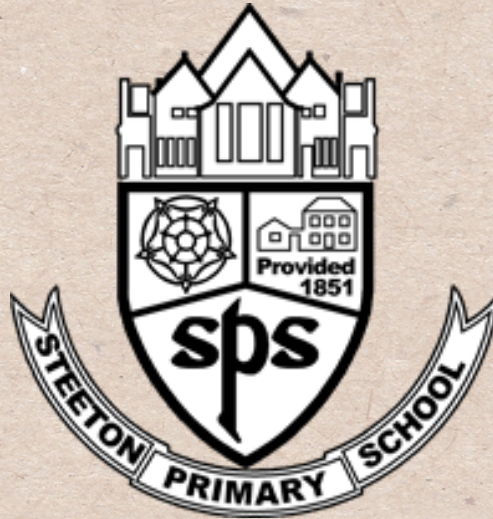


WELCOME



Steeton Primary School

EYFS

2025



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 until 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. Setting 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.

Some ways to get ready for Reception



Be able to
use the toilet
and clean
yourself



Be able to
take your
own shoes
on and off



Be able to
wash your
own hands

Be able to
hold a pencil



Be able to
share and
take turns



Recognise
your name

Be able to
put on your
own coat and
fasten it



Listen to lots
of stories

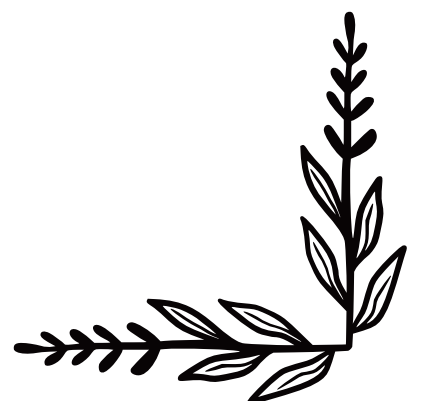


Most importantly...



play

"Most of what
children need to
learn throughout
their early childhood
cannot be taught; it is
learnt through play"



All uniform can be purchased from our local supplier: Whittakers, 5 Low Street, Keighley.
Tel: 01274 585015

Jade green sweatshirt or cardigan.

White polo shirt.

Black skirt or trousers.

Black or white socks and tights.

Black plain trainers can be worn every day

Coats - can be any colour. Reflective materials are good for being seen whilst walking.

P.E. Kit

White t-shirt.

Black shorts with black jogging bottoms over the top.

School sweatshirt or cardigan.

Black plain trainers.

Nail varnish and jewellery are not appropriate for school and are not permitted.

Plain studs should be worn - no hoops.

All head wear and hair accessories must be black.

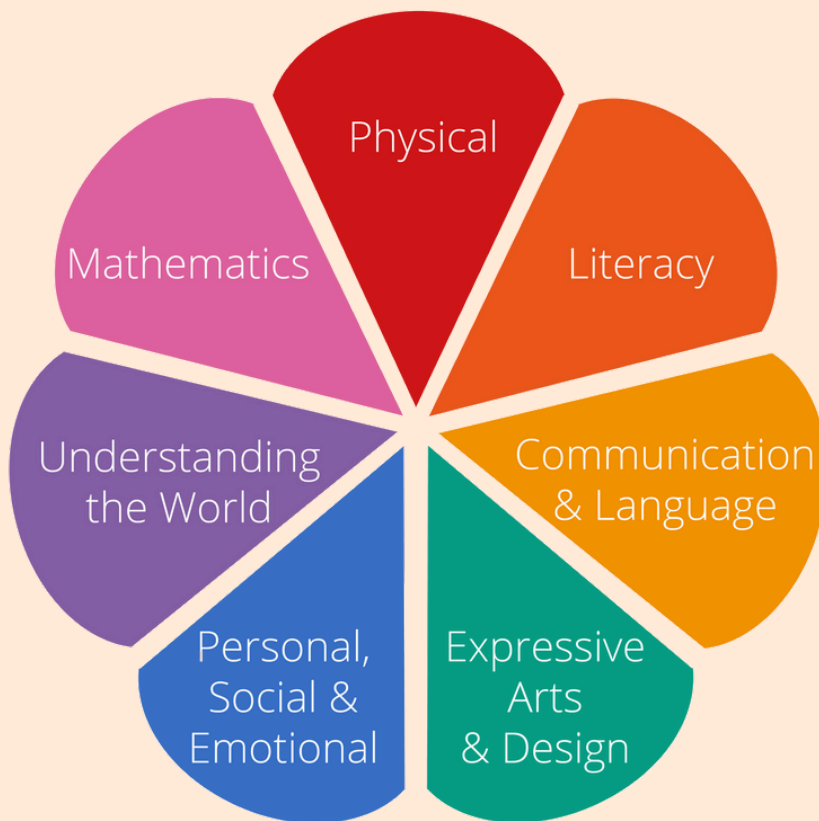
School
Uniform



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. They will be allocated a key person who will support them in all areas of their development.

Let us know what your child's interests are at home as we can incorporate these into our planning.

Your child's first days

Meeting the EYFS team

Seedlings class teacher — Mrs Varley

Teaching Assistant — Ms Hawker

First day

Your child will come into school at first for half a day – morning or afternoon – Mrs Varley will let you know which session. You are invited to stay with them for this session.

On your child's first day, please arrive at the Reception Class where they will be greeted by the team. This will be an exciting and new experience. Some children find it overwhelming and this is perfectly normal! They will soon settle into the new routine.

You are welcome to wait with your child in the playground for the first couple of weeks. However, we do find that children are quickly settled into their new routine and would recommend that you leave them at the gate with school staff and their friends after this time.

During your child's first weeks, 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 – these are available for £8 from the office

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.

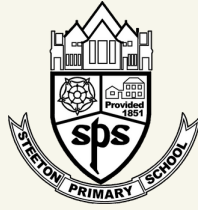
They will require:

A white t-shirt

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 a typical Reception daily routine:

You can drop your child at the gate from 8:30am

8.40 Session arrival and registration

9:00 Small group time with Read Write Inc. Phonics

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

10.00 Playtime outside in the playground

10.20 English/Drawing Club/Maths

11.00 Free-flow play

11.45 - 12:40 Lunch Time

12.40 Afternoon session begins / free-flow play

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

14.15 Tidy-up time

14.30 Playtime

14.45 Circle time or story time

15.10 Home Time

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.)

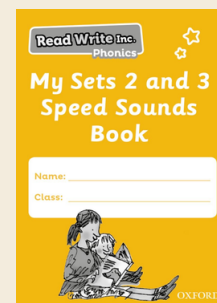
A small amount of Maths and Phonics homework will be given out on Fridays. This is due in on the following Thursday.

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.

Homework Resources



Communication

At Steeton Primary School, we feel that good communication between home and school is essential for children's wellbeing.

We communicate in the following ways:



School Ping



Twitter: @SteetonPrimary



School website: <https://steeton.bradford.sch.uk>



Facebook: Steeton Primary School

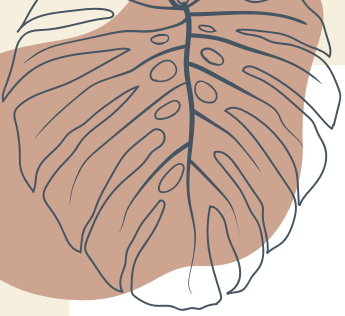
We also communicate with you using:-



Tapestry

This is an online Learning Journal which is personal to your child. It is used to record photos, 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 characteristic of how your child is learning and highlights your child's involvement and wellbeing.

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 a 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 your child's birthday is in September, October, November or December, they will not receive free school milk.

If you would like them to have it, you will need to register with, 'Cool Milk'. You will receive information about this and a link for you to set up payment details.

We have a snack together as a class each day. This helps to 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 tens frame how many children have had snack, how many cartons of milk left over. Even paying for the snack with pretend coins.



Early Learning Goal

Number

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.

Children at the expected level of development will:

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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.

White Rose Maths – our mathematics scheme.

Read Write Inc.
Phonics



Exciting Experiences in Reception

Year 6 Buddies



We are proud of our buddy system!

Your child will be buddied up with a Year 6 child. Before your child starts school, they will receive a letter from their buddy introducing themselves. In the first couple of weeks, their buddy will help to look after your child at lunchtime and in the playground. Throughout the year, there are many opportunities for your child to work and play with their buddy.



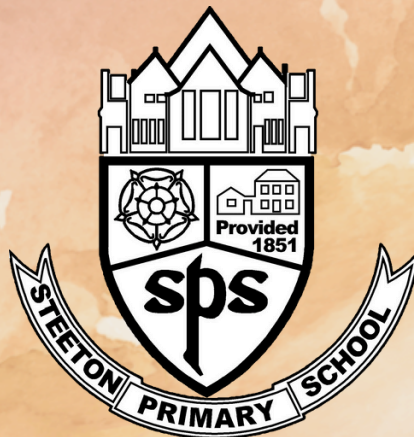
Celebrations

Play



A day in reception...





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.

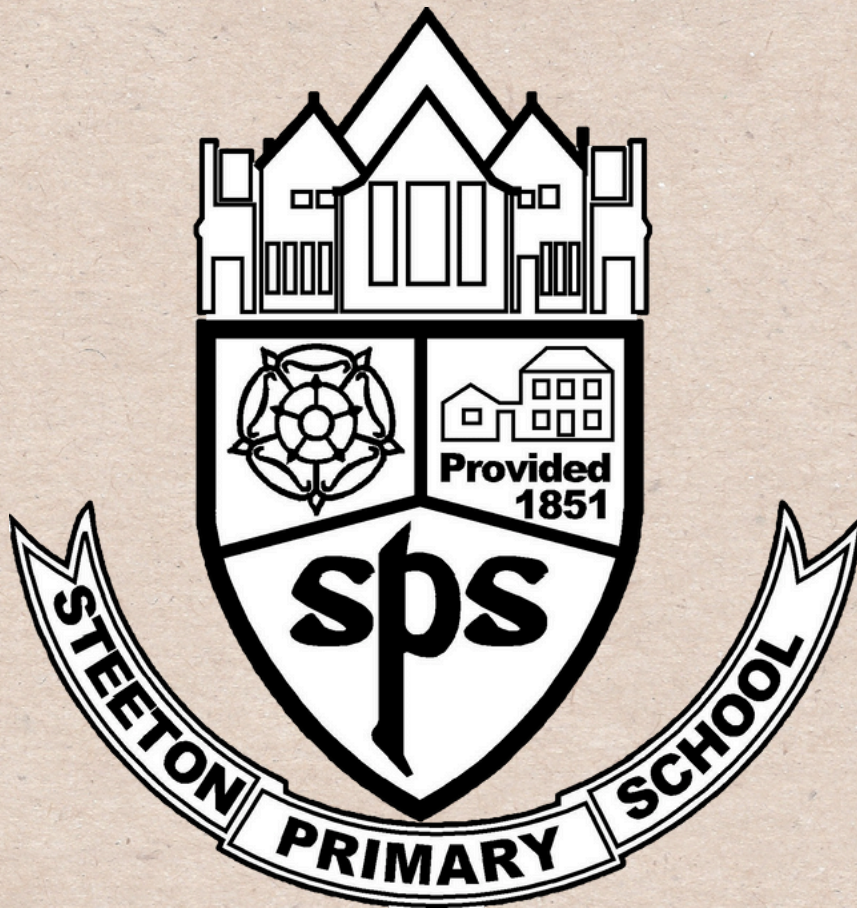
I may be a cook someday.

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!



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