



Reception Induction 2023





We want to...

- Share the ethos of Hillside Primary School
- Meet members of staff
- Find out arrangements for your child starting school
- Learn more about the curriculum your child will follow
- View the school environment

Welcome from Head teacher: Mrs K. Schonau



If you have any further queries or questions please do not hesitate to contact our school office either via email:

office@hillsideprimary.org.uk or
via telephone: 01782 235350





Our Ethos and Values

- o Hillside Primary School is a friendly, caring school where everyone works hard towards our school motto which is: '*Developing the Individual*'. We facilitate this by fostering the values of Inspiration, Determination, Excellence, Friendship, Respect, Equality and Courage. These promote outstanding behaviour and mutual respect for one another.
- o At Hillside we provide an excellent foundation for our children to develop as individuals and are committed to enabling all pupils to fulfil their potential. We encourage children to grow personally, socially and morally as well as academically.
- o The aim of our provision is to encourage and foster an inquisitive nature and a love for learning. We believe that this is the key to academic success. Our dedicated, hardworking team of staff deliver an exciting, broad curriculum and are continually striving to improve outcomes for our pupils.
- o Hillside Primary is a fully inclusive school and welcomes applications from all pupils, including those with special educational needs.



Staff

Staff can change from year to year dependent on the needs of each class. This year:

Mrs Ashton is the Reception Class Teacher

Mrs Dixon, our Senior Early Years Practitioner
works in Reception class



What is the Early Years Foundation Stage (E.Y.F.S)?

- The E.Y.F.S. is the stage of education for children from birth to the end of the Reception year.
- It is based on the recognition that children learn best through play and active learning.

It is developed around 4 themes that underpin the EYFS

1. A unique Child- Observe what a child is learning
2. Positive Relationships- What adults can do
3. Enabling Environments- What adults could provide
4. Learning and Developing- Children's achievements through the above



Areas of learning...

The Foundation Stage Curriculum

PRIME AREAS

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

These are crucial for developing children's curiosity and enthusiasm for learning.



Then there are 4 SPECIFIC AREAS

1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive arts and design



Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour 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

- 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

- 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.





Communication and Language

Listening, Attention and Understanding

- 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

- 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.



Physical Development

Gross Motor Skills

- 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

- 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





Fitzy Fox

As part of your child's Physical Development, we will send home Fitzy Fox. (Two children each week)

Fitzy comes with a bag full of activities designed to encourage your child to keep fit and healthy.

You and your child can have fun completing Fitzy's Diary before sending it back to school. Your child will then talk to the class about the exciting things they have done with Fitzy over the weekend.





Literacy



Reading-

- o Link sounds and letters
- o Segment sounds in words and blend them
- o Read words and simple sentences

Comprehension

- o Discuss texts read
- o Answer questions based on the text

Writing-

- o Communicate meaning through clearly identifiable letters
- o Encourages children to develop pencil control and to begin to make marks on paper
- o Write for a wide range of purpose- name, labels etc.



Reading

- o At Hillside, we place great emphasis on encouraging the children to read for pleasure. We do this in a number of ways.
- o We learn about a new author each half term. As well as learning interesting facts about these authors, we share stories and encourage the children to find other stories by the same authors.
- o We also send home Reading for Pleasure books, along with a Reading for Pleasure booklet. The booklet is a list of what we believe to be the 25 best reads for a Reception child.
- o On a more formal level, during the first couple of weeks, we will assess your child's phonic ability.
- o We will then either send home some letter sounds to learn, along with a discussion book to share with your child or if we feel your child is ready they will be given/continue with a reading book.
- o We have two kinds of reading books; ones that encourage sounding out using phonics and ones that require 'tricky' words to be learnt and read by sight. Depending on your child's ability, they will have one of each of these books by the end of Reception.
- o We encourage you to read with your child at least 3 times a week and if you would like your child to be entered into the Reading Rocket prize draw, they will need to read 5 times a week. Each half term a winner will be chosen to receive a prize.



Mathematical Development



Number

- o Have a deep understanding of number to 10, including the composition of each number
- o Subitise (recognise quantities without counting) up to 5;
- o Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- o **Numerical Patterns**
- o Verbally count beyond 20, recognising the pattern of the counting system
- o Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- o Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



How to help your child develop their maths skills

- o Counting out loud to 10, then to 20.
- o Counting objects to 10, then 20.
- o Recognising numbers to 10.
- o Matching numerals to correct number of objects.
- o Recognise without counting numbers to 5
- o Talk about what makes 2, 3, 4





Understanding the World



Past and Present

- o Talk about the lives of the people around them and their roles in society
- o Know some similarities and differences between things in the past and now
- o Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- o Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- o Know some similarities and differences between different religious and cultural communities in this country.
- o Explain some similarities and differences between life in this country and life in other countries

The Natural World

- o Explore the natural world around them, making observations and drawing pictures of animals and plants
- o Know some similarities and differences between the natural world around them and contrasting environments
- o Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Expressive Arts and Design

Creating with Materials

- o Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- o Share their creations, explaining the process they have used
- o Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

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





Constructing and making





Outside Learning





The Characteristics of Effective Learning (CoEL) are an element of the current Early Years Foundation Stage Curriculum (EYFS). CoEL advocate that in planning and guiding children's activities, practitioners must reflect on the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. The three characteristics of effective teaching and learning identified by the EYFS are:

Characteristics of Effective Learning

Engagement

Playing and Exploring

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Motivation

Active Learning

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Thinking

Creative and Critical Thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked



A typical day in our Foundation Class...

- o 8.50 -Welcome and name writing/early start activities
- o 9.00-9.05- Register
- o 9.05-9.30 - Phonics session
- o 9.30-10.40 -Adult directed group work-Literacy focus and activities
- o 10.40-10.50 -Playtime
- o 10.50-11.45- Adult directed group work-Maths focus and activities
- o 11.40-12.40 Lunch and playtime
- o 12.40- 1.20 Registration and assembly
- o 1.20 -2.45 Topic work/KUW/Creative/Forest School
- o 2.45 Tidy away, story, meditation and Home Time @3.20.



When you come to school..

- o This is where you will hang your coat



- o This is where you will put your book bag
(No backpacks please)



- o This is where you put your water bottle





At playtime you will...

- o Go to the toilet



- o Go out to play



- o At lunchtime the lunchtime supervisors will help you to choose something to eat





Music and P.E.

On Tuesday mornings, the children will have a Music lesson with our Music teacher, Mr Hall and P.E with our P.E. teacher, Dan.

In Music they will:

- 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.



In P.E. they 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.





Assessment

- Teacher-led activities - while your child completes activities set by the teacher, they will be assessed against the learning intentions for the specific activity, from this next steps can be planned to develop your child's learning.
- WOW moments - you will be given some blank WOW moments during the first few weeks of school. We love to hear of new/special moments that your child has done, we ask for you to fill in a WOW moment and send it in so that we can share this with the class and celebrate your child's achievement.
- Half-termly assessments - the children will be tested on the key skills in literacy and mathematics.
- End of year reports- this is an overview of your child's time in nursery and will discuss social, emotional and academic achievements.



What can you do to help your child's learning before and when they begin school?

- o Sharing books, talking about the pictures
- o Reading Book, make comments in their reading diary
- o Read/share books at least 3 times a week
- o Practise letter sounds - reading and writing.
- o Practise sounding simple words out, e.g. c-a-t, d-o-g
- o Encourage mark making, shopping lists etc.
- o Encourage children to talk
- o Practise counting at any time-climbing the stairs, shopping etc.
- o Play simple board games
- o Sing number rhymes and songs together
- o Support any homework that comes home, sounds and number work.



Uniform

- o Compulsory- Sweatshirt/cardigan with school logo
- o Please ensure that names are in EVERYTHING
- o Send coats EVERYDAY
- o Sensible shoes, no boots and no jewellery
- o P.E. kits in school everyday
- o A Forest School outfit.
- o A pair of wellies with a waterproof pair of trousers and jacket.
- o (Not an all-in-one please. The children find these very difficult to put on themselves.)
- o PE t shirt and school jumpers/ cardigans are available from Mr Motif in the village of Milton- opposite the Co-op.





Exciting Events

- o School trips - throughout the year we go on different visits linked to our topics, we aim to have one visit/outing a term. We choose and plan these carefully to make it a memorable and meaningful experience for your child.
- o Showcases - this is an opportunity for you to come into school and share time with your child, taking part in activities linked to the learning they have been doing in class.
- o Celebration Assemblies - children are recognised for their work and get the opportunity to showcase this to the class as well as receiving an award from Mrs Schonau. Children will also be recognised for displaying our school values and they too will receive an award.
- o Christmas Performance
- o Sports days



Communication with Parents

Class Dojo

- We have recently introduced Class Dojo to all classes. In September, you will be sent login details. Teachers will post stories several times a week, updating you on your child's topics and learning. You will be able to 'like' and comment on these posts.

Parents Evenings:

- Parents are invited to parents' evenings during the year. You will be able to discuss your child's progress with members of staff and letters of the dates and times will be sent home.
- If, at any time you have any questions or concerns please come in and discuss them with a member of staff or the Headteacher.

School Website

- The school's website www.hillsideprimary.org.uk has a wealth of information, including policies, uniform requirements, a calendar of events, class information, newsletters and much more.

School App

- We have a school app that can be found on your app/ play store. We strongly recommend downloading this, it is updated regularly with examples of the children's learning, notices and special events that have taken place.

Newsletters

- The school provides regular newsletters for parents/carers, giving up to date information of activities and events.

Open Door Policy

- We operate an open door policy. You can speak to a member of staff on the door, either in the morning or after school.

Transition week

All children will attend the Reception class during the week beginning Monday 10th July 2023.

The current Nursery class will wear school uniform. The new children can wear their own clothes. Please ensure that these are suitable for active sessions (please no dresses or sandals) Please apply suncream before school (if necessary) and provide a sunhat and water bottle - all named.

All new-to-Hillside children will be required to bring in £2.60 in a named envelope each morning for their hot school meal each day. Alternatively, they can bring in a packed lunch.)

Each morning at 8.50am, Mrs Ashton will meet you and your child at the far left hand door on the infant playground and will dismiss the children from this door at 3.20pm.



The First Few Days ...

There can be a lot to remember in the first few days, but please do not worry as your child will quickly be teaching you the routines!

All clothing
named!

Book bag everyday
(New children will be gifted a Hillside
Book bag)

Water bottle
(named)

Sun hat in
school and
sun cream
applied at
home.

PE bag - left
in school



Other matters...

- o Please let us know if someone different is collecting your child!
- o Parent Helpers always welcome - Please enquire via a member of staff and be prepared to complete a DBS check.
- o Any absence requires a telephone call to the school office by 9:15am.
- o We strongly advise against taking your child out of school for a holiday during term time.
- o At Hillside we operate a cashless environment and all payments are made through an online payment system called ParentPay. Details will be provided as part of your child's induction pack. We require a notice period of one week for any changes to school meal arrangements.

Medical

- o Any sickness, diarrhoea, must be followed by at least 48 hours absence.
- o Head lice are common! Please check regularly and treat as recommended.



Thank you

We look forward to a happy partnership in your child's first year at school and beyond.



Useful website: www.foundationyears.org.uk