



Stokenchurch Primary School and Nursery

RECEPTION 2024-2025

www.stokenchurchprimary.co.uk

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An engaging, exciting environment offering an enriched learning experience for all children.

Dedicated, passionate Early Years staff.



Top Tips for Starting School

- Diet and sleep are crucial – developing children use lots of energy in new situations and they will often emerge ‘starving’... having an energy boosting snack can really help at the end of the school day.
- Be aware of your emotions – children pick up on parents’ anxieties so keep this new experience positive and upbeat... we have a swift kiss/cuddle goodbye policy so please adhere to this.
- Check your child’s bag daily – we will be aiming to send ParentMails as much as we can but sometimes that is not always possible.
- Label everything – as teachers we try our best to be superhuman but matching up unnamed jumpers with the right owner at the end of a busy day is virtually impossible!
- Give your child time to talk at the end of the day – some children will readily share with you, others may take time. Don’t put too much pressure on them. They’ll tell you about the important things to them at some point.
- Put your phone away – your child needs you to be attentive to them when you pick them up. Boost their confidence by taking an interest.
- Be prepared for ups and downs – sometimes your child will bounce out of school full of enthusiasm and energy and at other times they may seem tired, withdrawn or sad. Try not to panic if your child appears to be struggling, getting used to school is a steep learning curve. Talk to us if you are concerned but keep in mind that teething problems are completely normal.
- Obey the sickness policy – especially at this time. If you are having to give Calpol your child is NOT well enough for school. Bugs spread like wildfire so please be considerate to others.
- Teach them to wipe their own bottoms – no more needed on this!
- Dummy? What dummy? At this age your child’s speech is really developing and a dummy can have a significant impact on pronunciation.
- Enjoy the adventure!



THE EARLY YEARS FOUNDATION STAGE EXPLAINED

“The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old to ensure that children learn and develop well, and are kept healthy and safe.

It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

There are seven areas of learning in the EYFS Curriculum



All areas of learning and development are **equally important** and inter-connected. We are here to help shape well-rounded children.

The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all inter-connected.

Different elements of learning are identified in the EYFS, to make the complex picture of learning clearer. The ways in which a child engages with other people and their environment underpins their learning and development across all areas of the curriculum and supports them to become an effective and motivated learner.



OBSERVATIONS AND ASSESSMENTS

- Our staff spend quality time building relationships with your children through high quality interactions and purposeful play that develops their skills and extends their knowledge and understanding.
- We use our experience and knowledge to monitor the children's learning and complete a 'teacher judgement' assessment against all of the areas of the curriculum each half term.
 - This informs planning, interventions and any other support needed.
 - Our continuous provision allows for staff to have quality, extended conversations about their ideas, feelings, emotions and their learning.
 - Helping to develop and extend their vocabulary,
 - Inspires them to build and maintain friendships
- As a school we use Twinkl Phonics, synthetic systematic Phonics scheme which teaches all pupils how to read and write.
 - Robust tracking ensures every child's progression is monitored.
 - Reliable intervention programmes for those who need a boost and for children who are ready to be challenged.
 - Supports progression into the National Curriculum in Key Stage 1



RECEPTION BASELINE ASSESSMENT

An age-appropriate assessment of early mathematics and early literacy, communication and language.

EARLY LEARNING GOALS

There are 17 Early Learning Goals, which set out the expected level of attainment at the end of the EYFS.



Tapestry is a secure online Learning Journal we use across the Early Years and into KS1.

It records photos, observations and comments, in line with the Early Years Foundation Stage curriculum.

A learning blog including photographs and key moments will be shared with you each week.



EARLY YEARS FOUNDATION STAGE PROFILE

At the end of Reception, the EYFS Profile is completed for each child and a best fit teacher judgement against each of the 17 Early Learning Goals within the seven areas of learning is made. We indicate whether children are on track or otherwise. These results are reported to you within the school report issued at the end of the year.

Early Learning Goals			
<p>Communication and Language</p> <p>Listening, Understanding and Responding</p> <ul style="list-style-type: none"> • Listen attentively and respond appropriately to those who have relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in talk and for exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, themes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, objects and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe the similarities and differences between children from different religions, stories, non-fiction texts and films. • Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and other appropriate texts. <p>The Natural World</p> <ul style="list-style-type: none"> • Explain the uses and uses of animals, naming, observation and drawing, patterns of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Personal, Social and Emotional Development</p> <p>Self Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several steps or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, knowing right from wrong and to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. <p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, media and techniques, experimenting with colour, design, texture, form and function. • Show their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Physical Development</p> <p>Fine Motor Skills and Expressive Arts</p> <ul style="list-style-type: none"> • Handle, adjust and recover materials and create with peers and their teacher. • Use a range of well-known nursery rhymes. • Perform songs, rhymes, poems and stories with confidence and before an appropriate audience to receive their feedback. <p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitize (recognise quantities without counting) up to 10. • Automatically recall (without reference to fingers, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 (including double facts). <p>Measurement and Geometry</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising that one quantity is greater than, less than or the same as the other quantity. • Explain and represent patterns within number lines up to 10, including zero and adding, double facts and how quantities can be distributed equally. 	<p>Physical Development</p> <p>Communication and Language</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Literacy</p> <p>Communication</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been said through exploring stories and narratives during their own work and recently introduced vocabulary. • Articulate (where appropriate) key events in stories. • Use and understand accurately rhymical language during discussions about stories, non-fiction, poems and plays and during play. <p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonics knowledge by sounding-blending. • Read and write simple sentences and books that are consistent with their phonics knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> • Write recognizable letters, most of which are consistent with their phonics knowledge. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	

OUR DAILY ROUTINES

A predictable daily work routine provides an orderly framework for children's activities. This allows time for individual, small group and large group activities; with a balance of child-initiated and adult-led time. The children across Early Years are given the opportunity to:

- try things out for themselves
- discover new ideas
- achieve goals they have set for themselves
- get involved and really embed the skills they are taught during teacher-led learning.

Here is an example of the current timetable that is in place in Reception.

Timings	Alder	Ash
8:40-9am	Morning Task/ Register	Morning Task/ Register
9-9:30am	Snack & Story	Snack & Story
9:30-10am	Mrs P's Phonics Group	Miss F's Phonics Group
	Level 2 Group in Pod	
10-10:25am	Inside Provision	Outside Provision
10:25-10:50am	Outside Provision	Inside Provision
10:50-11am	Tidy Up	Tidy Up
11-11:20am	Maths	Maths
11:20-11:30am	Get ready for lunch	Get ready for lunch
11:30-12:30pm	LUNCH	
12:30-12:50pm	Register/ Dough Disco	Register/ Dough Disco
12:50-1:20pm	KAPOW Input	KAPOW Input
1:20-2:00pm	Inside Provision	Outside Provision
2-2:40pm	Outside Provision	Inside Provision
2:40-2:50pm	Tidy Up	Tidy Up
2:50-3:10pm	Milk/ Story/ Get ready	Milk/ Story/ Get ready
3:15pm	HOME TIME	

LEARNING/WORK TIME

During learning/work time staff actively observe and support children in learning new skills and exploring new materials. To encourage children's self-reliance and purposeful play, our space is divided into areas. Each is stocked with a variety of materials, equipment and tools. These areas are well organised, labelled and accessible to the children so that they may all work in them independently. Children learn best in an environment which is stimulating but ordered, one in which they can make choices and then follow them through. Our room arrangement is designed to encourage both social interaction and solitary play and to provide comfortable spaces for both individual and group activities.



Our Early Years Curriculum at Stokenchurch

Our curriculum reflects the needs of the children in our school. We have used our knowledge and understanding of the children's backgrounds and experiences to develop goals that will ensure the children leave Early Years as **HAPPY VALUED CURIOUS AMBITIOUS TOLERANT RESPECTFUL CONFIDENT CONSIDERATE INDEPENDENT RESILIENT ENTHUSIASTIC SUCCESSFUL** learners. Our curriculum has been developed using the Development Matters and Birth to Five guidance documents.



EYFS Curriculum Topics

linking with our school values



Whilst our overarching themes are set each half-term we are always adapting and reflecting on the planning to ensure the children are motivated and inspired to learn, therefore our topics may develop or change to meet the children's needs and curiosity.



Autumn Term	
T1 HAPPY & VALUED	T2 CURIOUS & AMBITIOUS
Marvellous Me	



Spring Term	
T3 TOLERANT & RESPECTFUL	T4 CONFIDENT & CONSIDERATE
Down in the Woods Everyday Superheroes	



Summer Term	
T5 INDEPENDENT & RESILIENT	T6 ENTHUSIASTIC & SUCCESSFUL
The World Around Me On Our Way	

Our Topics are underpinned by high quality key texts which support the children to broaden their vocabulary and become confident in sharing their ideas, listening and responding and becoming amazing story-tellers. Our continuous provision offers a wide variety of cross-curricular activities that link with our theme, key text and taught skills.



SPECIAL EDUCATIONAL NEEDS

Support is provided for children with Special Educational Needs through the adaptation or use of additional resources, intervention groups and personalised learning which support any specific identified need. If you would like to discuss any concerns you have about your child, please contact our Special Educational Needs Coordinators using the following email address:

senco@stokenchurchprimary.bucks.sch.uk



MANAGING BEHAVIOUR

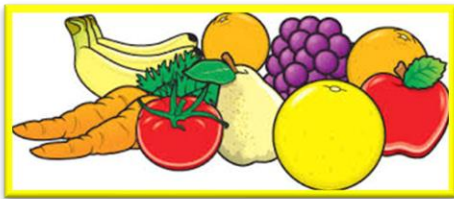
Behaviour at **STOKENCHURCH** is outstanding and our expectations of every child to follow our golden rules and be **READY, RESPECTFUL** and **SAFE** at all times are paramount.

How do we achieve and maintain this?

- Having strong values that are regularly reinforced by all
- Being very clear and consistent with our expectations
- Remaining positive with and listening to the children
- Using positive rewards regularly (praise, housepoints, Golden Folder, messages home, etc.)
- Regular communication with home
- Tackling issues as they arise calmly and effectively.



FRUIT AND MILK



Fruit and milk are provided free of charge for snack time. Fresh milk is delivered daily to the school via Cool Milk Limited. A small charge is set for milk as your child turns five, should you wish your child to receive this please register directly with Cool Milk, either online at www.coolmilk.com

HOT SCHOOL MEALS

We are pleased to be able to offer all our children in Reception a free nutritious hot school meal. Our staff accompany your children to the hall and are able to help them to make food choices, and monitor what they have eaten. Dietary requirements are clearly displayed on the till, ensuring that children always make appropriate choices.

NUT ALLERGIES

Please be aware that we have children in the school who have severe nut allergies. Please ensure that all food sent into school is nut free. Many thanks for your support.

FIRST AID

All teachers have completed a basic first aid course, and each year group has a first aider who has been on a longer three-day course. If your child has any medical condition that requires medication to be administered in school, you must complete a Healthcare Plan, these can be obtained from the school office.



If you would like any further information, please do get in touch via the school office.

office@stokenchurchprimary.bucks.sch.uk



READY RESPECTFUL SAFE

RESILIENT

CURIOUS

CONFIDENT

INDEPENDENT

SUCCESSFUL

