

Lyon Park Primary School

Reception Handbook 2023-2024



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Welcome to Lyon Park School

This booklet is aimed at making your child's induction into school as happy as possible and to enable parents to understand the values, procedures and organisation of reception. We hope that it will provide you with the information you will need to work in partnership with us.

Starting school is an important time for all children. We develop children's physical, intellectual, emotional and social development as well as other curriculum areas when planning their learning.

We wish you a happy learning adventure with us.

Ms T K Bhabra
Headteacher



The Reception Team

We have four reception classes at Lyon Park Primary School; RL, RY, RO and RN. Each class is led by a teacher and nursery nurse. Your child will be allocated a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting and to build positive relationships with the child and their parents/ carers. Your child's key person will also observe your child's learning to plan for their next steps and ensure they make good progress throughout the curriculum. Your child's key person is a point of contact for information sharing, questions and working in partnership.

Starting Reception

Before each child starts reception, parents/ carers and children are invited to meet their teacher. During this meeting, your child's teacher will ask some questions about your child's family, interests and experiences and you will have the opportunity to ask any questions you may have.

Children need to feel happy and secure in their new environment before they can learn. Your child will initially come for half-day sessions either in the morning or afternoon. This smaller class size will help your child receive the support they will need whilst making the transition into school. Further details of the settling-in period are included in the induction pack. Most children settle quickly into school, however, if your child finds this difficult, your child's teacher will discuss an alternative arrangement with you.

School Times

8.40am - 3.10pm

Your child's classroom door will open at 8.40am each morning, punctuality is important to ensure your child does not miss out on any learning. At the end of the day, please ensure your child is picked up promptly at 3.10pm. A child can become anxious if they feel that they have been left behind. If for some reason you are held up through unforeseen circumstances, please telephone the school office to let us know.

Collection

You will be asked to give the details of named adults who can collect your child. We will not allow an unknown adult to collect your child. If you send someone new to collect your child, please ring the school office to inform them with details of their full name and relationship to the child. All Reception children must be collected by a responsible adult. Please do not send anyone under the age of 16 to collect your child.

Absence and Illness

Good attendance and punctuality is essential for your child's development and progress. If your child is absent from school, you are required to telephone the school office on the first morning of the absence and on subsequent days by 9:00am. Absences which are not satisfactorily explained will be deemed unauthorised. Holidays in term time **will not** be authorised.

Medical Needs

It is important that the school is aware of all medical needs and has the correct medication for your child. Please share this information with your child's key person and ensure you have informed the school office. If your child requires medication e.g. an asthma inhaler, they will not be able to start nursery until you provide us with the correct medication.

Special Educational Needs and Disabilities

Lyon Park is an inclusive school, if you are concerned about your child's development or feel they will require additional support, please contact our SENDCo Mrs Mistry or Assistant Headteacher Ms Gallagher before your child starts.

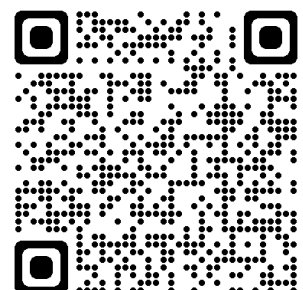
Behaviour

Children are encouraged to take responsibility for their own behaviour. They are taught basic rules and expectations. A 'Going for Gold' chart is used so pupils have a visual representation of their behaviour. If a child breaks a rule, an adult will speak to them and a reflection time may be given. If the behaviour persists, we will inform you and appreciate your support in working together to resolve negative behaviours.

Lunch

All children in Reception, Year 1 and Year 2 are entitled to free school lunches. We are very fortunate to have meals freshly prepared onsite. If your child suffers from any food allergies or intolerances, you will need to inform their key person and the school office. **Please apply for free school meals for your child at www.brent.gov.uk or use the QR code below.**

If for any reason you do not want your child to have a free school lunch, please provide them with a healthy packed lunch.



What Your Child Will Need

Uniform

- A white polo shirt
- Navy school sweatshirt with logo
- Navy jogging bottoms or grey trousers or skirt
- Black shoes, preferably with a Velcro fastening
- Black or white socks
- Grey or black tights



Other

- School book bag
- Water bottle
- Waterproof coat
- Wellington boots



PE Kit

PE is every **Wednesday**. On this day, the children must wear the following kit to school:

- A white or navy t-shirt
- Navy or black jogging bottoms, leggings or shorts
- Black trainers

Please ensure all your child's belongings are labelled with their name. Items with the school logo can be purchased at Rumbles Uniform Shop, 598 High Road, Wembley.

Spare Clothing

Each child will need a spare set of clothes left at school, including underwear and socks, in case they need to change their clothes. If your child is not toilet trained, you will need to provide more than one set of clothing. Please ensure your child's bag is clearly labelled with their name.

Jewellery

Small studs may be worn if your child's ears are pierced. For health and safety reasons, no other types of jewellery should be worn. If you wish your child to wear jewellery for religious reasons, please write to the Acting Deputy Headteacher who will make a decision taking into account the tenets of the specific religion, and the health and safety considerations.

Learning in Reception

The Early Years Foundation Stage (EYFS) lays the foundation of all future learning. We seek to provide a secure foundation through planning for the learning and development for each child, and assessing and reviewing what they have learned regularly. Children learn best through playing and exploring and are encouraged to become independent learners through a balance of child initiated and adult led activities.

There are seven areas of learning and development that shape our teaching and learning. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

We also support children's learning in the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Educational Programmes (Statutory framework for the early years foundation stage)

Over the next year, your child will follow the educational programmes set out below.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. 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 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 lives. 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).

Phonics

Essential Letters and Sounds (ELS) is our chosen phonics programme. It teaches children to read by identify the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words. Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers. If phonics is new to you, you may wish to start practising your phoneme pronunciation over the summer so you are ready to help your child learn to read when they start school. The link to the video for pronouncing phase 2 sounds can be found at www.lyonparkprimaryschool.co.uk/curriculum/subject-information/english-reading/

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.

Helping your child get ready for reception

There are many different ways you can help prepare your child to start school:

- Ensure your child is fully toilet trained
- Teach them how to hold and use a knife and fork
- Sing rhymes and songs with your child
- Read to your child and take them to a local library
- Talk about numbers you see when you are out and about
- Cutting and sticking activities
- Encourage them to play with other children
- Cook/bake together
- Play outdoors and go to a park
- Extend your child's vocabulary by talking about things that you see and do
- Complete jigsaw puzzles
- Play games together
- Give your child opportunities to draw and write

Please remember, when teaching your child to write their name, only the first letter is a capital letter, all other letters must be lower case letters e.g. Thomas

Further ideas and activities can be found at:

www.bbc.co.uk/tiny-happy-people/