

Welcome to Dalmain Primary School!

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
attendance@dalmain.lewisham.sch.uk

Stay and play dates:

- Thursday 18th June 3.45- 4.30
- Thursday 25th June 3.45- 4.30
- Thursday 2nd July 3.45- 4.30



Our Leadership Team



Ms Eisele
Headteacher



Ms Cavanagh
EYFS Leader
&
Teacher



Ms Sewani
Assistant Head & Inclusion Team
Leader



Ms Wilkinson
Safeguarding &
Behaviour Leader

Our Aims

- Our aim is to provide your child with a safe, happy and nurturing environment where they feel valued, secure and excited to explore the world around them.
- Through play-based learning, your child will develop confidence, curiosity and a genuine love of learning, discovering new skills at their own pace.
- This marks the very beginning of their learning journey, and we feel privileged to walk alongside you and your child—supporting, encouraging and celebrating every step of their growth.





Our School Rules

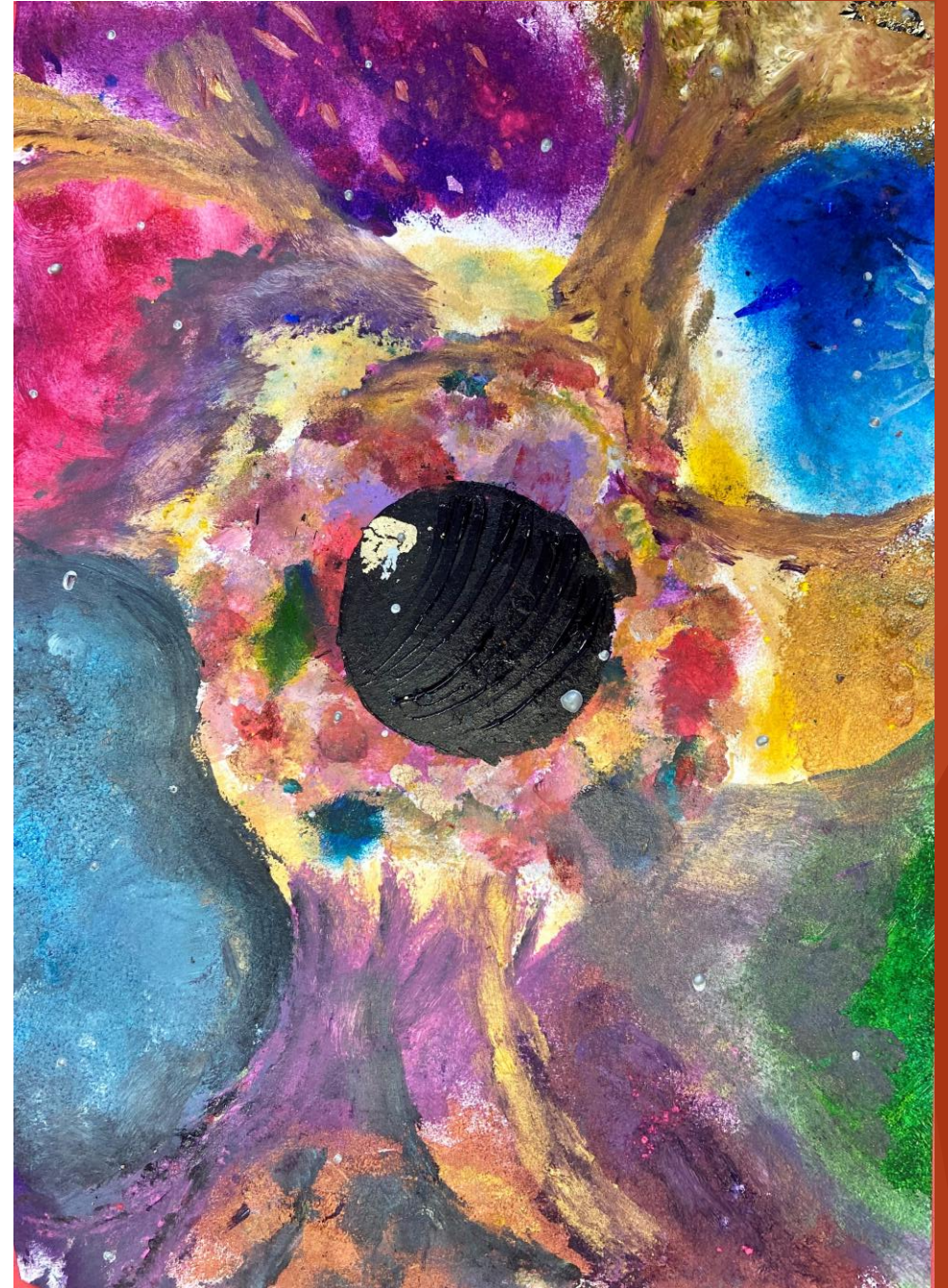
- Follow instructions by all school adults.
- Keep hands, feet and objects to yourself.
- Use kind and respectful language.





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

- 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 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

- **Minor accident:** we will inform you via Medical Tracker.
- **Head bump:** we will call you to inform you as well as send you a Head Bump Letter via Medical Tracker.
- **Becomes ill or has a more serious injury:** they will be looked after by someone qualified in first aid and you will be contacted.
- **Medication:** can only administer medication that is prescribed by a doctor. If you require us to administer medication, please go to the School Office where you will be asked to complete a Medical Form.
- **Asthma:** medication is kept in a medical box and will be labelled with written instructions as the dosage and the name of the child. You are also required to fill in a Medical Form.
- **Individual Care Plans:** these are set up with parents, the School Nurse and the Inclusion Team.

The Reception Environment

The Reception environment consists of 3 Reception Classrooms and an additional room that comprises of a larger role play area, construction area 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

- We follow the Early Years Statutory Framework. This sets the standards that all early years providers must meet to ensure that children learn and develop well.
- Through our knowledge of each child, built upon by continual observations, quality interactions and formative assessments, the EYFS team plan exciting and engaging activities that will move the children's learning forward.
- Our curriculum centres around well thought out books and themes each half term but with the flexibility to follow the children's own interests.
- The curriculum therefore, is our cultural capital where we build upon early experiences, giving opportunities to explore, take risks, inspire learning, develop curiosity and experience awe and wonder.
- It incorporates the 7 areas of learning as set out in the Early Years Statutory Framework.



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

Area of Learning	Aspect
Prime Areas	
Personal, Social and Emotional Development	Self Regulation
	Managing Self
	Building Relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills
Communication and Language	Listening, Attention and Understanding
	Speaking
Specific Areas	
Literacy	Word Reading
	Writing
	Comprehension
Mathematics	Numbers
	Numerical Patterns
Understanding of the World	People Culture and Communities
	The Natural World
	Past and Present
Expressive Arts and Design	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/ 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 Dining 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 App on a Friday ready for the following week.
- At 12.30 the children return to their classrooms.
- All children are monitored by Paediatric First Aid Trained staff




Bloom Community Kitchen

AUTUMN LUNCH MENU

Week 1	MAIN 1	MAIN 2	DESSERT	SUPER SALAD SIX	INFO
Monday	<u>Plant Packed Lasagne</u>	Tofu Tacos, Refried Beans	Apple Cake	Butternut Squash Sauté, Cucumber, Peppers, Broccoli, Coleslaw, Runner Beans with Leaves	<p>Served Daily:</p> <ul style="list-style-type: none"> • Freshly Baked Bread • Milk (dairy & non-dairy) • Water (infused & plain) • Fresh Fruit <p><u>Underlined dishes contain seasonal produce, at its best right now!</u></p> <p>Most dishes can be made Gluten Free by prior arrangement. All meat is Halal.</p> <p>Find Out More:</p> 
Tuesday	<u>Chilli & Rice, Hint of Spice</u>	Chicken & Thyme Meatballs, Ragu, Bulgur Wheat	Fruity Yogurt	Tomato Salsa, Cucumber, Coleslaw, Spinach, Red Cabbage, Sweetcorn	
Wednesday	<u>Cheeky Pie (Leek & Potato)</u>	Tuna & Veg Power Pasta	Oatmeal Cookie	Beetroot Salad, Cucumber, Peppers, Potato Salad, Broccoli, Kale Crisps	
Thursday	Soba Noodles, Edamame, Pak Choi	<u>Beef & Bean Chilli, Rice</u>	Banana Bread	Tomato Salsa, Cucumber, Peppers, Sweetcorn, Edamame, Runner Beans with Leaves	
Friday	<u>Rustic Cheese Pizzette</u>	Jerk Chicken, Sweet Potato Fries	Frogurt	Yellow Rice Salad, Cucumber, Radishes, Cherry Toms, Pak Choi, Kale Crisps	


Key:-

Celery	Cereals/ Gluten	Crustaceans	Eggs	Fish	Lupin	Milk	Molluscs	Mustard	Sesame	Soya	Sulphur Dioxide	Vegetarian	Vegan

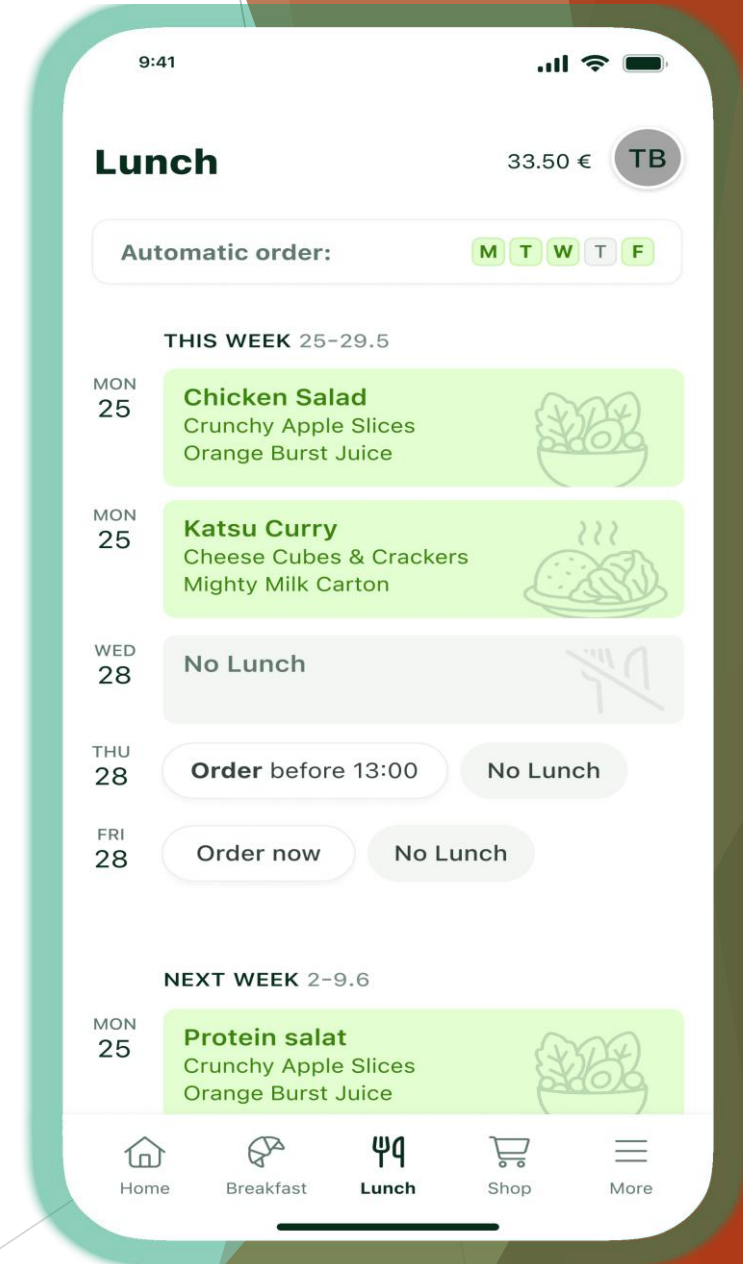
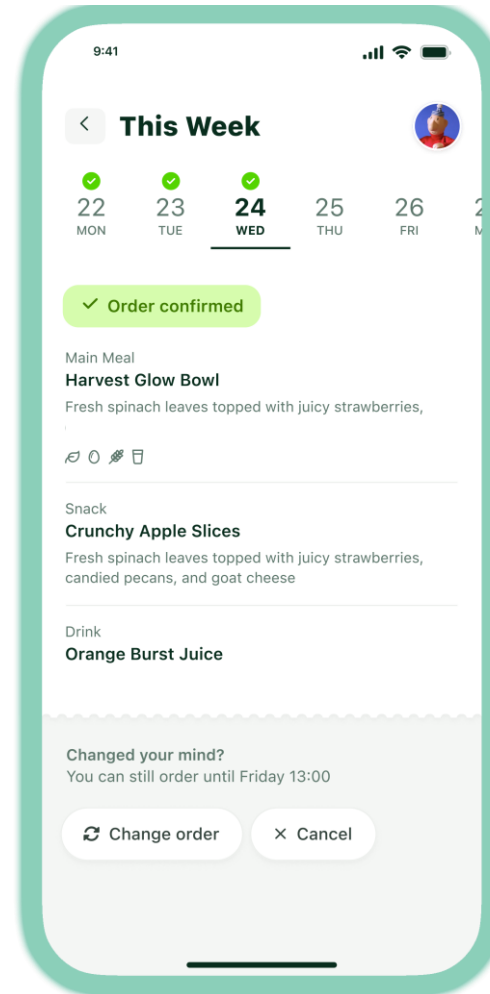
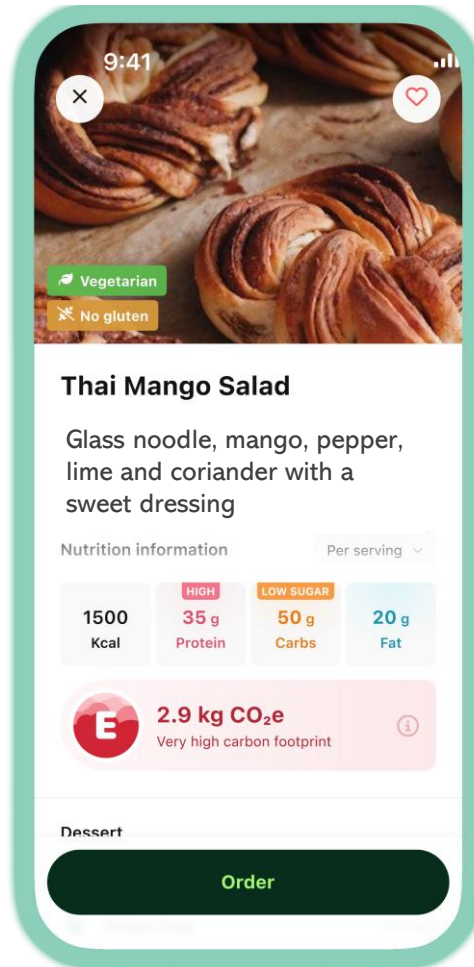


Bloom
- COMMUNITY KITCHEN -

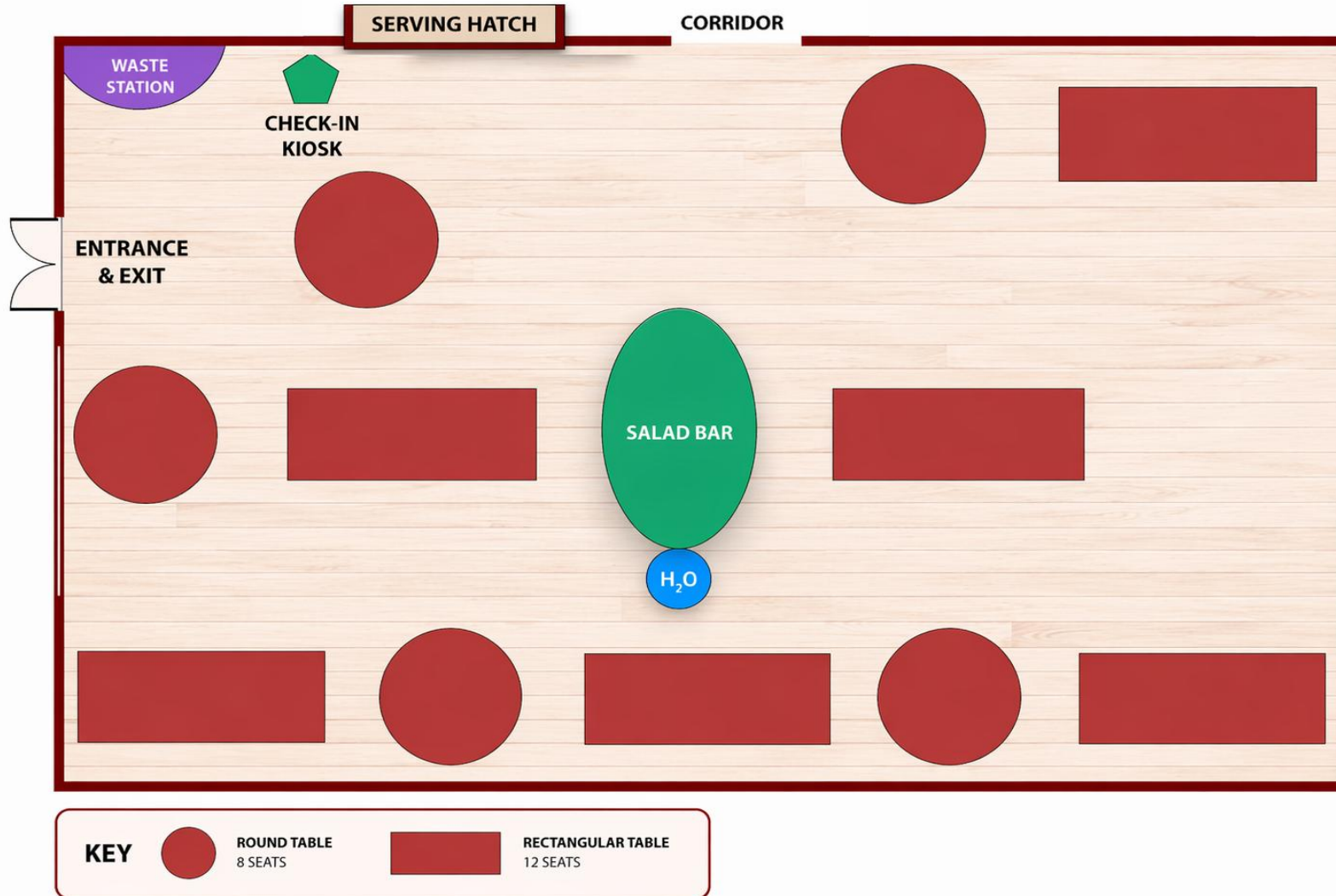
Dalmain Primary School



Bloom Community Kitchen



Bloom Community Kitchen



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.



Art, Music & PE

- Each week, we also have an Art Lesson with Mr Roberts, Music Lesson with Ms Jackson and an P.E.
- 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

- 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 & Read session on Friday mornings. We will let you know when these are running.



Working in Partnership with Parents

- 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

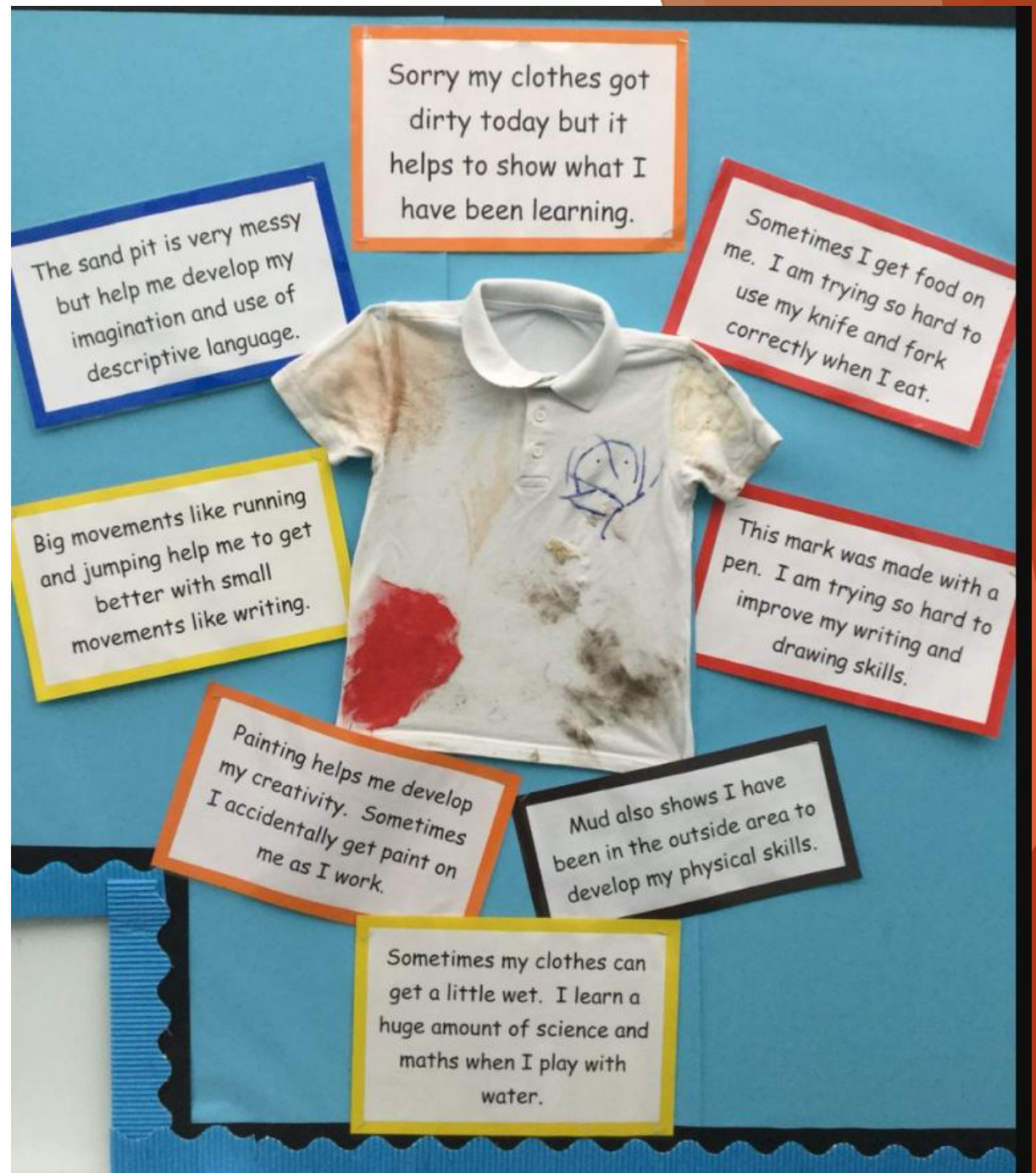
- Research shows that regularly reading with your child at home helps to nurture a lifelong love of reading and hugely benefits their language development. It's also strengthens your relationship and is fun!
- Children will be given one book from our Phonics reading scheme per week to read at home. These 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 & 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!



Sorry my clothes got dirty today but it helps to show what I have been learning.

The sand pit is very messy but help me develop my imagination and use of descriptive language.

Sometimes I get food on me. I am trying so hard to use my knife and fork correctly when I eat.

Big movements like running and jumping help me to get better with small movements like writing.

This mark was made with a pen. I am trying so hard to improve my writing and drawing skills.

Painting helps me develop my creativity. Sometimes I accidentally get paint on me as I work.

Mud also shows I have been in the outside area to develop my physical skills.

Sometimes my clothes can get a little wet. I learn a huge amount of science and maths when I play with water.

Transition Visits

- We look forward to welcoming you and your child to our Transition Visit Meetings, which will take place in the School House.
- These visits will last for 15 minutes. They are a lovely opportunity for families to meet with a Reception teacher, discuss the information shared on your forms, and talk through any questions, worries, or important details about your child before they start school.
- We hope this approach provides a comfortable and welcoming start for everyone.
- We look forward to welcoming you and your child to our Transition Visit Meetings, which will take place in the School House.
- Please complete the Google Form and then we will then contact you to confirm the date and time.

RECEPTION TRANSITION MEETING SESSIONS

PLEASE SELECT YOUR PREFERRED SESSION

DATE	SESSION TIME
MONDAY 6TH JULY	8:45 A.M. – 11:45 A.M.
TUESDAY 7TH JULY	8:45 A.M. – 11:45 A.M.
TUESDAY 7TH JULY	1:00 P.M. – 3:20 P.M.
WEDNESDAY 8TH JULY	8:45 A.M. – 11:45 A.M.
WEDNESDAY 8TH JULY	1:00 P.M. – 3:20 P.M.

PLEASE ADD YOUR CHILD'S NAME, 1ST PREFERENCE AND 2ND PREFERENCE ON THE SIGN-UP SHEET.

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 2nd July**, parents/carers will be informed on whether their child will be in Group A or B. The schedule is detailed below.

From **Thursday 10th September**, children will be in school for the whole day unless an individual arrangement has been made.

	Thursday 3 rd September	Friday 4 th September	Monday 7 th September	Tuesday 8 th September	Wednesday 9 th September	Thursday 10 th September
Group A	8.45 – 11.30	8.45 – 11.30	12.30 – 3.15	12.30 – 3.15	8.45 – 11.30 (Lunch in school)	8.45 – 3.15
Group B	12.30 - 3.15	12.30 – 3.15	8.45 – 11.30	8.45 – 11.30 (Lunch in 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 & cut the vegetables, etc)**





THANK

YOU