

# Reception Handbook



## Our reception team



**Miss Sefton**  
Foundation  
Stage Leader



**Mrs Atkinson**  
Reception  
teacher  
Wednesday,  
Thursday and  
Friday



**Mrs Wood**  
Reception  
teacher  
Monday,  
Tuesday and  
Wednesday



**Miss Jefferies**  
Reception  
teacher



**Miss Nelson**  
Early Years  
Practitioner



**Mrs Gregory**  
Early years  
practitioner

## Our Vision

Learning in foundation stage challenges children to become independent, motivated learners who are full of curiosity about the world around them. Within our fun, happy and secure environment, our children experience consistent teaching, engaging hands-on learning and a child-centred curriculum that ensures the consistent development of skills across all areas of learning. Children are encouraged to explore, take risks, and form positive relationships with their peers in a setting that celebrates the uniqueness of every child.

# Rules and routines

We have 3 school rules. These are the rules on which everyone agrees – all staff have the responsibility to apply these rules in a fair, impartial and consistent manner.

- We show respect to others and our environment
- We do as we are asked the first time
- We show that we are ready to learn

## Positive reinforcement

- We recognise that using positive language is key to developing a positive atmosphere
- We use routines and systems throughout school to reinforce and encourage appropriate behaviour – we praise the behaviour we want to see
- We recognise and reward learners who go ‘over and above’ our standards

In our foundation stage we use a class mascot to reinforce and encourage positive behaviour. Mr Potato head is an outstanding learner because he:

- Does good listening, looking and sitting
- He doesn't talk when someone else is talking
- He keeps his hands and feet to himself
- He knows how to keep himself safe
- He has his thinking hat on to show that he is ready to learn



To find out more about how we manage behaviour, please visit our school website where you will find our school behaviour policy and a huge section all about EYFS:

[www.stcatherines.academy](http://www.stcatherines.academy)

## Early Years Foundation Stage

### Building the foundations

#### Independence

Children have access to indoor and outdoor provision for most of the day. During this time, the children can choose where and how they want to play. When play has finished, we teach children to put everything back where it lives. We teach children to dress for outdoors, have their snack and drink when they need it, use the toilet and brush their teeth.

#### Resilience

We teach children all about the zones of regulation to teach them how to manage their feelings and behaviour. Every class has a 'calm corner' where they can sit and reflect on their feelings with or without an adult. The calm corner has a zones of regulation display and some regulation toys such as stress balls and teddies.

Children are encouraged to transport, climb, run, asses and manage their own risks. We believe that risky play has an important role to play in building children's confidence, self-esteem and resilience.

#### Motivation

The children work hard to achieve what they set out to do and are rewarded by the final product. We reward children by giving them lots of encouragement, recognition for their efforts and sharing their achievements with them regularly.

#### Enabling environments

We scaffold and support all children's individual needs by providing resources and/ or extra time to achieve their unique goals. Adults are constantly looking out for opportunities to challenge and extend children's learning. We do this through questioning and making suggestions.

POLICY DOCUMENT  
Early Years  
Foundation Stage  
(EYFS)

POLICY DOCUMENT  
Prospectus

POLICY DOCUMENT  
School Uniform

Meet the team!

Parental  
engagement and  
staff development

Communication  
and language

Expressive  
arts and design

Literacy

Maths

Outdoor  
learning

Personal, social  
and emotional  
development

Physical  
development

Planning  
in the moment

Technology and  
online safety

Understanding  
of the world

*Screenshot taken from the website*

# A day in Reception

All children enter the setting through the outdoor area, then hang up their own belongings in the cloakroom. You will be greeted by a member of our reception team who will ask your child what they would like for lunch. Please have a look at the menu on the website so you can talk to your child about the options. A member of the team will show your child the menu every morning and encourage them to say what they would like.

<b>week 1</b> <b>Monday</b>		salmon and tuna pasta bake with garlic bread.			Dish of the Day	
		pizza and jacket potato			Jacket Potato	
		cheese sandwich			Vegetarian	
		jacket potato			Pick and Mix	
					Lunchbox from Home	

We know that there are children who have special dietary requirements, for example they may eat fish but not meat. We rely on parents letting us know about these preferences, and also about any food allergies, so that we can make sure they do not eat anything inappropriate!

## Play

Once the children have completed their morning jobs, they can play inside or outside. Outdoor learning is vital for young children. When they're outside they are able to practise their physical skills far better than indoors. Outside they can run, jump, skip, hop, climb, ride bikes and transfer heavy objects to strengthen their muscles. Outside children are able to access sand, water and mud to practise their shape, space, measure and problem solving skills. Messy play has endless learning opportunities that prepare children for the key stage 1 curriculum. We teach children how to minimise how messy they get, and they do get better at this as they get older, but it is part of their learning and development.

EYFS children go outside no matter what the weather is. It is important that the children dress appropriately: warm clothes, a waterproof outfit and sun hats and sun cream when it is sunny. All EYFS staff wear wellies and wet suits and get messy with the children.



Getting wet does not cause us to catch a cold. You catch a cold when a virus makes contact with mucus membranes and triggers an immune response. When virus-containing water droplets from a sneeze or a cough enter your body and makes contact with the mucus membrane, the immune response is triggered. Inside the human nose it is cold with high humidity. These conditions are what the rhinovirus (the main culprit for a common cold) thrives in, this is what causes the runny nose, stuffy nose and sneezing.

## When your child comes home messy...

*Red paint in their hair? Blue paint on their trousers? Sand in their shoes?  
White socks that look brown? Sleeves a little bit damp?*

*YOUR CHILD probably... worked with a friend, solved a problem, created a master piece, negotiated a difference, learned a new skill, had a great time and/or developed new language skills.*

## Clothing checklist:

Coat

Scarf

Winter hat

Sensible shoes for safe play

Gloves

Sun hat

Wellies to change into for outside learning

**PLEASE ENSURE THAT ALL ITEMS HAVE NAMES INSIDE**

You can find lots of information about our EYFS curriculum on the school website.

### Early Years Foundation Stage

EYFS Meet the  
Foundation Stage Team

EYFS Communication and  
language

EYFS Expressive arts and  
design

EYFS Literacy

EYFS Maths

EYFS Outdoor learning

EYFS Personal, social and  
emotional development

EYFS Physical  
Development

EYFS Planning In The  
Moment

EYFS Technology and  
online safety

EYFS Understanding of  
the world

## Mathematics

Mathematics is taught in the moment during play, according to children's individual needs and interests. In F1, we develop children's understanding of numbers 0-3 through planning in the moment. In F2 we teach a number of the week to embed numbers 0-10 by the end of the reception year. We provide lots of opportunities to play games, and use resources that teach subitising and counting as soon as they start nursery. Subitising is the rapid, accurate, and confident recognition of numbers represented pictorially. Both F1 and F2 children have access to mathematical resources as part of continuous provision.

### Subitising



Children have the opportunity to experience real life situations in relation to shape, space and measure. Children are free to pour water; measure sand/mud; lift, drag and manipulate real life objects that are heavy.

### Retrieval maths

*Screenshot taken from the website*

## **Story, singing and rhyme**

At the end of each session, the children will have story, singing and rhyme time. Fiction and non-fiction texts are selected to match the children's current needs and interests. For example, if a large group of children are struggling to share, the book of the week might be about sharing and taking turns. If the children are showing an interest in animals, the book of the week might be about animals. Reading, singing and rhymes are vital for language development. We hope to inspire all children to love reading and continue to do so throughout school.

## **Phonics**

Reception children have a phonics lesson every day following a programme called Read Write Inc. Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We want your child to love reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

## **How will my child be taught to read?**

We start by teaching phonics to the children in the Reception class. This means that they learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. We teach the children simple ways of remembering these sounds and letters. The children also practise reading (and spelling) what we call 'tricky words', such as 'once,' 'have,' 'said' and 'where'. The children practise their reading with books that match the phonics and the 'tricky words' they know. They start thinking that they can read and this does wonders for their confidence. The teachers read to the children, too, so the children get to know all sorts of stories, poetry and information books. They learn many more words this way and it also helps their writing.

## **How will I know how well my child is doing?**

We will always let you know how well your child is doing. We use various ways to find out how the children are getting on in reading. We use the information to decide what reading group they should be in. Your child will have one-to-one support if we think he or she needs some extra help to keep up.

## **Snack time**

The children have access to milk and a piece of fruit every day at the snack table. If your child does not like milk, they will be able to have a drink of water instead. Juice is not allowed. Milk is free until your child's 5<sup>th</sup> birthday and then there is a small charge. We want the children to learn to understand their bodies and know when they're hungry, thirsty or need a rest. We don't stop for whole group snack time, the children can go to the snack area whenever they like.

# Home learning

Children in reception borrow library books to take home and share with you. Here are some ideas of what you can do with the books:

- ✿ Read the story to your child
- ✿ Let your child read the book by looking at the pictures
- ✿ Talk about the characters in the story
- ✿ Ask questions about the book

Reception children also bring home a reading log and words/books that they can read using their phonic knowledge, these materials are for the children to read to you. They will also bring home a sheet that has some ideas for you and your child to do at home. This homework sheet links to what they have been doing at home.

## Assessment

We observe, listen and interact with all children to assess what they know and can do. We teach through play and by planning adult directed activities. We use birth to 5 matters as a guide to assess children's learning and development across the seven areas of learning. You can find a copy of this document on their website [www.birthto5matters.org.uk](http://www.birthto5matters.org.uk)



Reception children will have a phonics assessment at the end of every half term to find out what sounds and words they can read. These assessments determine what group they will be in next.

# REMINDERS ABOUT SCHOOL

## PLEASE READ THE NEWSLETTER

A paper copy of the newsletter is sent home with every child – it is issued on Monday. It's full of news about everything that is happening in school, as well as information about upcoming school trips. You can have the newsletter emailed to you and other members of your family; please look at the website and sign up!

## PLEASE PUT YOUR CHILD'S NAME IN THEIR UNIFORM

We have over 400 children at St Catherine's – although we do our best, it's impossible to account for all lost uniform unless it has a name in it! You can buy iron-on name labels, they are available to order from our website. If your child has lost an item of clothing, please speak to the classroom staff in the first instance.

## PLEASE KEEP US INFORMED

If your child is not able to attend Reception due to illness, you must contact us. You can leave us a voicemail if we are not able to answer the phone!

## OUR CONTACT DETAILS:

St Catherine's Catholic Primary School and Nursery

Firshill Crescent, Sheffield S4 7BX

0114 3030381

[www.stcatherines.academy](http://www.stcatherines.academy)

[enquiries@stcatherines.academy](mailto:enquiries@stcatherines.academy)

We are a friendly, caring team and are very approachable! If you have a difficulty, please let us know and we will try our best to help. The welfare of each and every child in our school and nursery is important to us!

*We look forward to seeing you soon at St Catherine's!*