

Welcome

To

Reception



September 2021

Countdown to School

Pre-School Afternoon Visit

Monday 28th June

1.00pm-3.00pm

Pre-School Morning Visit

Tuesday 6th July

9.30am -12noon

(followed by School Lunch)

(Your child will need to be collected at 12.30pm)

Pre-School Full Day Visit

Wednesday 14th July

9.30am-3.00pm

What is Reception?

Introduction

The reception class at Bryn Offa is usually a child's first experience of 'big school.' We believe it is so important that we get it right because these first experiences often affect children's attitude to learning throughout their school life. We believe that every child deserves the best possible start in their school journey and we provide the support to enable them to fulfil their full potential and make the most of their abilities and talents. We do this by providing a happy, safe and secure class environment which promotes teaching and learning to give children a broad range of knowledge and skills.

Our four guiding principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self assured;
- Children learn to be strong and independent through **positive relationships** with peers, adults in school and a strong partnership between home and school;
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to building their learning over time; and
- The importance of **learning and development**. Children develop and learn at different rates

Educational Programmes

The government set out the curriculum areas that we need to cover for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are as follows:

- Communication and language
- Personal, social and emotional development
- Mathematics
- Expressive arts and design
- Physical development
- Literacy
- Understanding the world

* Please see Appendix 1 for more detail

Reception Baseline Assessment

The RBA is a short assessment, taken in the first six weeks in which a child starts reception.

Early Years Foundation Stage Profile

Near the end of the reception year the EYFSP will be completed for each child. The Profile provides, parents, carers and teachers with a picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

School Visits

We understand that parents may wish to come and have a look around school before their child starts at Bryn Offa. We have scheduled visits for the following dates and times:

Thursday 1st July 3.30pm-4.00pm

Friday 9th July 3.30pm-4.00pm

Wednesday 14th July 3.30pm-4.00pm

Please note that visits must be booked in advance. Please telephone or email us to let us know when you would like to visit.

Parent Meeting

There is a meeting at the start of the Term (date below), in which you will be given further information on all sorts of things. You will also have a chance to ask questions and meet the other parents as well.

We would strongly encourage you to attend this meeting as it will help you understand the school and what you can do to support your child's learning.

Meeting Date - Monday 6th September 2021

9.15am-10.15am



Forest School at Bryn Offa!



Learning and discovering whilst having fun outdoors!

The natural environment provides of a wealth of opportunity to expand young children's learning through multisensory exploration, experimentation and adult supervised play.

Forest School provides a safe, outdoor 'classroom' where children are encouraged to explore all aspects of the natural world. Their own interests and play ideas will be the basis of activities to extend their learning.

Materials the children will use will include:

Mud, sticks, logs, leaves, stones, string, collecting boxes, magnifying glasses, tarpaulins, books, pictures, paper, charcoal, sand, water and their imagination!

Activities we will do include: Hide & seek, den building, picture making, bug hunting, collecting and sorting, singing, listening, observing seasons, safe use of appropriate tools (with one to one supervision) and eventually fire lighting and cooking.

Forest School Clothing

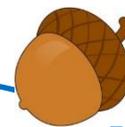
The highlight of many children's week is 'Forest School'. This happens one afternoon a week on the school field, where we have a Forest School site. Children learn about the environment; enjoy cooking over an open fire; making hot chocolate; building shelters; bug hunting; mud painting; woodland art and much more. Children are required to bring a set of suitable outdoor clothes each week (no short sleeves or shorts please).

Wellies are essential as are warm waterproof clothes, hats and gloves in winter. We will be outside whatever the weather and follow the adage that, 'there is no such thing as bad weather only unsuitable clothing!' Please ensure that all items of clothing are labelled. You will be advised of the day that Forest School will take place closer to the time.

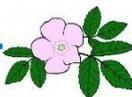


Forest School promotes learning in the following areas:

Understanding the World-
Investigating natural flora & fauna in the woodland.
Investigating weather, predicting and experimenting. Growing things. Using their senses to learn about materials, textures, changes etc



Personal and social development-
self-esteem, independence, cooperation, team work & self-confidence, respect for living things, sharing experiences, health & safety



Mathematical development-
counting natural objects, sorting shapes, colours and sizes. Measuring, problem solving and calculating. Pattern marking and recognising.



Communication, Language and Literacy-
Listening to instructions, discussing findings, new vocabulary, sharing ideas, story-telling, songs and rhymes. Mark making in the mid. Keeping a diary



Physical development-
spatial awareness, balancing, negotiating obstacles. Use of tools. Games and healthy exercise outside



Expressive arts and design-
Dancing, music making, picture making using natural materials.



Appendix 1

Communication and Language

Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision

helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe