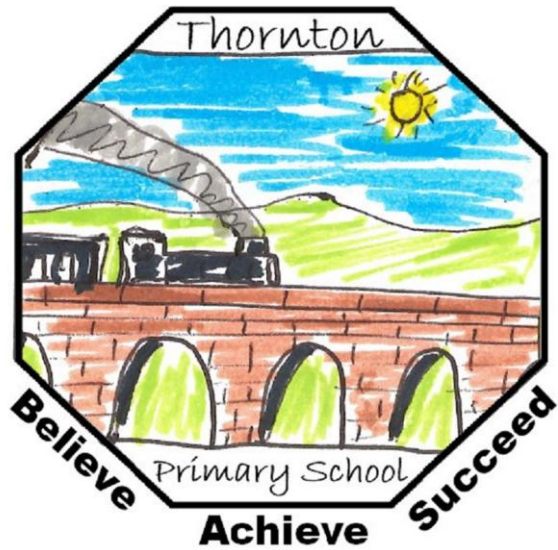




Thornton
Primary
School

Welcome To Reception Part of the Early Years Foundation Stage (EYFS)

This booklet is designed to help Parents and Carers of new Reception children starting at Thornton Primary School. It contains information so that together, we will ensure that your child makes a settled start at our school.

During Reception Year your child will make new friends, enjoy new experiences and learn vital new skills in maths, reading and writing.

We, the teachers and parents, have a chance to work together as partners to ensure that at the end of this school year, your child will have a positive attitude towards their education and become a super, independent learner full of curiosity and develop a love of learning.

Remember: If you have any worries, concerns or questions that are not answered by this booklet please ask your child's class teacher or the Foundation Stage Leader Mrs. Karamat.

Entering Reception is an exciting stage in your child's life and we are privileged to share it with you.

Thank you

Meet the Reception Staff

Please note: These staff members are currently working in year Reception and staffing may change by September.



Mrs Karamat
EYFS Leader
Reception
Class Teacher



Mrs Rolf
Reception
Class Teacher



Miss Brook
Reception
Class Teacher



Mrs Blackwell
Cover Supervisor



Mrs Beaumont
Learning Support
Assistant

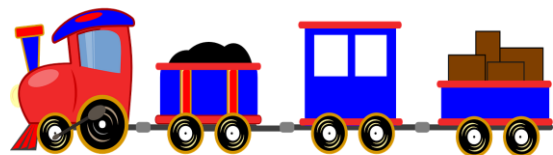
Our aims

Our aims are that your child will:

- Be happy and feel positive about school;
- Feel safe and secure in their new environment;
- Fit in well with peers and make friends;
- Develop confidence in relating to and cooperating with new children and adults;
- Be polite, kind and considerate towards others;
- Become more independent and self-confident about tackling new skills and activities;
- Develop good attention skills and the ability to concentrate on tasks;
- Develop their vocabulary and communication skills, feel confident to express their ideas and know that their ideas will be valued;
- Achieve their best in all areas of the curriculum and be proud of their achievements.

These are based on our whole school values which are represented by TRAIN

T – Teamwork
R - Respect
A - Achieve
I – Initiative
N - Nurturing



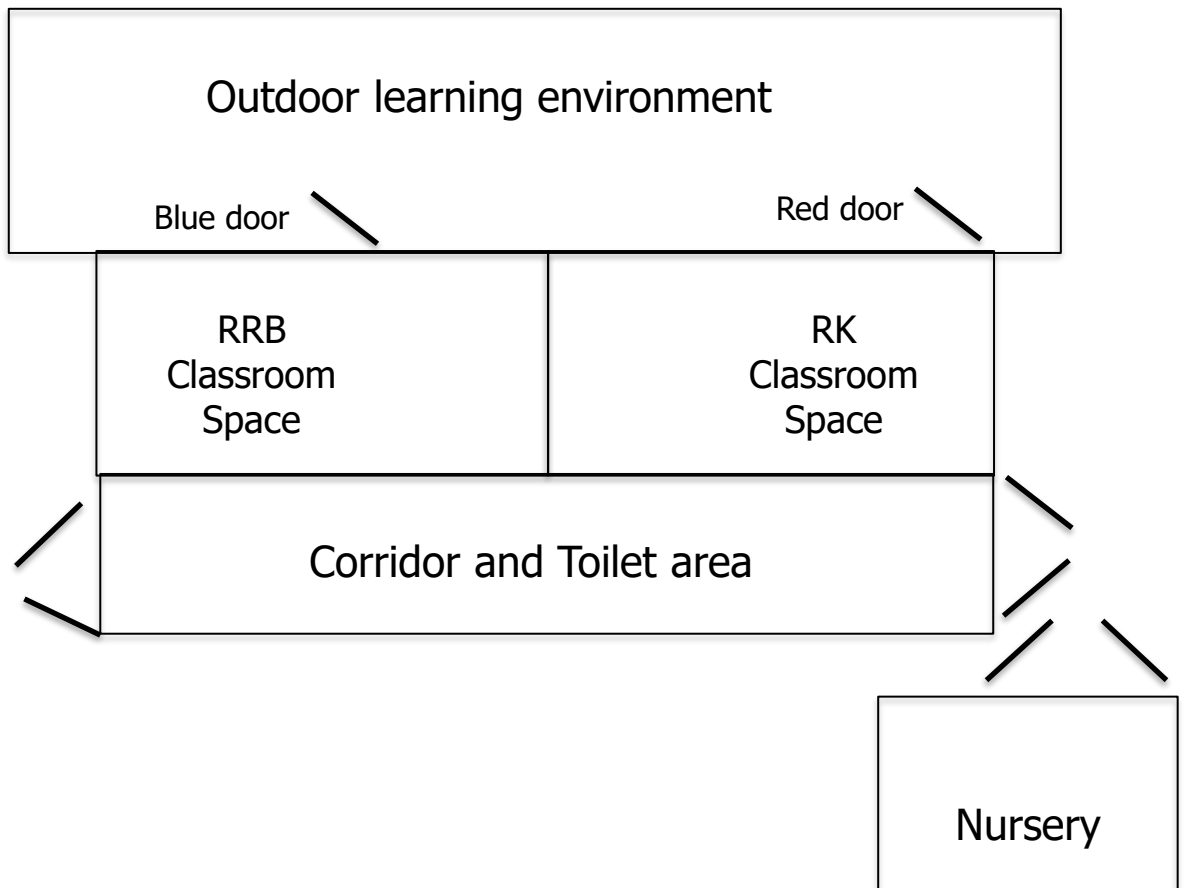
Teachers and Support Staff working with your child aim to:

- Provide a curriculum which takes account of, and responds to, your child's developmental needs; allowing them to make progress related to their individual and unique abilities and interests.
- Provide quality learning experiences for your child. Opportunities for learning are structured, balanced, child-initiated and related to the real world.
- Encourage an effective partnership between ourselves and parents/carers, so that your child feels secure at school and develops a sense of well-being and achievement.
- Provide a curriculum which promotes the 'Early Learning Goals' identified by the 'Department for Education'.
- Provide a curriculum that uses a range of approaches, teaching and learning styles to provide first-hand experiences. We give clear explanations, make appropriate interventions and extend and develop play and talk and other means of communication.

Key Person and Learning Environment

Each child will be given a Key Person. Their key person will help them settle into Reception and take care of their individual needs. Your child's key person will be happy to answer questions about your child's learning, care and development, as well as discuss any concerns you may have. Please feel free to approach your child's key person at drop off and pick up times or arrange an appointment for more lengthy discussions.

The following plan of our learning environment shows where the classrooms are situated. It is an open plan unit.



Typical Daily Routine

8.45am Door opens

8.50am Door closes

9.00am Formal Registration

9.10am – 11.30am English, Phonics, Shared Reading and Maths Mastery will be taught as carpet times with children accessing continuous and enhanced provision activities both inside and outside (weather permitting!)

11:45am – 12:30pm - Lunch Time

12.35pm - Formal registration

12.40pm - 2.40pm – Maths, Topic based teaching with continuous and enhanced provision activities both inside and outside (weather permitting!)

2.40pm - Story time

2:50pm - Show and Tell time (Children share their good work with the class)

3.10pm - Home time routine

3.15pm - Home Time

Uniform



Children need to be in school uniform every day.

This includes:

- Grey trousers or skirt
- Blue polo shirt, shirt or blouse
- Blue sweatshirt/cardigan
- Black shoes (not trainers)

Girls may also wear a blue and white summer dress.

Children will be using the outdoor area in all weathers so please send children with a hat, scarf, gloves, wellies, sun hat, sun cream as appropriate.

Please note: On the day of their PE session, children are required to come to school wearing their PE kit. This helps us maximise lesson time and ensures pupils are ready to participate safely.

Details of your child's designated PE day will be communicated to all parents in September.

All uniform must be named/Labelled.

Essential Information

Reading

Your child will read with an adult on a weekly basis. Your child will also bring home a reading book for you to share together at home. Opportunities will be available for your child to change home reading books regularly. Book bags can be purchased from the school uniform suppliers and are a necessity to help keep the school-books safe. Book bags are also used to send important information and letters home.

Library

Your child will visit the school library during their time in Reception. They will have the opportunity to choose a book and also bring it home to share with you. If you would like your child to have this opportunity, please ensure you have signed the **library agreement form** in the admissions paperwork.

Homework

Starting in September, your child will be bringing home a plastic homework bag. In this bag, your child will have a reading book along with a reading journal (which you can use to record comments how your child has got on with their reading), a blue phonics homework book (to practice reading and writing your child will have been learning in that week) and a red tricky word book to practice reading the tricky words by sight as well as practice spelling those words correctly.

Essential Information

Birthdays

Due to a high number of allergies, we cannot allow children to give out sweets from home to celebrate their birthday. If you wish to bring something for your child to give out, we suggest a pencil, small rubber etc, but please do not feel you have to bring anything. We always make sure to sing Happy Birthday to each child and make a big fuss of them on their birthday.

Medicines

If your child requires a prescribed medication due to an illness or on-going condition, then you will need to fill in some medical forms to allow us to give your child the medicine. Please ensure all medicines are labelled. They will be stored out of children's reach and dispensed by Reception staff at the appropriate time.

Messy Activities

Children learn in many different ways and in Reception they have the opportunity to access many different learning areas. These include painting, clay, sand, water, play dough and outside mud and grass. We provide aprons for the children to keep them as clean and dry as possible, however it is very likely that your child will sometimes go home wet or dirty. Please do not get cross with your child when they are wet or dirty as it is all part of their learning process.

Newsletter

We will send a newsletter home every half term with information about events in Reception and ideas for you to support your child's learning at home.

School hours



School starts at: 8:45am prompt

School ends at: 3:15pm prompt

Please ensure that your child is at school on time. If you are late (after 8.50am), please take your child to the main entrance for a late mark on the register. We encourage all our children to be independent right from the start, and so to help them develop their independence from day one, we ask that you leave them at the door. If your child seems upset, please understand that you staying only prolongs the upset. We often find, that as soon as parents/carers go, children do settle very quickly. If your child is particularly upset, we will send a text to reassure you.

It is very important that you are available in the outdoor area ready to receive your child at the end of the school day. Please wait in the outdoor area and we will bring your child to you. Entry and Exit doors are the same. **If another adult is collecting your child from school, please inform the school office before 3.00pm** to avoid any delays. If a person turns up to collect your child that we do not know, we will be ringing you to confirm their informed, and this can be embarrassing for the person concerned. However, it is our priority to ensure that your child is safe.

If you know that you will be late in collecting your child from school at the end of the day, please ring the school office to let us know. Your child's key worker will be informed and this will save any distress.

Physical Development

Physical Education (PE) takes place once a week.

Outdoor play also provides Physical Development opportunities and is available daily. Therefore, we ask that your child is sent to school with wellies, a waterproof coat (with hood), waterproof trousers **or** an 'All-in-one' waterproof suit. These should remain in school because we play outside whatever the weather!

Attendance

At Thornton Primary School, we expect children to attend school every day, as long as they are fit and healthy enough to do so. We believe it is good to get children into those good, daily routines as quick as possible and it gives children every opportunity to make good progress, because they are accessing daily learning, and they are not missing out on those essential basics.



If your child is not well enough to attend school, we expect a parent to contact the school before 9:00am, giving a specific reason for the absence. Because we have a duty of care for safeguarding your child, we will contact you, if we do not receive a call on a daily basis, to ensure we know your child is safe.

Ring 01274833839 – the School Office

Please give your full child's name and reason for their absence.

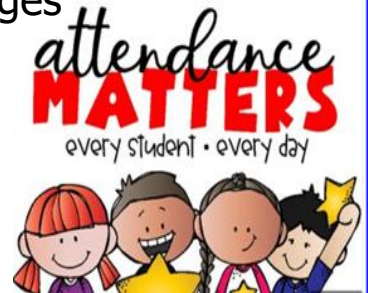
If your child is absent with no reason given, then the school office will contact you via our texting service initially, and this will be followed up by a phone call from our Pastoral Manager.

Your child's progress relies on regular, daily attendance. We aim at **97%** attendance over the year, as a school target. If you are having problems getting your child into school, then please let us know because we can support you and work together to improve attendance.

Leave of Absence

The Department for Education have made changes regarding Leave of Absence during term time. Leave of Absence is not permitted during term time unless there are

'exceptional circumstances.' Taking a Leave of Absence without prior discussion or consent will result in an unauthorised absence.



Family holidays will very rarely be considered as 'exceptional circumstances.' If you want to take your child out of school, in term time, please complete the leave of absence form which can be found on our web-site or can be obtained at the main office. Please think carefully about taking time out during term time. This is discouraged except for extreme circumstances.

Parent Pay

School now operates a cashless system, meaning that all transactions involving payment are completed by parents/carers online. Parents/carers need to sign up for a Parent Pay account at www.parentpay.com and log in details will be provided via the school office in due course. Funds can then be allocated online to pay for things such as school dinners, water bottles, schools trips, EYFS fund and other school events.

Milk/Water/Fruit

If your child wishes to drink milk in Reception, it remains free up until the term in which they turn five. After this time, it must be paid directly to the dairy – Cool Milk.

If your child does not like milk, water is available. However, we recommend that your child has their own water bottle with a sports cap rather than a screw top. Water bottles can be purchased from the school office. Please write your child's name on it in black marker pen.

At the present time, your child is entitled to free fruit which is provided by a Government scheme.



Reception Fund

We are very grateful for a contribution of 50p a week which we use to purchase cookery ingredients, play dough ingredients, craft items and extra classroom/playground equipment which enhances your child's learning. A detailed breakdown of what the contributions have been spent on will be provided in the Summer term. Any monies left over will be put towards a class treat or school trip. You can pay for the half term in one lump sum of £3.50 (based on a 7 week half term) or 50p per week on a Monday. The Reception fund is set up as a payment option on Parent Pay.



Consultation Evenings

You will be invited into school to discuss and review your child's progress throughout the school year.

Educational Visits

Please support our educational visit in the Summer term. We have school visits out of school in the Reception year, and these visits are dependent on voluntary contributions to cover the cost.

Toileting

Your child should be able to manage to go to the toilet without help. If children have a toilet accident in school, we will help them to change into dry clothes. We appreciate it if these clothes are washed and returned to school within the following few days. If children soil themselves in school, we clean and change them when there are staff available. If there are no spare staff available or it is clear that your child is ill, we contact parents/carers and ask them to collect the child concerned. If your child is prone to toilet accidents, please leave spare clothing in their pump bags.

Accidents

If your child has a fall resulting in a minor cut, bump or graze he/she will be cleaned up by a member of staff and kept in school. Teachers or teaching assistants will inform you of any accidents through an accident slip. Bumps to the head also require a bumped head stamp on the back of the hand because of the possibility of delayed concussion.

You will be notified of any serious injuries by telephone so that your child can be collected and given any necessary medical treatment. Please ensure that we have up-to-date emergency telephone numbers for contacting you in the event of your child being ill or having an accident.

Please practise these skills in the run up to September...



...using a knife and fork properly myself.



...using the toilet properly and flushing it using the handle or button



...dressing and undressing



...washing my hands after the toilet or messy play.



...putting my coat on and taking it off



...sharing and taking turns with others.



...tidying up my toys after playing with them.



...blowing my nose independently.

Early Years Foundation Stage Assessment

It is a requirement of all schools to find out the starting points of your child. Thornton Primary school staff will complete 'baseline' assessments as soon as your child starts in the EYFS unit. These assessments are to help teachers to understand your child's abilities better from when they start in Reception. In-house baseline assessment is not a formal test. It's often done simply by doing some regular classroom activities with your child, such as looking at a book with them or counting teddy bears, so they won't even be aware they're being assessed. It's not something you or your child should worry about. Teachers will also be completing the statutory baseline assessment (RBA) within the first few weeks of your child starting Reception.

By the end of the Reception year, your child should be ready for school: healthy, sociable, curious, happy, active and able to make the most of the opportunities available to them.



Early Years Foundation Stage Profile

The Early Years Foundation Stage Profile is a National set of required standards encompassing all 7 areas of learning and development. There are 17 Early Learning Goals upon which your child will be assessed in the Summer term. Teachers record evidence towards achieving the Early Learning Goals by collating written observations, photographs and samples of work throughout the Reception year. These are presented in your child's Learning Journey books. Once again, your child will not even be aware that they are being assessed.

In the middle of the Reception year, you will get an Early Years Foundation Stage report about your child's development and learning progress. This will highlight the things your child is good at and any areas that might need more support. It is also a statutory requirement that you receive a Characteristics of Effective Learning Report by the end of the year detailing how your child learns whilst at school. This can be useful for when they move into Year 1 and shows you how you can help at home.

Details of the Early Learning Goals can be found later in this booklet.

The Reception Curriculum

What will our child do?

The early years of education form the foundations of all learning. The curriculum is concerned with all aspects of the child's learning to develop the whole child. These areas include; social, emotional, physical, intellectual, and aesthetic development. The child's learning is achieved by active engagement with the world around them; through making sense of objects, materials, experience and encounters; through observation, listening and talking; through play, trial and error and experimentation. Young children learn best when they are involved and interested, secure and confident in themselves and their own abilities.

A broad and balanced curriculum to include;

Three Prime Areas of learning and development:

1) 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 and for a range of purposes. Through conversation, story-telling and role-play, children share their ideas and become comfortable using a rich range of vocabulary.



2) Physical Development

Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices. Through opportunities to be active and interact with their environment, children develop coordination, control and precision of movement.



3) 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. Children develop social skills and learn how to manage their feelings which helps them to understand appropriate behaviour when working within groups. Children who can cooperate are more likely to develop a good opinion of themselves and others, and are able to learn effectively in a group.

Four Specific Areas of learning and development:

1) English

Development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. It is also crucial for children to develop a life-long love of reading, by reading books and demonstrating their own enjoyment.



2) 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. By providing frequent and varied opportunities to build and apply a deep conceptual understanding of the numbers to 10 will develop a secure base for mathematical mastery.



3) 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.



4) 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.



Assessment

The Early Learning Goals are expectations for Reception-aged children by the end of the Reception year. We welcome any parent/carer information which might evidence your child's potential to achieve these goals.

1) Listening

Children listen carefully and respond appropriately when being read to and during whole class and small group discussions. They make comments about what they have heard and ask questions to clarify their understanding. They hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

2) Speaking

Children participate in small group, class and 1-to-1 discussions, offering their own ideas using new vocabulary. They offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes and poems when appropriate. They express their ideas using full sentences, with modelling and support from the adults.

3) Gross Motor Skills

Children negotiate space and obstacles safely, with consideration for themselves and others. They demonstrate strength, balance and coordination. They move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

4) Fine Motor Skills

Children hold a pencil comfortably using the tripod grip. They use a range of small tools, including scissors, paintbrushes and cutlery. They show accuracy and care when drawing and copying.

5) Self-Regulation

Children show an understanding of their own feelings and those of others and regulate their behaviour accordingly. They have a positive sense of self and show resilience and perseverance in the face of challenge. They pay attention to their teacher and follow multi-step instructions

6) Managing Self

Children manage their own basic hygiene and personal needs, including dressing and going to the toilet. They understand the importance of healthy food choices. They explain the reasons for rules and know right from wrong.

7) Building Relationships

Children work and play cooperatively and take turns with others. They form positive attachments and friendships. They show sensitivities to others' needs.

8) Comprehension

Children demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary. They anticipate – where appropriate – key events in stories, non-fiction, rhymes and poems. They use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

9) Word Reading

Children say a sound for each letter in the alphabet and at least 10 digraphs. They read words consistent with their phonic knowledge by sound-blending. They read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.

10) Writing

Children write recognisable letters, most of which are correctly formed. They spell words by identifying sounds in them and representing the sounds with a letter or letters. They write simple phrases and sentences that can be read by others.

11) Number

Children have an understanding of number to 10, linking names of numbers, numerals, their value, and their position in the counting order. They subitise (recognise quantities without counting) up to 5. They automatically recall number bonds for numbers 0-5 and for 10, including corresponding partitioning facts.

12) Numerical Pattern

Children automatically recall double facts up to $5+5$. They compare sets of objects up to 10 in different contexts, considering size and difference. They explore patterns of numbers within numbers up to 10, including evens and odds.

13) Past and Present

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

14) People, Culture and Communities

Children talk about the lives of the people around them and their roles in society;. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They recall some important narratives, characters and figures from the past encountered in books read in class.

15) Natural World

Children explore the natural world around them, making observations and drawing pictures of animals and plants. They know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. They understand the effect of the changing seasons on the natural world around them.

16) Creating with Materials

Children draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used. They make use of props and materials when role-playing characters in narratives and stories.

17) Performing

Children Sing a range of well-known nursery rhymes and songs. They perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music. They co-construct, invent, adapt and recount narratives and stories with peers and their teacher.

Remember – you play an important role in collecting evidence towards your child's Learning Journey. So – whether it be a photo, a description of what he/she said or both – we want to know! Please do upload it to your child's online learning journal on Tapestry so that we can share in their achievements at home.

Parent Partnerships

We value your contributions to your child's Learning Journey. This can be done by informing us of something that your child has done well at home or about an exciting experience outside of school for you and your family. Please feel free to speak to a member of the Reception staff about your child's interests and experiences outside of School or log this on their online learning journal on Tapestry for us to see.

The online learning journal on Tapestry is a system for achievements and positive experiences only. Any queries or complaints should be addressed with your child's class teachers and support staff in the first instance.

Please do come and see us should you require any further information about the Early Learning Goals or any other part of this information booklet.

**We look forward to working with you
and your child in September 2026.**

