



North Beckton PRIMARY SCHOOL



Early Years Handbook Reception

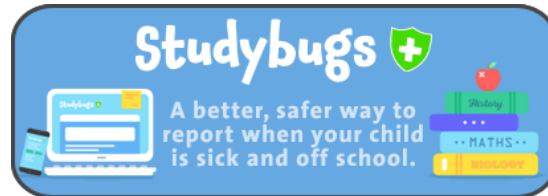


Your guide to everything you need to know about our provision
and how you can work with us to help your child develop.

Attendance and Punctuality



Attendance is very important for your child's learning. If you are running late or your child cannot attend school please contact the school via our Studybugs app or you can call main office on 020 7473 3344.



It is important that we hear from you by 9:00am. If they are off for a few days, medical proof of absence will be required.



Reception day is 8.40am-3.20pm

It is very important that your child is on time for school each morning so that they do not miss out on the crucial learning that takes places at the start of the day.

Please ensure you arrive promptly to collect your child. Children can become very upset when they are collected late and are the last to leave.

All children must be brought and collected by a responsible adult over the age of 16. Please let your child's teacher know if a different person will be collecting your child, or telephone the school office on 0207 473 3344. We will not let your child go if we have not been informed beforehand.

Assembly



Every week the children attend an early year's assembly to celebrate outstanding work and achievements accomplished during the week.

Each class has a class mascot which is awarded to the child who has worked particularly hard that week or done something above and beyond the norm. Please



look after this mascot and write in the special book and return to school.

We also award a certificate to a child in each class for good achievement in Maths or English.

Each term children are awarded 100% attendance certificates and children who attend school every day get to have a special attendance medal and certificate at the end of the year!



Getting Ready for Reception

We focus on helping children to settle and make friendships. We want children to become confident and independent learners.

Before coming to reception you can help your child to become more independent by



- Ensuring your child can put on their own coat and fasten it.
- Ensuring your child can put on their own shoes and fasten them. **No shoelaces should be worn unless your child can tie these by themselves.**



- Ensuring your child can dress and undress themselves independently.
- Looking through our curriculum and supporting your child to do the 'at home' activities.
- Encouraging your child to make healthy choices in preparation for them selecting their own food.



- Ensuring your child is able to feed themselves with a knife and fork and is able to pour themselves a drink.
- Encouraging your child to be independent when going to the toilet including using toilet paper and washing their hands.

- If your child does not speak English trying to help them learn some key words and simple sentences.



- Talking to your child about coming to reception.

Back to School



- Getting into good routines, such as:
 - ✓ having time to talk and relax together;
 - ✓ dinnertime;
 - ✓ bedtime;
 - ✓ morning routines including breakfast; and
 - ✓ getting to school on time

Learning in the Early Years Foundation Stage

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

We aim to provide an environment that is stimulating and exciting. We firmly believe children learn best through play. We ensure that children get a good balance of activities, using the Foundation Stage Curriculum.

There are seven areas of learning in the Early Years Foundation Stage Curriculum:

- Personal, Social and Emotional Development (PSED)
- Physical Development (PD)
- Communication and Language (CL)
- Literacy (L)

- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

Personal, Social & Emotional Development

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.



At home

- Encourage your child to mix with other children and share their toys.
- Set clear boundaries for behaviour. Praise your child for doing as they are asked.
- Encourage your child to tidy up their toys when they have finished with them.
- Encourage your child to be independent, help them to learn how to get dressed, use the toilet and wash their hands.
- Play board games with your child and encourage them to take turns.
- Ensure your child looks after their things, giving them the responsibility to hang up their coat, put their things away, help set the dinner table, etc.
- Try something new, e.g. a new food or a new skill.

Communication and Language

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.



At home

- Talk to your child when you are, for example,

doing jobs, in the car or out shopping; tell them what you are doing. Encourage them to ask questions to extend their vocabulary.

- Encourage your child to answer 'how' and 'why' questions.
- Ask your child to tell you about the things they are doing and show them that you are listening.
- Give your child simple instructions to follow through on. Can you bring me the red sock? Can you get me a pencil and the paper, please?
- Read stories to your child, ask them to re-tell the story to you in their own words.
- Go to the library, look at books together. Encourage your child to talk about what is happening in the story, their favourite part, etc.

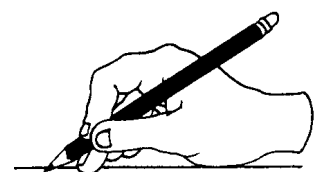
Physical Development

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food.



At home

- Encourage your child to use a knife and fork.
- Give your child opportunities to mark make and hold the pencil correctly.
- Practise cutting with scissors.
- Take your child for walks; play in the garden or the park. Walk along and balance across balancing equipment.



- Use balls to play throwing, catching, rolling and kicking games.
- Teach them how to do up zips and buttons independently.
- Help your child make healthy choices by trying and eating different fruit.
- Show your child how to wash their hands effectively and talk about why this is important, especially after we go to the toilet or before we eat.

Literacy

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.



At home

- Read stories to your child. Talk about the books that you have read together.
- Teach your child how to care for books. How to hold the book correctly, turning the pages. Model how to read the print using your finger from left to right as you read the text.



- Take your child to the library and encourage them to choose books to share.
- When out and about or at home, show your child that print is everywhere: shop names, food packets, television, road signs, etc.
- Practise writing their name, forming letters correctly. Remember we only use a capital letter at the beginning of our name.
- Encourage your child to engage in purposeful writing - make a birthday card, write a shopping list, letter, etc.



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

Read Write Inc.

We use the Read Write Inc. Synthetic Phonics Scheme to teach reading and spelling. Teachers and teaching assistants work with small groups, or in a one-to-one situation, where teaching is specifically targeted to meet the needs of the










children. The children regularly read in pairs, discuss their reading and feedback to the rest of the group.

These sessions are designed to build on the children's confidence and give them the skills to become fluent, independent readers with the ability to read for enjoyment and information.

Each time the children are taught a new letter sound it is written in their homework folder. At home you can support your child to stick pictures or write words beginning with that letter sound.

Every day spend 5 minutes with your child looking over and practising these letter sounds.

Letter order

						
m	a	s	d	t	i	n

						
p	g	o	c	k	u	b
						
f	e	l	h	sh	r	j
					ch	qu
v	y	w	z	x	th	ng

Tricky Words

Once your child is ready, they will be given a set of 'tricky red words' to learn each half term. Look at this every day. The first words are:

I	the	to	my	me
---	-----	----	----	----

Book Bags

Your child will be given a book bag, please look after your



book bag and bring it to school every day.

Each week your child will choose a picture book which you can share and read to them. Together you can fill in your child's reading record. Please write in your child's reading record each time you read a book or look at their tricky words together.

Little and often makes all the difference to your child's development.

Once your child is ready they will be given a 'guided reading' book which they can read. Support your child and encourage them to point as they read the words. Talk to them about what they have read.

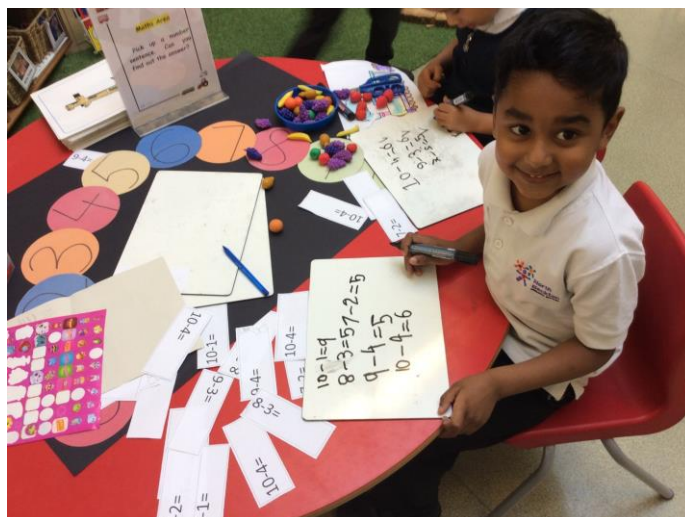
If you damage or lose a book you will have to pay for a replacement before being given another one.

Mathematics

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

At home

- Encourage your child to observe that numbers are everywhere - house numbers, road signs, prices, television, number plates.
- Make patterns with everyday objects or count out the cutlery needed at meal times. Are there enough plates for everyone?
- Practise counting forwards and backwards starting at different numbers.



- Talk about 1 more and 1 less, for example when shopping add 1 more item to the basket: we had 3 items, add 1 more, how many do we have now?
- Look for shapes in the home, in the street, in shops or in toys. Talk about the names of the shapes.
- At bath time provide children with containers to experiment with capacity, developing concepts such as full, empty, half full, heavy, light, etc.

Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

At home

- Encourage your child to use their senses - what does it look, feel, smell like? Ask them to feel different textures and develop vocabulary to describe it.
- Cook with your child.
- Talk about and observe the changes to the local environment with your child - plants, animals, seasons and the weather.
- Talk about which country they were born in and where other family members were born. Look at countries on a map.
- Through books and television, discuss the differences between other cultures.
- Talk about events in the past and future. Use photographs.
- Allow your child to use technology (e.g. programmable toys, computers, iPad, CD players).



Expressive Arts and Design

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and



feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

At home



- Provide opportunities for your child to experiment with paint, crayons or boxes for modelling.
- Listen to different types of music together: move to the music, clap to the beat. Is there a fast or slow tempo?



- Let your child dress up and use props; they may wish to use their imagination and experiences to act out plays, or take on roles, such as being a dentist or shop keeper.
- Children love to play with puppets. Have a go at making your own simple puppets using old socks or wooden spoons.
- Encourage your child to discuss their drawings or paintings by asking open-ended questions such as "tell me about your picture".

School Uniform



Our school uniform consist of...



- ✓ a white polo shirt
- ✓ grey trousers or skirt
- ✓ navy blue jumpers or cardigans
- ✓ suitable grey or black shoes
- ✓ small stud earrings only



Uniform can be purchased from the school website.

All clothing must be clearly marked with the child's name and class.

P.E

On your child's PE day they will need to wear their PE kit to school and they will wear it for the whole day.

Your child will be expected to wear:

- ✓ a pair of black, navy or grey shorts or trousers
- ✓ a pale blue t-shirt
- ✓ plimsolls or trainers (no shoelaces)

Long hair must be tied back, all jewellery must be removed, and no tights to be worn as children find these difficult to put on by themselves.

School Dinners

All school dinners are currently provided for free, thanks to funding from Newham Council and the NHS. The school dinner menu is displayed in school for the children to see and the weekly menus are available to view on our school website. Children can also choose to have a healthy packed lunch or they can be collected by an adult for home dinners.

During the day children have access to fruit and milk, which they can help themselves to.

Assessment

In the early years we write observations and take pictures and videos of your child as they learn across the different areas of provision. We feel it is important that we work together with you. We want you to feel comfortable about exchanging information and to discuss things that will benefit your child.

Within your child's first six weeks at school, your teacher will carry out the statutory Reception Baseline Assessment. This will take place on a one to one basis



with your child and class teacher. It will be an opportunity for your child and the teacher to get to know each other and work together closely. This information will be collected by the government and we will make our own observations at the same time to help inform our teaching.

We will also invite you to Parent Evenings and various play sessions throughout the year (where current restrictions allow). These will give you opportunities to share all your child's achievements and give you a chance to speak to Reception staff about your child's development and progress.

Outdoors

The children have the opportunity to use both inside and outside. Come rain or shine, we go outside.

Please ensure you provide your child with a waterproof coat and wellington boots and a pair of indoor shoes on wet days. If it is a hot day please apply sun cream and provide your child with a sun hat or cap.



Forest Schools

Every week we will explore and learn in the outdoor area no matter what the weather! It is important that all children have the appropriate clothing.

Children will need a waterproof coat with a hood and wellington boots. These can be kept in class or brought in on forest schools day. Please ensure your child has an extra pair of shoes to wear in class; wellington boots are outdoor shoes.



We provide all children with waterproof trousers. On cold days please provide your child with a hat, scarf and gloves.

Please ensure every item of clothing/shoes is labelled clearly with your child's name on it.

First Aid

Bumps and bruises are part of growing up. Children often learn how to be more careful from these experiences. We do have a number of first-aid assistants in the school, a few of whom work in the Foundation Stage. All accidents are recorded in our accident book and parents will be informed of minor injuries (e.g. a grazed knee etc) at the end of the school day. If the accident is a head injury or serious, we will inform you immediately.

Inclusion

Here at North Beckton we are able to offer a wide range of specialist staff and provision for children with special educational needs (SEN). The school is designed to facilitate disabled access. We also have specialist equipment and facilities including a sensory room and soft play area.

We work very closely with many outside agencies such as Speech and Language Therapy (SLT), Occupational Therapy (OT) and Physio-therapist (PT). These help provide a specifically tailored and comprehensive support for all children needing extra support to further their development. We expect and encourage all children to help care for and respect each other, ensuring everyone is valued and an equal member of the class.



