



Parent Information
for
Reception

Staff Information

There are two reception class bases; Pear and Oak. Your child will be assigned to a particular class but children will learn in all areas of Early Years base and will work with all teachers and support staff throughout the school day.

Miss Dean - Early Years Lead and Assistant Head

Oak Class

Mrs Mills - Reception Class Teacher

Miss Thomas - Nursery Nurse

Pear Class

Miss Haines - Reception Class Teacher

Mrs Stanczyk - Nursery Nurse and EAL support

Teaching Assistants

Mrs Lane - Speech and Language support

Wider School Staff

Mrs Bury- Headteacher

Mrs Jackson-Deputy Headteacher

Mrs McDonagh- Assistant Head, SENDCo and behaviour support.

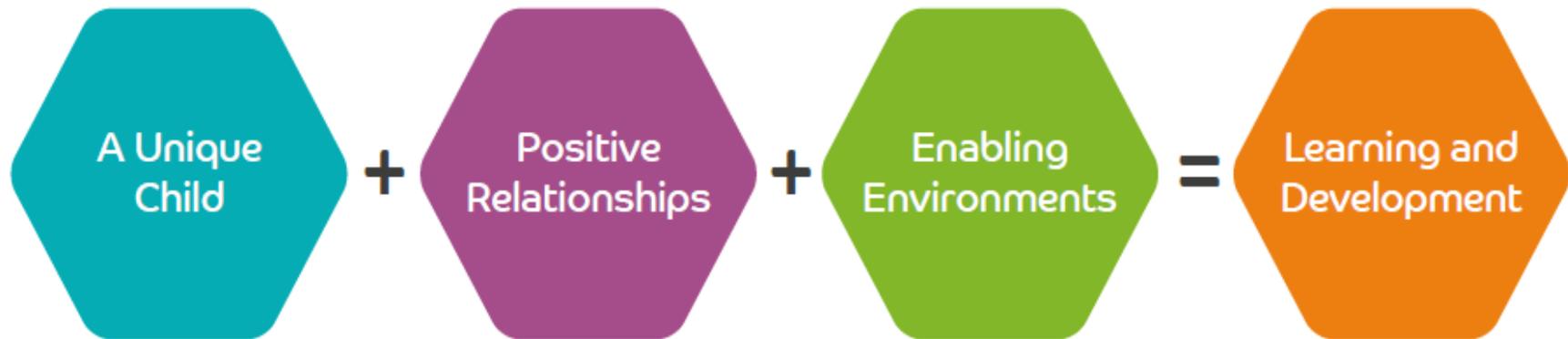
Mrs Eaborn-Family support worker

Mrs Currien-Catering Manager

Mrs Hunt - Office Manager

How your child learns through play in the Early Years Foundation Stage (EYFS)

There are four underpinning themes within your child's learning and development during their time in the EYFS. Children learn in a variety of ways: watching others, talking, asking questions, listening, exploring and investigating. Play is the foundation of development and learning for young children and is vital within our curriculum in reception. The four themes are:



Every child is a **unique child**, who is constantly learning and who can be resilient, capable, confident and self-assured.

EYFS Statutory Framework

Children learn to be strong and independent through **positive relationships**.

EYFS Statutory Framework

Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.

EYFS Statutory Framework

(Recognise the) importance of **learning and development**. Children develop and learn at different rates.

EYFS Statutory Framework

Characteristics of effective learning

The ways in which children engage with other people and their environment (playing and exploring, active learning, and creating and thinking critically) underpin learning and development across all areas and help children become effective and motivated learners. At St Joseph's we promote these essential learning skills with our Building Learning Power Characters. You will often see your children come home with these stickers when they have demonstrated these key characteristics for learning.

E.g. Being willing to try a new activity in the environment.



Have a Go Hare

Bradley Bat (Listening)



E.g. When labelling a picture and writing all the sounds you can hear.

E.g. When finding a number line in the environment when you are unsure of how to write a number.



Busy Beaver (resourceful)

E.g. When reading back your addition number sentence and checking you have used the correct signs '+ & ='

Tom Tortoise (reflection)

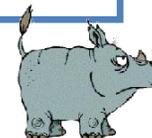


Team Ant



E.g. When working with a friend to build a house in the construction area.

Resilient Rhino



E.g. To keep working on an activity even if you find it tricky at the beginning.

Areas of Learning

There are seven areas of learning and development. All areas are important and interconnected. They are also split into *three prime areas of learning* which are fundamental for igniting children's curiosity, enthusiasm and readiness for learning. Then *four specific areas of learning* that include essential skills and knowledge for children to become successful within society.

Prime Areas

Personal, Social and
Emotional Development

Self-Regulation
Managing Self

Physical Development

Gross Motor Skills
Fine Motor Skills

Communication and
Language

Listening & Attention
Speaking

Specific Areas

Literacy

Comprehension
Word Reading
Writing

Mathematics

Number
Numerical
Patterns

Understanding the World

Past and Present
People, Culture &
Communities
The Natural World

Expressive Arts and
Design

Creating with Materials
Being Imaginative &
Expressive

What does my child learn in these seven areas?

Prime Areas

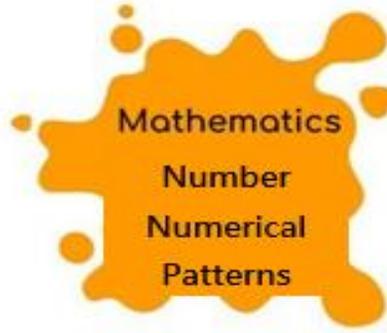


Personal, Social and Emotional Development - involves helping children to develop a positive sense of themselves to form positive relationships and develop respect for others. Learning what is right from wrong and being able to explain the reason for rules. They develop social skills and self-regulation in learning how to manage their feelings and understand appropriate behaviour and develop confidence in their own abilities.

Physical Development - involves providing opportunities for young children to be active and interactive; to develop their co-ordination, control and movement, as well as their understanding of why it is important to be active and healthy. Physical development is defined into gross i.e. jumping, climbing and fine motor skills i.e. preparation for drawing and handwriting, helping children to build strength in their fingers, hands and arms.

Communication and Language - children experiencing a language rich environment to expand their vocabulary and understanding of stories. They will develop the confidence to interact in a back and forth dialogue with others to share their ideas and feelings about their experiences during whole class, small groups or one to one discussions.

Specific Areas



Literacy - learning to read and write by linking sounds to letters and experiencing a range of books, songs and other written materials. Focus is on the children learning to understand what they have read, expanding their vocabulary and being able to retell key event in stories.

Mathematics - Provides children with opportunities to develop a deeper understanding of numbers to 10 and beyond. The children will focus on how to subitise (know the quantity by sight not by counting), being able to automatically recall numbers and know how to add and subtract and the reasoning behind it. They learn to describe shapes, space and measures.

Understanding the World- This allows the children to explore the past and present. Focusing on similarities and differences through looking at historical events and stories. The children also explore religious and cultural similarities and differences. They explore the natural world around them through hands on experiences and observe the differences and similarities between contrasting environments.

Expressive art and design - enabling children to explore and play with a wide range of media and materials. They will have fun exploring well known nursery rhymes and learn to share stories with each other and act them out through role play.

Daily timetable

Reception

8.50 - 9.00	9.00	9.30	10.00	10.20 - 11.30	11.30- 11.40	11.40- 12.30	12.30- 13.30	13.30- 14.45	14.45 - 3.15
Coming into school Put everything away	Register Morning Prayer Calendar Wake up shake up Interventions	Phonics	Snack play Healthy snack	Learning through play Main focus activity	Fruit Play	Learning through play Main focus Activity continued	Lunch time 30 mins eating 30 mins playing	Learning through play	Tidy up Story End of day prayer

Religious Education at St Joseph's

"Following Jesus in all we do"

Religious Education at St Joseph's is central to the life of the school, it is a way of life, living and learning through Faith. RE is a core subject and is taught through the four areas of study: Revelation, Church, Celebration and Life in Christ. The beliefs and values studied in RE inspire and draw together every aspect of the life of our school. To adhere to requirements set at the Bishops Conference, 10% of teaching time is devoted to RE. This will help to nurture the human wholeness of each pupil to play a full role in society and provide a community in which faith, culture and life are brought into harmony. R.E. is taught as a discrete subject but can also be part of cross curricular work.

In the EYFS this links to Understanding the World and specifically 'People, Culture and Communities'. We teach the RE curriculum through a variety of medias such as dance, drama, music and literacy. In Reception children will learn key vocab and symbols associated with Catholicism, recognise some Bible stories, share their own celebrations and rituals and start to develop questions about what they wonder about. Throughout the year children will explore other faiths and cultural celebrations too; especially during One World Week. Children will also carry out a baseline assessment at the start of their Reception Year to monitor their developing Catholic RE knowledge.



Masses and Prayer Services

Throughout the year Reception will be part of whole school masses in the school hall and smaller key stage masses held over at church. Sometimes children will be given a special role during mass such as taking the offertory to Father. You are invited to attend any of these services so please keep up to date with the School Newsletter which will be sent to you via email or Tapestry.

Prayers

Children pray daily 3 times a day but will also explore other opportunities to pray as appropriate. In Reception We learn 5 key prayers; Morning Prayer, Lunchtime Prayer, Afternoon Prayer, Our Father and Hail Mary.

Values and Virtues

As we follow Jesus in all we do, we are always thinking of ways that we can learn from his teachings, make the right choices, be a good friend, reflect upon our actions and improve ourselves as citizens. To support this journey, the following Values and Virtues are advocated throughout the school year; attentive and discerning, loving and compassionate, grateful and generous, faith-filled and hopeful, active and curious, learned and wise, intentional and prophetic, eloquent and truthful.

Meaningful incentives

Marvellous Me



Once a week, one child in the class is rewarded with the Marvellous Me box. Into which they can put any 5 special items. It can be anything special to your child as long as the lid fits; so sometimes photographs of people and small objects are best. This is a great way for your child to share something about themselves with the rest of the class and for us to get to know them.

Certificates

Each week a child in the class will also receive a certificate for Pupil of the Week and Values and Virtues. Every half term parents and families are invited to our Golden Certificate assembly where 5 children from each class receive special certificate for something fantastic they have done.



Prayer Bag (if COVID regulations allow)

The Prayer Bag is given out weekly. It is an opportunity for you and your child to share your thoughts and feelings about having the Prayer Bag at home, and note down the children's special responses. These responses should be from the children through pictures, drawings and written words. The focus of the bag is 'things you are grateful for'. If your child and your family practice another faith other than Catholicism, then this an ideal opportunity for your child to share their faith with the class.



Adventure Teddy

Each class has their own Adventure Teddy that comes home with a different child throughout the year for the weekend or during the week. You are then to record and take photographs of your time with Adventure Teddy and put them on Tapestry. Your child will then share this experience with the rest of the class.



How can I help my child's learning at home?

There are several ways you can help your child progress with their learning and development. The continued learning process should be fun and manageable for you and your family and you are not expected to do it all at once.

Home Learning Tasks

Home learning tasks will be set via Tapestry in the summer term. They will cover a range of skills through different areas of the curriculum such as reading, writing, mathematics, outdoor learning, PE and creative arts.

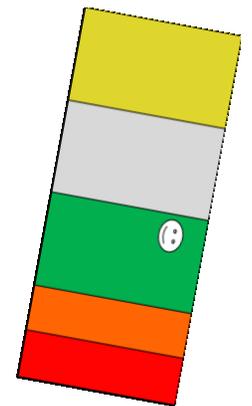
Reading

The school expectation is that you will read with your child at least 3 times a week, 10 minutes daily reading can really help develop your child's communication, language and literacy skills. We send story books home to start with to offer you a shared reading experience. Later we send books which the children themselves are expected to try and read to you plus one library book. Children are expected to read their coloured sticker book to you, the first stage is pink and children will progress through colour bands at rate which suits their individual need. Asking your child questions about characters, their understanding and what they liked or disliked about the book will enrich their reading skills even further. You will have a Reading record to write down when your child has read. Please ensure this is completed weekly, if empty your child's books will not be changed as we will assume they have not read. Please keep their reading record in their book bags at all times.



Zone Board

Every child starts on green each day and will move up the zone board for good or excellent behaviour, kindness and positive attitudes to learning. Children can also move down the board for continued negative behaviour. Orange is a warning and red can result in a child being sent out if necessary.



Record Keeping

IPads are used to keep a record of your child's journey throughout their reception year. We use Tapestry an online learning journey which allows you to access the children's learning at home, add comments and make contributions of your own. They will also have a Literacy book, Maths folder and Religious Education book. You will always be the most important influence in your child's life and because of this we would like you to share your child's interests and successes with us. You can do this by adding observations instantly using Tapestry. Please check Tapestry for up to date information about your child's next steps.



Phonics



Phonics is used to help children read and write successfully. We follow Read Write Inc. phonics scheme. New sounds, decodable and tricky words learnt each week will be added to children's home learning wallets. These are provided so that your child can share the fun of learning to read and write at home with you, practise what they know and challenge themselves. You will also receive a laminated board for them to practise their handwriting on as they become confident with their phonics.

The handwriting used in school is based on the Read Write Inc in Reception which focuses on children forming their letters correctly and later progresses into cursive writing in Key Stage 1.

Mathematics

Mathematical home learning will set through Tapestry (summer term) or added to the home learning wallet. If your child completes any additional tasks at, talks about numbers, adds, subtracts, talks about shape, money and positional language then please add this to Tapestry, especially if they are more able in their home language.



What skills can I help my child with to ensure they are Reception ready?

Self-care

- Asks for help e.g. if they do not feel well
- Can go to the toilet on their own
- Can wipe themselves properly and flush the toilet
- Can wash and dry their hands when they need to



Eating

- Can use a knife and fork
- Can open wrappers and packaging, if needed for snack



Independence

- Getting dressed and undressed on their own
- Can put their coat on and use a zip
- Can put their shoes and socks on
- Can button and unbutton their clothes



Speaking, listening and understanding

- Is able to talk about needs, their feelings and them self
- Is able to follow simple instructions
- Is able to sit and listen for a short time
- Is able to join in with familiar rhymes and songs
- Is happy to be away from their adult.
- Can share toys with others
- Can interact appropriately with other children,
- Enjoys joining in with games.
- Can recognise own name in writing.
- Starting to make marks and talk about them



Uniform

Winter Uniform (from Autumn half-term to Easter)	Summer Uniform (Easter to end of Autumn half- term)
Red polo shirt with school logo Green school sweatshirt or cardigan Grey shorts/trousers Grey knee-length skirt/pinafore White, grey or black socks or red, green or grey tights Black/brown/navy conventional low shoes Green waterproof jacket/fleece lining with school logo (optional)	Red polo shirt with school logo Green school sweatshirt or cardigan Grey shorts/trousers Grey knee-length skirt/pinafore Green check dress White, grey or black socks Black/brown/navy conventional low shoes
Please Note: No laces please, <u>Velcro and buckles are best</u> No boots or trainers No belts	
P.E. Kit Indoor PE: White P.E. T-shirt (plain or with school logo) Black shorts (<i>not</i> lycra or cycling shorts for health/hygiene reasons) Outdoor PE: Black or dark plain jogging bottoms Black or dark plain hoody/ zip up jacket Trainers with Velcro	
Outdoor Attire A pair of wellies will be need which can be kept in school at all times so that your child can use the outdoor learning environment all year round. An extra warm layer may be needed in colder months but you will be informed of this at a later date.	

Items bearing St. Joseph's school logo are only available from School Togs in Worcester [https://www.schooltogs.com/c/2612/St-Josephs-CP-\(Worcester\)](https://www.schooltogs.com/c/2612/St-Josephs-CP-(Worcester)) or Mark's and Spencer's Online - <https://www.mandsyourschooluniform.com/m-s-uniform/uniform-by-school/staffordshire-worcestershire/st-joseph-s-catholic-primary-school---worcester/5637146987.c>
New PE Kit will be available <https://st-josephs-school.secure-decoration.com/>

Extra Key Information

Please make sure everything is labelled with your child's name.

- Book Bags are available from the school office.
- Children should come to school wearing their PE kit on their allocated PE day (We will inform you of the timetabled PE day nearer the time).
- Children *must* bring a labelled water bottle and a **healthy snack that can fit in their book bag (no lunch boxes)** with them daily.
- All school uniform should be clearly labelled with your child's name
- For reasons of safety children are not allowed to wear jewellery in school. If children have to wear earrings in pierced ears then only one pair of small studs may be worn. **No hooped earrings.**
- Only if required—Lunchboxes need to be easy for your child to open, zip ones are best and please *do not* over fill them.
- We *do not* have room for back packs and your child will not need one in Reception, a Book Bag is sufficient. We also supply stationary so a pencil case is not needed.

Questions and Answers

What can I do if I have an issue or concern?

We have an open door policy and are happy to answer any questions or queries you may have. However, if you feel that it is an area that may need more time, please feel free to arrange an appointment for the end of the school day as it is not always possible to speak at length as the children arrive. We endeavour to ensure that your child is happy and secure at all times so we like to deal with any issues and concerns immediately.

What if my child is sick?

On the first day of sickness you need to ring the school office in the morning and let us know that your child will not be attending. When your child returns we need a signed letter explaining your child's absence. If your child has been sick or had diarrhoea they cannot attend school again until 48 hours after their sickness to control infection.

What if my child needs medication?

If your child has a long term medical condition such as Asthma a Health Care Plan will need to be filled in to create an agreement between home and school outlining how best to administer your child's medication. Other medicines, both prescription and non-prescription, can be administered as long as a medical consent form is completed and it is agreed by the class teacher beforehand.

When will I know about my child's progress?

Within the first half term drop in/virtual sessions are available to discuss how your child has settled into Reception. There is a scheduled parents' evenings for in the New Year followed by a drop in/virtual session in the Spring where your child's progress will be discussed in detail. An end of year report will be sent out in July. However, if you wish to discuss your child's progress at any other time you are more than welcome to make an appointment to do so.

What if I'm going to be late to collect my child?

Please ring the school as soon as you know and let us know who will be collecting your child. If it is someone new, please let us know what the person looks like and if possible a password that they will say when collecting your child. This will ensure your child's safety. If you know somebody different is going to be collecting your child in advance sending it to us in writing is ideal.