months

P&E > Representing Experiences 61 - 66 months

EAD > Exploring & Using Media & Materials 61 - 66 months

PD > Moving & Handling 61 - 66 months

Tagged Children

Miles Davis1

Share With Parent

Miles Davis1 ▾

Tag to Learning Journal Shortlist & Share With Parent

Comments

These are shown when evidence is shared with parents

Type your comment here

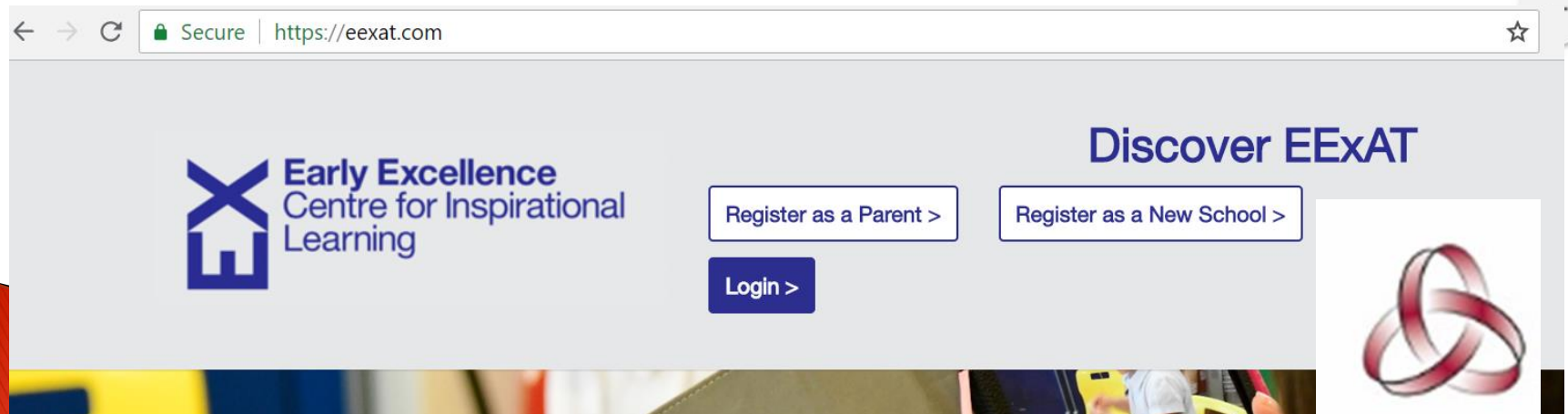
Post Comment

This is an example of how a shared observation will look on EExAT.

Your child's teacher will give you a unique access code that will allow you to view the learning journal. Please keep this safe until you have activated this code.

<p>Philippa Allen</p> <p>DOB: 01/01/2013</p> <p>SQDTSL-5821F71966BD8-Q168TH</p>	<p>William Berg</p> <p>DOB: 26/01/2015</p> <p>6EFGH1-57E13A403EFC0-47IW4E</p>
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Once you have the code. Go to eexat.com to register your details



Uniform



- ▶ We believe that the wearing of school uniform helps a child identify with the school and their peers, it also has practical and financial advantages.
- ▶ **Boys**
- ▶ Grey trousers/ shorts
- ▶ Burgundy sweatshirt with Dean's Trust logo
- ▶ White polo shirt
- ▶ Black shoes
- ▶ **Girls**
- ▶ Grey skirt/ trousers or dress
- ▶ Burgundy sweatshirt or cardigan with Dean's Trust logo
- ▶ White polo shirt
- ▶ Summer dress (red gingham)
- ▶ Black shoes (not laces)
- ▶ All children will be expected to wear sensible **BLACK SHOES**. Children not wearing adequate footwear will be asked to wear their PE pumps instead– not trainers of choice from home.
- ▶ **PE KIT**
- ▶ Burgundy shorts, white T –Shirt and black pumps.
- ▶ ***PLEASE NOTE THAT ALL ITEMS OF CLOTHING SHOULD BE CLEARLY MARKED WITH YOUR CHILD'S NAME.SCHOOL WILL NOT TAKE RESPONSIBILITY FOR LOST ITEMS***

Uniform



- ▶ No earrings or jewellery is permitted.
- ▶ Long hair must be tied up with plain hair accessories.
- ▶ Nail polish or tattoos are not permitted.
- ▶ Toys and personal items should not be brought to school as they can easily get lost or broken.

Snack and Lunchtimes



Snack

Free fruit and milk is provided daily for all children. Water is available at all times.

School Dinners

All children will be provided with a school dinner everyday. Children with allergies or dietary needs are provided for. In September because of Covid 19 restrictions all the children will be provided with a cold packed lunch. We hope to return to providing hot dinners as soon as possible. School meals are prepared on site and the children are given plenty of choice and variety. **Our expectation is that all children have a school dinner. School dinners enable children to eat a variety of nutritious food and develop table manners.**

Dinners are eaten in the school hall supervised by myself, TAs and lunchtime supervisors.

Packed lunches from home

We have a healthy eating policy. Children are not allowed to bring fizzy drinks, sweets, chocolate bars or energy drinks. One small cake or chocolate biscuit will be acceptable.

The Role of Parents



We aim to become partners with parents, as together we seek the child's optimum growth. We aim to provide a happy, safe, secure and stimulating environment with opportunities for children to enjoy learning and build good relationships with others.

Please feel free to discuss any worries or aspirations you may have regarding your child, as we have a common goal - the best for each child. Below is a list of things we think are important for parents to do.

- *Set aside some time each day to talk and listen to your child and encourage a positive attitude towards school.
- *Find out what's happening by attending meetings, parents evening, open days and events.
- *Ensure your child is properly equipped for school. Please make sure **every** item of clothing is labelled, including PE kit. If clothing is not labelled we can not guarantee its safe return if misplaced.
- *Make sure you and your child are aware of the school rules and values and that they are respected.
- *Keep the school informed about any factors that may affect your child's performance and well being at school.

How to Prepare your Child for School.



On starting school, it would be helpful if you could encourage and support your child to learn how to complete the following.

- 1) Put on and take off their own coat.
- 2) Go to the toilet, wipe themselves and wash their hands.
- 3) Eat with a knife, fork and spoon.
- 4) Dress and undress
- 5) Be aware of how to turn their clothes the correct way around once undressed.
- 6) Take care of toys and equipment around them
- 7) Share and take turns.

Starting reception class in September

- ▶ We are really looking forward to your children starting in Reception class in September. We are mindful that it is a big step in the wake of Covid and some children may be very apprehensive. We will therefore be introducing the children back into the school routine in smaller groups to best settle and reassure them.
- ▶ The settling in timeframe is flexible to respond to the differing needs of children and their families.
- ▶ As part of the settling in procedure the children will be given the opportunity to stay for dinner
- ▶ All staff will staff with the children to support them within the dining room.
- ▶ As we are trying to limit the amount of parents dropping off and picking up at the same time our starting and finishing will be slightly different in September. Reception class starting time will be 9am and school will finish at 2.45pm. Please drop older siblings off first. Reception children should enter and be collected from the EYFS door.



Concerns....We're here to help!

Come and speak to the teacher. We will always help where we can and look into your concerns.

Before / after school is usually the best time although sometimes we may have to arrange an appointment time due to staff meetings, clubs and training sessions.

Useful contacts:

Mr Wilmott (Attendance & Punctuality)

Miss Layton (SEND)

Mrs Marsh (Safeguarding)

If you're not sure who is best to deal with your concern then please see the main office staff and they will point you in the right direction. Most issues will be dealt with by the class teacher.





THANK YOU!