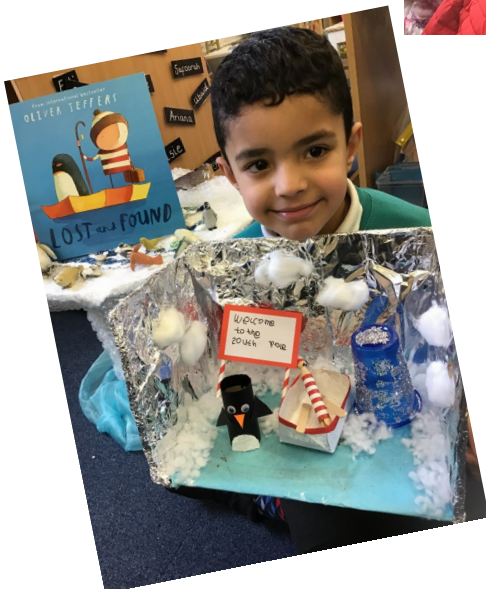
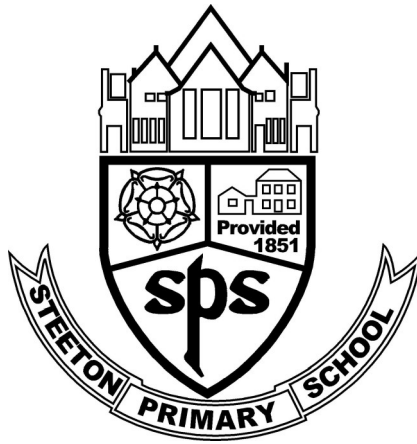


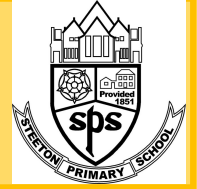
# Steeton Primary School

## Reception

### Welcome Booklet



# How to get ready for Reception



## **Encourage your child to have a go!**

Develop self-help skills by encouraging your child to take off and put on their own jumper and coat. Support your child in doing up zips, buttons and poppers; we understand that these can be tricky so make it fun by dressing up toys in old clothes. Encourage your child to take their shoes and socks on and off. Don't wait till the first day - give them time to practise.

Support your child in getting to the toilet in time, wiping themselves, flushing the toilet and washing their hands. Sometimes children are so involved in play that accidents do happen. Please talk to your child about what to do if an accident happens, reassuring them and telling them to tell an adult.

Encourage your child to blow their nose themselves, bin the tissue and wash their hands. If reinforced at home and school this will become the norm and your child will develop a healthy routine.

Encourage your child to use a knife and fork or a spoon to eat their meals. Sit with them for meal times and eat your meal.

## **Teach your child to communicate their needs**

Talk to your child without distractions from the TV, radio or tablet. Talk about shared experiences that you have enjoyed such as visits, shopping trips, or things you have seen.

Sing songs and rhymes together to develop their vocabulary.

Recognise and talk through your child's feelings and different emotions, this will help them to understand and communicate how they are feeling with staff.

It is important for children to listen and follow instructions at school, these can be enhanced at home by playing games such as snap and giving simple instructions e.g. hang your coat up and wash your hands.

## **Feeling safe and secure in the new environment**

Talk to your child about the routine and the staff in Reception.

Your child will have a peg with their photo and name on for their coat, therefore it would be helpful for your child to begin to recognise their own name. To reinforce this you could put a name card on the fridge or play a treasure hunt game; finding name cards around the house.

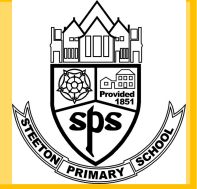
Be healthy, active, friendly and helpful.

Establish a good sleep routine for your child.

Talk about the importance of healthy eating and discuss the weekly menu with your child (this can be found on the school website).

Go on outings (farm, zoo, aquariums, garden centres, shops, park, cinema, activity centres). Talk about what you see, hear, smell, touch, taste.

# How to get ready for Reception



Visit the library regularly. Find books that relate to places you have been or things you have been talking about with your child. Look for a notice board with activities on in your local area.

Give children responsibilities around the house and special jobs to do. For example; emptying the washing machine and talking about how the clothes are all wet and heavy before hanging them out to dry together. Laying the table for dinner; counting out the cutlery and plates.

Making the beds together and even washing up! However tedious all these jobs are to us, your child will love joining in and being involved!

Arrange play dates with other parents and their children. Encouraging sharing, socialising and turn taking.

Encourage children to talk to different people you know to develop their confidence and vocabulary.

## Holiday activities

Gardening; allow your children to get messy to dig and explore outdoors. Plant seeds and observe growth over time.

Paint the fence with water in the sunshine and watch as it dries!

Keep a diary over the holidays to show everyone what you have been doing; adding photos and anecdotes.

Save boxes and plastic cartons and make models, encouraging your child to use tools independently such as scissors, masking tape and a hole punch.

Share books with your child and encourage them to explain what is happening from looking at the illustrations.

Make play dough; this is a fantastic activity that can really help strengthen your child's small hand muscles that are used for writing.

Practise holding scissors and develop cutting skills by cutting magazines and catalogues.

Complete puzzles and talk about the picture afterwards.

Encourage your child to mark make using pencils, crayons paints and even chalks in your garden. Ask them to tell you about their pictures.

Singing songs for counting and rhyming or simply making up your own funny songs!

Dancing to music and making up some of your own moves!

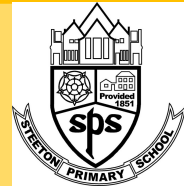
Go for a picnic! Encourage your child to help you prepare for a picnic; making the sandwiches, collecting the fruit and cartons of juice together.

Pointing out shapes, numbers, signs and letters in the environment is an easy way to reinforce how they are used in everyday life. By highlighting signs around the park, shops and roads your child will become increasingly aware of how grown-ups use them.

Play simple games with your child, indoor board games or outdoor ball games will encourage sharing and turn taking.



# How to get ready for Reception



## Learning activities

### Take a photo



Take 3 photos of your favourite things in your house, tell me why you've chosen them

### Measuring with a stick



Use it to find things that are longer, shorter and the same

### What's outside the window?



Draw the things you see from your window  
What do you see?

### Sock puppet



Use the things you have to make a sock puppet

### Memory game



Make a collection, cover with a cloth.  
Remove an item, what's missing?

### Movie day



Make tickets, prepare snacks and relax under a blanket together

### It's not a box



Turn a cardboard box into something extraordinary

### Rock people



Find a rock, give it a face and a name

### Paper boat



Use a piece of paper to make a boat  
Will it float? How many passengers can you put inside?

### Mask



Can you make a mask?  
Decorate it with the things you have at home

### Number hunt



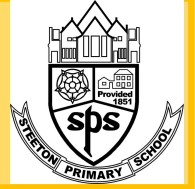
Go on a number hunt around the house. Write down all the numbers you find.

### Disco



Put your favourite music on and dance around the room

# How to get ready for Reception



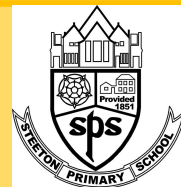
**Most importantly.....**

**play, play, play, play, play, play, play!**



**“Play is the highest form  
of research.”  
-Albert Einstein**

# School Uniform



The school colour is **jade** green.

All uniform can be purchased from our local supplier Whittakers , 5 Low Street, Keighley

Tel: 01274 585015

## Boys school uniform



## Girls school uniform



## Summer and Winter Clothing

All shirts, blouses or polo shirts must be in white.

All cardigans and sweatshirts must be jade green with the school logo.

All socks should be grey or black.

All tights, long socks must be grey or black.

Boys' trousers must be grey or black.

Girls' trousers must be grey or black.

Shorts must be grey or black.

Skirts/pinafore dresses must be in grey or black.

Summer dresses must be in green "gingham" print.

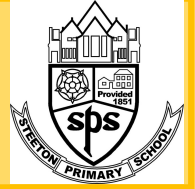
Steeton book bag.

Outdoor coats do not need to be in the school colours.

**Please ensure all items are clearly labelled with your child's name.**

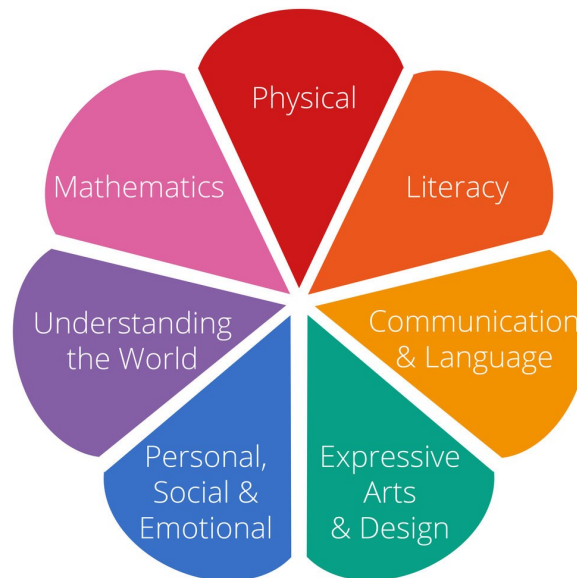


# Your child's learning and development



## How do we support your child's learning and development?

At Steeton Primary School we follow the Development Matters in the Early Years Foundation Stage Framework. Your Child's Development is split into seven areas of Learning— three Prime areas and four Specific areas:

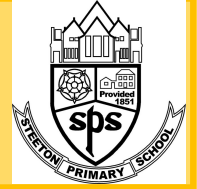


We use a planning cycle to assess, plan, and evaluate next steps for your child. Your child will be allocated a key person who will support your child in all areas of their development.



It's important that you let us know what child's interests are at home as we can incorporate these into our planning.

# Your child's first days



## Meeting the EYFS team

EYFS Leader and Saplings class teacher — Miss Bingham

Seedlings class teacher — Mrs Varley

Higher Level Teaching Assistant — Mrs Turner

Teaching Assistant — Mrs Inman

Teaching Assistant — Mrs Shaw

## First day

On your child's first day, please bring them straight over to the Reception Class where they will be greeted by the team. During the first two weeks, please take your child into the classroom and support them to settle in by finding their own peg. After four weeks, we would like the children to be independent in these morning tasks.

During your child's transition day, the class teacher will create your account on Tapestry and ask that you complete the 'All About me' form. This will enable us to have a clear picture of your child's likes, dislikes and interests.

## What to bring with your child

Your child will need to come dressed in the full Steeton Primary School uniform (see the uniform list for full details).

They will need to bring:

Warm coat/raincoat dependent on weather

Steeton Primary School book bag

Spare set of uniform (if your child has toileting accidents)

## PE kit

Exercise is a very important part of the curriculum in stimulating your child's mind and body. Therefore, please ensure your child is fully equipped for the sessions.

Seedlings and Saplings PE session is on a Wednesday morning.

They will require:

A white t-shirt

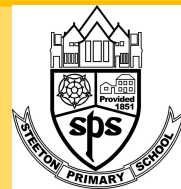
Navy blue or black shorts

Black pumps or trainers (normal school shoes cannot be worn)

**Please ensure all clothing is clearly labelled.**



# The school day



The following is our Reception daily routine. Occasionally this can change due to opportunities that arise for the children to take part in.

**8.55** Session Arrival and Registration

**9:05** Small Group Time with Read Write Inc. Phonics

**9.35** Maths

**9.45** Maths focus and free-flow play

During this time your child will explore the indoor and outdoor environment and participate in adult guided activities

**10.30** Playtime

**10.50** English

**11.00** English focus and free-flow play

**12.00 - 13:15** Lunch Time

**13.15** Afternoon Session Begins/ free-flow play

During this time your child will explore the indoor and outdoor environment and participate in adult guided activities

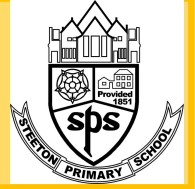
**14.35** Tidy-up Time

**14.45** Playtime

**15.00** Circle time or Story time

**15.30** Home Time

# Phonics and Homework



## Phonics

At Steeton we use Read, Write, Inc. to teach children how to read words. In RWI children have 44 letter sounds to learn. For more information please look at your child's phonics guidance booklet.

To be 'Expected' for Reading in EYFS your child needs to be able to read a variety of words and sentences using the sounds taught.

In June Year 1 pupils and some Year 2 pupils across the country will sit a 'Phonics Screening Test'. The test is a short reading assessment where children will be asked to read real and nonsense words containing the letter sounds they have learnt.

We will be holding a phonics workshop in the first term to help you support your child learning to read at home. (Date to be confirmed.)

## Homework

Homework is a very important part of the school curriculum and we urge you to complete this each week.

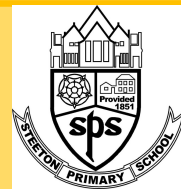
Please listen to your child read at least 3 times a week and record their progress in their reading record. We will send home reading books on a Monday.

Your child will start with a Read Write Inc. Sound blending book. This is matched closely with your child's phonic knowledge and only includes the sounds your child has learnt in school.



A small amount of Maths and Phonics homework will be given out on **Fridays**. This is due in on the following **Thursday**.

# Communication



At Steeton Primary School we feel that good communication between the home and the setting is essential for the children's well being.

We communicate in the following ways:

- School Ping
- Twitter: @SteetonPrimary
- School letters
- School website: <https://steeton.bradford.sch.uk>



We also communicate with you using:-

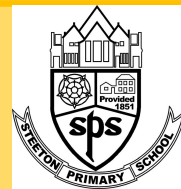


## **Tapestry**

This is an online Learning Journal which is personal to your child. It is used to record photo's observations and comments, in line with the Early Years Foundation Stage, to build up a record of your child's experiences during their time with us.

Tapestry is hosted in the UK on secure servers. You will have secure access (via email and password) to your child's Learning Journey and, in addition to viewing our contributions, we encourage you to add to it by uploading photos and comments, or commenting on observations made by us. For instructions on how to sign in, please go to the next page.

# Tapestry



At Steeton Primary School we use an online learning journal system called 'Tapestry'. We will create an account for you to activate and complete the 'All about me' page.

Once you have set a password and pin for your account you will be able to view your child's learning journal.

Your child's class teacher and teaching assistant will upload observations of your child. These observations will describe what your child has been doing and the area of learning and developmental stage in which the observation covers. It also shows the characteristics of how your child is learning and highlights your child's involvement and well-being.

To use Tapestry go to <https://eylj.org> on your computer, or if you have an iPhone or iPad, visit the iTunes store and download the Tapestry app from the Education section. Login using your email address and the password. We strongly recommend you change your password on your first visit.

## Changing your Tapestry settings

On the Computer, at the top right of your screen you will see your name, and selecting this will give you the option to 'Edit Preference'. Choose this option and you will be presented with a screen giving you the option to change your email address and password. You also have the option to receive an email whenever a new observation is added to your child's Learning Journey—just tick or untick the relevant box if you would like to change this setting.

On iPhone or iPad, click the 'cog' button on the bottom right hand side of the application. This enables you to change password and/or email address.

## Viewing your child's Learning Journal

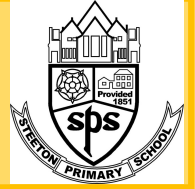
Once logged in you will see your child's observations on your home screen in a list. Selecting any one of these will open up the observation for you to look at. You may add comments in the box at the bottom of the observation if you would like to—we would love to receive your comments!

## Adding an entry to your child's Learning Journey

Choose the 'Add observation' option (or the 'plus' icon on your iPhone or iPad) and add the relevant information in the boxes on screen. Photos and videos may be uploaded by choosing the 'add media' option. When you have saved your observation, you may go back to the home screen at any time by choosing 'home'.



# Snack provision in EYFS



Children who are 4 will get milk for free up until the term in which they turn 5. If you would like your child to continue receiving milk after this time please pay for their milk using parent pay.

This year we are asking for a £2.00 donation (for each half term) to purchase healthy snacks for the children to access throughout the day. Children will be involved in preparing the snack and tidying away afterwards. Having a small snack table will help develop:

Social skills – discussions with their peers

Independence skills

Confidence to try different types of fruits and vegetables or themed snacks

Design and Technology curriculum (e.g. chopping skills)

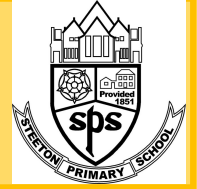
Awareness of food hygiene

Geographical awareness – where in the world does it come from?

Mathematical skills – children to record using a ten's frame how many children have had snack, how many cartons of milk left over. Even paying for the snack with pretend coins.

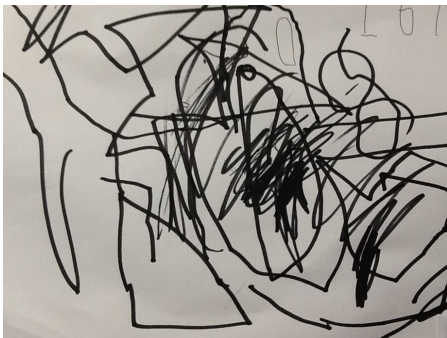


# Writing in EYFS



## Writing Stages

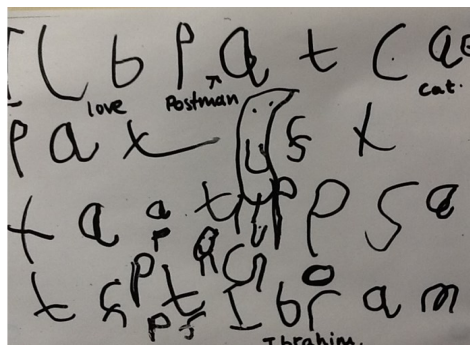
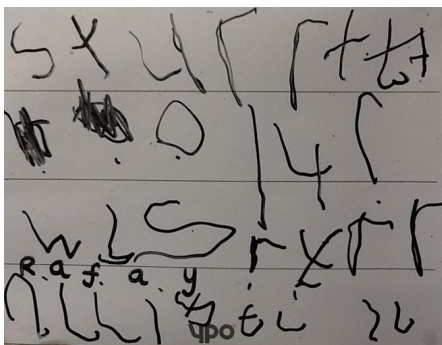
### Emergent writer



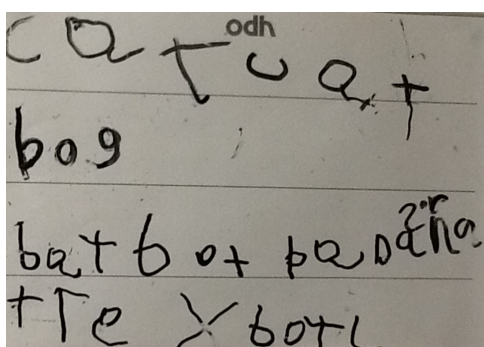
### Early Learning Goal

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.

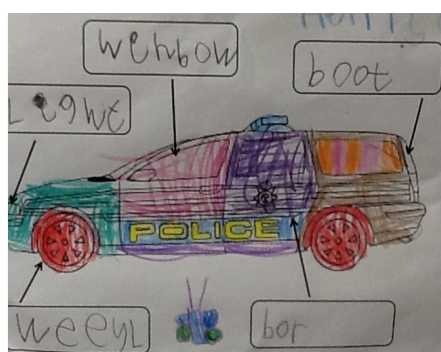
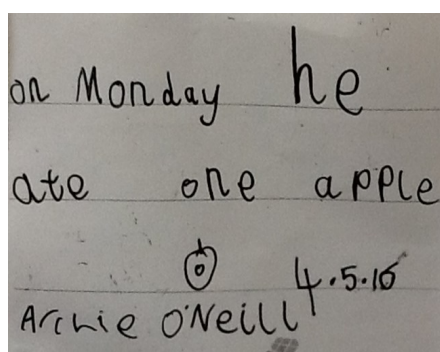
### Experimental writer



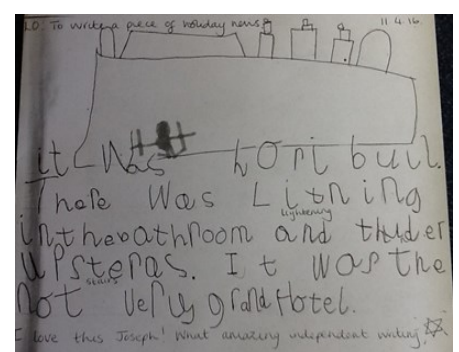
### Early Writer



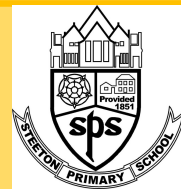
### Conventional Writer



### Proficient Writer



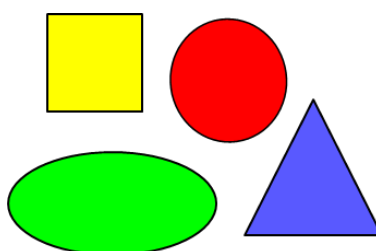
# Numeracy in EYFS



## Early Learning Goal

### Numbers

Children count reliably with numbers from one to twenty, 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.



## Early Learning Goal

### 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.

## Terminology

Phonics – lessons we use to teach reading and writing of sounds.

RWI – Read, Write, Inc. Our phonics scheme

Emerging – working towards the expectation.

Expected – working at the expectation.

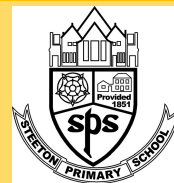
Exceeding – working above the expectation.

White Rose Maths – our mathematics scheme.





# Exciting Experiences in Reception



## Books and Biscuits in the library

### The school library

The school library is well stocked. All pupils can access the library during dedicated library sessions within the school day.

Parents are invited throughout the year to listen to their children read in the library with biscuits and refreshments.

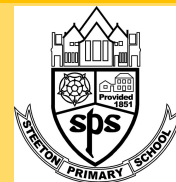


## Forest School





# Exciting Experiences in Reception



## Learning through play



## Author visits

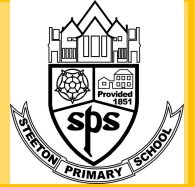


## Author Visits

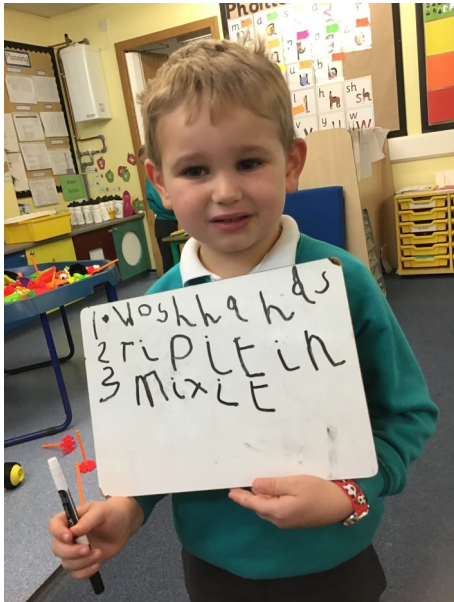
We provide children with the opportunities to meet real authors. Last year we had a visit from Bethan Woollvin. She hosted a school assembly and shared with the children what its like to be a children's author. She also provided workshops for Reception and KS1 children.



# A day in reception...



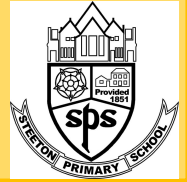
## Exciting Learning Opportunities



## Visits to the park and local walks



# Importance of play



A poem you might enjoy reading that helps to explain learning through play...

## Just Playing!

When I'm building in the block area, Please don't say I'm "Just Playing." For, you see, I'm learning as I play: about balance and shapes. Who knows, I may be an architect someday.

When I'm getting all dressed up, setting the table, caring for the babies, Don't get the idea I'm, "Just Playing." For, you see, I'm learning as I play: I may be a mother or a father someday.

When you see me up to my elbows in paint, or standing at an easel, or moulding and shaping the clay, Please don't let me hear you say, "He's Just Playing." For, you see, I'm learning as I play. I'm expressing myself and being creative. I may be an artist or an inventor someday.

When you see me sitting in a chair "reading" to an imaginary audience, Please don't laugh and think I'm "Just Playing." For you see, I'm learning as I play. I may be a teacher someday.

When you see me combing the bushes for bugs, or packing my pockets with choice things I find, Don't pass it off as "Just Playing." For, you see, I 'm learning as I play. I may be a scientist someday.

When you see me engrossed in a puzzle or some plaything at my school, Please don't feel the time is wasted in "Play." For, you see, I'm learning as I play. I'm learning to solve problems and concentrate. I may be in business someday.

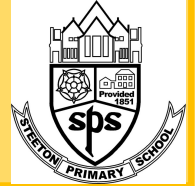
When you see me cooking and tasting foods, Please don't think that because I enjoy it, it is "Just Playing." For, you see, I'm learning as I play. I'm learning to follow directions and see differences. I may be a cook someday.

When you see me learning to skip, hop, run, and move my body, Please don't say I'm "Just Playing." For, you see, I'm learning as I play. I'm learning how my body works. I may be a doctor, nurse, or an athlete someday.

When you ask me what I've done at school today, and I say, "I Just Played," Please don't misunderstand me. For, you see, I'm learning as I play. I'm learning to enjoy and be successful in my work, I'm preparing for tomorrow. Today, I am a child and my work IS play!



# And Finally....



Please name ALL your child's clothes! It's important that all their clothes are named including vests, pants and even socks!

- Please send a photograph of your child with their family before they start their time at Steeton so we can prepare our family boards. You can email your photo to Miss Bingham and Mrs Varley at:

[charlotte.bingham@steeton.bradford.sch.uk](mailto:charlotte.bingham@steeton.bradford.sch.uk)

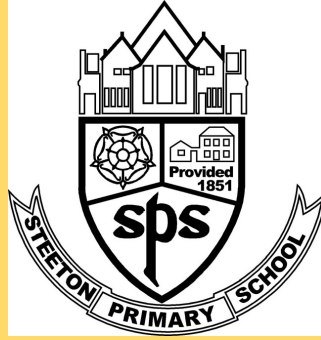
[emma.varley@steeton.bradford.sch.uk](mailto:emma.varley@steeton.bradford.sch.uk)



- We love to hear about what your child's interests are at home so we can incorporate their interests in the reception environment.
- Please upload your photos of special occasions, achievements, and family outings onto Tapestry. Your child will discuss these with their friends during circle time.







**Steeton Primary School, Market Street, Keighley, West  
Yorkshire, BD20 6NN**

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**Twitter: [@SteetonPrimary](https://twitter.com/SteetonPrimary)**