



RHODES AVENUE
PRIMARY SCHOOL

***Reception Information for
Parents – An Overview***



***Welcome to Reception at
Rhodes Avenue
Primary School***

Agenda

- Introductions – staff
- Early Years Foundation Stage overview
 - Transition
- Settling in procedures

Our School Values

We act with **cooperation** because we are a community

We will use **creativity** to learn and grow

We will show **consideration** as everyone is of equal value and importance

We want our children to:

Know who they are

Respect others for who they are

Never stop learning

The Reception Team



Kingfisher class:

Teacher – Myrtle Caldeira

Nursery Nurse – Anna Milic



Owl class:

Teacher – Rebecca Tubridy

Nursery Nurse – Maria Ktorou



Robin class:

Teacher – Kirsty Spittle

Nursery Nurse – Donna Cade

What is the EYFS?

EYFS → **E**arly **Y**ears **F**oundation **S**tage

0-5 years phase of education

Children learn through **play**

- **New Statutory Framework**
- **Updated Development Matters (non-statutory guidance)**

3 characteristics of effective teaching and learning:

Playing + exploring – investigate, experience things and have a go

Active learning – concentration, perseverance, enjoyment

Creating + thinking critically – to encourage use of their own ideas, develop their own ideas, make links between ideas + develop strategies for doing things

Areas of learning & development

3 prime areas of learning:

Personal, Social and Emotional Development –

Self-regulation; Managing Self; Building Relationships

Communication and Language –

Listening, Attention & Understanding;
Speaking

Physical Development –

Gross Motor Skills; Fine Motor Skills

4 specific areas of learning:

Mathematics — Number; Numerical Patterns

Literacy — Comprehension; Word Reading; Writing

Understanding the World — Past and Present; People, Culture and Communities; The Natural World

Expressive Arts and Design — Creating with Materials; Being Imaginative and Expressive

Key Person

A named member of staff with responsibilities for a small group of children who helps these children feel safe and cared for.

A familiar figure who is accessible and available as a point of contact for parents and one who builds relationships with the child and parents/carers.

Class Teacher has overall responsibility

What did you do at school?



Transition

New children

- Nursery visit / phone call to Key Person
- Home Visit
- Play date to look at the new environment
- Nursery reports

Nursery children

- CT reads story
- Play date to look at the new environment
- Extensive transition meeting with Nursery teacher and Reception teacher

Settling In Procedures

- 2 groups of 15 children
- Settling in period: part-time, then full-time
- Breakfast Club & After School Club can commence after this period
- Settling in for parents too
- Not set in stone – personalised
- Less children to adults, observations, baseline assessments, settling in takes time (unpredictable!)
- What to do on the first day..

Which type of child will you have when settling in?

- Settles from day one, remains settled
- A little unsettled to begin with, soon settles
- Unsettled to begin with, takes time to settle but does so eventually
- Very unsettled, with support settles over time
- ALL CHILDREN EVENTUALLY SETTLE!
- Parents / carers need to be very calm.

Additional Information

- Cashless school
- Breakfast and Afterschool club
- Parent Information Session – October
- Workshops running throughout the year

Any questions?