



**St. Margaret's Preparatory
School
Gosfield**

Welcome to Reception

Welcome to Reception. Our aim is to help your child to settle happily into full-time education. Please do not hesitate to ask Mrs Laurie and Mrs Crallan if you have any queries. We will be happy to help with any problems that you or your child may have.

Uniform Requirements

Please would you make sure that **all** items of school uniform are **named**, even socks, shoes, plimsolls etc. This is essential, so that things don't get muddled up or lost whilst changing for PE. School hats/caps should be worn everyday into and out of school.

Blazers should be worn in the classroom **every** morning, ready for assembly. Please remember that when in uniform, children are representing St Margaret's and should be on their best behaviour and smart at all times.

School Day

Children should not come into the classroom before 8.30 a.m. If you wish your child to be at school before this, you must go to the Transition classroom for early waiters, starting at 8 a.m. However, children should be in the classroom by 8.45 a.m. at the latest. If you arrive after 8.50 a.m, your child will be marked as late in the register.

There is also after school care for children with siblings from 3.30 pm until 3.50 pm and late waiters from 3.30 pm until 5.20 pm which is held in Reception L classroom. If you would like to make use of this service prior booking is recommended via homework diary or email.

Homework

It is really important to do this every night if possible (although not if your child is clearly too tired after the day or not feeling well). Your child will have either words to learn or a book to read every day and will progress through the reading scheme far quicker if you practise together as often as possible. There will also be two worksheets, phonics, mathematics or topic, given for the weekend. Some parents find that homework is best done after a bath before bed and some parents find it best in the morning before school.

The Homework Diary Books are for communication between teacher and parents. **Please check this every evening** and after your child has completed homework, write a short comment to let the teacher know how your child has progressed or **sign it** to acknowledge you have seen the comment.

Key Person

A Key Person has special responsibilities for working with your child, giving them reassurance to feel safe and cared for and building relationships with their parents.

Your child's Key Person is their class teacher either Mrs. Laurie in Reception L or Mrs. Crallan in Reception C and Deputy Mrs Harris/Mrs Christie. Your child will also be taught by specialist teachers for Music – Mrs Morgan, Music and Movement, Games and PE – Mrs Weaver, Mrs Bordoli and Mr Clark, and French- Mrs Bordoli.

Contact

Please ensure that the school office has **UP TO DATE** details throughout the year particularly telephone numbers (home and work) and recent medical conditions; **this is vital information (due to a child with low immunity)**. If your child is not attending school due to illness please contact the school office and inform us as soon as possible so that the register can be marked accordingly. We do have a school policy that if your child has been sick **within 48 hours** not to bring them into school as this help control infections. If you need to contact a member of staff please email them directly or through the office.

Medicines

Prescription medicines can only be administered if they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor). Medicine (both prescription and non-prescription) must only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. All medicines must be taken to the office with the written permission. Please see the Administration of Medicines policy on the website for more details.

Health

Please can you ensure that your child has regular sight and hearing checkups to ensure early intervention.

Safeguarding - Child Protection

As a school, we take the Safeguarding very seriously. Our Safeguarding policy is on the school website for your perusal. The Early Years' Designated person (EYDSL) is Mrs L Laurie, Head of Early Years, and Deputy DSL – Mrs Crallan. Further up the school, Mrs Moss is DSL and Mrs Howells and Mrs Griffiths are deputy DSLs.

NO MOBILE TELEPHONES OR CAMERAS ARE TO BE USED IN EARLY YEARS AREAS AND NO PICTURE OF ANOTHER CHILD IS ALLOWED TO BE UP LOADED ON TO SOCIAL MEDIA WITHOUT PERMISSION FROM THEIR PARENTS. Please see Safeguarding: Use of Mobile Phones and Cameras in the Early Years policy on the website for more details.

Compliments and Complaints Policy

St.Margaret's Prep School is committed to providing a quality service in the pursuit of teaching excellence. One of the ways in which we continue to improve our education service is by listening and responding to the views of the parents. We pride ourselves on quality of our provision for teaching and pastoral care, and on the strength of our relationships with parents. The first person to speak to is your child's class teacher about any queries or concerns. The day-to-day running of the school is the responsibility of the Headmaster, Mr Callum Douglas. Governance is via Cognita Schools, and the Assistant Director of Education (ADE), who is Cognita's representative. Parents can also make other organisations aware of their concerns such as for Early Years, Ofsted at Piccadilly Gate, Store Street, Manchester, M1 2WD (Tel: 0300 123 4666) or the Department for Education on 0370 000 2288. For further details, please read the Complaints Procedure on the school website.

Collection

If children are to be collected by anyone other than you, please give permission for this in writing, email or via the school office. Any messages for parents will be either in your child's communication school/home book or parent mail or in a letter.

Snacks

We are a **NUT FREE SCHOOL** so please check that all food and drink brought onto the premises contains **no nuts or sesame seeds**. Please send snacks in a named plastic bag or foil and not in a snack box as the children sometimes eat their snack in the playground. **The snack should be fruit, vegetables or plain crackers and cheese.**

Drinking water is always available and the school provide milk at morning playtime. If your child requires another drink, please ensure it is in a named disposable container.

Please make sure your child eats breakfast every morning. This is very important for giving your child the energy and concentration needed to work successfully during the morning in school.

School Lunch

Everyday we aim to provide healthy choices for the children at lunch time. Please read our school website or newsletter where you will find menus posted on a weekly basis. All of the meals are produced in the school kitchen using only the finest fresh ingredients sourced from local suppliers. We do not deep fry any food. Fresh and gluten free bread is available as an accompaniment where it is not provided as an integral part of the meal.

School Outings and Special Activity Days

During the Reception Year, we plan a school outing in the Summer Term. We also have an 'Explorers' Day' and other topic days which enable the children to participate in many activities. For these special days, we may be asking mothers and fathers for assistance, so when you receive the details, please let us know if you are available and wish to offer help.

Forest School

During the Summer Term, Reception will have the opportunity to participate in Forest School.

The Forest School approach originated from Scandinavia where children spend most of their time in the outdoors and the learning is child-led; following the child's interest rather than content led. It was first introduced in the UK in 1993 and the holistic approach to learning has spread. Children spend 6 weeks, one session per week in a woodland setting. Forest School encourages children to take risks in a safe environment from activities such as tool work, tree climbing, rope swings and fire lighting. Research has shown that children experience increased self-confidence and self-esteem having participated in Forest School. Speaking and listening skills improve, relationship with peers through team working and relationships with adults both develop, and these transfer to the classroom. Woodlands provide a fantastic learning environment as they are robust, resource rich, sheltered and assessed for safety, constantly changing and home to other creatures and plants, providing a fun place to learn.

Sue Harrison is a qualified teacher, a Forest School Practitioner and first aid trained. She has run successful forest schools and outdoor learning sessions at a range of schools. Sue takes great satisfaction in seeing children growing in confidence as they take on new challenges and watching their abilities develop rapidly throughout the sessions.

Forest School take place in **all weathers** come rain or shine so it is important that children are wearing the correct clothing. It's a good idea to check the weather forecast the day before given the unpredictability of the British weather and you could encourage your children to do this and help decide what clothing they need.

At St. Margaret's we aim to provide:

- A safe and happy environment in which children can grow and thrive;
- **Quality and consistency** in our early years settings, so that every child makes good progress and no child gets left behind;
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **Partnership working** between practitioners and with parents and/or carers;
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Our Curriculum

We base our curriculum on the four themes of Early Years Foundation Stage which are:

- **A Unique Child** – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and development** – Children develop and learn in different ways and different rates. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

In the curriculum, there are seven areas of learning and development that shape educational programmes in early years' settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive are the **prime** areas:

- Communication and Language;
- Physical Development; and
- Personal, Social and Emotional Development

The four **specific** areas which grow out of the prime areas and provide important contexts for learning include essential skills and knowledge are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Three characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate and experience things, and ‘have a go’;
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The prime areas

Communication and Language

This prime area of development 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. (EYFS, 2017)

Listening and speaking skills include:

- Learning to listen and respond appropriately during lessons
- Nursery rhymes and songs
- Stories and poems
- Learning words and actions for school plays and assemblies
- Role play activities

The Early Years’ goals for Communication and Language are:

- **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.
- **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.
- **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.

Personal, Social and Emotional Development

This prime 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; to understand appropriate behaviour in groups; and to have confidence in their own abilities. (EYFS, 2017)

The children will have the opportunities to:

- Participate in 'Show and tell' and 'Circle Time'.
- Learn to select and use activities with confidence
- Show confidence in asking adults for help in all activities
- Learn to dress and undress before and after P.E and through dressing up activities
- Manage their own personal hygiene by washing hands, blowing their noses and going to the lavatory
- Learn what is right and wrong through making classroom rules, discussions, stories and listening to others
- Respecting others through role-play, play, stories and assemblies

The Early Years' goals for Personal, Social and Emotional Development are:

- **Self-confidence and self-awareness:** 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:** 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:** 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.

Physical Development

This prime area involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. (EYFS, 2017)

The Early Years' goals for Physical Development are:

- **Moving and handling:** 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:** 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.

The children will have the opportunities to:

- Experience a wide variety of physical activities to include dance, games, gymnastic activities and indoor and outdoor play
- Become aware of the changes that happen to their bodies during exercise
- Develop strength, skill and co-ordination
- Practise and perform a range of simple skills
- Plan, practise, improve and perform a range of simple actions
- Use their bodies to express imaginative feelings

The specific areas

Literacy

This specific area of development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. (EYFS, 2017)

Writing skills include:

- Hand control activities
- Letter formation reinforced by using Jolly Phonics
- Informative writing
- Poetry
- Lists and instructions
- Creative writing
- Spelling

Reading skills include:

- Looking at and reading library books
- Letter recognition reinforced by using Big Cat Phonics and Jolly Phonics
- Word building – blending sounds together phonically, using “look & say” method and using picture clues

The Early Years’ goals for Literacy are:

- **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 understanding when talking with others about what they have read.
- **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 simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

This specific 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 shapes, spaces, and measures. (EYFS, 2017)

The children have the opportunity to experience a wide range of practical activities. This is supplemented by workbooks, our own worksheets and topic-related mathematics including:

- Counting to 100
- Counting forwards and backwards to 20
- Comparing and ordering numbers to 20
- Recognising numbers to 20 and beyond
- Sorting, recognising and naming 2D shapes
- Sorting, recognising and naming 3D shapes
- Using the language of position and direction
- Adding
- Subtraction
- Simple measurement and capacity
- Recognising coins and counting pennies
- Understand that time can be measured
- Begin to tell the time (o'clock, half past, quarter past)
- Recognise the days of the week
- Handling data

The Early Years' goals for Mathematics are:

- **Numbers:** 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:** 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 the World

This specific 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. (EYFS, 2017)

The Early Years' goals for Understanding the World are:

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

History, Geography, Religious Education and Science are taught through topics. Reception covers the topics – What’s on a farm? Christmas, Materials, Easter and Living Things.

The Topics we have chosen will be enhanced by a school outing. There will also be special days planned which will be in school. Any parents who would like to volunteer please let us know.

Expressive Arts and Design

This specific area involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. (EYFS, 2017)

The Early Years’ goals are for Expressive Arts and Design are:

- **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.
- **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.

Art

Through art children can explore and experiment with 2D and 3D materials. They will learn how to paint imaginatively, increase dexterity and discrimination, observe, talk about and experience different styles of artwork and see their work displayed attractively.

In Reception the children have the opportunity to:

- Experience making marks in different ways with a variety of media on different surfaces
- Mixing the colours which they need to achieve the result they desire
- Develop, practise and refine their skills
- Build 2D and 3D models
- Use play dough and clay
- Look and talk about colours, tones, shades and tints
- Use a variety of objects to print
- Talk about pattern, line and marks in pictures and arrangements made by artists
- Collect and assemble objects to make patterns

Music/Music and Movement

In these lessons the children will have the opportunity to:

- Obtain fun and pleasure from musical experiences
- Listen and respond to music and songs of a variety of styles, time and cultures
- Enjoy singing a range of familiar, traditional and modern songs
- Echo and initiate short rhythm patterns
- Create and explore sounds from instruments, from the environment and their own voices and bodies
- Practise, rehearse and share their music-making with others
- Talk about sounds and music they have listened to, performed and composed

Drama/Role Play

The children in Reception will have the opportunity to:

- Explore and improvise imaginary roles for their own pleasure or that of an audience
- Incorporate puppets, dressing up and other props, sound and music into dramatic and imaginative play
- Act out nursery stories
- Act out roles for assemblies and school plays, including dancing, speaking and singing

French

In French lessons, the children in Reception are actively involved throughout each lesson. The activities are short and varied. Plenty of colours, stories, finger rhymes, movements, songs and props are used. New pupils will become familiar with all the words and phrases quickly, as all the lessons start with a “revision” time.

The topics covered during the year in Reception include:

- Revision of colours, numbers and greetings
- Me and my body
- The house, pets and the family
- Weather
- Christmas
- Clothes and the body
- The farm - animals, habitats
- Easter
- Minibeasts
- Classroom objects
- Numbers 0-20

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child’s knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile reflects: ongoing observations; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child’s level of development is assessed against the early learning goals. These will indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels (‘emerging’). This is the EYFS Profile.

You will have the opportunity to discuss and observe your child’s progress and work at parents’ evenings as well as making an appointment at your convenience. The Early Year scales are at the back of this booklet.

For more information about the Early Years Foundation Stage, please look at www.foundationyears.org.uk

To contact your class teacher by email:

Mrs Laurie – louise.laurie@stmargaretsprep.com

Mrs Crallan – jocelyne.crallan@stmargaretsprep.com

Finally, please check our school website, which is updated on a regular basis, for school policies and procedures and school news and events on <http://www.stmargaretsprep.com>

Mr Douglas is always happy to talk to you should you have any questions or concerns about any aspect of your child's education or welfare at St. Margaret's Prep. His door is always open to you- callum.douglas@stmargaretsprep.com .

We very much hope that your child will be happy in Reception. We have a busy and exciting year planned.

Mrs Laurie and Mrs Crallan