



St. Mary's C.E. (A) Primary School

Reception Intake Meeting 2023



The Early Years Foundation Stage

- From birth - 5 (end of Reception year)
- Important learning stage in its own right
- Working towards reaching the ELG for each area of learning by the end of reception.



Areas of Learning

17 areas in total split into areas of learning.

- **Personal, Social and Emotional Development** (Making relationships, Self confidence and self awareness, Managing feelings and behaviour)
- **Communication and Language** (Listening and attention, Understanding, speaking)
- **Physical Development** (Moving and handling, health and self care)
- **Literacy** (reading and writing)
- **Mathematics** (number and Shape, space and measure)
- **Understanding the World** (People and communities, The world, ICT)
- **Expressive Arts and Design** (Exploring and using media and materials and being imaginative)

The Early Years Foundation Stage is divided into seven learning areas. Although there are divisions in the way the curriculum is organised, in practice they all overlap and many areas of the curriculum will be covered in a single activity.

Personal, social and Emotional is concerned with Establishing good relationships with adults and peers, Understanding and expressing emotions, Learning to work collaboratively or individually, Learning to take turns and share, Understanding right and wrong Developing respect for others, Becoming a happy and confident learner.

Physical Development is about developing gross and fine motor skills; so does include PE but also all the activities we do to strengthen the muscles in the hands and fingers which will ultimately produce neat writers

Communication and Language develops skills in speaking, listening and understanding.

Literacy is the area of learning which teaches your child to read and write! This happens through a very structured phonics programme which systematically teaches the children to hear and say sounds and link them to the letters of the alphabet, blend them together for reading and segment them for spelling.

- **Mathematics** is the area where your child will develop an understanding of maths through stories, songs, games and imaginative play. They will become comfortable with numbers and counting; it also involves sorting, matching, looking for and making patterns. They will also become aware of shapes and simple measures.

Knowledge and Understanding of the world - In this area of learning, children are developing the crucial knowledge, skills and understanding that help them make sense of the world. This forms the foundation for later work in science, design and technology, history, geography and information and communication technology.

Expressive Arts and Design: This area develops Creativity. It is not just about art and craft because we can be creative in the language we use, the sounds we make, the clothes we wear, the way we dance. We can use creativity to solve problems and think of new ways to deal with challenges. Creativity is something that comes naturally to most young children and through art, music, dance, role play and imaginative play we aim to help the children to build on and apply their innate sense of creativity.

Assessing your child

- The children are assessed throughout the year against the 17 Early Learning Goals.
- We collect ongoing evidence towards these statements on a daily basis. This may be through photographs, observational notes or children's work.
- We can only assess what we see-what they demonstrate in a school setting.
- 2 formal parents evenings and an end of year report where we inform you of their progress and achievements
 - October and March time.

Play

"Play is a very serious business"

Sir David Attenborough

- Play is a key feature of the Foundation Stage.
- Children learn with enjoyment and become happy, independent learners.
- Through play children develop intellectually, creatively, physically, socially and emotionally.
- "In their play children learn at their highest level." (EYFS)

The learning environment

- Carefully planned to maximise learning opportunities.
- Indoor and outdoor provision
- Organised into learning areas (maths/Reading etc)
- An environment children can explore and interact with as they become independent learners.





Outdoor Curriculum



- Continuous provision- we are lucky to have double doors leading straight out to our outdoor area as an extension of the classroom.
- We plan activities to take place outdoors, whatever the weather, because we believe it offers unique opportunities for learning which simply can't take place indoors. Research has proven that outdoor learning makes a major contribution to children's development

'Playing outdoors should be a fundamental part of childhood'

Practical Clothing

We do ask that children are sent to school in clothing appropriate for the weather - rain jackets in autumn, warm coats, hats etc in winter, sun hats and cream in the summer.

Please also be aware that the children will regularly come home fairly messy and dirty!!

We apologise in advance for this!

PLEASE ENSURE ALL UNIFORM AND PE KIT (INCLUDING SHOES AND PUMPS) ARE CLEARLY NAMED

- Black or navy tracksuit bottoms are more appropriate than school trousers/pinafores/dresses etc.
- Please ensure they always bring a waterproof coat to school each day.
- They will need named hats, scarves and gloves for the winter months and sun hats in the summer

The school Day - am

- Gates open at 8.50am - staggered entrance (book bags, coats, water bottles etc) - Write name, choose a book, sit on carpet ready for the register. Say goodbye by 9am!
- Mornings are a mixture of carpet time, focused group work and independent activities. The focus is usually phonics/literacy/math.
- Fruit is available throughout the morning.



Lunchtime

- 12 noon until 1.15pm
- School dinners or packed lunch.
- If packed lunch please be aware there is no facility to refrigerate lunchboxes.
- Buddies from Year 6 accompany for first half a term.
- Designated lunchtime supervisor to collect from classroom and handover to staff at the end of lunchtime



Afternoons

- Begin the afternoons with whole class carpet time.
- Usually topic based.
- Teacher led activities and child initiated activities.
- Tidy up time
- Story
- 3.15pm - hand children over to you at the reception doors or line up for diamonds to collect them.

Transition

- Transition is extremely important to us as we know how important it is for your child's development.
- A smooth transition from your child's current setting to St Mary's is vital if your child is going to be settled and happy with us.

Making a smooth transition

- Smooth transitions don't just happen. We have a number of things in place to ensure the transition for your child is as smooth as possible
- 1. This meeting!
- 2. Contact made with your child's current setting - Via Oldham Council - Smooth Transitions meeting on Friday 23rd June
- 3. Week beginning 26th June - children visit the classroom - see the classrooms - meet staff - meet buddies
- 4. Week beginning 10th July - we visit you at home - leave a little booklet to look over all summer.
- 5. Parents as partners - working closely with you!
- 6. Look at the school website - (www.greenfieldstmary.oldham.sch.uk) and Instagram page (gsmprimary)

Transition in September...

- Staggered intake - only $\frac{1}{2}$ the children each morning or afternoon session. Much calmer and intimate so we can build strong relationships with your child from the start.
- Buddies system
- Open door policy - come into school in the morning from 8.50am-9.00am and settle your child before you leave.

Staggered Intake in September

- Term starts for all children on MONDAY 4th SEPTEMBER.
- 2 morning and 2 afternoon sessions that week - more details to follow
- All children attend full time from FRIDAY 8th SEPTEMBER
- Compulsory reading meeting for all Reception parents (details to follow)

Parents as partners

- You are your child's first, and most enduring educators.
- You know your child best.
- You have provided them with their foundations for learning thus far.
- We must work together to help children reach potential.
- By following up learning at home you can have a huge impact on your child's successes and achievements.
- Meeting for all parents - How we teach phonics and reading - Details to follow



Home visits

- Informal chat with parents where I can see you and the children
- We fill out some forms (what toys your child likes to play with/family dynamics etc)
- Short tasks for the children to complete - which can be brought to school at the start of the year
- Aids transition into school.

Getting ready for school

- Talk about everything with everyone!
- Share books together.
- Practice using a full sized knife and fork.
- Practice putting shoes on and off independently.
- Practice dressing and undressing to vest and pants independently.
- Buy uniform they can manage independently eg shoes with Velcro.
- Ensure they can visit the toilet independently, including wiping their own bottoms and washing hands.
- *Reception ready leaflet*

Our most important aim of the Foundation Stage at St Mary's



Happy and confident children