

Tanfield Lea Community
Primary School

Welcome to Reception



Opening Doors, Enriching Lives

2023-2024

*All information in this brochure is correct at time of printing.
Some changes in arrangements may occur throughout the year.*



Opening Doors, Enriching Lives

Children's Charter



For all children at Tanfield Lea Community Primary School, we pledge to offer the following experiences:

EXPERIENCES

- Build a snowman
- Attend a student conference
- Handle animals
- Grow plants
- Try different foods
- Have cooking experiences
- Prepare and go for a picnic
- Attend a sleepover
- Take part in an afternoon tea
- Go sledging
- Have snowball fights
- Attend an extra-curricular club
- Learn basic first aid and life saving skills

ECONOMIC WELLBEING/COMMUNITY

- Have a role of responsibility in school
- Meet professionals from a range of careers
- Raise money for charity and for the school
- Reach out to the community
- Take part in an election
- Litter pick
- Deliver a Christmas and Easter Service
- Become an Anti-Bullying Champion
- Make links with people of different faiths
- Take part in an enterprise project

SPORTS

- Experience and participate in new sports
- Go climbing
- Learn to swim
- Learn to ride a bike and scooter
- Go to a sporting event
- Experience disability sports
- Meet a local sports person
- Represent the school in a sporting event

LITERACY/SPEAKING AND LISTENING

- Experience a wide range of quality literature
- Select books for the library
- Write a letter to someone outside of school
- Publish a story, article or poem
- Meet an author
- Be a spokesperson
- Take part in a debate
- Discuss current affairs
- Recite a poem
- Prepare and deliver a presentation to adults

OUTDOOR LEARNING

- Get muddy
- Learn to orienteer
- Take part in water sports
- Walk on a mountain
- Build a den
- Go on a water slide
- Learn to canoe
- Go on a bike ride
- Walk in the woods
- Take calculated risks
- Experience creativity in the outdoors

COMPUTER/TECHNOLOGY

- Send an email
- Hold a video call
- Publish something online
- Programme a robot
- Design and make a computer game using coding
- Learn to stay safe online

MATHEMATICAL OPPORTUNITIES

- Take part in a maths competition
- Experience maths in the real world
- Handle money
- Visit a shop and spend some money

TRIPS/VISITS

- Visit a farm
- Visit the local area
- Visit a local business
- Visit historical sites
- Visit a museum/art gallery
- Visit a city
- Visit the beach and go in the sea
- Go on a residential visit

ARTS/CREATIVITY

- Dance at a disco
- Watch a show at the theatre
- Be part of a performance to parents
- Play a musical instrument
- Go carol singing
- Watch live music/performance
- Perform on a big stage
- Learn to sew
- Display own work in an art exhibition

Through all of these experiences, we will develop a Growth Mindset, showing resilience and determination and believing in the 'Power of Yet'.

If you haven't already seen it here is the link for our Reception video...



<https://www.youtube.com/watch?v=cNsqM-YzPZg&t=1s>

This can also be accessed from the home page of the school website.



Opening Doors, Enriching Lives

TANFIELD LEA COMMUNITY
PRIMARY SCHOOL
Tanfield Lea
Stanley
Co Durham
DH9 9LU

Telephone No: 01207 234500

Fax No: 01207 238714

E-mail address: tanfieldlea@durhamlearning.net

Web address: www.tanfieldlea-primary.durham.sch.uk



@TanfieldPrimary

Head Teacher : Miss K Hemmings

Deputy Head : Mr M Temple

Early Years Foundation Stage Leader: Mrs A Geach

Contents

- 4 Welcome
- 5 Who is Who in the Early Years?
- 6 Transition to school
- 8 Where to drop off / collect your child
- 9 Keeping Safe
- 10 What will happen on a typical school day?
- 12 Attendance
- 13 School holidays
- 14 Lunchtime arrangements
- 16 Outdoor Play and Learning
- 18 Uniform
- 20 What will your child need to bring to school with them?
- 22 The Foundation Stage Curriculum
- 42 Star of the Week
- 44 Documenting our Learning Journeys
- 46 Stay and Play
- 47 Other ways in which you can help
- 48 Final note from the Early Years Team

Welcome!



We wish to welcome you and your child to Tanfield Lea Community Primary School Early Years Foundation Stage, Reception class.

It is our aim to provide the best possible education for your child. Starting school is a major stepping stone in any child's life and it is our intention to make the transition from home, nursery or Pre-School as smooth as possible.



Reception will be in two classes and your child's Key Worker will be their class teacher. Mrs Geach's class will be referred to as the Dragonflies class and Mrs Sparkes' class the Butterflies class. We will also have Teaching Assistants working with the children in both Reception classes.

Pre-School children share our outdoor learning space and some learning tasks and their lead teacher is Mrs Dunham.

If you haven't already seen it here is the link for our Reception video...

<https://www.youtube.com/watch?v=cNsqM-YzPZg&t=1s>

This can also be accessed from the home page of the school website.

Who is who in the Early Years?

Your child will have most contact with these adults (The Early Years Team).
They work in the unit full time.



Mrs A. Geach
Reception Teacher
and Early Years
Leader



Mrs K. Sparkes
Reception Teacher



Mrs D. Armin
Teaching Assistant



Mrs E. Jackson
Teaching Assistant



Mrs J. Dunham
Pre-School Teacher



Mrs R. Watson
Teaching Assistant



Mrs A. Ashcroft
Teaching Assistant



Mrs V. Jackson
Teaching Assistant

Other adults your child will frequently meet in school....

Miss K. Hemmings, Head Teacher

Mr M. Temple, Deputy Head Teacher

Mrs S. Robson, Play Supervisor

Mrs A. Brotherston, Special Educational Needs Co-ordinator

Mr A. Ashman, Sports Coach

Mrs T. Dixon, Secretary in Main School Office

Mrs L. Robertson, Clerical Assistant and Breakfast Club Leader

Mr P. Mansfield, Behaviour Support Lead

Mr A. Barclay, Caretaker

Mrs L. Ovington, Friends of Tanfield fundraising group

Mrs L. Sabourn, Attendance Officer (works every Wednesday)

Mrs C. O'Malley, School Business Manager

Transition to school

Starting school can be a daunting time for both parents and children. We have various strategies to ensure that your child's transition from Pre-School, nursery or home into school is as smooth as possible.

We like to get to know all about your child before they start school. The more we know the more we can plan for their interests and needs in order to get them settled in and feeling secure in school.

The main educator in you child's life is yourself! You know your child much better than anyone else and we are sure that you will have already provided them with a wealth of love and experience to help your child to develop into a successful learner.

For children who are new to our school we look forward to reading your "All about my child" document so that we can begin to build a picture and gain understanding of each child's individual character and needs. We have contacted other settings that they have previously attended to find out even more and now we are excited to meet your child.

Mrs Geach and Mrs Sparkes already know children who are in the Bumblebees, Caterpillars and Ladybirds at Tanfield Lea Primary Pre- School but look forward to getting to know them better in their Reception year. The teachers will also be working closely with Mrs Dunham to gather information about children who currently attend our Pre-School.

We will use what we know about all of the children to plan activities and interactive displays based on children's interests.

This will be a platform for future learning.



Come and Play!

We'd like to invite all children who will be starting in September into school on Wednesday 21st June. You will have received a letter about this and we really can't wait to meet you!

All children will then start full time in Reception on Monday 4th September. Initially we will invite you into the cloakroom area if needed to ensure that your child is settled.

If you are concerned we welcome telephone calls from parents who need to be reassured that their child is happy playing after their departure.

At home time, it is likely that your child will be very weary, especially in the first few weeks. Be prepared to be extra patient and loving and to spend some time with your child, talking about their new experiences. This will help to give your child a sense of security.



Where to drop off / collect your child

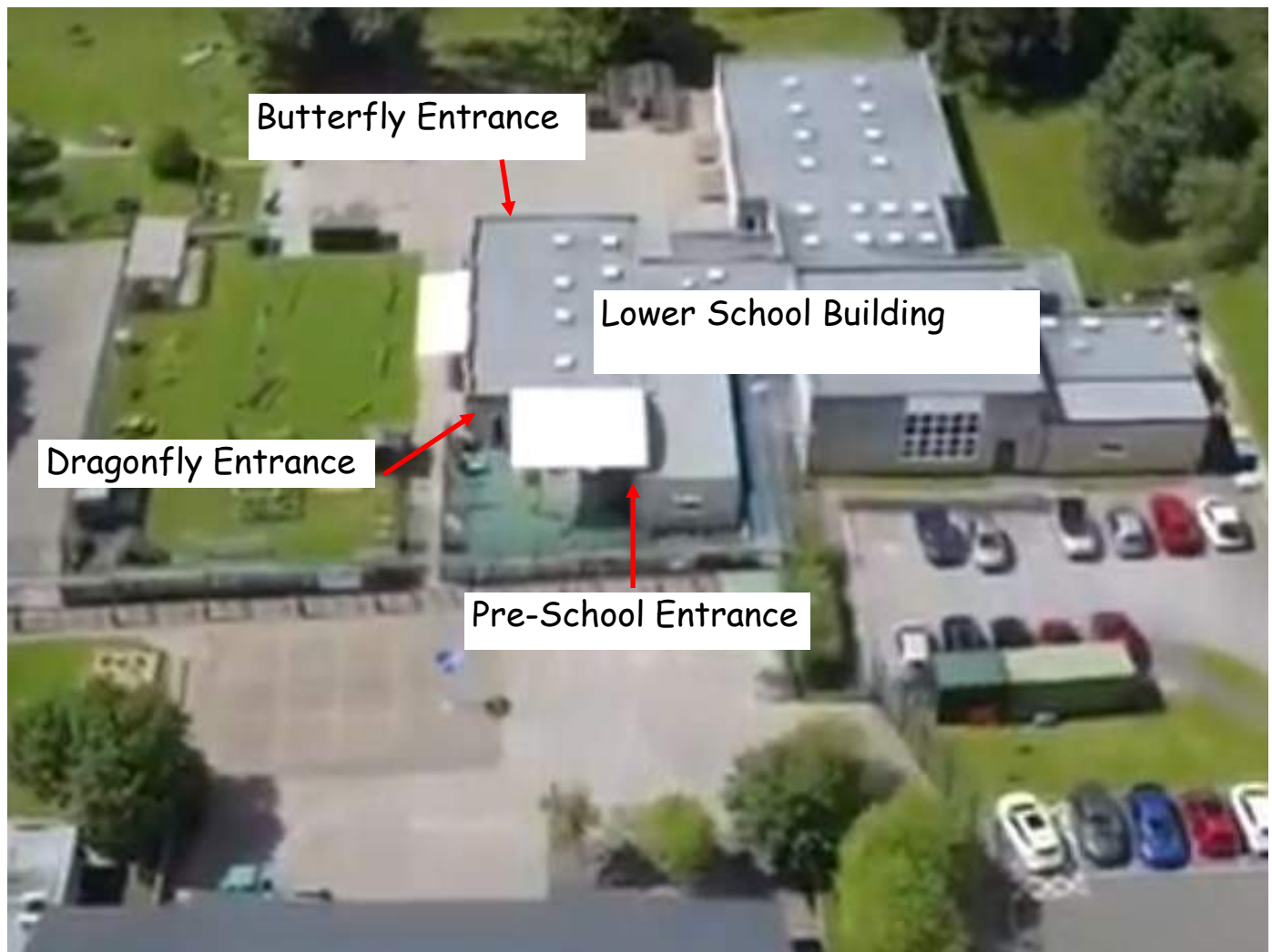
Please use the Pupil Entrance to school at all times.

For children who are going to Breakfast Club please go to the Upper School hall.

Entrance and exit points for the Butterflies and the Dragonflies will be clearly labelled

The Butterflies come into and leave the classroom through the door on lower school yard.

The Dragonflies come into and leave the classroom through the door in the Early Years outdoor area. This is adjacent to the Pre-School entrance.



Keeping Safe

- Children should always be accompanied by a responsible adult at the beginning and end of the school day
- Please bring your child to school via the Pupil Entrance which is clearly signposted off the main footpath and proceed to your child's class entrance
- Please do not bring dogs onto the school site
- Parents and other adults who bring their children to school by car **must not** use the staff car park
- Please note the following practices are hazardous and should be avoided at all times:
 - Parking / stopping on double yellow zigzag lines outside of the school
 - Reversing into driveways and side streets
 - Making u-turns on the main road
 - Parking near the traffic island
 - Parking on the school grounds or entrance ways
 - Driving onto the school site
 - Obstructing access to St Margaret's Terrace and King Edward Terrace

To ensure security the school grounds are locked during the school day between 8.50am and 3.00pm. Access during this time can only be made via the school Main Entrance.

What will happen on a typical school day?

7.50-8.40 Breakfast club (optional)

This operates every day for £2 per day or £8 per week
Please contact the office for more details.



8.40-8.50am

Staggered start to the day and registration

8.50- 9.10am

Catch up with our friends

9.10-9.25am

Whole class carpet session

9.25-11.00am

Structured play and adult-led group activities both indoors and out, fruit and milk.

11.00-11.30 am

Whole class carpet session

11.30-12.30pm

Lunch time

12.30-1.00pm

Whole-class carpet session

1.10-2.30pm

Structured play and adult-led group activities both indoors and out

2.30-3.05pm

Whole-class story and rhymes

3.05pm

End of the day.

At home time please stand at the same place every night away from the door. We aim to get children out as soon as possible; if you have older children in school please collect your Reception child first.

Any children staying for after school care will be taken to the leaders.

Punctuality

We wish all parents to understand that lateness affects your children's education and disrupts that of the other children in class. We expect all children to be in school for the beginning of the session. If your child is going to be late please bring him / her into school as soon as possible via the main entrance. Lateness is recorded and parents who frequently bring children in late will be asked to discuss their difficulties with the Attendance Officer.

We look forward to your support in this matter and in helping to maintain high standards and expectations at our school.

If, for any reason, you are going to be late to collect your child please let us know ASAP. School finishes at 3.05pm. Children who have not been collected will be taken to wait in the after school club and you may be charged for this.

Attendance

At Tanfield Lea Community Primary School we try to ensure good attendance and punctuality.

If your child is unable to attend school for some reason, then you should inform us by 10a.m. on the first day of their absence.

You may notify us, by telephone or in person at the main office.
The information we require is as follows:

Name of child

Class

Reason for absence

Likely date of return (if known)

Reasons for absence include:

Illness

Attendance at medical examinations / consultations

Attendance at dental appointments

Attendance at therapy sessions

If you require leave of absence, for a particular occasion or reason, the school must be informed in writing prior to the event taking place. Please complete a school Leave of Absence form to request this. If for some reason the school does not receive notification of absence you will be contacted by the school to find out why your child is not in school.

School Attendance Regulations mean that Head Teachers may not grant ANY authorised leave of absence during term-time unless there are exceptional circumstances.

Leave of Absence application forms are available at the school office.

Mrs Sabourn is our Attendance Officer. She monitors attendance and will contact parents either by letter or telephone if she has any concerns.

Holiday Dates

SCHOOL HOLIDAYS 2023 / 2024



Tanfield Lea Primary School will re-assemble on Monday 4th September 2023 for the commencement of the Autumn Term. T

Thereafter holidays for the 2023 / 2024 academic year are shown below:

Please note that these may differ from other schools in the area due to Teacher Training days.

Holiday	Closing Date	Date Re-open for Teaching Purposes
Summer 2023	Friday, 21st July 2023	<u>Monday, 4th September 2023</u>
Autumn Half-Term 2023 (1 week)	Friday, 27th October 2023	<u>Monday, 6th November 2023</u>
<i>Teacher Training Day</i> (2 days)	Wednesday, 22nd November 2023	<u>Monday, 27th November 2023</u>
Christmas 2023 (2 weeks)	Tuesday, 19th December 2023	<u>Wednesday, 3rd January 2024</u>
Spring Half-Term 2024 (1 week)	Friday, 16th February 2024	<u>Monday, 26th February 2024</u>
Easter 2024 (2 weeks & 1 Day)	Thursday, 28th March 2024	<u>Monday, 15th April 2024</u>
May Day 2024 (1 day)	Friday, 3rd May 2024	<u>Tuesday, 7th May 2024</u>
Summer Half-Term 2024 (1week) <i>Teacher Training Days</i> (3 days)	Tuesday, 21st May 2024	<u>Monday, 3rd June 2024</u>
Summer 2024	Tuesday, 23rd July 2024	<u>Wednesday, 4th September 2024</u>

N.B. Due to the changes in amendments to School Attendance Regulations Head Teachers may not grant ANY leave of absence during term-time unless there are exceptional circumstances. Parents will be fined if they choose to take their child out of school for more than 6 days unauthorised absence over a rolling 12 week period. Exceptional circumstances will be extremely rare.

TEACHER TRAINING DAYS - SCHOOL CLOSED TO PUPILS :- 23rd, 24th November 2023 and 22nd, 23rd, 24th MAY 2024.

Lunchtime arrangements

You can choose for your child to have a school dinner or a packed lunch.

School Dinners

"Recent research by the School Food Trust shows that school meals are now consistently more nutritious than packed lunches, giving the children who eat them a better foundation for good health.

School food can help shape the eating habits that lead to a healthier diet. National standards mean that school lunches provide at least one portion of fruit and one portion of vegetables every day for each pupil and they ensure food is lower in fat, sugar and salt by restricting deep-fried foods and not allowing chocolate, sweets, salty snacks and sugary drinks in a school packed lunch or a school dinner"

Why School Food Matters website.

Children opting to have a school meal are given three main meal options and a choice of desserts. They order their main meal at the beginning of the day. We encourage you to choose school meals.

School dinners are currently **free to all** children in Reception.





Packed Lunch

If you would prefer to provide your child with a packed lunch it is important that this is a healthy one. This ensures that we promote consistency between packed lunches and food provided by schools, which must adhere to the national standards set by the government.

You will have received a copy of our packed lunch policy in your 'Welcome to Reception 2023-2024' pack. This policy is also available on the website.



If you would like to transfer from dinners to packed lunch or from packed lunch to dinners the school will require 2 weeks notice prior to the change.



OPAL: Outdoor Play and Learning

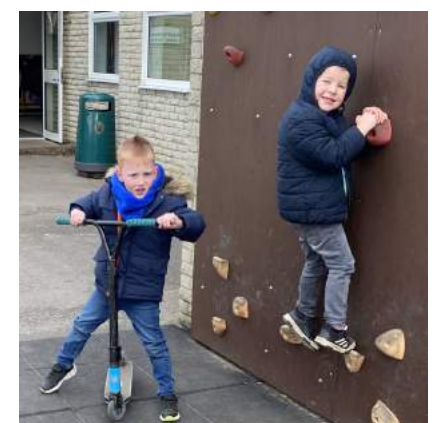


Immediately after your child has had their lunch they will engage in OPAL.

Our school has been awarded Platinum standard for their OPAL provision.
(For more information see <http://www.outdoorplayandlearning.org.uk>)

This has led to a vast range of opportunities for our children to engage in over lunchtime.

Here are some photographs of OPAL provision in action:





Outdoor Learning is all about...

- O**pen-ended, child-led learning
- U**sing our voices to express ourselves
- T**eamwork
- D**eveloping life skills
- O**pportunities to explore
- O**bservations of the natural world
- R**isks
- S**afety

We are always striving to make our OPAL provision even better!
Please send in any of the following that you no longer use:

- Plastic or metal buckets
- Kitchen utensils, pots, pans,
- Baking trays, sieves, colanders etc for the mud kitchen
- Watering cans, wheel barrows, guttering
- Large pieces of fabric
- Toy trucks, diggers, cars
- Small world creatures e.g. dinosaurs, farm animals etc.

Uniform

Wearing a school uniform encourages a sense of pride and belonging to young children. We ask you to support us in encouraging your child to wear their school uniform with pride. This consists of:



Black or grey	skirt/shorts/trousers
Racing green	sweatshirt/jumper/ cardigan
White	polo shirt
Black	sensible shoes or black trainers
Green gingham	summer dresses

School uniform can be ordered from the school website at any time under the parents' section - school uniform.: www.tanfield-leapprimary.durham.sch.uk

With the exception of September, a non-school uniform day will be held on the first Friday of every month. We will ask for a small donation, one per family, and this is used for enrichment opportunities during the year.



Children in Reception require a full PE kit. This can also be ordered online in the parents / uniform section of the school website. Our school PE kit consists of:

Black shorts, leggings or tracksuit bottoms

Coloured t-shirt of their child's team

Black plimsolls or trainers

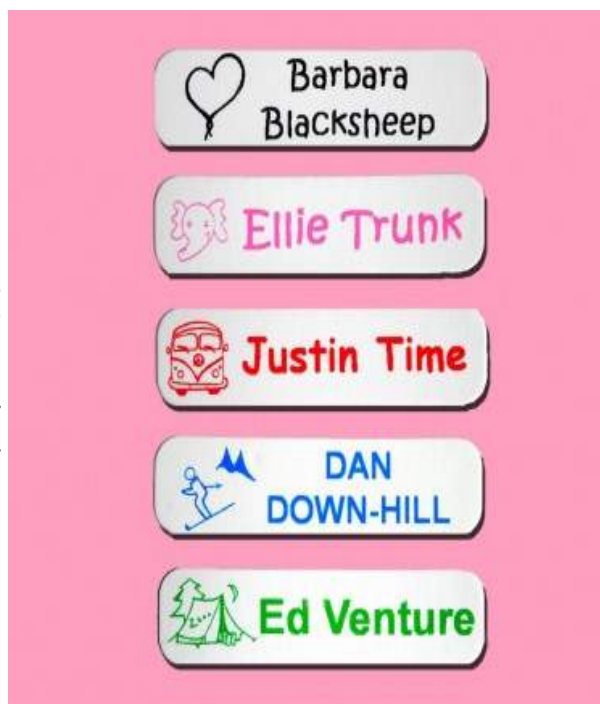
You will find out your child's PE day in September and they will be expected to come to school in their kit and wear it for the full day.

We encourage young children to take responsibility for their own uniform. It is impossible for us to know who each item of clothing belongs to!

We ask you to ensure that **EVERY** item of clothing is clearly marked with your child's name. If you are buying uniform from the school your child's name will be embroidered onto T-shirts, jumpers, shorts and cardigans. Any additional clothing or clothing bought elsewhere will need to have a name label.



Young children find fiddly fastenings such as buckles and belts difficult to manage. For this reason we encourage you to choose Velcro fastenings or other fastenings your child can manage, when selecting uniform. Young children find small clothes difficult to get on and off. For this reason we encourage that your child has plenty of room in their uniform. If in doubt about sizing choose the larger option.



It is school and Durham County Local Authority policy that all pupils taking part in physical education lessons remove items of jewellery on the grounds of personal safety. Children are only allowed to wear a wrist watch and if they have pierced ears only stud earrings should be worn - earrings have to be removed by the child before they take part in PE. If you intend to have your child's ears pierced please do so at the beginning of the Summer break so they will have time to heal before the start of the new school year. The issue of safety is relevant not only to the risk that applies to the wearer of jewellery but also to other pupils in the same class who may come into contact with the wearer in physical activities. Pupils and staff are covered against accidents by a public liability insurance scheme only if they adhere to the LA's stated policy and practice.

What will your child need to bring to school with them?

- Please send in a pair of **named wellington boots** to keep in our welly store. They need these to access outdoor learning throughout the year.
- PE kit—you will find out your child's PE day in September and children will come to school dressed in their kit on that day.

Everyday:

- **All children who are new to the school will be provided with a green school bag.** You do not need to order one of these as this is a gift from the Friends of Tanfield Lea Primary School. We recommend that you add something to your child's school bag so that they can recognise it as their own, e.g. one or two small key rings. Please look after this bag—children will in Early Years will be expected to bring it to school everyday.
- **A bottles of water.**



- **Clothes appropriate to the weather**

Waterproof clothing when it is forecast to rain, warm clothes in the Winter, cool clothes in the Summer. Children have a right to access the outdoor learning environment everyday. We have a selection of all-weather clothing in school. Please ensure that all hats, scarves, gloves etc are clearly labelled with your child's full name. On hot days please ensure that sunscreen of factor 50 is applied before school.

Personal Possessions

We would ask that valuable personal possessions are not brought into school. They run the risk of being misused or even broken. The school does not accept responsibility for such losses. We ask you to return anything to school that you know shouldn't have been taken.



Medication

Generally only medicines prescribed by a doctor can be administered by staff in school.

We will ask you to complete a form prior to the medication being given.

If you have any questions regarding medication in school please see Miss Armin, Mrs Jackson or Mrs Watson.



The Early Years Foundation Stage Curriculum

For up to date information on the Reception Curriculum please see the school website.

During your child's year in Reception they follow the Early Years Foundation Stage Curriculum (EYFS). This is a continuation of Pre-School experiences and provides experiences children will need for entry to Key Stage 1. We have a statutory obligation to follow this Curriculum in the Early Years. The four guiding principles behind the EYFS curriculum are:

- 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. There needs to be a strong partnership between home and school to enable this to happen
- **Children develop and learn in different ways and at different rates.** The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Our Early Years Unit is a carefully planned and well-resourced indoor and outdoor environment which caters for the various needs of young children and encourages independence. We offer a broad range of experiences for the early years both indoors and outdoors. Our Early Years team plan a range of purposeful activities, both structured play and teacher-led tasks, which match the differing needs of our young learners.



These activities support the three prime areas and four specific areas of learning in the foundation stage. These are:

Prime area	Communication and Language	<ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking
Prime area	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Self-Regulation • Managing Self • Building Relationships
Prime area	Physical Development	<ul style="list-style-type: none"> • Gross Motor Skills • Fine Motor Skills
Specific area	Literacy	<ul style="list-style-type: none"> • Comprehension • Word Reading • Writing
Specific area	Mathematics	<ul style="list-style-type: none"> • Number • Numerical Pattern
Specific area	Understanding the World	<ul style="list-style-type: none"> • Past and Present • People, Culture and Communities • The Natural World
Specific area	Expressive Arts and Design	<ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive

The following pages outline...

- The government's guidance in each of these areas (Statutory Framework for the Early Years Foundation Stage)
- Photographs of these areas in action
- What children are working towards by the end of the Reception year (Early Learning Goals).
 - We will let you know how your child is progressing towards each goal throughout the year.
 - We will report our holistic judgement of whether your child is at "emerging" or "expected" level in each goal at the end of Reception in readiness for Year 1.

Communication and Language

"The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures".

Statutory framework for the Early Years Foundation Stage





By the end of the Reception year we make a holistic, best-fit judgement about each child's development and their readiness for year one in relation to the following Early Learning Goals....

Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with 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 back-and-forth exchanges with their teacher and peers.

Speaking

Children at the expected level of development will:

- 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, rhymes 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.

Personal, Social and Emotional Development

"Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life".

Statutory framework for the Early Years Foundation Stage





By the end of the Reception year we make a holistic, best-fit judgement about each child's development and their readiness for year one in relation to the following Early Learning Goals...

Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behavior 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 ideas or actions.

Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try 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.

Building Relationships

Children at the expected level of development will:

- 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.

Physical Development

"Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence".

Statutory framework for the Early Years Foundation Stage





By the end of the Reception year we make a holistic, best-fit judgement about each child's development and their readiness for year one in relation to the following Early Learning Goals...

Gross Motor Skills

Children at the expected level of development will:

- 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.

Fine Motor Skills

Children at the expected level of development will:

Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases;

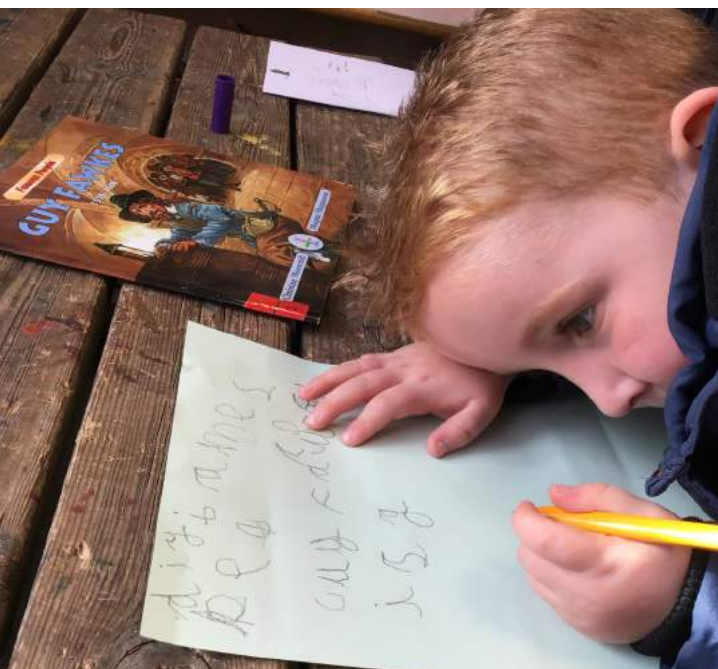
Use a range of small tools, including scissors, paint brushes and cutlery;

- Begin to show accuracy and care when drawing.

Literacy

"It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)".

Statutory Framework for the Early Years Foundation Stage





By the end of the Reception year we make a holistic, best-fit judgement about each child's development and their readiness for year one in relation to the following Early Learning Goals...

Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate - where appropriate - key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.


Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- 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.

Dialogic Reading

Dialogic reading is an approach used throughout lower school to encourage children to develop a life-long love of reading from an early age. When your child starts in Pre-School they will choose a dialogic reading book to bring home and share most weeks. This will often be a familiar book that they have enjoyed in school. We do not expect Reception children to be able to read the writing at this stage, although some of the children may be able to do this by the end of the year. We do expect them to talk about the book and the illustrations. These are our Reception dialogic reading books:

 <p>Mog the Forgetful Cat Judith Kerr</p>	 <p>Whatever Next! Jill Murphy</p>	 <p>Green Eggs and Ham Dr. Seuss</p>	 <p>Supertato Paul Linnet</p>
 <p>Peace at Last Jill Murphy</p>	 <p>Aliens Love Underpants Claire Freedman</p>	 <p>Burglar Bill Janet & Allan Ahlberg</p>	 <p>Funnybones Janet & Allan Ahlberg</p>
 <p>You Choose Pippa Goodhart</p>	 <p>And Tango Makes Three Justin Richardson and Peter Parnell</p>	 <p>The Gingerbread Man</p>	 <p>The Three Billy Goats Gruff</p>

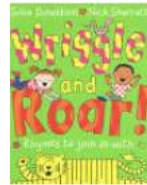




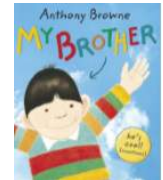
Oi Frog
Kes Gray



Stuck
Oliver Jeffers



Wiggle and Roar
Julia Donaldson



My Brother
Anthony Browne



Shark in the Dark!
Nick Sharratt



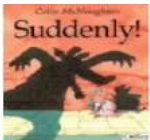
Hairy McClary's Hat-Tricks
Lynley Dodd



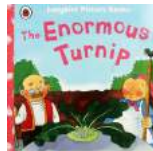
Harry and the Bucketful
of Dinosaurs
Ian Whybrow



More Pants
Giles Andreae



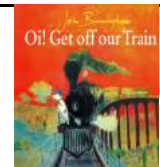
Suddenly!
Colin McNaughton



The Enormous Turnip



Owl Babies
Martin Waddell

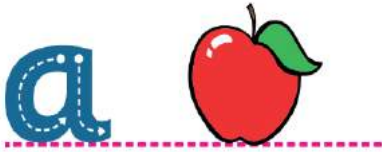
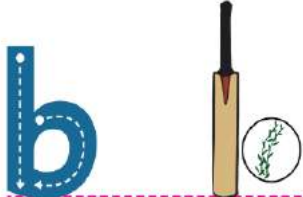

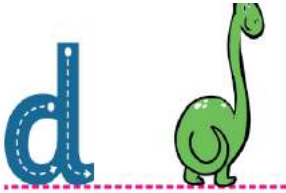
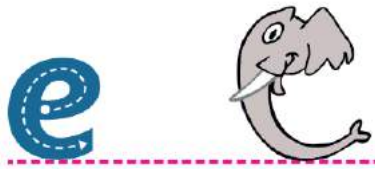
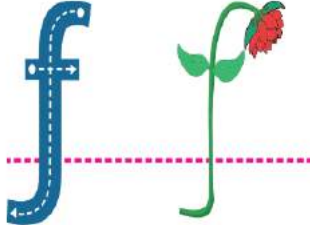
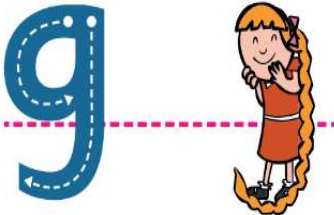
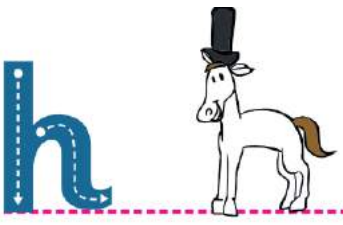

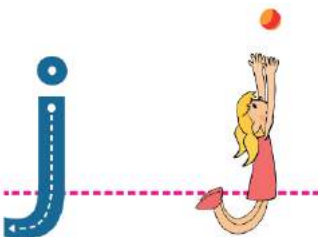
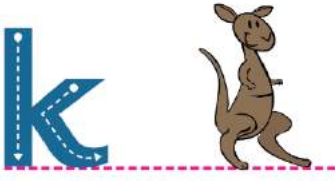
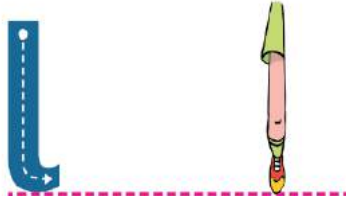




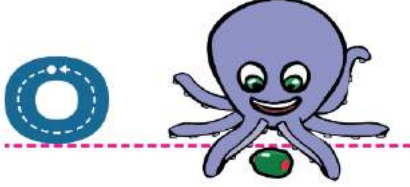
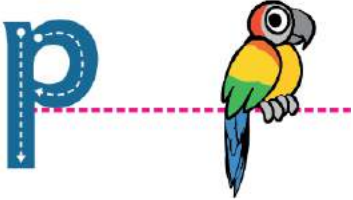
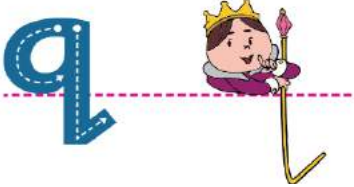


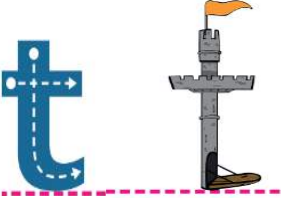




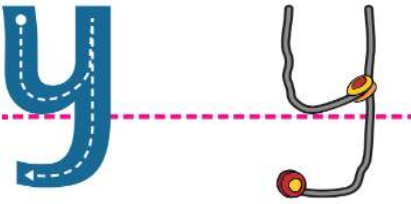
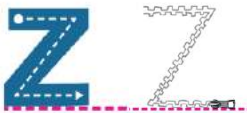
Oi! Get off our train
John Burningham



We use the same handwriting style throughout the school.

If you wish to start practising writing before your child starts in Reception please refer to the following rhymes...

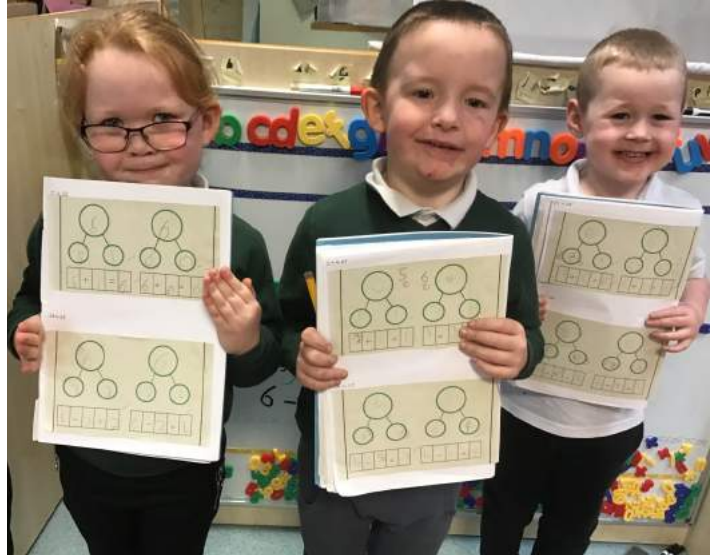
		
<p>Around the apple and down the leaf</p>	<p>Down the bat and around the ball</p>	<p>Curl around the caterpillar</p>
		
<p>Around his back then head to toe</p>	<p>Under his ears and around his trunk</p>	<p>Down the flower and across the leaves</p>
		
<p>Left around the girl, down her plait and curl</p>	<p>From head to toe and over his back</p>	<p>Down the insect, lift and dot</p>
		
<p>Down Jane's back, up to her toes, jump to the ball</p>	<p>From head to toe, arm up, kick out</p>	<p>Down the long, long leg</p>

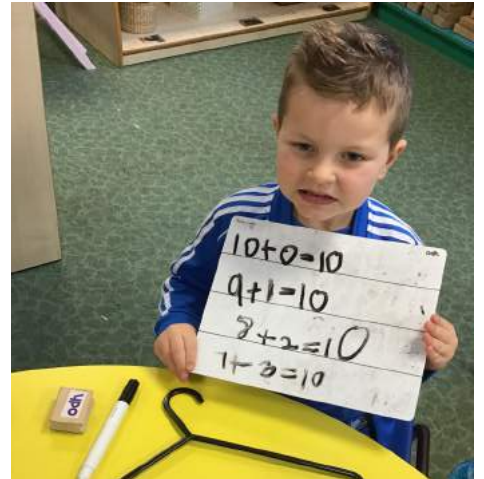
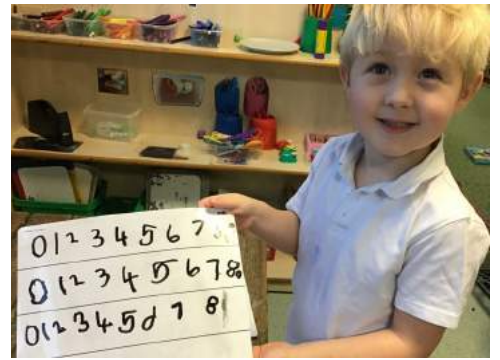
		
<p>From the man go down, climb one mountain then the other</p>	<p>From head to toe and over the net</p>	<p>From the top of the head and all the way round the octopus</p>
		
<p>From head to tail then right around the parrot</p>	<p>Right around the queen and way down her staff</p>	<p>From head to tail then up and over along his feet</p>
		
<p>Left around, right around, from head to tail</p>	<p>Down the tower, lift and cross</p>	<p>Under the umbrella, up and down</p>
		
<p>Down one wing and up the other</p>	<p>Wiggle down, wiggle up, down up</p>	<p>Hand to toe this way, hand to toe that way</p>
		
<p>Down one string and way down the other</p>	<p>Zig, zag, zig</p>	

Mathematics

"Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes".

Statutory Framework for the Early Years Foundation Stage





By the end of the Reception year we make a holistic, best-fit judgement about each child's development and their readiness for year one in relation to the following Early Learning Goals....

Number

Children at the expected level of development will:

Have a deep understanding of number to 10, including the composition of each number;

Subitise (recognise quantities without counting) up to 5;

- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

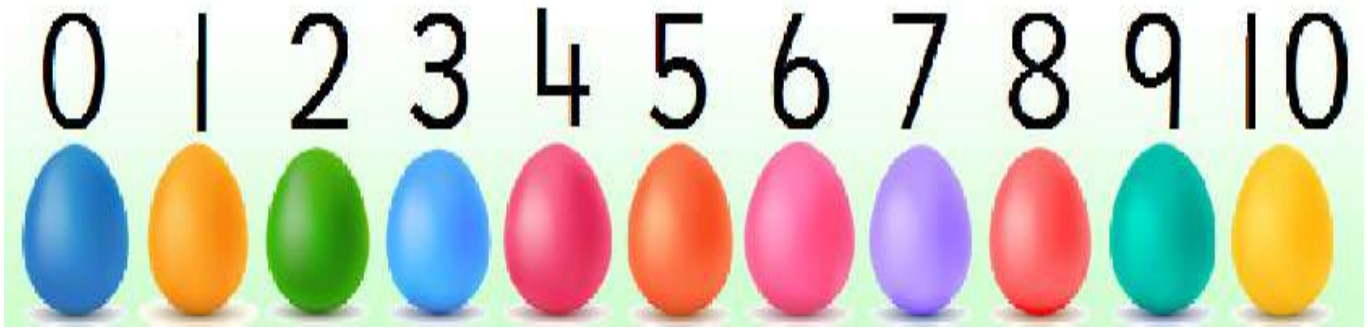
Children at the expected level of development will:

Verbally count beyond 20, recognising the pattern of the counting system;

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

This is how we encourage our children to form their numbers and we ask that you reinforce this at home:



We regularly sing the following number formation songs to the tune of "Skip to my Lou" to help children to write the numbers correctly....

From the top go all the way round
From the top go all the way round
From the top go all the way round
To make a number zero

Go straight down and that is all
to make a number one

Wing it round and then go right
to make a number two

Swing it round and then once more
to make a number three

Down, slide, cut in half
to make a number four

Down, round, put on a hat,
To make a number five

Come on down and make a curl
to make a number six

Slide to the right then slant on down
to make a number seven

Make an s then go straight home
to make a number eight

Make a loop go up then down
to make a number nine



Alongside the rest of the school we use "Big Maths" to support the mathematics curriculum.

These are the facts that children should learn know by heart throughout the Reception year.....

Autumn 1st half term

None

Autumn 2nd half term

Doubles

$$1 + 1 = 2,$$
$$2 + 2 = 4$$

Spring 1st half term

Doubles

$$5 + 5 = 10$$
$$4 + 4 = 8$$
$$3 + 3 = 6$$

Spring 2nd half term

Doubles

$$1 + 1 = 2,$$
$$2 + 2 = 4,$$
$$5 + 5 = 10,$$
$$4 + 4 = 8,$$
$$3 + 3 = 6$$

Summer 1st half term

Adding

$$2 + 1 = 3$$
$$2 + 3 = 5$$

Counting

Counting in 10s to 50

Summer 2nd half term

Counting

Counting in 10s from 60 to 100
Counting in 10s to 100



Understanding the World

"Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension".

Statutory Framework for the Early Years Foundation Stage





By the end of the Reception year we make a holistic, best-fit judgement about each child's development and their readiness for year one in relation to the following Early Learning Goals....

Past and Present

Children at the expected level of development will:

- 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, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious 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 - when appropriate - maps.

The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures 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.

Expressive Arts and Design

"The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe".

Statutory Framework for the Early Years Foundation Stage





By the end of the Reception year we make a holistic, best-fit judgement about each child's development and their readiness for year one in relation to the following Early Learning Goals....

ELG: Creating with Materials

Children at the expected level of development will:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Star of the Week



Once your child is in school full time we will begin to award "Star of the Week" to one deserving Butterfly and Dragonfly on a Friday. This will be because of something they have done throughout the week that has impressed the Early Years team.

When your child is chosen to be "Star of the Week" it is a wonderful achievement and you should be extremely proud!

They will receive a pencil to take home and keep forever. They will also be given the opportunity to take home our class bear for the weekend.

Pat Panda (Dragonflies)

Butterbear (Butterflies)



With the bear is a diary in which we ask you to record teddy's adventures.

Please include writing by an adult and / or your child and photographs of what you have been doing. If you do not have a printer you can e-mail us one or two photograph(s) or make a collage and we will print them out for the book. Please use the following e-mail address.....

reception@tanfieldleapprimary.co.uk

Examples of "Star of the Week" entries from home:

Super Proud of Jason getting star of the week. mam came in from work Friday night Jason fast asleep using Butter Bear as a pillow lol. Not only was Jason Chuffed to show Butter Bear his garage over the weekend but Bear had to stay in the car as he didn't have overalls lol they enjoyed Sunday together aswell as shopping and extra treat bought hot wheels as an extra award for our star.



She couldn't wait to show everyone Pat Panda.
 We have had a busy but fun weekend!
 We went to ballet
 We went shopping
 We had hot wheels and
 Pat Panda
 We think Pat Panda deserves a rest back at school. We hope you had a lovely time with family this weekend. ♡

Documenting our Learning Journeys

Our learning environment is used as a story of children's interests, ideas, new skills and facts that they acquire through the Reception year. Here are a few examples:



Each area of the curriculum has a dedicated board which includes what children have covered, what they have achieved and possible next steps in their learning. Here are our RE and our art board.



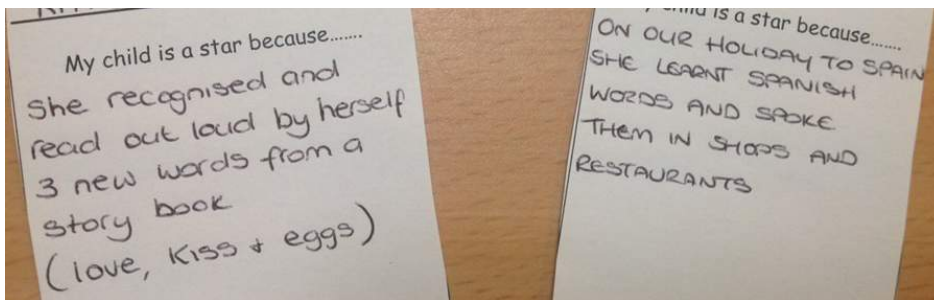
Each season children made an observational drawing of the same tree. At the end of the year children look back and reflect on how the tree has changed throughout the year.



This display shows what children have learned at home and in school about North East Landmarks. The Angel of the North is always very popular!

We keep individual Literacy and Mathematics books for every child. We use floor books and Twitter to document learning for groups following children's interests. This is in-line with our long-term School Early Years plan. You can follow us @TanfieldPrimary or please ask to see our floor book selection.

We know that a lot of learning happens at home and we would love to know what you've been doing together. We therefore ask if your child does anything at home that you'd like to share with us, please send it in. Contributions may include...



- **A tag stuck onto you child's shining star** (see picture above)
Tags can be found in your child's organiser that he or she will receive in September. Use these to tell us what your child has managed to do that you are so proud of — see the examples above.
- **Postcards sent from places you visit.**
It is very exciting and promotes a lot of discussion when a member of the clerical staff brings us a special delivery!
- **Photographs from home.**
If you have any photographs and videos of anything you have been doing at home that you would like to share with us why not send in a paper copy or e-mail a collage of them to the school : reception@tanfieldleapprimary.co.uk
- **Models they have made for us to look at and talk about.**
We can photograph these then send the model back home.
- **Pictures they have drawn or writing they have produced.**

Children get a great deal of satisfaction and develop a sense of security in seeing work from home when they are in school.

We always try to make links with what is happening at home and the school curriculum

We will keep formal records about children's progress and will consider evidence from home within this. At the end of the year we will make judgements about children's attainment in different areas and these will be reported.

Stay and Play

Throughout the year we will invite you into the classroom for short sessions to give you an insight into school life. We always have a focus which will be explained before you enter the classroom. You will then have the opportunity to observe your children at work and play. You will find out more about what he or she likes doing at school. Past Stay and Play sessions included.....

- **What exactly does my child do at school?**
- **How do we teach literacy / mathematics in school?**
- **How do we encourage our children to have a 'Growth Mind-set'?**
- **How can we help our children to achieve the Early Learning Goals?**



We find that these events are well attended and give you the opportunity to further develop relationships with your own child and talk to other parents about children's learning. Feedback from sessions have included...

"I couldn't believe how much things had changed since I was at school"

"Now I understand the difference between letter sounds and letter names"

We will run Stay and Play sessions once your child is settled in school. Details of the first session will follow in September. If you have anything you would like us to cover please let us know.

Other ways in which you can help

- Ensure that your child attends school every day. School cannot authorise any holidays during term time unless there are exceptional circumstances.
- Notify us immediately if your child is going to be absent and why.
- Ensure that your child arrives punctually and is collected promptly, no later than at 3.05. Instilling good habits at this age lasts a lifetime!
- Tell us if you have changed your contact details.
- If you have health concerns make use of our school nurses who can help with bedwetting, headlice etc.
- Encourage your child to wear a uniform and ensure that all uniform items are clearly labelled.
- Encourage your child to eat breakfast before coming to school and have a set routine and time for going to bed to ensure a good night sleep.
- Encourage your child to be independent at home (e.g. to expect them to tidy up toys when they have finished and to dress themselves).
- Always respect any work sent home from school. It may look like scribble to you but to them it is a masterpiece!
- Ensure your child's home learning is completed each week and returned on a Monday.
- If your child receives "Star of the Week" or any stickers, give lots of praise.

Please come and see us if you have any concerns or further questions.

The Early Years in your child's education are the most important ones.

At Tanfield Lea Community Primary school parents, children and teachers work in harmony to create partnerships which support and value all children and build a strong foundation for future learning.

We sincerely hope that we have helped to make your child's initial steps towards independence happy and successful and that you and your child will treasure the memories of those first special moments in school.

Here's to a productive and enjoyable partnership!

The Early Years Team

