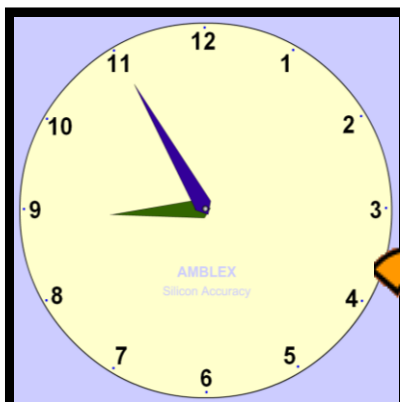
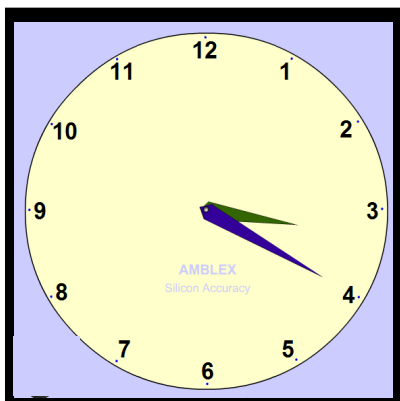


Now you are starting school.....

Bring your child's drawing pages when you start, but keep the rest at home.



Now I am 4 years old, I am big enough to go to Reception at Kingskerswell.



I am going to go every day. I will start at 8:55 am (but the gates will be open from 8:30am) and I will go home at 3:20pm.



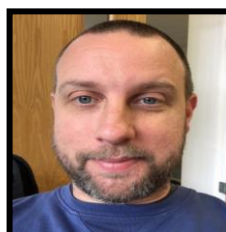
These are the adults working in Reception next year.



Mrs Borthwick



Miss Mackintosh



Mr Sanders



These are the teachers.



Mrs Counter



Mrs Aldred



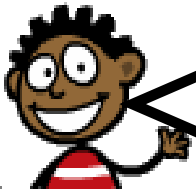
Mrs Beavers



Miss Allen

These are the support staff.





When I start Reception, one of the adults will be my 'Key Person'.

What does 'Key Person' mean?



That means we will be doing lots of exciting activities together. If I am feeling upset, I can talk to my Key Person and they will help me to feel better. I can also tell them if there is something I really want to learn about.



That's not all!



No, my Key Person will also talk to mummy and daddy about how I am doing at school and will be uploading lots of photos and information about my learning on our new online profile called 'Tapestry' (You will get login details in September).



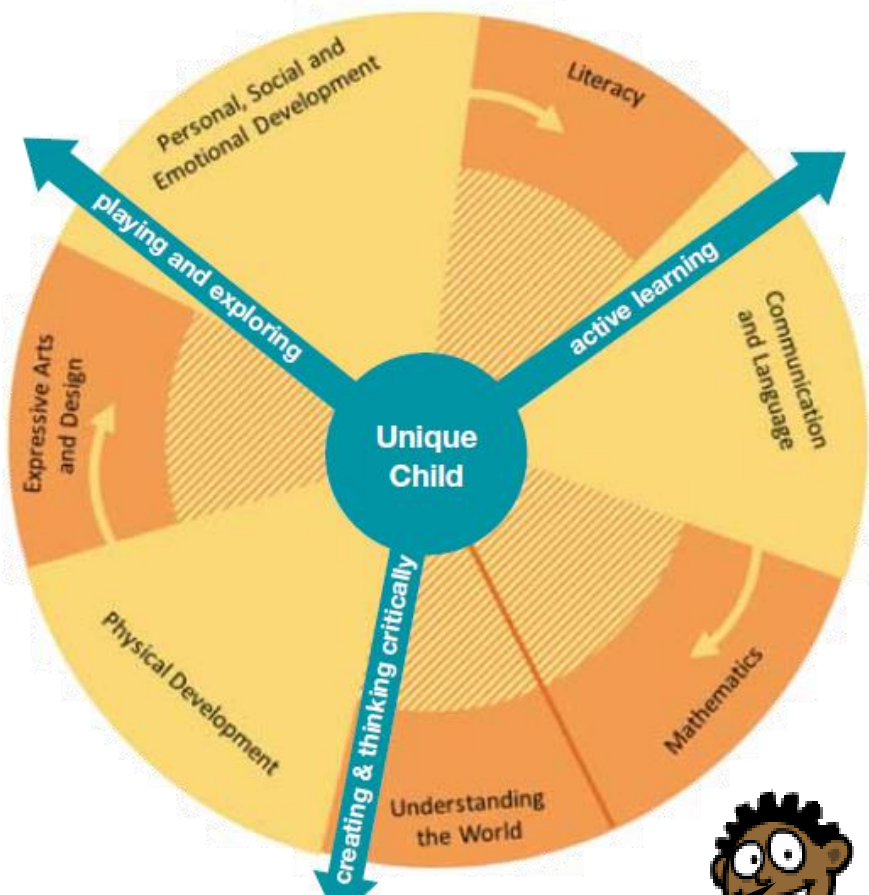
But what will I do
in my new class?



There are 7 areas of learning. The adults will look at what we learn, but most importantly, how we learn. Have a look at the picture below.



There are 3 'Prime areas' (the yellow ones) and they are super-duper important as they help us to be able to do everything else.



There are also 4 'Specific areas' (the orange ones).

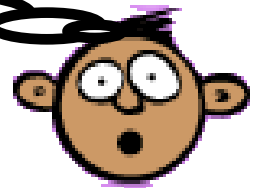


So, sometimes I will work with an adult and sometimes I will work by myself or with all of my friends.



If you are unsure about anything, drop an email to dsanders@kingskerswell.devon.sch.uk

But I heard that you get to just play all of the time ...



It might look like that, but our teachers are giving us time to apply what we have learned in our focus activities. They are going to observe how we learn.

Yes, they change the resources and activities depending on what they observe us doing. You can see photographs of things we do on 'Tapestry' and in class.



The teachers show us where all of the resources are and how to use them when we have focus activities, so that when we have independent learning time, we can decide what we want to do and how we want to do it. This helps us to be independent learners.



They also teach us how to tidy everything away by ourselves'.



Yes, that's very important!

When I start Reception, I will be learning about all of these things



Counting and writing numbers



I wonder how many ducks are in the pond...

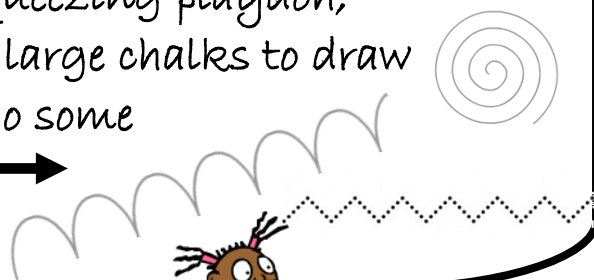


Mark making

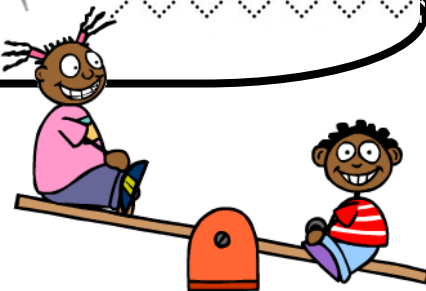
Don't I learn to write letters and words?



Yes, but you need to develop your hand muscles first. That means we do other things like squeezing playdoh, twisting tops off jars and using large chalks to draw outside. When we are ready we do some pencil play, then we learn how to write letters and words.



I will also learn how to play nicely with my new friends



I will also be able to do all of these things



Painting



Dancing and music



Reading



Playing on the computer



Dressing up

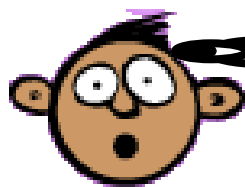
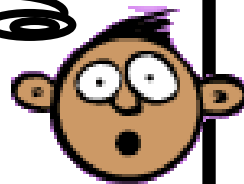


I will also be learning phonics. My school uses a programme called 'ReadWriteInc'.



Phonics ... what does that mean?

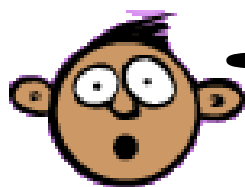
It means that you will be learning the letter sounds, not the letter names.



Why do we do that?



Because the letter sounds help you to read and spell; the letter names do not (i.e. d-o-g dog is easy, but dee-oh-gee does not help you to read).



I'm not sure I understand.....

Well you can learn more about it on the school website, or alternatively visit Ruth Miskin Training channel on YouTube. Here you will find a variety of resources, including video clips of how to say each sound and how to teach your child to read.



The pack we sent home matches all the resources we use in school. We will also send out links to videos from September. These will show you how we teach phonics in school.



That's handy!

When I start Reception, I will need to bring these things;



I will be doing a lot of learning outside, so I need wellies and waterproofs. I had better even bring some spare clothes in case I get wet (or I have an accident). I can leave all of these things on my peg so I don't need to remember them every day.



I will need to bring a book bag so I can take home my reading book, my wonderful pictures and my very important letters.



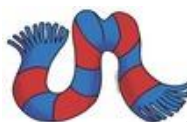
I will wear a school uniform. It's a good idea to bring wellies so that I can do messy play in the outdoor area. I can even bring an old apron / shirt that I can use for painting so that I don't ruin my uniform!



Yes, you should probably have velcro shoes too. Laces are a bit tricky!



I can go outside whenever I want, so I will need a coat, hat, scarf and gloves if it is cold.



I am going to be eating lunch at school so I really need to practice using a knife and fork by myself.



You will get a menu at the start of each term so you can decide what you want to eat before you get to school.



I will be going to 'Forest School' every 4 weeks. When I am there I will need outdoor clothes - even waterproof trousers and wellies!



What do you do at Forest school?



Well.... Once we have learned how to be safe, we will learn how to build fires; how to tie knots and build shelters; and how to use tools. It's all very exciting!!

Don't forget, while we are doing those very exciting things, we will be learning how to look after our natural environment; how to work with other people; and skills such as leadership and trust.



Wow, that's a lot of things!



We will also be learning Spanish.



dos



uno



tres



This page is for mummies, daddies and carers

CURRICULUM

The Foundation Stage Curriculum, which includes children from birth to the end of Reception year, is organised into seven areas of learning. This curriculum should be a sound base and underpin all future learning by supporting, fostering, promoting and developing children's independence. The areas of learning are split into 'Prime' and 'Specific' areas as follows;

Prime Areas (fundamental to all learning);

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

Specific Areas (includes knowledge and skills essential for later life)

- 'Literacy' (L)
- 'Mathematics' (M)
- 'Expressive Art and Design' (EAD)
- 'Understanding the World' (UW)

Each area of learning is split further into a number of more specific aspects, each with an Early Learning Goal. Our Foundation Stage Curriculum works towards achieving these goals by the end of the Reception year (age 5). Some children, particularly younger ones, will be working towards some of these goals at the end of the Reception year.

The curriculum and learning environment should facilitate **the three characteristics of effective learning**.

These are;

- **Playing and Exploring**
 - Finding out and exploring
 - Playing with what they know
 - Being willing to 'have a go'
- **Active Learning**
 - Being involved and concentrating
 - Keeping trying
 - Enjoying achieving what they set out to do
- **Creating and Thinking Critically**
 - Having their own ideas
 - Making links
 - Choosing ways to do things

At the end of the year, you will receive a report, detailing how your child has achieved against the Early Learning Goals and their competences in the characteristics of effective learning, outlined above.

Features of good practice in the Foundation Stage

Parents as partners

Parents and staff need to work together to have a positive impact on a child's learning and development. We aim to develop an effective partnership with parents and welcome your suggestions and ideas.

Purposeful play

Well planned play, both indoors and outdoors (whatever the weather), is a key way in which young children learn with enjoyment and challenge. It is therefore advisable that pupils are prepared with clothes for ALL weathers. These can be left at school.

English as an additional language

Some of the children in our Reception classes have a home language other than English. Linguistic diversity needs to be valued and opportunities given to children to use their home language in their play and learning. English needs to be learnt in context through practical, meaningful experiences.

Planning

We are aware of, and plan for the different experiences, interests, competences and knowledge that children bring to the Reception classes. Time is planned and structured to ensure that pupils have enough time to explore what they have learned in teaching time, during their own purposeful play.



These are some extremely important things that I want to tell my new teacher. I am going to give them these very special pictures on my first day.

My name is

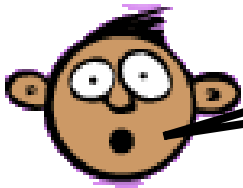


This is a picture of me and my family

Draw a fantastic picture here



I really like to ...



But I am slightly nervous about

Draw a fantastic picture here



I am quite good at... (parents please write labels / list).

I still need some help with... (parents please write labels/list).



Draw a fantastic picture here