

# Granby Primary School

## Handbook



## Reception

Information Book for Parents



# Welcome to Reception.

Dear Parent.

Welcome to Granby Primary School. If your child attended our nursery then we hope that you already feel part of the school and will be aware of our ethos and aims. For those of you who are new to the school we welcome you to our safe and caring environment.

For each child the step from home, nursery or playgroup to a full day at school is a very important one.

We aim to make that step as smooth and as enjoyable as possible. We hope that this booklet and the meeting with the Reception staff will help with the process of assimilating the children and the parents into our school community. Our teachers and nursery nurses will be more than happy to discuss any issues and answer any questions that you may have.

In Reception we build on the progress already made through early part-time education and by you at home, making the bridge to the formal start of the national curriculum.

There are many opportunities for parents to meet staff as children progress through the school and I look forward to seeing you on these occasions.

Liz Smith  
Early Years Foundation Stage Phase Leader.



## What is the normal school routine?

- 8.45am The doors open. Children come through the small infant playground or by the main playground, into the main cloakroom area. Parents are then asked to bring the children into the classrooms and help them to sign their name.
- 8.55am The register is taken by the class teacher.
- 9:00am Phonics
- 9:20am A short teaching session takes place in groups.
- 9.40am Independent learning begins during which the children select their own activities through a play based curriculum, both indoors and outdoors.
- 10.35am Alongside a short teaching session, we will share reading and writing.
- 12.05pm Lunchtime.
- 1.05pm Afternoon session starts.
- 1:15pm A short maths teaching session takes place.
- 1:40pm Independent learning begins during which the children select their own activities through a play based curriculum, both indoors and outdoors.
- 2.50 pm Story time and getting ready for home time.
- 3.10pm School day ends and children are collected from outside their classroom door in the small playground.



We hope that most children will settle into the school happily. We encourage parents to take their children into the classroom and show them where to hang their coat and where to put their lunch box and book bag. This is also when the class teacher or nursery nurse are available if you need a quick chat.

## The Early Years Foundation Stage Curriculum.

### **Our Curriculum**

Reception access the curriculum through several topics throughout the year and planning is differentiated depending upon the individual child. Our topics are based on individual children's interests and have included Ourselves, Traditional Tales, Festivals, Food Glorious Food, Toys, Living Things, The Seaside and Water. We encourage children to become independent learners and thinkers. Learning takes place through play with open access to our secure outdoor area.

### **The Early Years Foundation Stage (EYFS)**

All schools and early years' providers have to follow a structure of learning, development and care for children from birth to five years old. This is called the Early Years Foundation Stage (EYFS) and it enables all children to learn through a range of activities. The EYFS Framework describes how early years practitioners should work with children and their families to support their development and learning. It describes how your child should be kept safe and cared for and how all concerned can make sure that your child achieves the most that they can in their earliest years of life. There are four themes:

#### **A Unique Child:**

This theme is about how children develop: they are all different and their learning needs and styles are unique too. Positive relationships and good communication are vital so that we can plan for individual learning needs. Children do best when all their physical and emotional needs are met, and this is what we aim to do at Granby. We understand and observe each child's development and learning and assess their progress, planning for their next steps. Together we identify any areas which may need some additional support

and arrange this if necessary.

### **Positive Relationships:**

This theme is about children learning to manage their feelings and build friendships. We respect all families and aim to develop a positive two-way relationship with parents and carers. Children learn to be strong and independent through positive relationships. We are sensitive and responsive to children's feelings and support their efforts and encourage independence. Children need to learn about risks and safety, how to make good choices, and how to stick to boundaries.

### **Enabling Environments:**

This theme looks at how we plan for and check on each child's progress. Children learn and develop well in environments in which the adults provide experiences based on children's individual needs and there is a strong partnership between staff and parents/carers. These environments value everyone's learning and offer stimulating resources relevant to all the children's cultures and communities. We offer rich learning opportunities through play and teacher led activities and support children to take risks and to explore.

### **Learning *and* Development:**

This theme is about how children develop and learn in different ways.

The E.Y.F.S. framework covers the education and care of all children in preschool, including children with additional needs. We teach children by providing challenging, playful opportunities across the prime and specific areas of learning and development. We aim to foster the characteristics of effective learning: Playing and exploring, Active learning, and Creating and thinking critically.

The E.Y.F.S is divided into two areas, prime and specific areas.

**The Prime areas**, which begin to develop quickly in response to relationships and experiences. These Prime areas continue to be essential throughout the whole E.Y.F.S. and run through and support learning in all other areas.

- **Personal, Social and Emotional Development:** Making relationships, Self-confidence and self-awareness, Managing feelings and behaviour.
- **Communication and Language:** Listening and attention, Understanding, Speaking.

- **Physical Development:** Moving and handling, Health and self-care.

**The Specific Areas** include essential skills and knowledge for children to participate successfully in society. They grow out of the Prime areas and provide important contexts for learning.

- **Literacy:** Reading, Writing.
- **Mathematics:** Numbers, Shape, space and measure.
- **Understanding the World:** People and communities, The world, Technology.
- **Expressive Arts and Design:** Exploring and using media and materials, Being imaginative.

### **Forest Schooling**

Forest School is a fantastic and unique learning opportunity which involves children exploring the outdoors in a natural environment such as woodland. Here at Granby, we use Aylestone Meadows which allows the children to take part in specifically designed, hands on activities to build skills such as communication, imagination, confidence, self-esteem, physical ability and many more. It supports many areas of the Early Years Foundation Stage curriculum, especially the prime areas and the aspect knowledge and understanding of the world.

Please see the Forest School pack for further details.

### **The Early Years Foundation Stage Profile.**

Teachers are required to complete an early year's foundation stage profile for each child. There are 17 early learning goals across the 7 areas of learning that make up our curriculum that we assess against.

Please note that there is no testing and all of our assessments are based on our judgements of what the children can do during **child initiated play**.

A copy of the Early Learning Goals can be available at request.



## What do children need to bring to school?

### **School Dinners:**

Universal Free School Meals are available for all children in Reception-the end of Year 2. This means every child in this age range can have a Free Universal School Meal every day if they wish.

The children are supervised by an adult at all times and an example of the 4 week menu is included in this handbook.

### **Packed lunch:**

At Granby we pride ourselves as a healthy school, we ask that you consider this when preparing your child's lunch and ensure that you **do not pack** nuts, fizzy drinks or lots of sweets and chocolate. Please be aware that we do have children in the school with severe nut allergies.

### **Free School Meals and Pupil Premium:**

Parents who are entitled to the benefits detailed below are also entitled to additional funding to support the child throughout the school:

- Income Support
- Income Based Jobseeker's Allowance
- Child Tax Credit (if not receiving Working Tax Credit).

However you must apply for Free School meals and the application is enclosed in the pack and you will be provided with services such as:

- Financial support for school trips and in some circumstances, to activities outside school
- Free access to toast club
- School uniform, if appropriate
- Access to additional support for your child's learning and wellbeing

### **Morning snack:**

Each child in Foundation 2 will be able to choose a piece of fruit at a time of their choice from the snack bar. Some children however prefer to bring

in their own fruit which can be kept in their book bags.

### **Milk:**

All children under 5 years of age are eligible for free milk and once they reach their 5<sup>th</sup> birthday, there will be charge for the milk.

### **Homework**

Your child will have a homework book, in which homework will be placed on a weekly basis.

### **School Uniform;**

School Uniform is detailed below and can be ordered online from TESCO's for Granby branded clothing ([www.tesco.com/ues](http://www.tesco.com/ues)) or purchased from any retail outlet:

It is expected that all children attending Granby Primary School wear school colours. In order for children to participate in extracurricular activities, they will be expected to wear:

- a red sweatshirt or cardigan (no other colour is acceptable)
- red or white blouse/shirt
- black or grey skirts or trousers
- appropriate footwear - no heels (safety on stairs). All shoes must have a heel strap ensuring the shoe is securely fitted to your child's foot. No laces – Velcro preferred!
- **No jeans or designer labels**

### **Book Bags:**

These bags are used **every day** to bring your child's reading book and homework book to and from school. **It is important that book bags come in everyday as we read throughout the week.** These can be purchased from the School Office or the TESCO's Online at ([www.tesco.com/ues](http://www.tesco.com/ues)).

### **P.E Kit:**

Children change into P.E kit for our P.E sessions. This consists of black shorts, red/white/yellow t-shirt and plimsolls. P.E kits can be kept in a draw string bag on their peg. It is also a good idea to keep a spare pair of pants and a change of clothing in school in case of "accidents". These can also be kept in their P.E bag which will be kept in school all week. We

encourage all children to have a pair of wellingtons to keep in school for both Forest Schooling and water play on the small playground. **It is very much appreciated when school clothing is clearly labelled - all school clothes look alike and it is often hard to keep track of 30 sweatshirts!**

### **How can I help my child?**

#### **Reading:**

In the Foundation Stage we teach children to recognise letters and link them to their corresponding sound, for example: a for apple, s for snake. It is important that children learn letter sounds first as this supports them in their reading and writing. We also learn sight words and we will send more information about this in your child's first term.

Please do not worry if it seems a long time before your child brings home a reading book, praise everything you do with them and encourage your child to simply enjoy the library books they bring home.

#### **Writing:**

Many children have begun to make marks on paper before they come to school. It is important that they know the marks are letters and that put together they make words.

We want to develop children's writing by building on what they do, which to start with involves asking them what their marks mean. It is important that children can hold a pencil correctly and that they are confident to have a go, so they need a lot of praise and encouragement. Please use the attached form, showing you how to form correct letters to develop good habits.

Remember that children need to write with small letters. When children start to write whole words it is important that they use their own knowledge of phonetic sounds to attempt to write for themselves, however this may look, it allows the class teacher to see important thought processes.



### Writing Support.

We are often asked how letters are taught at school. The following shows how the basic cursive letters are formed.

a b c d e f g h  
i j k l m n o p  
q r s t u v w x  
y z



## Reception Information.

### **Homework:**

The Reception children will be given homework each and we ask that it is returned to school on the following Wednesday. Homework may support something that we have been doing in class or will support the child's targets. From time to time we may ask you to bring in things that we can look at which may fit into our topic.

### **If your Child is Away from School:**

Please keep the office informed about reasons for any absences. Reasons for absences are recorded in the school register. If you do not let us know, the absence will be listed as unauthorised. You can leave a message on our absence hotline (0116 229 8160 – Option 1) or use the ParentMail app.

### **If your Child has a Problem at School:**

Please feel free to discuss any issues with your child's class teacher. We would rather you discuss any problems with us immediately rather than allowing a concern that could otherwise be sorted out quickly to become a more significant problem. If it is not a convenient time we will make an appointment to suit both parties.

### **First Aid and Medicines:**

If your child is taken ill and needs to be at home, or has an injury needing further medical advice, you or someone designated by you will be telephoned immediately. Children on special medication such as inhalers will have special arrangements made for them. Asthma inhalers may be used and may be kept in the office. We may contact you if your child has had a bump on the head during the day by telephone.

## **Assembly:**

Reception children attend assembly once a week. Themes include festivals that are happening at the time, being kind to each other, sharing and making friends, and such like. Once a year each class will hold their own class assembly and parents are invited in to see what the children have been learning in class.

## **Security:**

To ensure your child's safety you **MUST** tell the class teacher and the school office if your child is to be collected by a different adult. Children are not allowed to leave the classroom until the appropriate adult is present. Please inform the Office if there are any last minute changes to normal arrangements. It is also important that you inform us of any changes to your contact details, if your child is taken ill at school we may need to contact you.

## **Toys:**

Please discourage your child from bringing toys to school. They can cause disputes and children can become distressed if they are damaged. Toys may be collected at the beginning of the day by the class teacher if they feel that they will disrupt the learning and cause arguments. We send home 'show 'n' tell bags' enabling the children to take it in turns to show things from home.

## **Parent helpers:**

We always encourage parents, subject to a DBS check, to come into the classroom and offer support and to listen to readers. Please speak to your class teacher if this is something that you are interested in. Enquire in the office about DBS checks.