

# Reception Intake Evening

Tuesday 6<sup>th</sup> June 2023



# Welcome

Introductions

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Early weeks

Curriculum

Monitoring Progress

A day in Swan Class

Uniform

Medical Matters

Computing

Healthy Schools

Pupil Premium

School readiness



# Meet the staff



Miss Paulding  
Headteacher



Mr Kingham  
Deputy Headteacher



Miss Sanby  
Teacher



Mrs Spedding  
Teaching Assistant



Mrs Fulford  
Teaching Assistant

# Values Education

As a values-based school, we support children to become well-rounded individuals by promoting positive values and behaviour that will benefit them in all aspects of life.



# Facilities

Large indoor space

EY Playground

School Field

Outdoor Classroom

Hall - used for assemblies, PE lessons,  
lunchtime

Computer Suite/Library



# Transition

Visits to Nursery Settings

Stay and Play - Thursday 29<sup>th</sup> June

Summer Fair - Saturday 1<sup>st</sup> July - 11am-2pm

Home Visits - w/c Monday 4<sup>th</sup> September

Start date - w/c Thursday 7<sup>th</sup> September

Parents' Meeting - September - TBC

# Early Weeks

- ▶ Start date is Thursday 7<sup>th</sup> September
- ▶ Reasoning for set start dates
- ▶ Building relationships
- ▶ Sharing special books
- ▶ Lunch times and staffing
- ▶ Collection time



# Curriculum

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through seven areas of learning and development

- ▶ Communication & Language
- ▶ Physical Development
- ▶ Personal, Social & Emotional Development
- ▶ Literacy
- ▶ Mathematics
- ▶ Understanding the World
- ▶ Expressive Arts and Design





# Curriculum

Examples of how our children may be 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



# Monitoring Progress

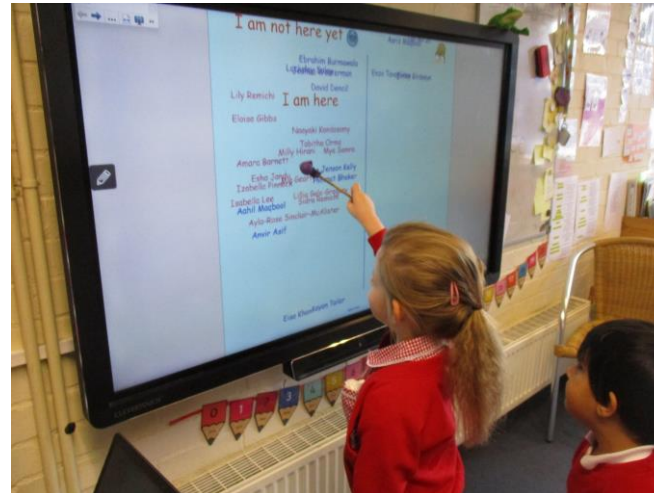
- ▶ Each child has their own folder where we keep evidence of their learning and samples of work or photographs of what they have been doing. We value parental contributions as this helps us build a complete picture of your child.



- ▶ You will be invited to discuss how your child has settled in and their progress so far at the parents' evening in October.

# A typical day in Swan Class

- ▶ 8:50 Come in, hang coats up, put bags away and move names on self-registration board.





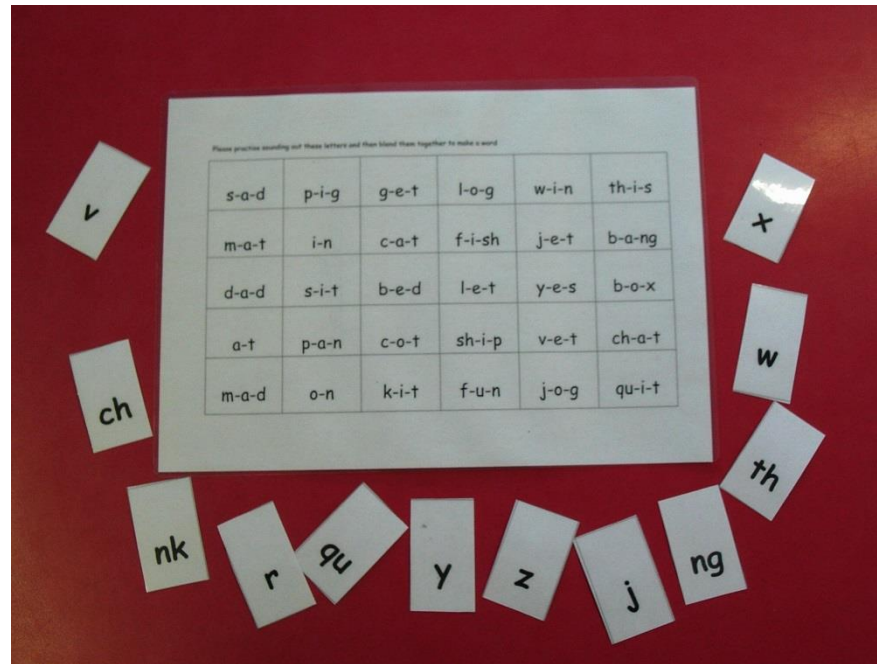
# A typical day in Swan Class

- ▶ 8.45-8.55 Early morning activities and register



# A typical day in Swan Class

► 10.15 Read, Write, Inc.



# A typical day in Swan Class:

► 10.00-10.15 Assembly





# A typical day in Swan Class:

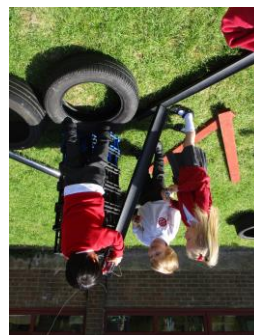
► Throughout the morning...





# A typical day in Swan Class:

## ► Snack time and outdoor play



# A typical day in Swan Class:

- Maths, PE, Computer Suite





# A typical day in Swan Class:

► 11:45-12:00 Storytime



# A typical day in Swan Class:

► 12:00 -1:00 Lunchtime



# A typical day in Swan Class:

- ▶ 1:00-3.00 Activities and One to One sessions



- ▶ 3:15 Hometime



# Uniform

We take pride in being smart, well presented and ready for learning. We believe children should feel a sense of pride in being a member of our school community. It is our Academy Trust policy that all children wear school uniform when attending school.

# Medical Matters



- ▶ Any sickness, diarrhoea, must be followed by 48 hours absence.
- ▶ Any absence requires telephone call or e-mail on the first morning of absence, followed by written confirmation on the child's return to school.
- ▶ Head lice are common. Please check regularly and treat as recommended. All long hair must be tied back at all times.
- ▶ Any medicines can only be administered after a medical instruction form has been completed.
- ▶ Sundon Lower School has a Managing Allergens Policy - please do not send any food in that contains nuts.

# Computing

During their time at Sundon Lower School children have the opportunity to:

- access the internet/email.
- take and be included in photographs/video

Photographs of the children taking part in school trips, concerts and other activities appear on the school website.

We need a signed permission slip for the children to take part in the above activities; parents of new children will be sent one. Please return this ASAP.



# Healthy Schools

- ▶ Free milk
- ▶ Water
- ▶ Fruit or raw vegetables
- ▶ Free school meals
- ▶ Healthy packed lunch
- ▶ Parent Pay



# Pupil Premium

Pupil Premium funding is designed to support those children who are deemed to be from a disadvantaged background. Money is given to schools to enable them to target specific support to improve outcomes for this group of children. The funding is triggered by the following:

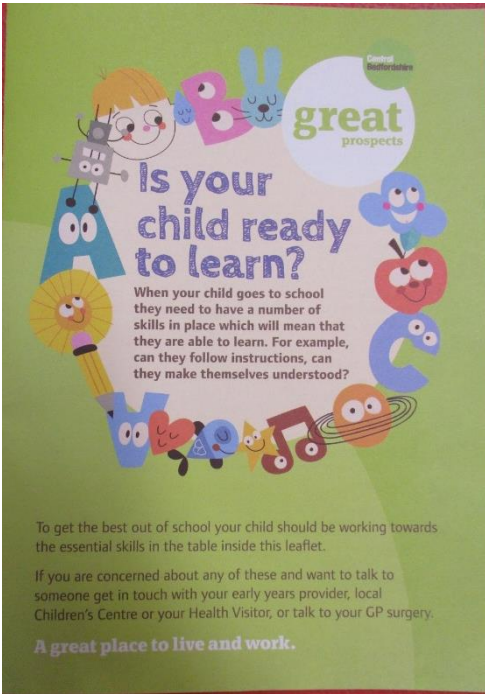
- ▶ A child is currently eligible for free school meals, or they have been during the last six years
- ▶ A child is currently in the care of the Local Authority, or they have been during the last five years
- ▶ A child has a parent currently serving in the armed forces

# School readiness

In your packs you will find  
'Is Your Child Ready to Learn?'

- ▶ Helpful tips on the skills your children should have or are on their way to acquiring by the time they start school.





# Is your child ready to learn?

When your child goes to school they need to have a number of skills in place which will mean that they are able to learn. For example, can they follow instructions, can they make themselves understood?

To get the best out of school your child should be working towards the essential skills in the table inside this leaflet.

If you are concerned about any of these and want to talk to someone get in touch with your early years provider, local Children's Centre or your Health Visitor, or talk to your GP surgery.

**A great place to live and work.**

Our sixteen ticks	Consider...
To speak to an adult and ask for help	Have you talked with your child about which adults to ask for help and that it is okay to ask for help?
To be able to take off coat and put on shoes	Do you allow enough time for your child to dress and undress themselves without having to hurry them or do it all for them? Make sure the clothes they wear are manageable.
To talk in sentences and use an extending vocabulary	Do you listen to your child and model appropriate speech and conversation when talking to them? Do you share new words with your child and explain what they mean?
To open and enjoy a book	Does your child see you reading books, newspapers or magazines? Do you share books on a regular basis? Do you tell and make up stories? Do you visit the library?
To be able to hold a pencil properly to draw and write	Are there opportunities for your child to draw with writing tools, such as pencils, crayons, chalks or sticks in mud? Do you encourage your child to pretend to write? Do you show your child the shapes and sounds of letters?
To eat a meal or snack unaided and identify and enjoy healthy foods	Children need to practise using their cutlery because it is difficult to learn. Have meals together with your children; let them help prepare for meal times such as peeling carrots and setting the table. Do you have a routine for washing your hands before eating? Do you give your child a variety of different healthy foods?

Our sixteen ticks	Consider...
To sit still and listen	Do you have one-to-one time with your child where they need to sit and listen, such as reading a story? Do you play games where your child needs to follow instructions, such as 'Simon Says'?
To be aware of other children and make friends	Do you promote manners and respect for others? Does your child know to wait for others to stop speaking before talking or to say 'excuse me' before interrupting? Do you talk about feelings in all kinds of situations? Do you play games where children need to take turns?
To understand the word 'no' and the boundaries it sets	Do you and others treat behaviour of your child consistently e.g. child carer, relatives? Do you model behaviour in a way that you would expect your child to behave? Are there non-negotiable rules that your child understands, such as holding hands when crossing the road? Do you explain why you are saying 'no' or 'stop'?
To be toilet trained and able to visit the toilet alone	Do you know the signs when your child is ready to start toileting? Have you thought how to manage accidents? Do you encourage your child to be as independent as possible, including dressing themselves and wiping their own bottom?
To recognise own name and familiar signs and logos.	Do you write your child's name when playing? Is your child's name visible at home e.g. in birthday cards, in clothing or when drawing? Do you point out popular logos and signs and tell your child what they mean? Is your child starting to recognise the meaning of signs and logos?



Our sixteen ticks	Consider...
Recognise numbers and quantities in the everyday environment	Point out numbers to your child eg on doon, cars and in books. Count with your child and encourage them to touch each item as they say the number.
Make sure your child has received all of their immunisations and relevant health checks	Are you registered with a doctor, dentist and health visitor? Has your child had all of their pre-school checks? Are all of your child's jabs up to date?
Have a good level of physical activity	Does your child play outside? Take your child to the park and play running, skipping and hopping games. Let your child play on climbing equipment. Does your child cycle or ride a scooter?
Participate in musical activities	Does your child listen to lots of different types of music? Do you play rhyming games? Do you sing songs or visit music groups?

Follow us on Twitter and Facebook for ideas and video clips on how to help prepare your child for school.

[www.centralbedfordshire.gov.uk](http://www.centralbedfordshire.gov.uk)  
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