

# Welcome to Reception at



We hope that this booklet and the welcome videos which will be posted on our website <https://www.treverbryn.org.uk/web> will help with the process of settling children and parents into our school community. We will be glad to answer any further questions not covered in this booklet. You will soon receive a phone call from your child's new Reception class teacher with further information. You can also email us on [hello@treverbryn.org.uk](mailto:hello@treverbryn.org.uk)

The time your child spends in school up until the end of the Reception year is known as the **Early Years Foundation Stage**. This year, our Foundation Stage children are split between two classes. Both classes will have a mix of Reception and Year 1 children.

**Menabilly Class:** [Mrs. Kearton](#) is the class teacher. [Mrs. O'Mahony](#) and [Mrs. McToldridge](#) are the teaching assistants.

**Porthpean Class:** We have two teachers who job share throughout the week, [Mrs. Cameron](#) and [Mrs. Robins](#). Mrs. Cameron is the Early Years Foundation Stage Leader at Treverbryn Academy. The teaching assistant is [Ms. Bredin](#).

At Treverbyn Academy, we aim to give children the best possible start to life, a secure foundation that their learning can be built upon. Children are born ready, able and eager to learn. We aim to promote their learning in our warm, caring and safe environment.

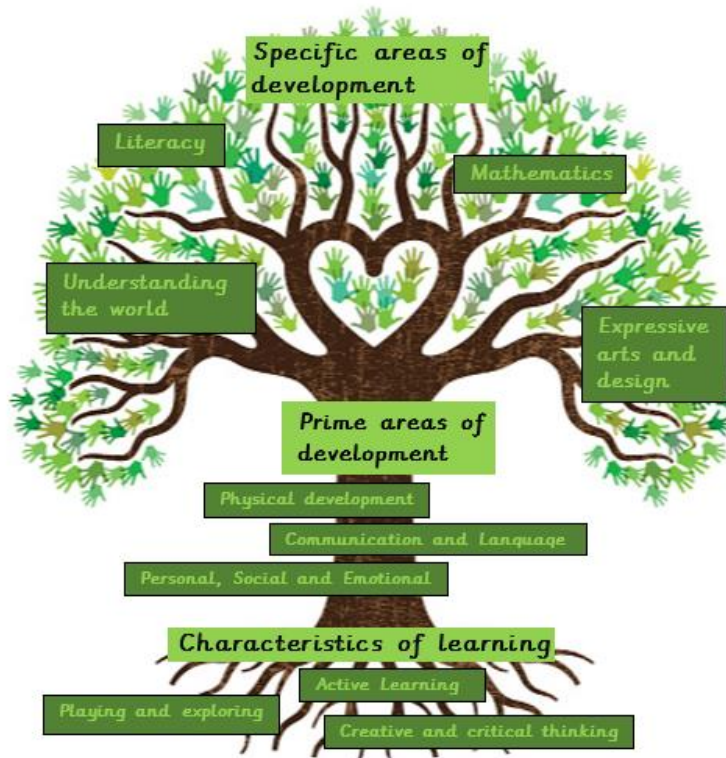
We recognise that every child is unique, we aim to support and scaffold their learning so they are resilient, capable, confident and can become independent learners. We strive constantly to ensure that children develop positive relationships with each other and other members of our school community. We encourage learning through the use of high quality, stimulating resources within an enabling environment both inside and outside.

## **Introduction to the Early Years Foundation Stage (Birth – end of Reception year)**

There are four guiding principles that shape practice in early years settings:-

- ❖ Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- ❖ Children learn to be strong and independent through **positive relationships**.
- ❖ Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/ or carers.
- ❖ **Learning and development:** Children develop and learn in different ways and at different rates.

There are seven areas of learning and development in the Early Years Foundation stage, three prime areas and four specific areas. All the areas of learning are important and interconnected.



Each of these areas can then be broken down further:

Prime Areas	
Area of Learning & Development	Aspect
Personal, Social & Emotional Development	Making Relationships
	Self-Confidence & Self-Awareness
	Managing Feelings & Behaviour
Communication & Language	Listening & Attention
	Understanding
	Speaking
Physical Development	Moving & Handling
	Health & Self-Care

Specific Areas	
Area of Learning & Development	Aspect
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, Space & Measure
Understanding the World	People & Communities
	The World
	Technology
Expressive Arts & Design	Exploring & using Media & Materials
	Being Imaginative

Playing & Exploring ~ Engagement
Finding out & exploring
Playing with what they know
Being willing to 'have a go'

Active Learning ~ Motivation
Being involved & concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating & Thinking Critically ~ Thinking
Having their own ideas
Making links
Choosing ways to do things

## ***Personal, Social & Emotional Development***

One of the most important things that your child will learn at school is how to work with others. Before starting school, they will already have begun to share toys with siblings and friends. At school they will have to share not just toys and equipment, but the attention of the teacher and other staff. This means developing sensitivity to others, learning to take turns, listening, but also being able to express their own needs and thoughts.

We try to encourage children to be considerate and caring towards others and towards the school environment. We expect them to develop responsibility for their own belongings and for classroom equipment. We encourage them to organise themselves and to tidy up after activities—just as they would at home. Please support your child by ensuring that their uniforms and belongings are all labelled with their name.

We also expect that when they start school, they will generally be able to take care of their physical needs independently: be able to dress themselves, go to the toilet, flush it and wash their hands, be able to use a knife, fork and spoon.

## ***Communication, Language and Literacy***

Talking is our main means of communication and talking with children is one of the most valuable activities we can provide for them. Through conversations with adults, children learn about the world and about language itself. They also learn a lot about language through rhymes and songs.

Reading and writing are other forms of communication taught in school. Most of us learned to read and write so long ago that we rarely remember how we did it. In fact, there are a whole host of skills that a child needs before he/she can begin to read or write. Eyes have to pick up small differences in letters (for example, between p, d, b). Ears need to hear separate sounds in words and often the difference between these sounds is very small (try saying the sounds made by the letters t and

d). This is called discrimination. We use puzzles and matching games to encourage careful discrimination by looking.

We encourage ears to hear sounds in words through rhymes and by playing games which split words up in different ways. Gradually eyes notice smaller and smaller differences, ears begin to hear finer and finer sounds and the teaching of letter sounds or phonics can begin.

Children also need a lot of hand control before they are able to write for themselves (Please see the section on Physical Development). As hand control develops, your child will be taught the correct way to form lower case letters. We encourage children to 'have a go' at writing right from the very beginning. Their earliest writing may look like scribbles or random marks, but as they gain confidence in their knowledge of letter sounds, letter patterns and words will become apparent. Children are also introduced to the correct way to spell common words to encourage them to develop knowledge of correct spellings.





## ***Physical Development***

There are two aspects to this area:

- Fine motor skills are the small, fiddly movements with the hands, which are needed to manipulate tools such as pencils, scissors and paintbrushes. These are developed through a variety of activities which include construction toys, playdough, threading and tracing.
- Gross motor skills are all the movements you would expect to use in P.E., plus riding bikes, scooters, using the climbing frame and large play equipment. These develop the children's spatial awareness, agility and helps to keep them healthy.



## **Mathematics**

We all know that maths involves learning to count and to match the number to the correct number of times or objects, but 'number work' is only one aspect of the maths your child will be doing at school.

In the early stages, children need to sort items into groups based on similar features such as shape or colour. They also make patterns, learn the appropriate words to compare items (long/short, light/heavy, more/less etc.) and undertake comparisons by observing, feeling, weighing and measuring. Children need plenty of experience of doing and talking about what they have done to provide a sound foundation for later work.



## **Understanding the World**

This aspect encompasses Science, History, Geography, ICT and R.E. It starts with the child's own experience of the world and aims to gradually broaden their view. For example, they may be searching for mini-beasts, melting ice-cubes, playing with Victorian toys, making soup or designing boats for the water tray. Children will be exploring and describing similarities, differences, growth and changes.





## ***Expressive arts and design***

This aspect of the curriculum includes Dance, Music, Art, and imaginary play activities. Children will be listening and moving to music, singing, exploring musical instruments, painting, drawing and modelling. They will also be playing imaginatively in the role play area. This area is set up differently throughout the year. For example, it may be a house, castle or café.



## The School Day

Your child's day will be organised to reflect each of these areas equally, often through a topic or theme. Children will mainly learn through practical activities, as studies show that this is the most effective way for young children to learn. It may appear that they are spending most of their time 'just playing', but it is important to realise that their time in school is carefully planned. Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others. Children will also have more structured times to their day which are often adult initiated and/or adult led, e.g phonics and carpet times.

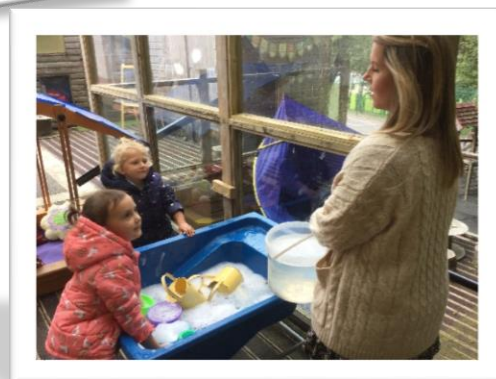
8.40am – 8.50am - Classroom doors are open

8:50am- Register, learning begins

12:00- Lunch time

1:00pm- Afternoon begins and register is taken

3:10pm- School day finishes



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

We know that a strong partnership between parents, carers and staff at school is crucial to children's success.

~ As soon as your child starts school, we will start keeping a record of their Learning Journey, through an online programme called 'Tapestry'. This is where we record observations of what they can do in relation to each of the seven areas of learning (listed above).

~ Your child's Learning Journey will be available for you to access online and we would really like it if you could contribute to this by adding photos or comments about things your child does at home. This gives us a complete picture of what your child can do.

~ Before your child starts school (by the end of June if possible), we ask that you register your child for a Tapestry account through [this link](#) (even if your child already has a Tapestry account at nursery).

~ We will continue to assess your child, through everyday class activities. Their progress will be assessed against the Foundation Stage Profile.

~ During the year there will be opportunities for you to come into school and discuss your child's progress, both at formal parents' evenings and informally with the class teachers.

~ You will also receive a written report at the end of the Reception year. If you have any concerns about your child, please let the class teacher(s) know as soon as possible.

## How we keep in touch with you

- On Friday we email our weekly school newsletter to you. Please provide us with an email address on the admissions form.
- Our school website at <https://www.treverbyn.org.uk/web>.
- Our Facebook page: Treverbyn Academy
- Book bag post & notices in class windows & doors

## How you can keep in touch with us

- Telephone: 01726 850503
- Email: [hello@treverbyn.org.uk](mailto:hello@treverbyn.org.uk)
- Clicking the [contact link](#) on our website
- Staff are available for brief conversations at the classroom door or an appointment can be made through the office if you would like a longer conversation with the teacher or a senior member of staff.



## Phonics and Reading

We are passionate about reading at Treverbyn Academy and aim to instill a love of reading in our children.

Your child will be given a Treverbyn book bag when they start school. The children have a phonics (sounds) session taught daily. Phonic sounds will be sent home for you to practice with your child every night.

When your child is confident with their first set of sounds, we will send home a set of key words to learn. Most of the words are phonetic and your child can use their phonic sounds to help them 'sound them out'. However, as we know not all words are phonetic, there is a list common exception words, which are printed in red so they are easily recognisable.

Reading books are changed twice a week, on a Monday and Thursday. Every time you read to or with your child please comment in their reading record book. We will do the same, highlighting with any areas of development we can work on together. The reading record book is a home school link and a way of communicating with your child's class teacher about how your child has managed their phonics, words and book.

*Is there a particular word they are stuck on? Did they enjoy the story? Did they use their sounds to work out words? Did they talk about the pictures?*

Your child needs to bring their book bag to school every day with their phonic book, words and reading book and reading record inside.

### A Book Snuggle Day



## **Preparing for Reception at Treverbyn Academy**

As your child settles into school life, they have to come to terms with leaving you and also learn about their new environment. Advance preparation can make the separation much easier. It helps if you talk about Reception in a positive manner – all the fun activities that will be on offer and all of the new friends that they will make.

It helps if children can recognise their name on their peg and simple things like having their favourite character on their bag and water bottle can help them find their belongings. Being able to put their own coat and shoes on can help relieve anxiety.

If your child is unsettled when they arrive at school a member of staff will be available to look after and reassure them. We will then encourage parents to say goodbye and then to contact us. From experience, the quicker you leave the less upsetting it is for children. A quick goodbye is less painful than extra hugs and kisses.

## **All About Me Box**

On the week your child starts school, please provide a decorated shoe box containing photographs, objects and artefacts that are important to them. This will help us to get to know your child and support the settling in process. These will be returned to you during the end of the first half term.



## What does my child need for school?

### **Uniform:**

Below is our compulsory school uniform. The majority of the school uniform can be purchased from local shops and supermarkets. However the school jumper or cardigan can only be ordered from

<http://www.cornwallscreenprint.co.uk/Schoolwear.php>

Winter uniform	Summer uniform <i>As Winter OR</i>
White polo shirt / shirt / blouse	
Grey/ black skirt or pinafore dress Dark grey/ black trousers (no leggings)	Blue and white striped or checked dress Black / dark grey shorts
Plain grey/ white/ black socks or tights  Flat, smart black shoes or smart black trainers with no markings/ other colours (no open-toed shoes) <i>School shoes should be suitable for both indoors and active play outdoors</i>	
Blue school jumper, cardigan or fleece	

To enable children to become more independent with going to the toilet, we ask parents to dress their child in trousers that do not need a belt. Elasticated waists are preferable and are easier to pull up and down. In the Early Years we have a no laces policy and request that your child wears shoes with velcro straps, again for independence.

**PE kit:**

This needs to be in a small rucksack which stays at school until it is sent home half termly for washing. Children will need black shorts (and track suit bottoms in the winter if you wish) trainers and a white t shirt.

**Change of Clothes:** Please provide a spare set of clothing for your child, including a pair of school trousers/leggings, a white t-shirt and two sets of pants and socks. These can be put inside a plastic carrier bag inside their PE rucksack.

**Waterproofs and welly boots:** Please provide a pair of wellington boots and waterproof trousers and coats (which stay at school) for your child so they can access the curriculum in the outside area. Please write your child's name clearly on these.

**Water Bottle:** Children learn best when they are hydrated! Please fill your child's water bottle with cool water each morning and we will replenish as needed throughout the day.

**It is very much appreciated when all school clothing is clearly labelled including shoes - all school sweatshirts and shoes look alike!**

**The wearing of jewellery, other than stud earrings is not permitted.**

**School Meals**

Reception children are all entitled to a free school meal and menus will be accessible in the Autumn Term. Each day there is a choice of hot meals, jacket potatoes or sandwiches. However, if you would prefer to provide your own packed lunch please ensure that it is in a clearly labelled lunchbox. Please ensure that packed lunches are healthy and balanced.

## **Snack Time**

In reception we have a morning social snack time, where the children have access to a piece of fruit and a choice of other healthy prepared snacks. Snack is a voluntary £1 a week or can be paid monthly/termly to be given to the class teacher in a named sealed envelope. This will also cover our costs for cooking activities. Please let us know if we should be aware of any food allergies or specific dietary requirements that your child may have on their medical form.

## **Toys**

Please discourage your child from bringing toys to school. They can cause disputes and children can become distressed if they are damaged or lost. Personal toys also hinder children from accessing the activities provided at school.

## **Sun Protection**

On appropriate days, please send your child to school with a named sun hat and wearing a factor 50 sun cream. You can send the sun cream to school for reapplication before lunch time.

## **Head Lice**

Head lice is inevitable and nothing to be embarrassed about. Wet combing your child's conditioned hair with a nit comb will help you spot them. There are a number of effective preventions and treatments available from chemists or online. Please come and see us if you have any concerns.

## **Security**

***Please tell the class teacher or phone the school office if your child is to be collected by a different adult to normal.***

Children are not allowed to leave the classroom until the appropriate adult is present.

For security reasons, if a different person is collecting your child and you have not informed the office or the class teacher, we will phone you to check if this is okay before letting your child go. We also operate a password system in Reception and you should only give this password to the people you have agreed can pick up your child.

If you need to take your child out of school during the school day, please report to the staff at the school office who will arrange for your child to be collected from the classroom. When returning children to school, the system is reversed. Please report to the school office, do not take your child directly to the classroom. The children need to be signed in and out on these occasions.

**If there are any changes in home circumstances which may affect how your child behaves in school, please let us know. Any information you give us is treated with the strictest confidence. Often we can help children more effectively if we are prepared.**

## First aid and medicine

All staff members are qualified first aiders and all playtimes are supervised. However, accidents can and do occur. We have strict procedures and staff are trained to deal with minor injuries. In serious cases, parents or emergency contacts will immediately be contacted so children can be taken to their doctor or hospital. All accidents are recorded and a note is sent home.

If your child is taken ill and needs to be at home, or the injury needs further medical advice, you, or someone designated by you, would be telephoned immediately. **Please ensure that your contact numbers are always up to date.**

Children who have had an upset stomach (vomiting and/or diarrhea) need to be absent for 48 hours after their last incident.

Medicines cannot be administered by staff unless they have been prescribed for your child by a doctor, dentist or nurse (medicines containing aspirin/paracetamol should only be given if prescribed by a doctor).

You will need to complete a school form prior to this.

**Children on special medication such as inhalers will have special arrangements made for them. Again, a medical form will need to be filled in.**

## **Check list**

**Wellington boots**

**Waterproofs (Separate coat and trousers)**

**Water bottle**

**Ruck sack with spare clothes and PE kit**

**All about Me Box**

**Remember to label all clothes with your child's name, including wellington boots, waterproofs, bags and shoes**

