



*Welcome to  
Reception*

*Thornhill Primary School*



# Thornhill Staff

- Miss Overfield – Head Teacher
- Mr Cluskey and Mrs Jones – Deputy Head Teacher
- Mrs Moscardini – EYFS Lead and Reception Class Teacher
- Reception Teaching Assistant

# The EYFS Curriculum

- The curriculum in Reception is play based and is designed to meet the needs of young children through a combination of teacher led and independent activities. Children will take part in daily whole class carpet sessions, smaller group taught sessions with an adult and play-based learning within the provision areas both indoors and outdoors.

# The 7 Areas of Learning

## **Communication and Language Development (CL)**

Being with others can be a challenge for some children as there are now new distractions. This area of learning aims to help your child build on their listening and attention skills so that they can focus on what is important at relevant times.

It also helps them to develop their understanding skills so that they are able to follow instructions given to them. Connecting ideas, responding appropriately, and communicating their needs are all supported in 'Speaking', the final aspect of this area of learning.

## **Literacy (L)**

This is more than just being able to read and write. Sharing stories with your child helps them hear a wide range of vocabulary as well as getting them to develop a love for reading themselves. Listening to conversations around them helps them to make sense of words and this in turn allows them to become confident writers. From creating lists for the shopping to retelling of stories they've heard, the skills they learn in this area will help them feel confident to tackle any word or sentence!

## **Understanding the World (UW)**

Family members talking about their past experiences helps children to understand that there was time before them. Children are encouraged to explore the awe and wonder of the natural world and to use technology when it is useful. Being able to experience things in their local community and culture as well as other communities and cultures enables them to appreciate the similarities and differences in the world. This area provides the foundation for children to become well-rounded global citizens.

## **Personal, Social and Emotional Development (PSED)**

To ensure that your child is able to learn, they must first feel safe. This area aims to help your child to develop the skills so that they are able to feel safe amongst their peers and with the adults supporting them.

It will help them form relationships with others as well as becoming more confident when facing new challenges. When things don't go according to plan, they will also be supported so that they control their feelings as well as understand how to behave in different situations.

*Whilst your child is in Reception, they will be following the Early Years Foundation Stage Curriculum. This is divided into 7 areas of learning and development*

## **Physical Development (PD)**

The first part of this area is designed to help your child have control over their gross and fine motor skills - the big (gross) movements they need to balance, climb, throw and catch, run or dance and the detailed (fine) control they need to manipulate tools such as scissors or to hold a pencil and make marks or form letters.

The second part of this area is to help your child make healthy choices, from knowing what foods will help keep them healthy to knowing what exercise they need to be doing to keep fit.

## **Mathematics (M)**

Making sense of the mathematical world isn't just about being able to say the numbers in order. Understanding the amount each numeral represents, the different ways it can be created and spotting patterns in number will help your child to become confident in their approach to Number.

Being able to measure and compare things like weight, length and time are all important skills also covered in this area. These skills will help your child make sense of the world around them as well as and make connections between things they observe.

## **Expressive Arts and Design (EAD)**

So much can be achieved through a song and a dance. Using their imaginations in pretend play, or making up songs and stories, and responding to music through sound and movement, this area provides a chance for children's interests to shine.

Being able to explore different materials and tools to produce different pieces of art work is another way for them to become even more imaginative.

# Preparation for School

*These are useful skills to practise with your child before they start school*

- Support your child to be toilet trained and use the toilet independently, washing their hands afterwards
- To put on and fasten their own coat and to dress and undress themselves.
- To use a knife and fork to eat their meals.

To use a tissue to blow or clean their nose.

- To develop organisational and independence skills for the school day i.e. carry their own bag into school.
- To help to tidy away their toys after playing with them.
- Encourage your child to recognise their name and belongings by labelling everything clearly (coat, jumper, book bag, etc.)
- See attached booklet for more ideas

# Independence and Resilience

- It is important that we give children the opportunity to experience challenge, to solve problems and to cope with small setbacks.
- Children do not need life to be perfect in order to thrive. In fact learning that they cannot always have what they want, when they want it, helps them to develop patience, resilience and self-confidence.
- At school, children will sometimes need to:
  - Wait
  - Share
  - Take turns
  - Follow instructions
  - Accept 'not today' or 'not right now.'
  - Persevere when something feels tricky.

# The School Day

- We start school at 8:30am.
- Children can be brought across the yard to the Reception garden gate where they will say good bye to their adult and walk round to the classroom independently.
- Once the gate to the main yard closes, late entry to school is through the main entrance door.
- From the start of the Spring term, children will come into school independently through the back door on the playground.
- We finish school at 3:15pm.
- Children will be collected from the Reception garden gate by a named adult aged 16 or over. If someone who is not on your collection list is picking up your child, then the school office must be informed prior to collection time.
- Wrap Around Care. Breakfast club is from 8am and Afterschool care is until either 4:30pm or 5:30pm. Both are bookable via Arbour (An account will be created for you)

# A typical school day in Reception

	<i>Morning Session</i>
8:45	Children come straight in to indoor provision time
9:00	Into classroom for register, choose lunch, toilet and morning activities
9:15	Phonics – whole class session and then split into groups for focused tasks
10:00	Toilet, snack time and story
10:30	Focused learning session – whole class session and then follow up where needed
11:00	Time in provision
11:45	Toilet and lunch time

## *Afternoon Session*

12:15	Back into classroom for register after toilet, fine motor activities, story, and outdoor time
1:00	Focused learning session– whole class session
1:30	Time in provision indoor and outdoor (toilet time during this session)
3:00	Story time and end of day jobs
3:15	Home time

# Snack Time and Lunch Time

- Snack time is 10am. Children receive a piece of fruit and a piece of bagel. We always encourage children to try their fruit and use this as a time for lots of discussion about healthy lifestyles, including healthy eating. Fresh drinking water is available all day.
- Children receive free milk until the week of the 5<sup>th</sup> birthday. You can pay for your child to continue receiving milk after this, through the Cool Milk website.  
<https://www.coolmilk.com/parents/>
- All children receive free school meals in Reception (and Year 1 and 2). We encourage them to choose their own meals however you can make the choice for them via Arbour before school. This is very useful at first as we get to know what the children like or dislike. A member of EYFS staff will always be in the dinner hall alongside the lunchtime staff.

# Toothbrushing Scheme

- We are part of a national toothbrushing scheme designed to promote the importance of children's oral health.
- 3 times a week we run a toothbrushing session with the children. All children have their own named toothbrush to use and staff have been trained to talk them through toothbrushing. All brushes, toothpaste and storage racks are kept in school and cleaned after each use.
- There is a consent form on Arbour which must be completed for you child to join in with these session.



# School Uniform

- Packs contain information about school uniform.
- Please remember to label **everything**, including shoes, hats, scarves and gloves.
- Shoes/trainers should be plain black, sturdy and suitable for outdoor play. Velcro fasteners are recommended rather than laces – we encourage children to be as independent as possible
- Earrings are not allowed at school, including plastic retainer studs
- PE kits are provided by the school and kept in school.
- Fresh drinking water is available in school. We use a water dispenser and named cups to support independence. They do not need to bring their own water bottles
- All children receive a red Thornhill book bag a Reception planner and a plastic library bag. The red bag and planner should be brought to school everyday.

# Attendance

- Good attendance is crucial.
- Gives our pupils the best possible start!
- Good attendance develops a good routine and supports relationships with peers and staff.
- Ensures children do not miss out on crucial learning. Children learn the most in those early years and need a solid foundation to continue successfully and with confidence as they move up the school.
- Being punctual and on time means children get the day off to a good start and they feel settled to learn and play.
- Please contact the school office on the first and subsequent days of absence.
- Expected attendance is 96% +

# Communication and Working Together

A strong relationship between home and school is vital to your child's education.

In EYFS, we use an online platform called Tapestry to share some of your child's learning and for communication between you and your child's teachers. I will be in touch with log in details. You can also share things that your child has done at home with school through this app.

We have regular parent's evenings throughout the year as well as a meeting in the Autumn term about how your children will learn to read and write with Phonics.

We hold several sessions across the year, where you will be invited in to school to work alongside your child.

If you do have any other questions after this meeting then you can contact me via Tapestry or by email at [emoscardini.teacher@thornhill.durham.sch.uk](mailto:emoscardini.teacher@thornhill.durham.sch.uk)

# Dates for your Diary

- Teddy Bear's Picnic – Group 1: Thursday 2<sup>nd</sup> July 3:45pm – 4:30pm  
Group 2: Wednesday 1<sup>st</sup> July 3:45 – 4:30pm
- September dates – Transition days  
Group 1: Wednesday 2<sup>nd</sup> September 8:45 – 3:15  
Group 2: Thursday 3<sup>rd</sup> September 8:45 – 3:15
- Friday 4<sup>th</sup> September – All in full days – 8.30am-3.15pm