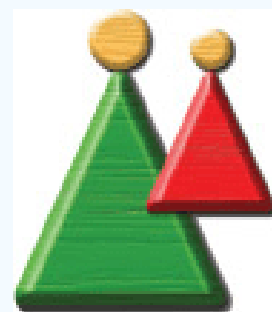


A Day in Reception

at Aldersbrook Primary School



Arriving at School



- When I arrive at school I go straight into the classroom by myself.
- An adult will be at the red gate to pass on messages.

Soft Start 8.30am Register 8.50a.m.

- It is important to arrive on time so that I am marked into the Register and the Dinner Register.
- If you are late please report to the school office first.



Letters & Sounds — 20 mins

- The independent review of early reading conducted by Jim Rose confirmed that 'high quality phonic work' should be the prime means for teaching children how to read and spell words. The review also highlighted the importance of developing from the earliest stages children's speaking and listening skills, ensuring that beginner readers are ready to get off to a good start in phonic work by the age of five. Such work should be set within a broad and rich language curriculum.
- *Letters and Sounds* is a high quality phonics resource which encapsulates the reading review recommendations, meets our published core criteria which define a high quality phonics programme, and takes account of the best practice seen in our most successful early years settings and schools. (DfES, 2007)
- <https://www.gov.uk/government/publications/letters-and-sounds>



Child Initiated Activity

- Children learn from their interactions with people and their environment.
- The classroom in and out is carefully prepared by the team to support this type of learning.



Montessori philosophy

Our Montessori philosophy is based on a deep understanding of the way children learn, through '*choosing, trying and doing*.' We have recently been re-accredited by the MEAB for our quality provision. In our recent Ofsted report it was noted that "the wide range of activities, especially in the outdoor area, are carefully selected to cover all areas of learning. They provide many opportunities for children to practise and apply their literacy and numeracy skills."





Adult Led Activity



- It is important to get a balance between child initiated activity and adult led.
- Children are given opportunities to do more focused work in Literacy and Maths and to work one to one with the teacher.

Playtime



- We join the rest of the Infant School for an afternoon break from 2.00p.m.-2.15p.m.
- The children do not break for morning other than our own garden outdoor area.



Snack time

- As part of the Healthy Fruit and Vegetable scheme we can have a piece of fruit or vegetable at any time during the day and a drink of milk.
- Water is available all day long.



Lunchtime

Children have their lunch in the main school hall.

They are cared for during this time by the Midday Assistants, support staff and teachers on duty.



Theme/Topic work

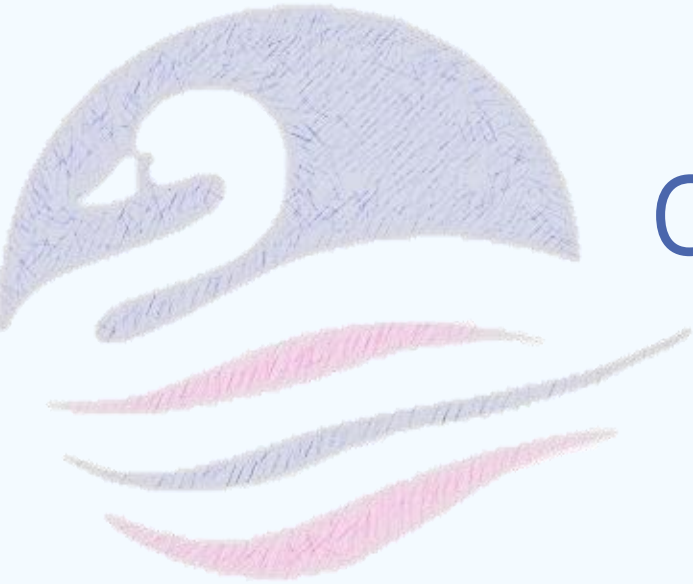
- As per our school curriculum map, we will follow topics throughout the year. For example we may look at mini-beasts, space and people who help us.



Creative work

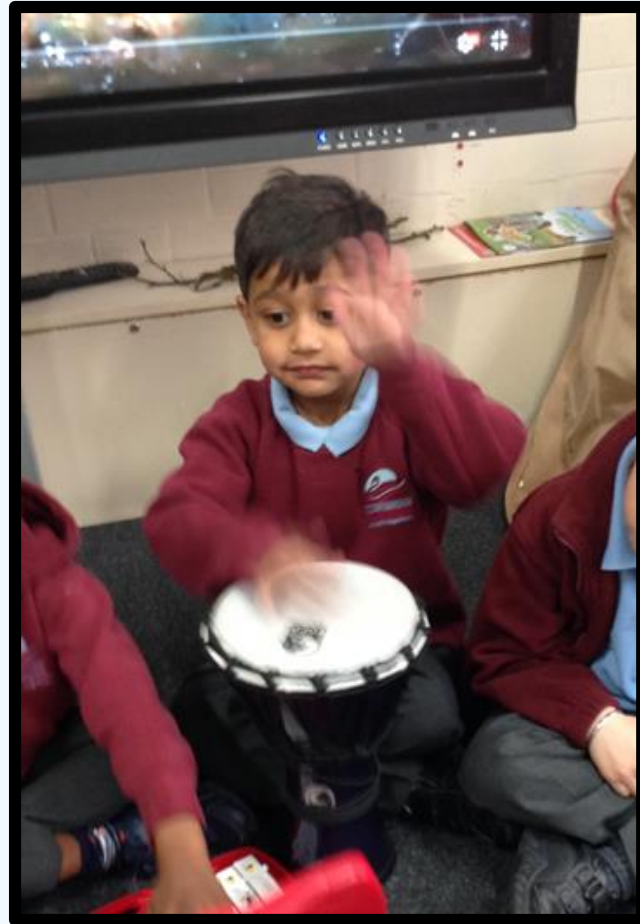


- As part of our topic and themes we get to do lots of art and creative work.
- Paint, glue, collage and play dough are available to the children all day long if they choose them.



Other Activities

- We have one scheduled P.E. session each week.
- We also have a scheduled music session each week.



Reading

- Children will be issued with a reading record, reading book and a tub of words to learn after they have settled in.
- Miss Schofield Miss Patel and Mrs Sharif will let you know when the time is right.
- Only put one keyring on the book bags.
- Please sign the reading record every day.



Home time

- School ends promptly at 3.15p.m.
- Please wait outside the red fencing and my teacher will call me. I will not be allowed home with anyone under 16, or with anyone my teacher does not know.



How can you prepare your child for Reception?

- Fine motor activities–



<https://theimaginationtree.com/40-fine-motor-skills-activities-for-kids/>

Ideas and tips on helping your child become READY to LEARN



RESILIENCE,
adaptability
and willingness
to have a go

Encourage playfulness, taking turns and responses through games such as peek-a-boo and rhymes

Allow your child to experience losing which will make them a stronger person in the long run

Take your child to meet other children at Children's Centres, parent and toddler groups and activities

Show your child how to ask for help, both through gesture and voice, such as "Please can you help me?"

Talk about your child's day and share feelings together

Encourage your child to have a go at a challenging task such as putting their shoes on, zipping and hanging up their coats

Praise your child regularly to help them feel positive about themselves and their achievement, no matter how small



ENJOYMENT
and satisfaction
in one's own
achievements

Use expression, actions and gestures to support communication skills when you are talking together

Have fun picking up and dropping items and use words such as heavier, lighter, quicker or slower

Sing rhymes together everyday and perform actions to songs

Have fun filling and emptying containers at bath time, blow and pop bubbles, talk about their colours and how they float

Play fun games such as 'I Spy'. "Can you find words beginning with...?" or "Can you find a picture of a...?"

Do physical activities every day such as tummy-time with babies, climbing, running, jumping, balancing, throwing and catching at your local park or in the garden

Develop skills in using tools such as pencils, scissors, knives, forks and spoons. Allow your child to explore textures with their fingers



ASSURED,
confident and
independent

Encourage hands and finger movement using activities such as building bricks and play dough to help strengthen muscles so they are ready to write when they start school

Develop an awareness of their own bodily needs such as being hungry, thirsty, tired or going to the toilet

Show them how to use the toilet and then talk about the importance of washing hands

Allow your child to pour water and drink from a cup or host pretend tea parties to make the activity more fun

Practice simple instructions such as collecting an item from another room or passing on a message

Allow extra time when going out so children can dress themselves without feeling rushed, such as putting on their own shoes or zipping their own coat

Label clothing and bags with your child's name to help with finding lost items

Be close by and available to ensure your child feels safe and loved even when they are not the centre of attention



DISCOVERY,
exploration
and developing
curiosity

Switch off TV and limit the use of electronic devices such as tablets and mobile phones to reduce distraction

Make reading fun. Enjoy reading together in a quiet space. Give characters funny voices, talk about the pictures and use toys or puppets to bring stories to life. Visit your local library regularly

Make counting part of your daily routine such as counting fingers, toes, cars and trees

Encourage setting the table at mealtimes while counting cups and plates

Cook together, including a variety of foods from different cultures and talk about the ingredients and amounts

Encourage reading when out and about by reading road signs and looking for items when shopping

Encourage mark making by providing a pot of water and a large paint brush to paint large sheets of paper or sand to draw on



YOUNG,
healthy
and happy

Happy parents/carers lead to a happy baby. Children start to learn from inside the womb, can hear your voice and will form a bond with you

Attend all health appointments, eat and sleep well, exercise and attend relaxation and baby feeding sessions during and after pregnancy

Go outside everyday, be active and spend time with family and friends

Brush your child's teeth twice a day with fluoride toothpaste as soon as the first milk tooth breaks through, register with and visit a dentist before your child's first birthday

Eat meals together as a family, including healthy choices such as 5 a day, healthy drinks (milk, water), avoiding sugary foods and drinks whilst serving 'child size' portions

Introduce drinking from free flow cups from six months and stop the use of bottles and dummies after one year of age

Live in a smoke-free home

READY to LEARN checklist for parents

When a child is able to do the following by the time they start reception (4 or 5 years old) they are more likely to succeed at school and beyond. Use the checklist and date boxes to record your child's progress.



✓	Dates achieved	
PINK		
BLUE		
ORANGE		
GREEN		
PURPLE		

I can take turns, play and share

I can listen, think and speak

I can ask for help and say what I feel

I can run, jump, balance and climb

I can sing and dance

I can eat and drink by myself

I can go to the toilet by myself

I can wash my hands before eating and after going to the toilet

I can dress by myself

I can count and identify numbers

I can draw and mark-make

I have a varied and healthy diet

I can brush my teeth by myself

I have visited my dentist by one year of age

I have had all my immunisations

I have attended my under one year health review

I have attended my two and half year health review

RESILIENCE

ENJOYMENT

ASSURANCE

DISCOVERY

YOUNG

More information

If you have any concerns talk to your child's Key Person, staff at your local Children's Centre, Health Visitor or GP. For further information on how you can support your child's development please visit the following websites:

READY to LEARN web page

find.redbridge.gov.uk/readytolearn

Children's Centres

find.redbridge.gov.uk/childrenscentres

Local health services | NELFT

www.nelft.nhs.uk/services-redbridge-all

Families Information Direct (FiND)

find.redbridge.gov.uk

Early Years Foundation Stage (EYFS)

www.foundationyears.org.uk

Redbridge Local SEND Offer

find.redbridge.gov.uk/localoffer

PACEY

www.pacey.org.uk/parents

Parks and leisure services

www.vision-rcl.org.uk

Public Health Report 2015

[Improving School Readiness](#)

And finally. . .

- Reception is a fun and stimulating place to be at Aldersbrook Primary School.

