

# Welcome to Dalmain Primary School Reception

This booklet aims to give a brief overview of the curriculum as well as providing key information about Reception.

School Telephone: 0208 699 2675

Website: [www.dalmain.lewisham.sch.uk](http://www.dalmain.lewisham.sch.uk)

[attendance@dalmain.lewisham.sch.uk](mailto:attendance@dalmain.lewisham.sch.uk)

Stay and play dates:

Thursday 19<sup>th</sup> June 3.45- 4.30

Thursday 26<sup>th</sup> June 3.45- 4.30

Thursday 3rd July 3.45- 4.30



# Headteacher's Welcome



Welcome to Dalmain Primary School, and to our vibrant and thriving Reception. Our school is a happy blend of eager, enthusiastic children with friendly, dedicated staff and governors, and a hugely supportive community that makes Dalmain such a wonderful place to learn.

We nurture and celebrate all children while providing the highest quality of education through rich and varied learning experiences and hope that the information included in this brochure will provide helpful information about our Reception provision and your child's first steps into education. We are passionate about instilling a life-long love of learning and it is through the wide range of opportunities on offer at Dalmain that pupils can gather an understanding of the world around us and develop their ability to ask questions and to think critically. Through the inclusive and enriched curriculum, children develop their social, spiritual, physical and emotional skills, and are supported to think in a way that builds **resilience** and confidence through self-reflection and ownership of learning.

However, we cannot achieve our aims without you, the parents. There is overwhelming evidence that children make greater progress when their parents are involved with and are supportive in the learning process, and we believe that our association with parents is one of our greatest assets and of benefit to all concerned, not least of all the children. The education process is all-encompassing and cannot be split into 'home' and 'school', particularly at this critical stage in a child's early development. The influences of one will reflect on the other and it is for this reason that it is essential that we work together to form a partnership based on mutual trust, common aims and clear intention.

You have been your child's first educators, and the process now continues in a partnership between home and school, and we very much look forward to getting to know you more and to working together to ensure the best outcomes and experiences for our young learners. We hope that you find the following information helpful and please do not hesitate to speak with any of our wonderful Reception Team or myself if you have any further questions.

**Erika Eisele**  
**Head Teacher**

# Our Leadership Team.



Ms Eisele  
Headteacher



Ms Cavanagh  
EYFS Leader  
And  
Reception Teacher



Ms Sewani  
Assistant Head & Inclusion Team  
Leader



Ms Wilkinson  
Safeguarding and  
Behaviour Leader

# Our Aims

Our aim is to provide your child with a safe, stimulating and caring environment. Through this your child will learn through play and they will develop a love and a passion for learning. This is the beginning of their learning journey, and we are honoured to be supporting and guiding them along the way.



# Our School Rules

1. Follow instructions by all school adults.
2. Keep hands, feet and objects to yourself.
3. Use kind and respectful language.



# Our School Values

Adventure

Acceptance

Teamwork



# We are an inclusive school



- We foster an inclusive environment that respects and celebrates diverse backgrounds cultures and the diverse needs of all children as they develop at their own pace and in their own unique way.
- We promote awareness and respect by teaching children about different traditions, values, perspectives, thus promoting respect , empathy, patience and understanding.
- Every child is a valued member of our school.



# Absence

At Dalmain we recognise the importance of developing positive habits regarding attendance and punctuality and aim to promote the value of good attendance with families. If your child is ill, please phone the school office so that we can mark the absence appropriately in the register. If your child should suffer from sickness or diarrhoea during the year, please keep them at home for 48 hours. (This is in line with NHS guidance). Please notify us in advance for medical appointments where possible.



# Accidents and Medication

- ▶ If your child has a minor accident, we will inform you via Medical Tracker. Should they bump their head, we will call you to inform you as well as send you a Head bump letter via Medical Tracker. If your child becomes ill or has a more serious injury, they will be looked after by someone qualified in first aid and you will be contacted.
- ▶ We can only administer medication that is prescribed by a doctor. If you require us to administer medication, please go to the main school office where you will be asked to complete a Medical form. Asthma medication is kept in a medical box and should be labelled with written instructions as the dosage and the name of the child. You are also required to fill in a medical form. Some children in our school need individual care plans and these are set up with parents, the School Nurse and the Inclusion Team.

# The Reception Environment

The Reception environment consists of 2 Reception classrooms and a middle room that comprises of a creative arts area, a large role play area, construction and a calm zone.

We also have a large outdoor area. The children have access to all these areas and can free flow for most of the day. The only time that this does not happen is during an adult directed, carpet time learning session.



# The EYFS Curriculum

- ▶ Play underpins our approach to learning - children learn by playing and exploring, being active and thinking creatively and critically. We want our children to develop resilience, independence and a sense of well being. Children will make their own decisions about where they learn best and therefore the whole EYFS environment will be rich in opportunities across all areas of learning.



## Characteristics of Effective Learning

### Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

### Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

### Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

# The EYFS Curriculum

- ▶ The curriculum design in the EYFS comprises of seven areas of learning and development, from the Early Years Foundation Stage Framework.
- ▶ At Dalmain we follow an open-ended book and topic-based approach, using ‘I wonder’ questions to broaden children’s thinking processes, develop their speech and language skills, and to build confidence in their ability to express themselves. This also gives us the flexibility to follow the children’s own interests.

| Area of Learning                                  | Aspect                                 |
|---|--|
| <b>Prime Areas</b>                                |  |
| <b>Personal, Social and Emotional Development</b> | Self Regulation                        |
|   | Managing Self                          |
|   | Building Relationships                 |
| <b>Physical Development</b>                       | Gross Motor Skills                     |
|   | Fine Motor Skills                      |
| <b>Communication and Language</b>                 | Listening, Attention and Understanding |
|   | Speaking                               |
| <b>Specific Areas</b>                             |  |
| <b>Literacy</b>                                   | Word Reading                           |
|   | Writing                                |
|   | Comprehension                          |
| <b>Mathematics</b>                                | Numbers                                |
|   | Numerical Patterns                     |
| <b>Understanding of the World</b>                 | People Culture and Communities         |
|   | The Natural World                      |
|   | Past and Present                       |
| <b>Expressive Arts and Design</b>                 | Creating with Materials                |
|   | Being Imaginative and Expressive       |

# Reception routines

|       |  |
|-------|--|
| 8.45  | Children arrive, 1:1 Reading and free flow activities              |
| 9.00  | Registration   |
| 9.10  | Phonics  |
| 9.30  | Snack and Story, Poetry or UTW learning/discussion                 |
| 9.45  | Free Flow, inside/outside & Guided Reading/Interventions           |
| 11.10 | Maths - Adult focus carpet learning time                           |
| 11.30 | Lunchtime and outdoor play   |
| 12.30 | Register and Adult focus learning on the carpet- Literacy/<br>PSED |
| 12.50 | Free flow and tabletop activities, inside/outside                  |
| 2.30  | Tidy up time   |
| 3.00  | Story  |
| 3.15  | Home time  |

# Lunch times

- ▶ At 11:30 the children are taken to the dinner hall by their teachers.
- ▶ The lunch time staff take over and support the children in collecting their lunch, taking it to the table, eating it, clearing their plates and then playing outside in the Early Years playground.
- ▶ All Reception children are entitled to a free school meal. These need to be ordered ahead of time via our online catering company called The Pantry.
- ▶ Packed lunches are an option but these need to be healthy.
- ▶ At 12.30 the children return to their classrooms.

# Forest School

All children in Reception take part in weekly Forest School sessions in our own Wildlife Garden. These sessions deliver a long-term holistic experience, aimed at inspiring children to achieve and develop their self-confidence and self-esteem. As part of our provision, we provide very simple resources for children to dig, use a mud kitchen, hunt for bugs or build dens.

Children often choose to climb trees, jump, or lie in the mud and play pretend games with their friends. During Forest School sessions, children experience the joys of unstructured play and spending time in and exploring the natural environment, as well as making connections between different areas of learning and showing high levels of co-operation with others.



# Music and PE

We also have P.E once a week and a Music lesson with our specialist music teacher, Ms Jackson.

The children do not get changed for P.E. but are required to wear dark trainers or plimsolls on the day that will be allocated and shared with you. Comfortable trousers and shorts underneath skirts are advisable.



# Working in partnership with parents - curriculum updates and support

You will regularly receive updates on Tapestry explaining what learning will be happening, as well as other notices and reminders.

We organise workshops and coffee mornings for parents and carers to attend to talk about our curriculum and how we can work together to best support your child. Topics covered have included: Early reading, Early Maths and Phonics.

We invite parents and carers into the classrooms for a Stay and Read session on Friday mornings. We will let you know when these are running.

# Working in partnership with parents - parent teacher meetings.

Autumn and Spring terms - A parent teacher meeting to discuss your child's progress and plan next steps with you.

1 'focus week' per term ' - where practitioners will observe them more closely and will explore their interests.

At the end of the Summer term – a written report summarising your child's strengths and interests.

Children are assessed through observations which are gathered as practitioners engage with them in play. These observations inform our planning and a number of them will be uploaded on to Tapestry, your child's online learning journal, which you will have access to view.

All children will take part in the statutory Reception Baseline Assessment in their first half term in Reception.

All children are assessed to see if they have reached the statutory ELGs by the end of the Summer term.

# Reading at home



Research shows that regularly reading with your child at home helps to nurture a lifelong love of reading and hugely benefits their language development. It's also strengthens your relationship and is fun!

Children will be given one book from our Phonics reading scheme per week to read at home. These are changed weekly on Thursdays.

The expectation is that you read with your child 3 times per week. And write in their reading record book, letting us know how they got on.

Repetition enables memory formation and familiarity of the sounds (phonemes) they have been learning in class.

Children are also encouraged to choose picture books to read at home as often as they like. We also have a class reading bear who is excited to come home with you to read.

# Clothing and Weather

We see school uniform as children's 'work clothes.' Lots of our play is messy so please don't be surprised if children come home with dirty uniforms. Although aprons are provided for messy activities in Reception, please note that paint or playdough always manages to sneak onto clothing somehow.

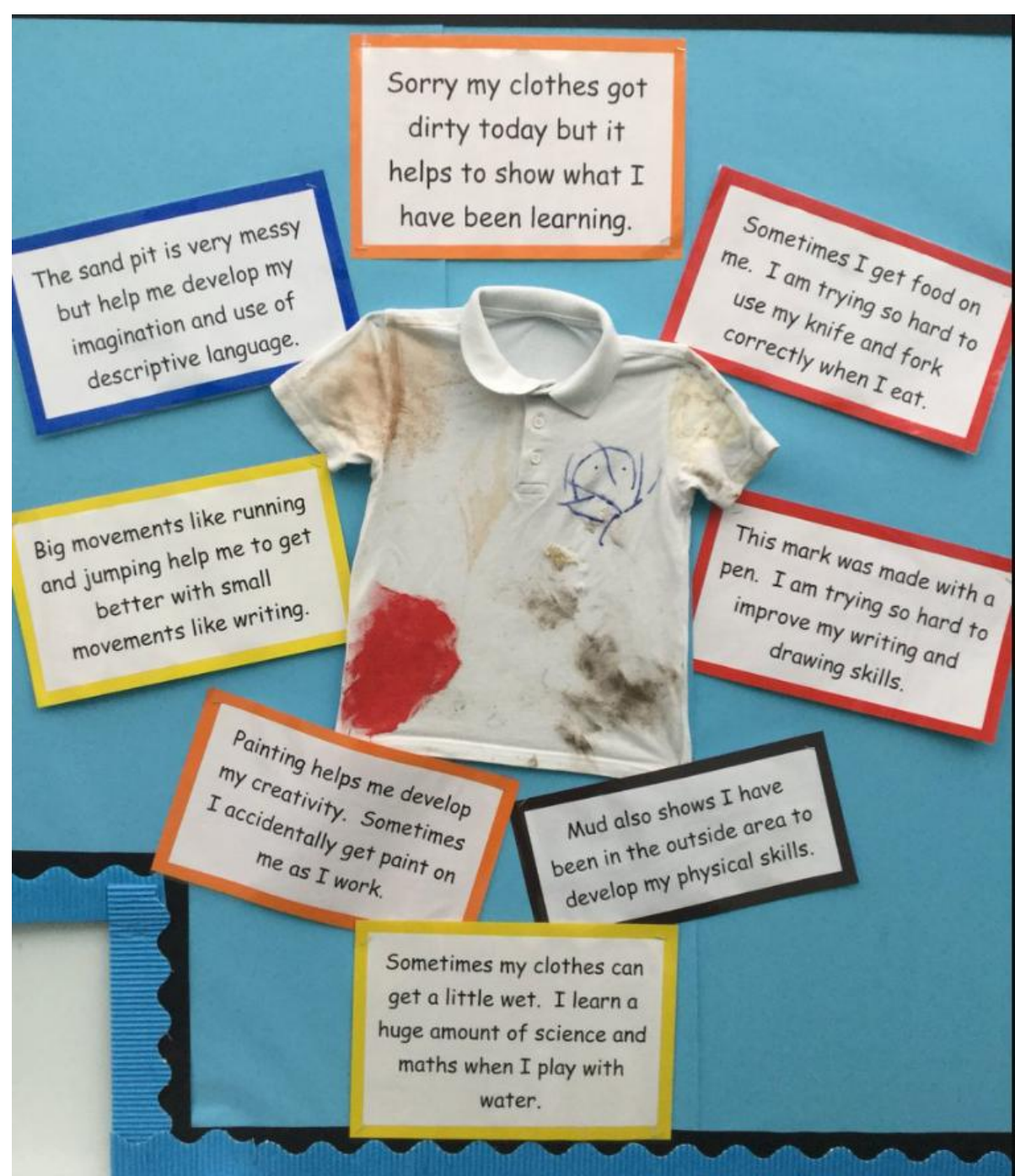
As Reception encompasses both indoor and outdoor activities, please ensure that your child wears clothing appropriate to the weather. This should include coats and hats for cold weather, sun hats, sun cream and cool clothing for warm weather. **Please mark all clothing and footwear clearly with your child's name.** A spare set of clothing and wellies, all labelled, are essential for your child to have at school.

If you would like to send in a set of waterproofs – please do so. We go outside in all weather conditions.

Toys should not be brought into Reception unless requested. Jewellery should not be worn to school since it is often lost and can cause injury. We particularly recommend that children do not wear looped, dangling earrings or necklaces, as serious accidents can be caused if they are caught in equipment or clothing.

Label everything!

# Getting messy is ok!



# Home Visits

► Home visits are an important part of our transition process. We value meeting your child in a familiar setting and talking to you about your child's interests and needs. Each visit will be about 20 minutes and will provide an opportunity to build relationships and prepare you and your child for transition into our reception. These are the dates and choices for our allocated home visit dates. If you have not already filled in your choices on the google form, please let us know your availability today in school or online by the 28<sup>th</sup> May.

► We will then contact you to confirm the date and time.

| Date                                     | 1 <sup>st</sup> preference | 2 <sup>nd</sup> preference |
|--|----------------------------|----------------------------|
| Monday 30 <sup>th</sup> June – morning   |                            |                            |
| Monday 30 <sup>th</sup> June – afternoon |                            |                            |
| Tuesday 1st July – morning               |                            |                            |
| Tuesday 1st July – afternoon             |                            |                            |
| Wednesday 2nd July - morning             |                            |                            |
| Thursday 3rd July – morning              |                            |                            |
| Friday 4th July- morning                 |                            |                            |
| Friday 4th July - afternoon              |                            |                            |
| Monday 7 <sup>th</sup> July - morning    |                            |                            |

# Settling in and staggered starts

Starting reception is a major milestone for children. To ensure the children transition smoothly from their previous setting, we have devised a timetable that allows children to become comfortable in their new learning environment. With a smaller number of children on these important initial days, this provides the children with an opportunity to begin developing positive relationships with their peers and school adults. **On Thursday 3<sup>rd</sup> July**, parents/carers will be informed on whether their child will be in Group A or B. The schedule is detailed below.

From **Wednesday 10<sup>th</sup> September**, children will be in school for the whole day unless an individual arrangement has been made.

|         | Wednesday<br>3 <sup>rd</sup><br>September | Thursday<br>4 <sup>th</sup><br>September | Friday<br>5 <sup>th</sup><br>September | Monday<br>8 <sup>th</sup><br>September | Tuesday<br>9 <sup>th</sup><br>September | Wednesday 10 <sup>th</sup><br>September |
|---------|---|--|--|--|---|---|
| Group A | 8.45 – 11.30                              | 12.30-3.15                               | 8.45 -11.30                            | 12.30 – 3.15                           | 8.45 – 12.00<br>(Lunch in<br>school)    | 8.45 – 3.15                             |
| Group B | 12.30 - 3.15                              | 8.45 – 11.30                             | 12.30 – 3.15                           | 8.45 – 12.00<br>(Lunch in<br>school)   | 12.30 – 3.15                            | 8.45 – 3.15                             |

# Independence

Independence is a key skill. Before they start Reception, please encourage your child to:

Use the toilet independently;

Wash their hands;

Get dressed and undressed by themselves;

Put their own coat on and take it off;

Put their shoes and socks on and take them off;

Help with tidying up at home; Choose it, use it, put it away.

Help you with meal preparation (lay the table, wash, peel and cut the vegetables, etc)

Practise carrying a small tray with food on it to the table.



THANK

YOU