



Welcome to Reception at Sprowston Infant School



Child's name: _____

Start date: _____

Home visit: _____

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Tel :01603 429001 email office@sprowstoninfant.norfolk.sch.uk
Fax :01603 485461 website: www.sprowstoninfant.norfolk.sch.uk

Indoor Classrooms



Outdoor Classroom



Reception Team



Kirsty Ward
Pandas Teacher



Stephanie Laing
Tigers Teacher



Karen Begg
Teaching Assistant



Jane Hockin
Teaching Assistant



Diane Monaghan
Teaching Assistant



Sue Bailey
Teaching Assistant



Emma Pearce
Teacher Assistant

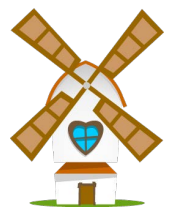


Curriculum

At Sprowston Infant School we deliver a curriculum based on the framework for the Early Years Foundation Stage. This describes the seven areas of learning and development which **“must be implemented through planned, purposeful play”**.

The framework also states that **“Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.”** We have a fantastic team of adults who put this into practice every day.

In addition the framework describes **“Three characteristics of effective teaching and learning ... playing and exploring ... active learning and creating and thinking critically.”** These describe exactly the approach we take to learning in our foundation stage at Sprowston Infant School.



Throughout the year the Reception children play, make friends, develop and learn. They have great fun, exploring and creating, indoors and outside. They gain independence and confidence and their natural curiosity is encouraged at all times.





Writing together



Reading with friends



Collaboration



Experimenting

Chatterboxes

We would like you to make a chatterbox with your child over the summer. Decorate a shoebox and put your child's name and class on top. These boxes encourage children to talk about themselves and ask questions of others.

In the box you can put:

- Ⓢ Photos (please write on the back who is in the photo and where it was taken)
- Ⓢ Leaflets/Tickets of places you have visited over the Summer.
- Ⓢ Pictures that your child may have drawn.
- Ⓢ Small Toys
- Ⓢ Certificates
- Ⓢ Anything that your child would like to show us

These boxes are kept in school and the children can access them when they choose as well as having "talk time" with their key person.



Tapestry

We use online learning journeys. We create individual learning journals for your child through a piece of educational software called 'Tapestry'. By logging on with a secure username and password you will be able to view all your child's observations, photographs and even videos of their time in Reception. You will also be able to add your own photos and comments about what your child is doing at home.



Home Learning

Your child's learning and progress is achieved most effectively when supported at home as well as in school.

Home learning tasks will be posted on Tapestry. Throughout the year sounds and words which are being taught in school will be sent home and should be practiced on a regular basis. In Autumn term we hold phonics sessions for parents. You are invited to come and learn with your child to support you with this.



Home visits

The teacher and teaching assistant will come to visit you and your child at your home before your child starts school. This is a really good time for us to see your child when they are comfortable and at ease in their own environment, it is also a great time for you to have one to one time with your child's new class teacher.

This is an informal meeting, which we hope will help you and your child to feel more relaxed about starting school. Don't worry, we won't check to see if you have done the washing up!!



Focus Week

In partnership with parents and carers, your child will be a focus child once a term. Prior to this week we will send home a form to fill in and will ask you to add photos to Tapestry. During their focus week the staff will record your child's experiences on a Focus Child Learning sheet. The week following the focus week, your child's teacher will invite you into school for a 10/15 minute meeting to speak about their progress and to look at their learning journey.

Learning Journey For George Term Summer Date 25/4/16

Entries should include the initial observation (& assessment), the teaching and the outcome.

Identified Areas For Focus:
General/Parents:

Profile:

- To develop confidence in independent writing
- To solve problems including doubling, halving and sharing

George was looking at the markings in the playground. **T** wondered if George knew what they were. As he didn't **T** explained it was a game of hopscotch, and **T** modelled how to play it. George then played, and as friends joined in, he talked to them about how to play it.

George was singing to himself as he drew a picture. **T** joined him as he sang and commented "we're doing a duet". George was unsure what this meant, so **T** explained it's when two people perform and sing together. When George had finished the song **T** asked what movie it was from? "Hercules" he said. "I've actually seen that movie" **T** suggested writing a story about it. **T** encouraged George to leave finger spaces between the words and modelled correct pronunciation to help him to hear the sounds. George went on to form all of the letters in his name correctly.

During the carpet session on maths George was asked what the name of the 3D shape was. George was unsure. **T** encouraged him by saying the first sound. When the whole class was asked again George was the first to say it.

George asked to play in the home area. **T** wondered what George was going to cook. **T** suggested he had some friends round for tea. **T** encouraged George and his friends to share what their favorite food was. As lots of friends joined the table George talked to them all about what he liked and commented on what his friends liked to.

George was studying the fish model boxes. He pointed to a number of fish fingers. **T** asked "what's that?" "15" he said. "a one and a five". **T** explained that there would of been 15 fish fingers in the box - he picked up an ice-cream box "there was 6 in here". **T** wondered what George liked to eat. He thought a bit then said "have you meat crabs sticks?" He said he liked them. He knew they were made from crabs. He said you have to take off the plastic. His mum and brother didn't like them, his Dad did. **T** commented "all the mss for George and Dad" he laughed looking at a "two" box he was curious and asked "T what are those?" **T** explained and George was very interested!

During a PE session in the hall George moved in a variety of different ways. **T** modelled using the different equipment. George balanced on the beam with **T**'s encouragement he jumped off apparatus being safety as **T** had explained.

P R I M E	COMMUNICATIONS AND LANGUAGE	✓
	PHYSICAL DEVELOPMENT	✓
	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	✓
	LITERACY	✓
	MATHEMATICS	✓
S P E C I F I C	UNDERSTANDING THE WORLD	✓
	EXPRESSIVE ARTS AND DESIGN	✓
	Other indoors	
	Other outdoors	
	Parent consultation	



School Dinners

All children in our Reception class are encouraged to have our healthy school dinners. The teachers will stay with the children to settle them in the hall for the first couple of weeks. Each class also has their own specific MSA.



All children in Reception, Year 1 and Year 2 will be offered a free healthy school lunch.

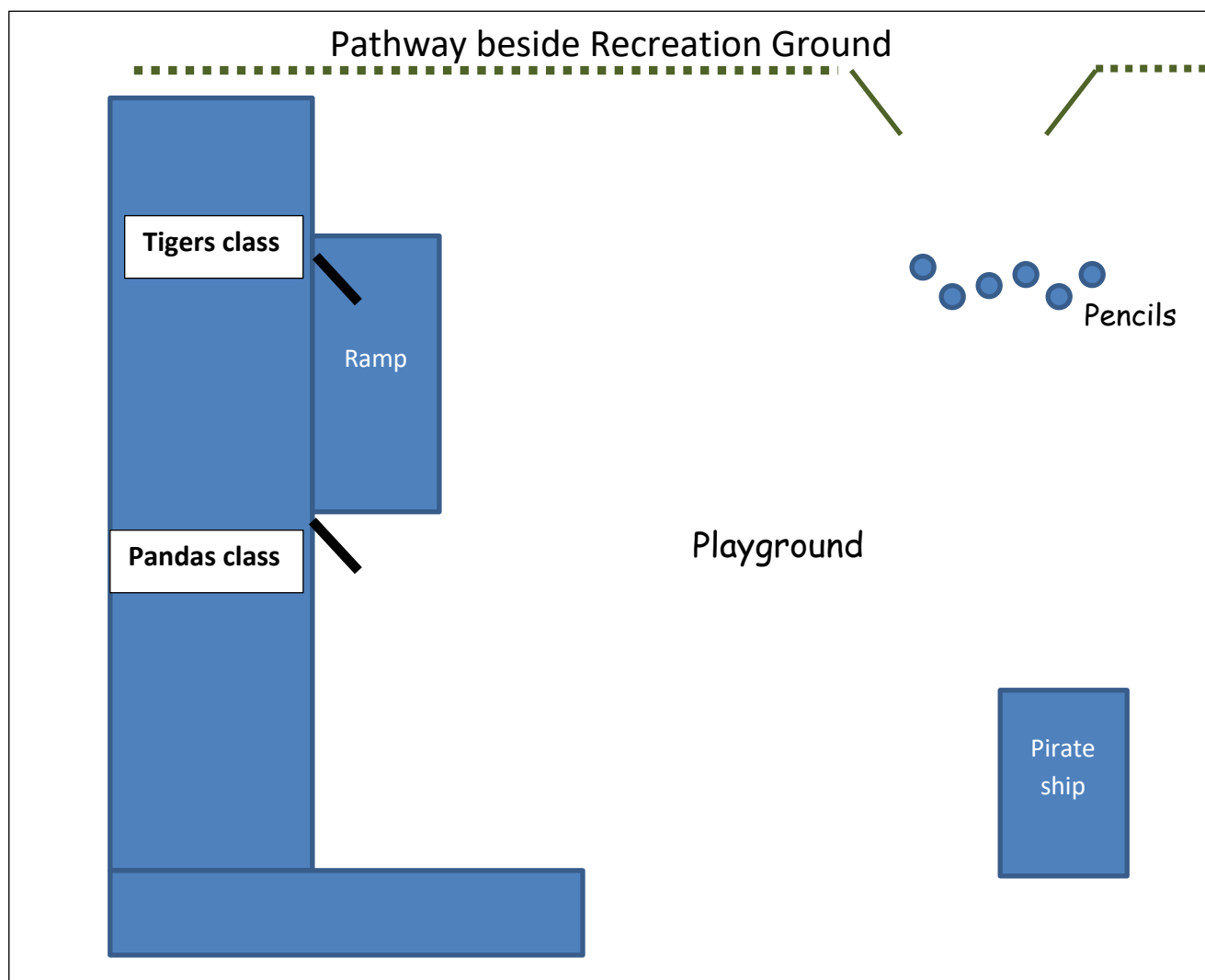
There is a free flow snack table in each class. The children choose when they have their fruit break. The children also pour themselves a cup of water as and when they need it.

The school provides fruit, however, we ask for voluntary contributions of fruit each week to add variety to the school contribution.



Your child's first day/week at school

Please bring your child to the infant playground where a member of the Reception team will meet you.



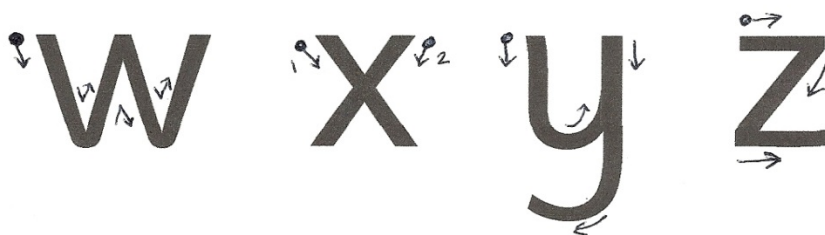
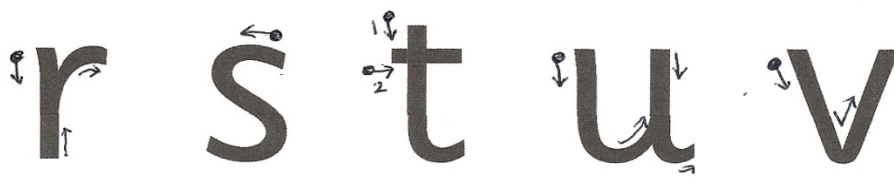
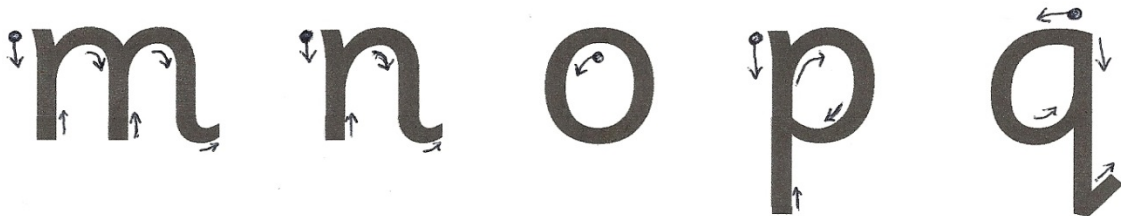
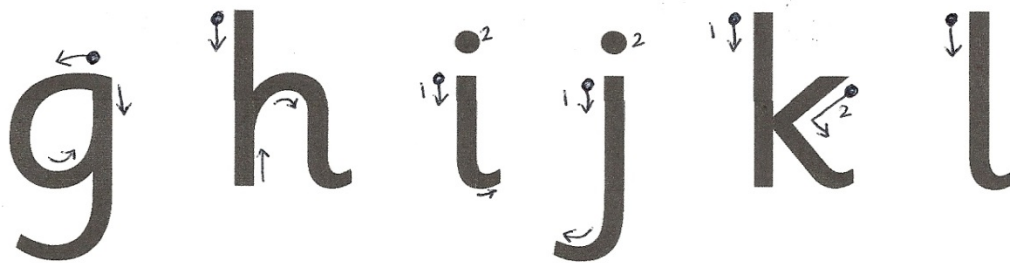
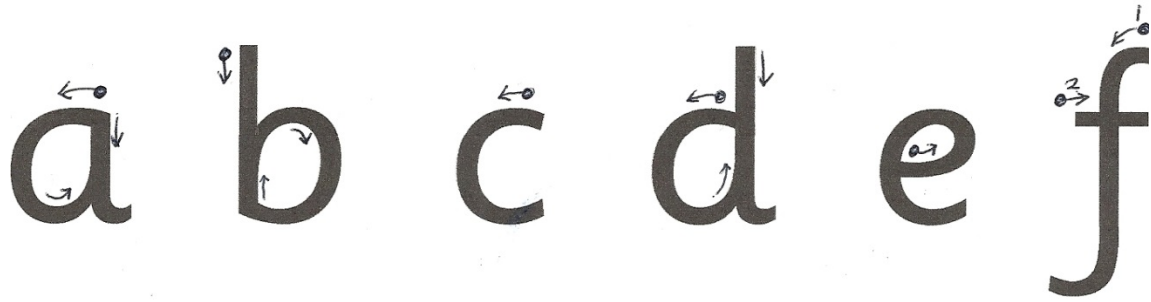
In the first week you will be able to come into school and help your child find their peg and settle into the class. We ask that all parents leave by 9.10am. If there are any problems we will call you on the number you have provided.

We aim for children to quickly come into school independently. This is always harder for the parents than the children. If your child wants to come in independently from the start please let them do so.



Letter Formation

Please do not force your child to write, but if they are keen to try, then please help them to form lower case letters correctly before introducing capital letters.

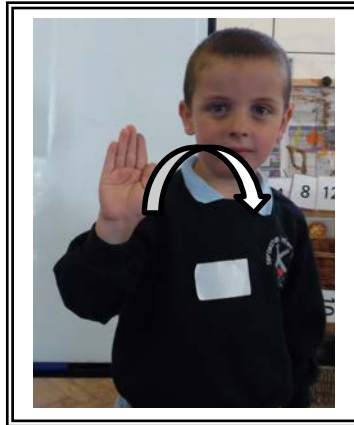


Signalong

If your child is learning English or if they are reluctant to speak, please encourage the use of these words and actions.

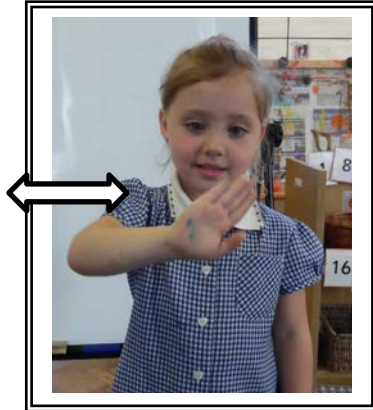
Hello

Make sign at
shoulder height



Goodbye

Wave hand



Thank You

From chin to shoulder
height



Please

Wave from chin
down to waist height

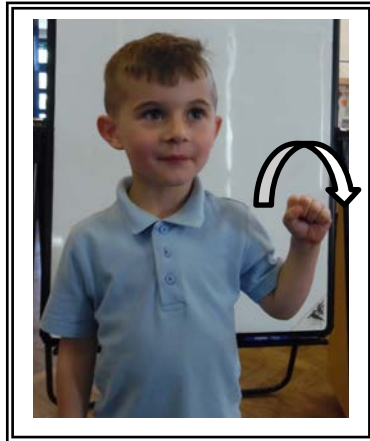


Toilet



Yes

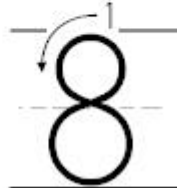
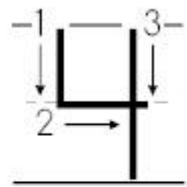
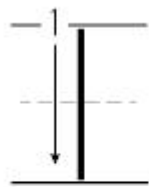
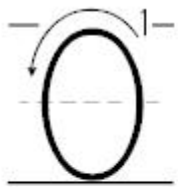
Bend wrist



No



Number Formation



Internet Resources

Below are some websites for your child to enjoy a variety of educational games.

Letter sounds:

- <http://www.starfall.com>

Handwriting:

- <http://www.ngfl-cymru.org.uk/vtc/ngfl/ngflflash/alphabet-eng/alphabet.htm>

Number games:

- <http://www.ictgames.com/resources.html>

Questions

If you have any questions or concerns throughout your child's first year in school, please see your child's class teacher at the end of a session.

Be aware that this is a busy time of the day and ensure all the children have left the classroom before approaching the teacher.



Things to do before your child starts school

- Have conversations with your child as often as possible. This may seem obvious but it is the most valuable thing you can do.
- Read to your child every day if possible.
- Look through this booklet and familiarise your child with members of the Reception team.
- Enjoy sharing stories, songs and rhymes with your child, both in English and your home language.
- Make good use of outings with your child e.g. parks, shops, libraries, swimming pools etc. Talk about their interests and things they enjoy.
- Encourage your child to look for numbers and words in their local environment e.g. door numbers, bus numbers, shop names and food labels.
- If you would like to bring in any creative models, paintings or drawings, we would be happy to display them in the classroom to celebrate your child's achievements.
- Encourage your child to be independent when putting on their coats and shoes and when going to the toilet.



Policy on Outdoor Play

All children will be given the opportunity to play outside throughout most of the day whatever the weather. It is important that you dress your child for school appropriately: warm clothes when it's cold and sun hat and sun screen when it's sunny.

Children get wet, muddy and messy when they play outside. We ask that you provide an all in one suit rather than a 2 piece as this is easier to get on and off. You can buy one from many sites online such as:

http://www.waterproofworld.co.uk/waterproofs/trespass_button.htm

We teach children how to minimise how messy they get and they do get better at this as they get older, but it's part of their learning and development - you can't expect them not to get messed up playing in mud.

We will not compromise on allowing children to play outdoors as it is an essential component of young children's learning and development.

Children must be allowed to experience the world around them in a full, messy, muddy, wet environment if they are to make useful meaning of it.

Getting wet does not cause us to catch a cold. If the cold virus is around, we will pick it up regardless of whether we are wet or dry





Playing



Constructing



Reading



Role Playing



Writing



Baking



**Have a great
Summer.**

**We look forward
to seeing you all
in September!**



Number cards

Use to encourage number recognition



1

6

2

7

3

8

4

9

5

10



