

Riverside Reception



Welcome to Riverside Reception
Classes!

We hope this information is useful
for you and your family.

If you have any questions, come
and have a chat!



We would like to welcome you to
Riverside Community
Primary School.

We would like to give you some information about what we do at school, what you and your child might need and how you can support your child's learning. If you want to ask us anything, please do not hesitate to contact us -details are below!

Our team

Mr Yapp- Head teacher

Miss Woodward-RAW- Deputy Head/Early Years/KS1 Leader

Mrs Botwright -REB

Mrs Deakin (Year 1 teacher) -Inclusion manager

Teaching Assistants

Miss Butler-Wood

Mrs Carr

Mrs Giles

Miss Oprysk

Miss Woodward's planning, preparation and assessment time-Mrs Sykes/Miss Butler-Wood

Contact us

Telephone 01937 832899

Email admin@riverside.n-yorks.sch.uk

Pop in and have a chat !



We have two Reception classes. Your child will
either be in

RAW

Miss Woodward's class

Or

REB

Mrs Botwright's class.

We have two main classroom bases, cloakrooms for each class as well as opportunities to learn and explore in 2 shared areas indoors and outdoors.



What time do we come to school?

Please come to the Early Years' entrance.

The doors will be open at 8.45am for access to the cloakrooms and the main classroom doors will be opened between 8.50 and 9am.

You are welcome to come into the classrooms to settle your child into a welcome activity. You will see any messages for the day and a morning activity on the smartboard

Please say goodbye by 9am
sessions can start promptly.

so that the main



Where shall I put every-

thing?

Each child has a named cloakroom peg for bags and coats, and lunch-boxes can be placed on the top shelf in the cloakroom. Please put outdoor shoes underneath the cloakroom bench. In the classroom, each child has a named tray for their purse, (20p/40p for morning juice or raisins), and their own personal items. There is space on the snack table for your child to put their drinks bottle and they have access to fresh water at all times during the day. Your child's indoor shoes can either be put in a shoebox in the cloakroom or can be put in the classroom in their tidy tray.

Once your child starts they have individual planners —please put these in the planners box each day.

What do we do at home time?

Please collect your child from the Reception playground at 3.20pm
Feel free to wait in the playground (but away from the doors a little so we can see everyone). We will look out for you at 3.20pm and make sure your child goes straight to you from the classroom.

If you are unable to meet your child, please let us know your alternative arrangements as soon as possible during the day.

If your child is going home with another parent or attending after school club/Play Place please write this on the list outside the classroom-Many thanks!

What does my child need to wear?

Most children wear our school uniform.

Girls: a white shirt or polo shirt, grey trousers or skirt, a blue jumper or cardigan and pumps for indoors. In the summer, a blue and white checked dress or skirt can be worn.

Boys: a white shirt or polo shirt, grey trousers or shorts,, a blue jumper and pumps for indoors.

For **sports skills weeks**, an outdoor PE kit will be needed e.g. -plain white t shirts, plain blue or black shorts.

If your child wears lace up shoes, please try to make sure that they can manage these independently!

All of these items can be ordered from the School office

What else do we need?

A packed lunch box if having packed lunch

A spare change of underwear

A coat/wellies if rainy

A refillable drinks bottle for water

A purse if buying morning drinks/raisins

A book bag

Your child will need some indoor shoes- we normally recommend pumps and for a small fee for the School Council, your child can decorate these as they wish.

Each day we have free fruit/veg available for snacktime.

Please make sure all your child's items are named!

Please don't bring any toys to school-
cious and we see anything



let your child or other items they are pre-would hate to lost or broken!

How do we know what's happening?

We are very keen to keep in touch with you!
Each half term, we send you a newsletter about what we are doing in and around the classroom. You will find out about our themes, our routines and any trips or visitors. We also give you ideas about how you can support your child at home.

There is also lots of information about our routines in the cloakroom area.

We also frequently update our school website with our plans, pictures and useful resources.

<http://www.riverside.n-yorks.sch.uk>

You can also follow us on Twitter
@TadRiverside

There will be regular opportunities to come and have a chat and a look at what your child has been doing .

Each child has an achievement book where we keep photos, samples and written observations about your child's progress.

You are always welcome to have a look and write in these if your child has been busy at home!

What if my child is unable to come to school?

Please ring us and let us know as soon as possible that your child is ill. If we don't hear from you, we will send you a text or call to make sure everything is ok.

Contacting you

Please make sure all your contact details are up to date, especially if you change your mobile phone number.

Holidays in term time

Please note the following:

LEAVE OF ABSENCE FROM SCHOOL DURING TERM TIME.

The Department for Education requires Local Authorities to implement government amendments to the regulations regarding the taking of Leave of Absence in term-time, which has been in force from the 1st September 2013. The new law gives no entitlement to parents to

take their child on holiday during term time.

Headteachers would not be expected to class any term time holiday as exceptional.

Therefore Headteachers will only be able to grant leave of absence in exceptional circumstances and this is solely at the discretion of the Headteacher.

No parent/carer can demand leave of absence as of right. The Education Regulations state that applications must be made in advance by a parent/carer with whom the child lives and can only be authorised by the school in exceptional circumstances. Each leave application is considered individually by the school taking into account any factors presented by the family. Application forms are available from the office or from the 'Filing Cabinet' on the school website.

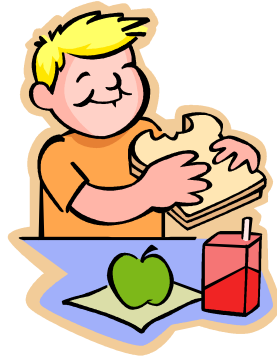
Please could we ask parents to take this notice very seriously, the rules are quite stringent and we do not want to cause upset or offence by declining applications. To help you plan well in advance and hopefully result in less requests being made, the next 2 years' term dates are available on the 'Filing Cabinet' page of our website.

Medication/First Aid

If your child has a long term medical condition or any allergies, please let us know the details as soon as possible. Preventative medication such as inhalers may be brought to school and we can only administer medicines if it is a prescription. If your child becomes ill or has an accident at school, your child will be given first aid and it will be recorded. We will contact you as soon as possible if we have any concerns about their injury.

School dinners

All our meals are made at school- we have a fantastic cook who makes a great variety of interesting dishes. The menus for each week are placed in our cloakroom area as well as the school website and the children can choose what they would like.



School Council

We have a very active school. Each class elects a representative and they attend regular meetings to discuss all sorts of issues affecting life in the school and plan many new initiatives to make Riverside an even better place to work and play!

They are encouraged to consult with their class and report back to the council. The Reception representatives are elected in the Spring term and take a full role in the council.

Other members of the Council include Mrs Wyatt, our Learning Mentor, Mr Yapp, the Head teacher, the Chair of Governors, and Miss Elmy

School Council at our
a school council repre-
tend regular

What does a day look like?

After the welcome activity, we will talk together about the structure of the day, what we are learning about in our focus groups as well what is available in our independent provision areas.

Then your child will have opportunities to learn independently, as well taking part in structured focus activities with an adult.

Your child's progress is tracked in detail through observations, photos and detailed notes from whole class, small group or individual focus activities. Our planning reflects where your child is in terms of their progress and the next steps are identified.

We have regular opportunities to learn together with both classes having shared access to outdoors as well as our indoor shared area, and a turn in the ICT suite.

Each half term, there will be a sports activity week, where the children will have lots of opportunities to develop their skills in a variety of focussed sports sessions. There are also daily opportunities to develop physical skills outdoors.

Reception classes attend daily assemblies in the hall or the link.

The children join in the main playtimes in the morning and afternoon.

At the end of the day, we enjoy daily story times together.



The EYFS Framework

The EYFS Framework explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children would mostly develop the **3 prime areas** first. These are:

Personal, social and emotional development;

Communication and language; and

Physical development.

These prime areas are those most essential for your child's healthy development and future learning.

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

Literacy;

Mathematics;

Understanding the world; and

Expressive arts and design.

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

Activities may be 'structured activities' led by adults or they may be spontaneous and self-chosen. The resources in all areas are carefully selected and their use carefully planned to encourage children to progress and to offer appropriate activities for all children who will, at any one time, be at different stages of learning.

Some Information about the Seven Early Years Foundation Stage Areas of Learning

Personal, social and emotional development

Within this area of learning we will be looking at how your child develops:

Making relationships

Self-confidence and self-awareness

Managing feelings and behaviour

- Their attitude towards other children and adults (social development)
- Their ability to concentrate and get involved in lots of different activities (dispositions and attitudes)
- Their feelings about themselves and how other people feel at different times in their lives (emotional development)

This links in with Religious Education (R.E.) It allows the children to find out who they are, where they fit in and to learn how to feel good about themselves.

You can help your child at home by:

- Encouraging your child to get dressed and undressed themselves.
- Encouraging your child to put their own coats and shoes on and take them off (including zips, buttons and buckles)
- Encouraging your child to be independent at meal times (so that they feel confident in the dining hall)
- Showing your child how important it is to wash their hands after going to the toilet and before meal times (so your child knows how important it is to keep clean as part of the school routine).
- Encouraging your child to take turns when playing games with adults or other children.



Communication and Language

Listening and attention Understanding Speaking

Within this area of learning we will be looking at how your child:

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention - still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own **choice of activities**)
- **Maintains attention, concentrates and sits quietly during appropriate activity.**
- **Two-channelled attention - can listen and do for short span.**

You can help your child at home by:

Model being a listener by listening to children and taking account of what they say in your responses to them.

- Cue children, particularly those with communication difficulties, into a change of conversation, e.g. 'Now we are going to talk about...'
- For those children who find it difficult to 'listen and do', say their name before giving an instruction or asking a question.
- Share rhymes, books and stories from many cultures, sometimes using languages other than English,
- Introduce 'rhyme time' bags containing books to take home and involve parents in rhymes and singing games.
- Play games which involve listening for a signal, such as 'Simon Says', and use 'ready, steady...go!'



Physical Development

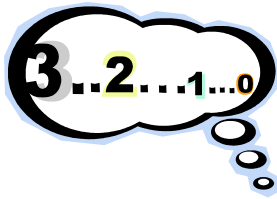
In this area of learning we will be looking at :

Moving and handling Health and self-care

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.
- **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.**

You can help your child at home by.

- Acknowledge and encourage children's efforts to manage their personal needs, and to use and return resources appropriately.
- Promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health.
- Be sensitive to varying family expectations and life patterns when encouraging thinking about health.
- Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler.



Mathematical Development

Within this area of learning we will be looking at your child's:

- number and counting skills e.g. recognising and saying the numbers 1-9, counting groups of objects.
- calculating e.g. respond to and use words such as: more, less, bigger, smaller, take away, plus, minus etc.
- talk about shapes, space and measures e.g. naming 2D shapes (circle, triangle, square, rectangle) and 3D shapes (sphere, cube, cuboid, cylinder), using shapes to draw pictures, comparing the weight and height of different objects.
- use of their mathematical skills and apply them when solving real life problems e.g. There are 4 people and 2 forks. How many more forks do we need?

You can help your child at home by:

- Getting your child to count different objects e.g. Counting the knives and forks etc when setting the table
- Encouraging your child to recognise numbers in different places e.g. car number plates and in the supermarket
- Pretending to write numbers in the air using large actions
- Saying number names (1, 2, 3, 4, 5, 6, 7, 8, 9, 10) in order while you are doing an activity e.g. laying the table, climbing the stairs.
- Reading lots of books with numbers and shapes in
- Cooking with your child to practice weighing
- Asking them lots of questions to help them use and apply their number skills e.g. I have got 2 cakes and 3 people would like one? Do we have enough cakes?
- At home, your child can show the numerals that they recognise by using toys with numbers on them like a till or a telephone.

Literacy

Within this area of learning we will be looking at your child's:

- Speaking and listening skills
- Letters and sounds knowledge-Whether they can hear, say and match the letter sounds to the letter shape. Moving onto saying the sounds that they can hear in words e.g. c-a-t is cat, d-o-g is dog (Linking sounds and Letters)
- Reading skills i.e. recognising some words, knowing that words



Literacy

Reading
Writing

at Within this area of learning we will be looking at your child's:

- Speaking and listening skills (Language for communication and thinking)
- Letters and sounds knowledge-Whether they can hear, say and match the letter sounds to the letter shape. Moving onto saying the sounds that they can hear in words e.g. c-a-t is cat, d-o-g is dog (Linking sounds and Letters)
- Reading skills i.e. recognising some words, knowing that words are read from left to right and top to bottom etc
- Writing skills i.e. writing for different reasons e.g. list, letter, invitation etc. When children are developing their writing skills they go through different stages. The first stages will include: making marks, using jumbled letters, then using some sounds correctly and sounding out to spell each word. Each stage is very important and helps them to move on.

You can help your child at home by:

- Reading lots of books with your child and point to each word as you read with them
- Playing games e.g. I spy. This will give your child the time to think and talk about what letter different objects start with
- Practice lots of mark making using pens, pencils, crayons, paints etc
- Practice doing the letter sounds with the correct actions (the letter sounds with a picture of the action will be sent home as they are taught)
- Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.
- Demonstrate writing so that children can see spelling in action.

Understanding the World



People and communi-
The world

ties

Technology

Within this area of learning we will be looking at how your child:

- talks 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.
- Looks closely at similarities, differences, patterns and change.
- Knows that information can be retrieved from computers
- Completes a simple program on a computer

You can help your child at home by:

- Encourage children to speculate on the reasons why things happen or how things work.
- Support children to coordinate actions to use technology, for example, call a telephone number.
- Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.
- Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice.
- Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.
- Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.

Expressive Arts and Design Exploring and using media and materials
Being imaginative



Expressive Arts and Design

Exploring and using media and materials
Being imaginative

Within this area of learning we will be looking at how your child:

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects tools and techniques needed to shape, assemble and join materials they are using
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose..

You can help your child at home by:

- Help children communicate through their bodies by encouraging expressive movement linked to their imaginative ideas.
- Introduce descriptive language to support children, for example, 'rustle' and 'shuffle'.
- Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust.



Starting full time school can be a big change for all the family. If you have any worries or questions at any time, please do not hesitate to get in touch with us.

If you have any spare time and would like to help us at school, come and talk to us- we would love to work with you in and around the classroom!

