



LEARNING AND DEVELOPING IN RECEPTION CLASS – A GUIDE FOR PARENTS AND CHILDREN STARTING AT PRIESTLEY SCHOOL

(CLICK ON EACH TO FIND OUT MORE)

[A play based
curriculum](#)

[Characteristics
of effective
learning](#)

[Prime areas
of learning](#)

[Specific
areas of
learning](#)

[Recording and
assessing
learning and
development](#)

[The Early
Learning
Goals](#)

[A day in
Reception
class](#)

[School dinners](#)

[School
Uniform](#)

[Involving you
– Parents as
partners](#)

[How you can
support your
child](#)

[Parent
Support
Advisor](#)

In Reception class, at Priestley, children learn through play. Play underpins all development and learning in young children. Laughter, fun and enjoyment are the best contexts for learning at Priestley. The play we encourage enables the children to think flexibly and at a high level. It is enjoyable and rewarding. The role of the teachers is to create environments and contexts for play and to extend language and thinking through sensitive intervention and support. As your child progresses through the Reception year, they increasingly receive more adult led small and large group activities.



[Back to menu](#)

Core to the Reception curriculum are the “characteristics of effective learning”. These are important in developing children’s capacity to learn and to extend and build on their thinking and learning behaviours.

They link well with Spikey, the school’s learning character.

[Back to menu](#)

Playing and exploring – engagement

Finding out and exploring
Playing with what they know
Being willing to have a go

Active learning – motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas
Making links
Choosing to do things



From Reception class onwards we encourage children to learn like Spikey.

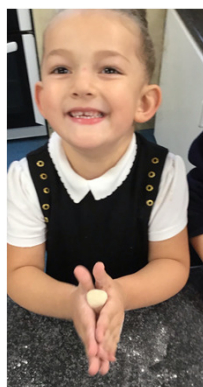
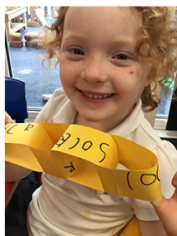
Spikey traits that we encourage at school are:

- Thinking things through
- Staying focused
- Cooperating
- Sharing great ideas
- Respecting all
- Giving it a go
- Taking responsibility

The curriculum in Reception class is made up of seven important and interrelated areas of learning – 3 Prime areas and 4 Specific areas. The 3 prime are the most important and they are the areas of learning upon which the others are built, we therefore focus on these first. They are Personal, Social and Emotional development, Communication and Language and finally, Physical development.

Personal, social and emotional development

This area helps to shape children's social skills and respect. It helps children to develop confidence and an awareness of themselves. It helps children develop an understanding of their own feelings and the feelings of others.



[Back to menu](#)

Communication and Language

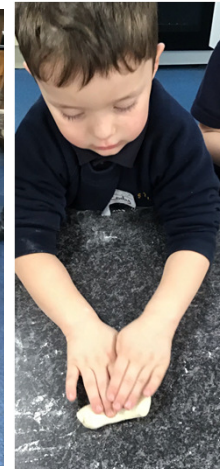
We support children to develop their language and communication skills and encourage children to express themselves and speak, listen and understand in a range of situations.



Physical development

Children are supported to develop strength and skill in large and small movements.

They also learn to understand that continued physical activity as well as healthy food choices are important, and why.

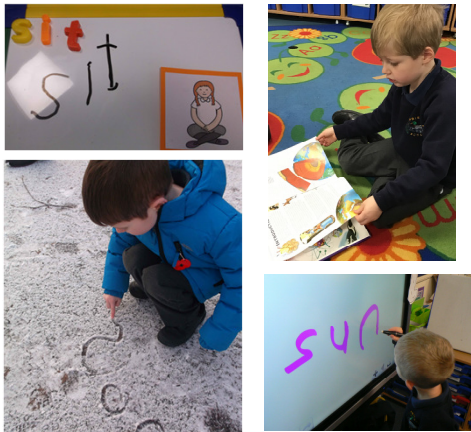


As children grow, the prime areas will help them to develop skills in 4 specific areas.

[Back to menu](#)

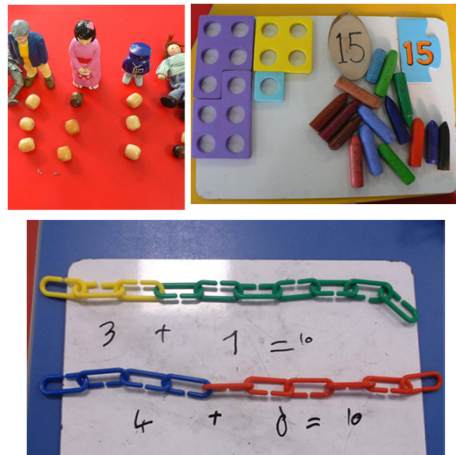
Literacy

Within this area of learning children build the capacity to read words and understand stories. Children write letters and words for meaningful purposes. Learning phonics plays a part in helping children to achieve this.



Maths

This area focuses on counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.



Understanding the world

This is a big area. It involves exploration and investigation, seeking pattern and understanding change. It also encourages children to think about and understand similarities and differences in the world and their community. Technology also comes under this area of learning.



Expressive Arts and design

This area is all about exploring and experimenting with ideas and learning skills and techniques to build and create. It encompasses art, music, dance, role-play and imaginative play.



Recording, assessment and the Early learning Goals

Information regarding your child's development is gathered through observing children in their daily activities. **The children are not tested.**

Frequent observations are recorded in a child's individual learning journal.

Early Years staff use this document to plan appropriate experiences that will help children to progress in their knowledge, skills, understanding and attitudes.

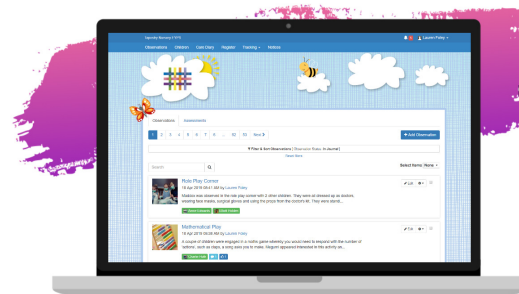
[Back to menu](#)



Learning journal



Online journal



The Early Learning Goals

During the Reception year at Priestley, teachers will monitor children's progress towards 17 Early Learning Goals. The Early Learning Goals are where a child is expected to be at the end of the Reception year at school. Some children will exceed these goals whereas others may still be working towards them. Every child is unique and will make their own developmental journey.

[Back to menu](#)

Personal social and emotional development	Communication and language	Physical development	Literacy	Maths	Understanding the world	Expressive arts and design
Self-Confidence and Self-Awareness Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Moving and Handling Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.	Numbers Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	People and Communities 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.	Exploring and Using Media and Materials Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
Managing Feelings and Behaviour Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is un-acceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	Health and Self-Care Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible	Shape, Space and Measures Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	The World Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Being Imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
Making Relationships Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.				Technology Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	

[Back to menu](#)

A typical day in Reception class

8.40 - arrive Settling in routines	9.00 - register	Adult led whole class group time	Child led learning and small group activities inside and out	10.00 milk and fruit
Outdoor exploration – large outdoor area	Adult led whole class group time	Child led learning and small group activities inside and out	12.00 - Lunch	12.50 - register
Adult led whole class group time	Child led learning and small group activities inside and out	Outdoor exploration – large outdoor area	Stories, songs and rhymes	3.00 Home time

We are very fortunate to have two Reception class rooms and large outdoor learning area. Although children are put into different classes, the children have the opportunity to free flow between the two rooms at certain points during the day. This enables your child to build a range of friendship groups; to access a wide range of resources and activities; work with a fantastic team of adults.

School dinners

When your child starts school, and until they finish Year 2, they are entitled to receive free school meals (Universal Infant Meals or UIFSM). It is the parents responsibility to order meals on or before the Tuesday that meals are due. You will still need to use a ParentPay account to do this but no charge is added. All information regarding ParentPay will be sent out to you in a separate letter, but it is worth noting that with ParentPay, you won't get your login straightaway, so during the first two weeks of starting school, the lovely ladies in the School Office will order the meals for the children.

Please find here a copy of a sample menu. During the induction process, children will attend half days to begin with. During this time the children will have a chance to stay for lunch. If you are worried about your child being a fussy eater, we always suggest you let them try the school dinners whilst on half days and if they are really not enjoying them, they can have their lunch when they get home. We will sit with the children and help them if they need it. We will always let you know if they haven't eaten anything.

Week Commencing 16/09/19, 14/10/19, 18/11/19, 16/12/19, 27/01/20, 2/03/20, 30/03/20, 11/05/20, 15/06/20, 13/07/20									
Monday		Tuesday		Wednesday		Thursday		Friday	
Item	Allergen	Item	Allergen	Item	Allergen	Item	Allergen	Item	Allergen
Turkey Schnitzel	2,7,13	Beef Bolognaise	1,13	Shepherds Pie	1,13	Roast Gammon	14	Breaded Cod Fillet	2,4
Chunky Fries		Pasta	2,4	Mashed Potato		Roast Potatoes		Wedges	2
Selection of Vegetables		Garlic Bread	2,7,13	Selection of Vegetables		Selection of Vegetables		Spaghetti Hoops	2,6
		Baby Leaf Salad				Gravy	13	Baby Leaf Salad	
Jacket Potato - Cheese &/or Beans	7	Cheesy Broccoli Pasta	1,2,4,7,9,13	Quorn Sheperds Pie	1,2,4,7,13	Roasted Quorn Cutlet	4	Vegetable & Cheddar Country Bake	2,7
Chocolate Ice Cream	7	Iced Lemon Sponge with Cream	2,4,7,13,14	Cherry Shortbread	2,14	Jam Sponge & Custard	2,4,7,13	Eton Mess	4,7

[Back to menu](#)



School Uniform

[Back to menu](#)

Uniform requirements at Priestley are:

- navy sweatshirts, navy or white polo-shirts, grey or black trousers or skirt.

Sweatshirts, Polo-shirts and T-shirts, with the embroidered school logo, are available from Withstyle 10A Road, Calne.

- Footwear should be dark school shoes or similar dark coloured trainers. Please help us to help you and clearly label all your child's clothing.

For PE lessons:

- children need a change of clothing and footwear and a T-shirt, in the colour of the house they have been placed in. They can also be purchased from Withstyle. Shorts and footwear – trainers or daps for games; bare feet for gymnastics.



Involving you – Parents as partners

At Priestley, we value your support and input and there are a number of activities or opportunities throughout the year to involve you in your child's education at school.

[Back to menu](#)

Parent forums

Parent forums are held termly and everyone is invited to attend

Workshops

In term 1 we hold a workshop to help you understand the system of phonics which we use to support the teaching of reading and writing.

Join your child at school days

Later in the school year and once the children are really settled, we invite you in to come and learn with your child. There is usually a maths morning and a literacy morning

Parents evenings

Parents evenings are held twice a year. Parents are invited to book a meeting online.

Tapestry online journal

This year we are introducing an online journal to complement a paper version kept in school. You will be able to have a look to see what your child has been up to. You can also share things that you have done at home.

Volunteering

We are always interested to hear from parents who would like to offer help with hearing children read or volunteering on school trips. Speak to the Office and they can help you complete the necessary forms.



What you can do at home to support your child

Before school starts in September

Have a look at the 'New Starters' section of the school website, here you find lots of useful information which details some activities you can do at home to support transition into school. These include a Preparing for School booklet, Welcome to School activities and How to Help at Home.

Once your child has started school

[Back to menu](#)

Listen to your child read as often as possible and to practise letter recognition. Record your reading activities in your child's reading record.

Talk to them about their learning but try not to ask too many questions. Rather than asking: "What did you do?" try questions like: "What made you smile today?"

Use everyday activities and routines to build in counting.

Whilst playing with them at home talk together about why things happen and how things work.

Encourage them to be like Spikey at home.

Every term we will send home a newsletter which, as well as providing important information, will also suggest activities that you can try at home.

Please remember if you need to talk to us, we are always here. If we can't talk to you in the morning, we can make you an appointment for later in the day.

At Priestley, we have a dedicated Parent Support Advisor who also offers support on a whole wide range of areas.

PARENT SUPPORT ADVISER (PSA)

Working with parents to find appropriate solutions to ensure a safe and happy environment where children thrive and learn
Since September 2008, we have been lucky to have the services of a Parent Support Advisor at Priestley School.

Who is our Parent Support Adviser?

Mrs Paula Mitchard is our Parent Support Adviser. She has worked at the school for 8 years and is a parent herself. She is here to support your child to get the very best from school by providing guidance and a listening ear. Mrs Mitchard will be able to help you with any worries you may have about your child, and provide advice.

What does our Parent Support Adviser do?

Mrs Mitchard helps support parents and carers in their demanding role. She does this by:

working with parents and carers to try to help with issues around their children's wellbeing in school,

helping parents and carers with other parenting issues,

working with parents and carers to try to make sure that children are getting the most out of school and are safe and happy.

You may feel that you just want to have a relaxed chat over a cup of coffee with someone that understands the pressures on Parents and Carers today.

How does our Parent Support Adviser do this?

- offering one to one support
- listening to parents/carers and giving confidential support and guidance
- providing information about other relevant services
- helping parents with any attendance issues
- facilitating Triple P parenting groups

Why might you need to use our Parent Support Advisor?

My child is having difficulties settling into school...My child is anxious about school...My child's behaviour is getting out of hand...I have got lots of questions about being a parent...I am worried about my child going to high school...I just need someone I can talk to...I'm really worried about my son/daughter's self-esteem...I would like to know who else I can talk to about my situation....

How do I contact the Parent Support Advisor?

Mrs Mitchard can be contacted by phoning the school (01249812608) or via e-mail pmitchard@priestley.wilts.sch.uk