

Fairways Primary School



Foundation Stage

The Reception Classes

2017-2018

A Guide for Parents

Reception Transition Timetable 2017- 2018

Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday
4 th September	Home Visits				
11 th September	Class 1 AM 8:45 – 12:00	Class 2 AM 8:45 – 12:00	Class 1 AM 8:45 – 12:00	Class 2 AM 8:45 – 12:00	Class 1 AM 8:45 – 12:00
18 th September	Class 2 AM 8:45 – 12:00	Class 1 Full Day	Class 2 Full Day	Class 1 Full Day	Class 2 Full Day
25 th September	All children Full day	All children Full day	All children Full day	All children Full day	All children Full day
2 nd October	All children Full day	All children Full day	All children Full day	Reception closed for induction meetings	Reception closed for induction meetings
9 th October	All children Full day	All children Full day	All children Full day	All children Full day	All children Full day

Starting the Day

- In September, the Reception gates will open at 8.45 am where you and your child will enter the classroom and your child will self-register. We will be closing the gates and saying goodbye to you no later than 9.00 am for security reasons.
- Monday is the only day that school dinners can be ordered for the week. Request slips should be given to an adult as you come through the gates and NOT left in book bags
- Encourage your child to put their own belongings in the correct place
- Please use both entrance doors to avoid congestion
- This is the time to inform us if your child is to be collected by an unfamiliar grown-up.
- If you need to collect your child for an appointment during the day, please inform us and the school office in writing or provide evidence of the appointment.
- Around October you will be asked to leave your child at the gate to promote independence.

End of the Day

- School ends for Reception at 3.15pm. However, we endeavour to open up our internal doors just before so children in higher year groups can be collected on time.
- We consider any time after 3.25pm as a late collection. Please collect your child from the school office after this time.
- Please wait until most of the children have been dismissed before sending your child back inside to collect any belongings to avoid collisions.
- Until we get used to your faces, please be patient so we can ensure every child reaches their grown up!

Attendance

At Fairways we are proud of our consistently above average attendance rates. We encourage children to 'be tough' and come to school every day, even if they have a minor ailment.

We work in partnership with children and their families to support good attendance. Take a look at the table below for a reminder of the importance of attendance.

Percentage Attendance	Actual Attendance	Whole Days Absent per year	Learning Hours Lost per year
100%	190 days	0	0
99%	188 days	2	10
98%	186 days	4	20
97%	184 days	6	30
96%	182.5 days	7.5	37.5
95%	180.5 days	9.5	47.5
90%	171 days	19	95
89%	169 days	21	105
88%	167 days	25	115
87%	165 days	27	125
86%	161.5 days	28.5	135
85%	161.5 days	28.5	142.5
80%	152 days	38	190

Under Section 7 of the Education Act 1996, parents are responsible for making sure that their children of compulsory school age receive full-time education. Parents have a legal responsibility to ensure their child regularly attends school.

In line with ['Amendment to Southend Borough Council's Code of Conduct under the Provision of the Education \(Penalty Notices\) Regulation 2004'](#) , our attendance procedures are as follows:

1.If your child is ill, please contact the school before 8.45am on the first day of absence and every subsequent day that your child is absent from school. Failure to do this will result in an unauthorised absence.

A Penalty Notice may be issued if there is absence of 20 school sessions (10 days) or more within a 24 week period.

2. Fairways Primary School will not authorise any holidays during term time. However, leave of absence may be authorised in exceptional circumstances.

A Penalty Notice can be issued if:

There have been 10 sessions (5 consecutive days) or more of unauthorised absence due to leave taken during an academic year;

AND

Attendance is below 90% during the preceding 12 weeks before the leave was taken.

The importance of daily school attendance and punctuality cannot be over emphasised. Regular attendance at school is essential to ensure uninterrupted progress and to enable pupils to fulfil their potential.

Health and Safety

- Prescribed medication should be given to the office at the start of the school day, but only if it needs to be administered more than 4 times a day. Asthma pumps must be kept in your child's classroom with a care plan and be inside a prescribed box with your child's name on.
- As a school, we would ask that all routine medical and dental appointments are made outside of school hours. If however, you need to take your child out of school during the day for an appointment, please provide evidence if possible to/or inform the school office in writing stating the nature of the appointment, the date and approximate times when your child will be collected and returned to school.
- High factor sun cream needs to be applied liberally to exposed areas of the skin before the school day. We also advise named clothing appropriate to weather conditions to be sent into school with your child
- Children MUST be kept at home for 48 hours following sickness and diarrhoea

Toys

- Children are not permitted to bring in any toys or play items from home

Reading

- We will endeavour to hear your child read and practice their sight words once a week. (This is always subject to busy periods such as Christmas!)
- We recommend that you hear your child read for at least ten minutes a day and comment in their reading record so we can monitor reading frequency.
- A school library book will be issued during the initial induction phase. Please ensure your child keeps this special book in their book bag so it can be changed every week. You will be expected to partially pay for lost books to cover the cost of new ones.

Class Rewards

- A class mascot will be sent home over a random 30 day rotation. Please celebrate why your child has been given the opportunity to care for one of our special celebratory items! Please return these to school the NEXT working day.
- Marbles are given as 'Team Points' for positive behaviour.

Homework

- Most of the given tasks are to encourage communication with you and your child. Homework is not compulsory; however, we feel it is a valuable way to support learning.

PE

- Please encourage your child to dress and undress independently.
- If your child wears earrings please speak to your class teacher.
- Please name ALL items of your kit including shoes and plimsolls.

Eating at School

- Free school dinners need to be requested at the start of each school week even if you only require 1 day. Please mark SM for a School Meal and PL if you are having a home packed lunch next to the corresponding day
- School will provide each child with a piece of fruit or vegetable during the mid-morning session.
- Fresh drinking water is available freely throughout the day; however, we also recommend your child has a separate named water bottle with a sports cap (other than the one in their lunch box) that can be sipped throughout the day.

Money/Cash Payments

- Any money coming into school either as a cash or cheque payment must be in a sealed and named envelope. We hold no responsibility for taking in any form of cash.

Reading Books

The school uses a number-coded programme of reading books.

The main reading scheme used is Oxford Reading Tree in the early stages. Children will be introduced to the characters and stories through shared and individual activities. Teachers will guide children to choose books at the appropriate level. Your child will bring books home for you to read together. At first the books will have no words; these are to encourage the child to study the pictures and make up an appropriate story. This pre-reading skill is very important for learning to read with understanding and fluency. It is also a necessary pre-writing skill. Before a child can write something he or she must be able to think of something to say and write about. Children also have word sheets to support the core reading scheme. Please read regularly with your child. We recommend 10 minutes daily, although all children are different. Your child will be given a reading record book. Please write the date and the title of the book when they have read to an adult at home.

Book Bags

Book bags are available from the school office. Please label the book bag with your child's name and class. The book bag should be brought to school each day. Please do not hang big key rings on your child's book bag as they prevent the bag from fitting in the drawer.

Clothing

We encourage independence in our Reception children and expect them to take on increasing responsibility for their own belongings. Please ensure all items of clothing and other belongings are **clearly named**. Please also spend some time at home talking about identifying name labels and other features such as the characters on their lunch box. Lost property can be located by the main office.

Writing Development in the Early Years

The Early Years Curriculum has identified 'Physical Development' as a Prime Area of Learning. Physical development is to do with movement; gross, or large, movement of limbs, and the manipulative movement of fingers. Physical development depends on the growth of the body and nervous system so that messages from the brain can be carried to the muscles to stimulate them to move. Here are some fun ideas to try to improve physical development.

Gross motor skills involve whole body movement. Learning to run and jump requires strength, suppleness, stamina and lots of practice.

Ways of developing Gross Motor Skills – You could try:

- Walking, running and climbing. Hopping, skipping and jumping. Sliding, dancing and swimming.
- Bending, stretching and carrying large objects. Pushing and pulling toys.
- Ball skills – rolling, kicking and throwing and catching.
- Awareness of body in space. Exploring movement in space. Experimenting speed.
- Balance and co-ordination. Control of body.
- Manoeuvring equipment; tricycles, bikes, cars, carts and prams.

Fine manipulative skills are the precise use of the hands in co-ordination with the eyes.

Ways of developing Fine Motor Skills – You could try:

- Dexterity using equipment; gripping, holding, drawing, colouring, painting, tracing, writing, cutting, threading, sewing, building.
- Exploring sand, water and dough; touching, poking, feeling, squeezing, pouring, filling, emptying.
- Using tools in woodwork and construction; hammering, tapping, sawing.
- Playing musical instruments.
- Social skills; using a spoon, fork and a knife. Dressing and undressing; using zips, buttons and laces.
- Squeezing pegs



When I come to school I need to do these things...

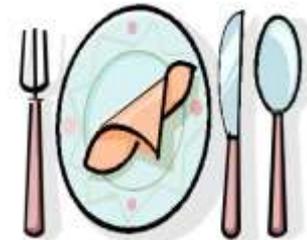
Use the toilet
independently and
appropriately.



Get dressed and
undressed by myself.



Use a knife and fork.



Tidy up.



Blow my own nose.



Put on my own shoes.



If you feel your child is working towards achieving some of these things, perhaps you could help your child practise these at home.

Early Years Foundation Stage

The curriculum within the Early Years Foundation Stage is planned around four main themes:

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.	The environment plays a key role in supporting and extending children's development and learning.	Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

There are seven main areas of Learning and Development that shape educational programmes in the early years settings. 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. These three areas, the prime areas, are:

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

The four specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In their Reception year at Fairways your child will experience many different activities in each of the seven areas, a summary of which is shown below.

Communication and Language 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.

Physical Development 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.

Personal, Social and Emotional Development 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.

Literacy 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.

Mathematics 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.

Understanding the World 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.

Expressive Arts and Design 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.

The Early Learning Goals set the level of progress children should be expected to have attained by the end of the EYFS. Each child's level of development must be assessed against the early learning goals (see below). Children are assessed as meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.

The Prime Areas

Communication and language

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.

Physical development

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.

Personal, social and emotional development

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.

The Specific Areas

Literacy

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:

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

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.

Expressive arts and design

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.