

# How YOU CAN Help



## Bringing and Collecting Your Child

- Our Reception class is accessible via St Joseph's Way. If you are driving, please park in the Church car park.
- Please stay on the paths provided to ensure everyone coming to school is safe.
- Please ensure that anyone dropping off or collecting your child is over 16 years of age.
- Please contact our school office or speak to a member of Reception staff if someone different will be collecting your child or if you are going to be late for any reason.
- Please ensure that your child is brought to Reception at the time specified to ensure that no learning is missed.

## Absences and Illness

- Please inform the school office of any change of address or contact numbers so that we can get in touch with you if your child becomes unwell.
- If your child is absent please contact the school as soon as you possibly can.
- If your child has had sickness or diarrhoea please keep them at home for 48 hours after their last period of sickness.
- Please inform us if your child is going on holiday during term time.

## Personal and Social Skills

- Try to provide opportunities for your child to mix with other children at home, in pre-school settings, at the pool, at the park etc.
- Encourage sharing and taking turns
- Teach the difference between right and wrong
- Ensure your child can use the toilet correctly (including flushing the toilet and washing their hands afterwards) and independently.
- Ensure boys know how to use a urinal.
- Teach your child to dress and undress themselves in readiness for PE, putting shoes on the correct feet and putting on and fastening up a coat.
- Ensure that their name is written in all items of clothing so that they can find their own belongings such as jumpers, bottles etc.
- Encourage your child to ask for help when they need it
- Teach your child to open food packaging and drink cartons
- Teach your child how to use a knife and fork when eating..

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## Motor Skills and Visual Discrimination

- Provide opportunities for drawing, colouring, painting, modelling with play dough etc., cutting out and sticking
- Encourage your child to mark make on a small and large scale e.g. fine and chunky crayons, chalks on the tarmac, paintbrushes and water on the floor to make patterns, lines, attempts at their name, writing numbers etc.
- Play games such as Snap, Happy Families, matching games or aiming games e.g. skittles
- Threading beads, buttons onto string or complete jigsaw puzzles

## Preparing for Reading and Writing

- Take time to talk and listen to your child.
- Encourage turn taking in conversations, play listening games, tell stories such as fairy tales, sing nursery rhymes and songs.
- Make puppets and use them to make up imaginary stories.
- Encourage your child to role-play and engage in imaginative play.
- Make dens using household items such as sheets, chairs, clothes lines etc. and use the den to be part of your child's play
- Share books together, look at pictures, ask what might happen and retell familiar stories
- Sometimes point to the words as you read
- Establish a special time every day for quietly sharing a book – perhaps at bedtime
- Point out and read print in the environment e.g. on signs, in shops, notices, on packaging
- Put magnetic letters on the fridge and talk about the letters and words. Focus on the sound the letter makes as well as the name of it e.g. 's' sound it makes is 'sss', the name of it is 'es'
- Encourage your child to attempt to mark make and do their own writing which may be squiggles and marks. Engage them in what their writing 'says'

## Numbers, Counting and Maths

- Sing counting songs and rhymes together
- Count as much as possible e.g. count the stairs up to bed, count the steps to get to the house, count out the cutlery for dinner, count the cars you pass on a walk, count the shopping at the supermarket.
- Count out items e.g. apples in a bowl, take one away and talk about how many are left. Count items, add one more, talk about how many there are now
- Play simple counting games with dice and counters, and games with numbers on
- Point out, read and look out for numbers in the environment e.g. house numbers, car number plates, on buses etc.
- Encourage your child to mark make, draw sets of objects and attempt to write numbers.
- Look at and talk about the shapes of different objects around them
- Encourage your child to help with activities such as cooking, helping you weigh out the items and talk about how heavy or light they are





# CURRICULUM

## THE EARLY YEARS FOUNDATION STAGE CURRICULUM INFORMATION ABOUT CURRICULUM AND ASSESSMENT

Whilst in Reception, the children are working within the Foundation Stage and follow the Early Years Foundation Stage Curriculum. This curriculum has four key themes and principles.

These are:

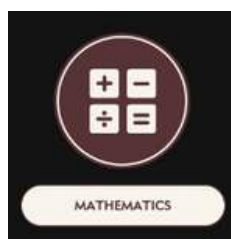
**A Unique Child** – every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

**Positive Relationships** – children learn to be strong and independent through positive relationships.

**Enabling Environments** – 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 carers.

**Learning and Development** – children learn and develop in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Within the Foundation Stage curriculum there are seven areas of learning and three key characteristics of effective learning.





# CURRICULUM

