



Transition to Reception

Grove Lea Primary

"If it is to be, it is up to me!"

- This meeting will hopefully provide you with an insight into our Reception Class and the opportunities and experiences that your child can look forward to. We are all extremely proud of our school and committed to providing the very best possible education for all of our children. We know that Grove Lea Primary is a school where:

School Rights

- To keep ourselves and others Safe
- To be Respectful
- To come to school and Learn

Core Values- Also known as the 4C's

- Courageous
- Curious
- Caring
- Collaborative

Mental Health and Well-being

- The school worked in partnership with Leeds Beckett University towards the Mental Health and Well Being Award.
- As part of the work we looked at improving the provision for students across school. Please follow the link below, which outlines how we embed Mental Health and Well Being throughout the curriculum, as well as the additional support we will offer for any children who may need it.

[Mental Health & Wellbeing - Primary School - Grove Lea Primary School \(ipmat.co.uk\)](#)



Meet the Team



Mrs Henshall
Executive
Headteacher
(Safeguarding Lead)



Mrs Wilson
Head of School



Miss Litchfield
Learning Mentor



Mrs Dransfield
Special Needs
Coordinator

Reception Team:



Mrs Wilson
Head of School
Nursery Teacher
EYFS Lead



Miss Smith
Reception Class
Teacher
Mon-Wed



Mrs Walker
Reception Class
Teacher
Thur-Fri

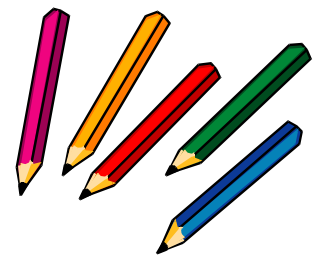


Miss Hyde
Reception
Class
Teaching
Assistant

The Curriculum



- We follow the Development Matters Early Years Foundation Stage Curriculum
- This curriculum is delivered through play with each child's interests and needs being at the centre of all our planning. Activities change weekly to support children's learning around the theme of that week.
- Knowledge Organisers which outline each term's learning are added to your child's class Dojo page.
- The staff will spend time observing your child to find out their needs and interests



Child Initiated Play

- Carefully planned resources and activities are available in all areas of learning both indoors and outdoors for children to choose from.
- Children are given time to access these resources freely which allows them to follow their own interests, build their skills in problem solving and develop their ideas at their own pace.



The adults role

- To teach planned focussed session across all areas of learning.
- Plan and teach small focus activities to ensure and check learning.
- Observe and support children in their play and learning both indoors and outdoors.
- Assess and plan for next steps in learning.



We encourage independence

- ✓ We encourage children to:
- ✓ Come into class leaving parents and carers at the door.
- ✓ Take off and put on their own coat
- ✓ Put away lunch boxes, water bottles and reading folders
- ✓ Change their own shoes
- ✓ Use the toilet and wash hands independently
- ✓ Become more independent in play and accessing activities.
- ✓ Take turns and share.
- ✓ Ask for help when they need it.

In your packs you will find a **readiness checklist** to support your child in preparing for starting Reception.

Areas of learning in the early years:

- Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.
- Children should mostly develop the 3 prime areas first. These are:

Communication and language, Physical development and Personal, social and emotional development.

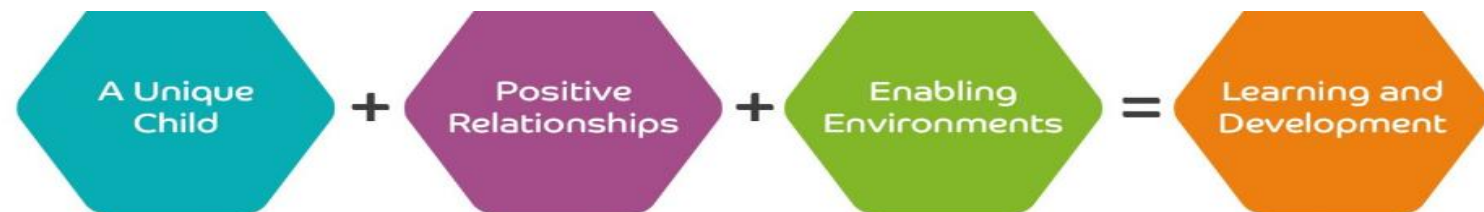
These prime areas are those most essential for your child's healthy development and future learning.

- As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:
- Literacy, Mathematics, Understanding the world and Expressive arts and design.

Over the next few slides you will see what this looks like in the Early Years setting.

Learning in the Early Years





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

Practitioners

- observe and understand each child's development and learning, assess progress, plan for and act on next steps
- support babies and children to develop a positive sense of their own identity and culture
- identify any need for additional support
- keep children safe
- value and respect all children and families equally

Positive relationships are

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child's individual needs, feelings and interests
- supportive of the child's own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built on key person relationships in early years settings

Enabling Environments

- value all people
 - value development and learning
- They offer
- stimulating resources and spaces, inside and outside, relevant to all the children's cultures and communities
 - rich learning opportunities through play and playful teaching
 - support for children to take risks and explore

Learning and Development

Practitioners teach children by ensuring challenging, playful opportunities across the Prime and Specific areas of development and learning. They foster the characteristics of effective early learning

- Playing and exploring
- Active learning
- Thinking creatively and critically

- Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

3 Prime areas-Communication and language, Physical development and Personal, social and emotional development.

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy, Mathematics, Understanding the world and Expressive arts and design.

Over the next few slides you will see what this looks like in the our setting.



Personal, Social, Emotional Development

Self Regulation

Managing
Self



Building
Relationships

Physical Development

Fine Motor



Gross Motor

Communication and Language

Speaking



Listening, attention and
Understanding



Literacy

Writing



Comprehension Word reading



Mathematics



Number

Numerical
patterns



Understanding the World

People,
Culture and Communities

Past and Present



The Natural World



Expressive Arts and Design

Being Imaginative
and expressive



Creating with
materials



Floor Books

- In each area of learning we have floor books. We use these to capture learning.
- This might be something your child says to explain their knowledge and understanding or examples of things they have created.
- Photographs of your children playing and learning.
- A sample of these will also be taken and added for you to see on our class Dojo page.
- We also use seesaw to record children's learning and attainment.
- In addition to this your child will also have a literacy, Read, Write, Inc book and a maths book to record weekly and daily learning.



Reading - Read Write Inc.



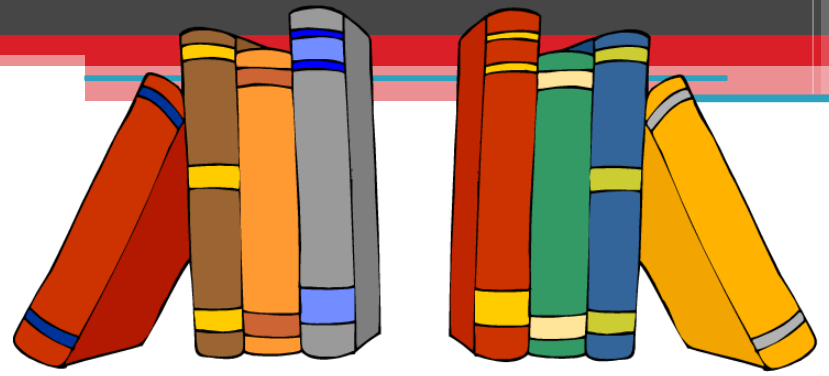
- All children take part in a RWI session every morning focusing their sound recognition, reading and writing skills.
- All children will be given either a letter sounds sheet, a Ditty sheet to begin with, this then progresses as they develop their reading skills.
- All reading sheets/ books and reading recordings **MUST** be brought to school **every day**, as there is no set day for sheets/books to be changed. This will depend upon the group your child is in and their readiness.
- To support your child at home we kindly ask for you to read at least **3 times per week**. In addition to this there will be an online speed sounds link which the children will be familiar with from their lesson. You can find this every **Friday** on class story Dojo.
- For more information about RWI please visit <https://www.ruthmiskin.com/parents/>

Billy Bear



Our lovely class Bear Billy likes to join your children on a weekend. We appreciate photographs and news to share.

Library



Reception visit the library once every half term.

During this time a story is shared with the children and they will have the opportunity to choose a book to take home.

We hope you will be able to join us.

Session Times

Reception sessions are 8.50am -3.20pm.

Children come into Reception independently, complete self registration tasks, join in with wake up shake ups and settle ready for the register and RWI.

Collection Arrangement

- We appreciate if you could drop off and pick up as promptly as possible and ask that you do not enter the classroom. If you arrive late, children will need to be dropped off/collected from the main office door.
- At the end of the session we will only allow your child to be collected by people that you have authorised to do so (password)
- Please make sure we are notified of any changes.



Attendance

- It is important that children attend school everyday to avoid lost learning.
- Holidays are not authorised during term time.
- If 5 consecutive days are missed, you will be required to attend a meeting with the headteacher.
- It is really important that you contact us using the school number (01977 615080) if your child is unable to attend a session. Please ring before the session starts. If we do not hear from you a member of the team will contact you to ask for a reason for absence.

Days off school add up to lost learning!

100% attendance	0 weeks of missed learning	Best chance of success.	
96% attendance	1 week 3 days of missed learning	Well Done!	
95% attendance	2 weeks of missed learning	Poor attendance	
92% attendance	3 weeks 1 day of missed learning	Worrying!	
91% attendance	3 weeks 2 days of missed learning	Very Poor attendance	
75% attendance	9 weeks 2 days of missed learning	Extremely concerning!	

Morning Club

- Morning club runs from 7:45am every morning and is available for all children in reception.
- Drop off is at the family learning room at the side of the main entrance to school.
- Places can be booked through the school portal scopay (you will be set up on this system and sent a link to book when your child begins reception class).
- Cost is at £3 per session (free for children eligible for pupil premium free school meals).
- Children are offered breakfast including cereal and toast and milk or water.
- Children are provided with games and other activities such as dance and music.
- Children are then brought down to classrooms ready for the register.



A little extra . . .

- A variety of after school clubs will be offered, these are in 10 week blocks and cost £20. These finish at 4:30pm and you will collect your child from the main office reception.
- These can be booked via our sopay app.



School meals



- All children are entitled to free school meals however, you are more than welcome to bring a packed lunch. No nuts, sweets or glass please.
- School meals must be booked in advance at home with your child using a link which will be shared with you, as soon as it is set up.

School Uniform

- School uniform (information is on our website)
- Please label all items of clothing (even shoes)
- Our logo is available through Tesco Uniform (myclothing.com).

Clothing

- Plain grey or black school skirt or trousers.
- Red and white checked dress or plain grey or black knee length tailored shorts in summer.
- White school blouse or polo shirt.
- Berry red cardigan or sweatshirt.
- White, black, red or grey socks/tights.
- Headbands, slides & bobbles in school colours (red/white/grey/black)



Plain black shoes or black trainers with no logos. No flashing lights please. If children come to school in boots or wellingtons, they will need to bring their shoes to change in to.

- Velcro shoes are easier to support independence as the children change into wellies for the outdoor / sand area at times.
- We do ask for a spare bag of clothes to be brought daily to the session. Just in case. We do also ask children to bring a pair of wellington boots with their name in to leave at school, as we do access the outdoor environment in all weather (we provide puddle suits). Jewellery is not permitted other than watches and one pair of small gold or silver stud ear-rings.

50 things to do before you're 5!

- The 50 Things To Do Before You're Five mobile app gives parents and carers 50 low or no-cost experiences to support their child's social, emotional, physical and early language development.
- The app contains all the information, guidance and supporting resources to allow parents to build a **memory bank** of photos and videos, as a collection of their child's special moments.



Contact numbers

Please inform us of any changes to information especially phone numbers. We also require at least 2 emergency contact numbers please.



Medical Needs



Dietary/Medical Requirements:

Please ensure we are informed of any special dietary requirements, food allergies or medical needs

Inhalers-

If your child requires an inhaler we do need an inhaler that we can keep at school at all times, should they require it.

Snack

50p each week
for
Snack
Collected on a
Monday



- We do ask for weekly donations of 50p. This covers daily snacks and other events we hold.
- Your child will be given a free carton of milk during the session, until the term in which they turn 5 years of age.

Behaviour

Within Reception, the children are praised for good behaviour using many different types of rewards.



Weekly:

- **Star of the week**
- **Dojo winner** - child who has been rewarded with the most dojo points.
- **Helping hands** - children are given responsibilities within the classroom, such as tidy up monitor.
- **Dip in the box** - Completion of all challenges.

Daily:

- **Rainbow chart** - At the beginning of the day all children start on the sunshine, if they do something special they are moved onto the rainbow and receive additional dojo points.
- **Stickers**
- **Dojo points**



Calm Zone

- We have a calm zone where children will go and have some time out and to help regulate their emotions.

Parental involvement

- Our aim at Reception is to work in partnership with you. We have a variety of ways in Reception that we can do this:
 - Library visits
 - Creative events in school
 - Parent consultation evening
 - Dojo
 - Busy bags / story sack lending service
 - Caring for our class bear on a weekend

How to help...

- Playing games that involve taking turns and sharing.
- Sharing stories and talking about characters and what happened.
- Sing songs and nursery rhymes.
- Learning letter sounds.
- Recognising their name.
- Writing their name.
- Fred talk
- Counting objects.
- Singing counting songs and rhymes.
- Encouraging imaginative play.
- Listening to your child read.
- Please look at our knowledge organisers on Dojo and support with learning opportunities at home.

Web Links



School Website

<http://www.grovelea.ipmat.co.uk>

Dojo:

<https://www.classdojo.com>


School Dinners:

Link to follow

Twitter

<https://twitter.com/ipmatgrovelea?lang=en>

We look forward to seeing you,
when you start with us on Tuesday
3rd September.

A decorative graphic element consisting of a solid red horizontal bar that spans the width of the slide. Below this bar, on the right side, are several thin, parallel white and red lines that create a sense of motion or a stylized underline.

Questions

- Please send all questions you may have via a dojo message. We will answer these and post on dojo in case anyone else wanted this question answering or may find it useful.

Thank you