

Welcome to Lodge Farm Primary School

Transition to Reception



A partnership with you

This booklet aims to give parents an overview of our transition process from Pre-School to Reception. The objective is to provide a smooth transition in these uncertain times that supports each individual child, to help them feel secure, confident and able to tackle the challenges ahead.

- We welcome your thoughts.
- We will try to keep you informed of up-to-date details for your child starting school.
- We welcome your help after the Christmas period if safe to do so. Delay it at first to allow the children time to settle. The only requirement is a DBS check.

With transition, children will respond in different ways, some with confidence, and others with more apprehension. Children's confidence will be enhanced when changes happen gradually and when time is prioritised to support these transitions with sensitive planning and preparation. Therefore, we include a wide range of supportive and independent activities to cater for all needs.

Ordinarily in the summer term, Nursery and home visits would be taking place as an opportunity to get to know your child and the family before they start. Under the current circumstances these will not be happening. With that in mind, our main focus is to ensure your child's start to full time school is as smooth and exciting as possible. A member of the Reception team will be in contact with you to discuss your child's transition and to find out what makes your child so unique. If from a new setting, we would like to find out the Pre-school details to contact their key worker.

As well as this booklet, there are resources for parents on how best to support your child with readying them for school and fun activities to complete to help us to get to know your child. The forms completed and work done by your child can be emailed to admin@lodgefarm.herts.sch.uk or brought to school when they start. If you are unable to print the resources, please feel free to make your own templates.

Class allocation

Class lists will be communicated to parents by a letter sent from the Reception team.

Lunchtime routine

School lunches are provided on a daily basis by HCL, more information is available at their web site: <https://hcl.co.uk/>. As part of the Universal Infant free School Meals Scheme, school lunches are provided without charge for Early Years and Key Stage 1 children.

Dinner choices are made online via the schools Gateway login and can be downloaded as an app, you can choose lunch on the day by 8:30am or plan meals a month ahead. There are many school options of hot meat or vegetarian meals, wraps, rolls, buns with fillers, jacket potato or the choice to bring a home pack lunch each day (Please note we are a nut free school). Known allergies are catered for with a specialised menu through the Herts catering team. A salad bar is also available daily with a varied selection and buttered bread.

The Reception children have their school lunch at 11:45am in the Key stage 1 dining room, pack lunches eat their lunch in the Key stage 1 hall. Reception children are first in the dining room then other year groups join after 12 'o' clock. Lunch times are a huge milestone for children, with support, the children enjoy the routine of clearing their plate, choosing their dessert and understanding the lunchtime etiquette. Reception adults and dinner staff members will be there to help support children with carrying trays, cutting food, using a knife and fork, ensuring they have a drink and eat plenty of their lunch.

Once children have finished lunch they spend the remainder of their time on the Key stage 1 playground and field, they return to class at 1pm.

School readiness

The Early Years Foundation Stage curriculum encompasses a wide spectrum of development. The checklist below is intended as a guide for their preparation in becoming more independent and ready for the transition into Reception. More information and detailed activities can be found in the transition file sent to you through email. Over the summer, please work with your child to ready them.

Self-care

I can wipe my nose
I can ask for help if I do not feel well
I can go to the toilet on my own
I can wipe myself properly and flush the toilet
I can wash and dry my hands when I need to

Eating

I can use a knife and fork
I can ask for a drink when I need one
I can open wrappers and packaging, if needed for my snack

Getting dressed and undressed on my own

I can put my coat on and use a zip
I can put my shoes and socks on
I can button and unbutton my clothes

Routines

I have practised putting my uniform on. (Your child will have help with their top button in Reception)
I am learning to eat at the times I will on school days
I am good at getting ready, so we can leave on time

Speaking, listening and understanding

I am able to talk about needs, my feelings and myself
I can follow instructions
I am able to sit and listen for a short time

Literacy skills

I can attempt to write my own name
I can give meaning to the marks and drawings that I make
I am interested in reading stories and looking at picture books
I can recognise my own name

Mathematics

I can count to 10 and then 20
I can recognise my numbers 1-10
I can attempt to write some numbers
I can recognise and name some 2D shapes

The world

I am learning about the world around me
I am interested in living things
I am interested in exploring new activities and environments
I ask questions

Independence

I am happy to be away from my adult.

I can look after my belongings.

Sharing and turn taking

I can share toys with others and can interact appropriately with other children, joining in with games.

The Early Learning Goals

In Pre-School and Reception, the children follow the Early Years curriculum and work towards completion of the Early Learning Goals (ELGs). The table below details the success criteria for the ELGs that children work towards for the end of the year.

Communication and language	
Listening and attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical development	
Moving and handling	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
Health and self-care	Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Personal, social and emotional development	
Self-confidence and self-awareness	Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
Managing feelings and behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships	Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
Literacy	
Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.
Writing	Children use their phonic knowledge to write words in ways, which match their spoken sounds. They also write some irregular common words. They write sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Mathematics	
Numbers	Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
Shape, space and measures	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the world	
People and communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
The world	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.
Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive arts and design	
Exploring and using media and materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form.
Being imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Phonics teaching

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.



Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

Understanding phonics will also help children know which letters to use when they are writing words.

In phonics children are taught:

- The sounds and names of the letters of the alphabet.
- They will then move on to learning sounds that two/three letters make when positioned together (25 in total!). For example 'sh' or 'igh.'
- How to segment and blend the sounds in words for reading.
- To recognise tricky words that are not phonetically plausible e.g. the, what and we.
- In the Autumn term more information will be given for parents on how to support your child.

For more detail on articulation of the phonemes please follow this link. A useful video clip showing the correct 'pure' pronunciation of phonemes (units of sound).

https://www.youtube.com/watch?v=BqhXUW_v-1s

A typical Reception day

8:50-9:10 Self registration/Busy fingers

9:15-9:35 Literacy/ Maths Input

9:35-10:00 Focus activities (children will work on a carousel of activities for the week working with their teacher, teaching assistant and independently)

10:00-11:00 Child initiated learning and rolling snack

11:00-11:15 Tidy up time

11:15-11:40 Phonics

11:40-1:00 Lunch

1:00-1:10 Register/Story

1:10-1:30 Literacy/ Maths Input

1:30-2:45 Child initiated learning and rolling snack

2:45-3:00 Show and tell

3:00-3:15 Story/End of day routine

Drop-off and collection

Ordinarily, we have an open door policy all year round for drop-off in Reception, we encourage parents to escort their child to the Reception classroom and help ready themselves for the day. After the initial settling in period we ask parents to allow their children to put coats, bags, lunch boxes away to support development of their independence. Under the current circumstances, we anticipate that this will not be allowed in September. We await further guidance, and will keep you up to date with changes and routine, in the coming months.

Parents collect their child at the end of the day from the Reception door. We ask that parents complete a list of adults you give permission to collect your child, the form can be found in the transition file emailed to you.

Snack time

A healthy snack is offered daily for children supplied by Herts County Council, we encourage children to try a range of fruit and vegetables during child initiated learning. Milk is free for children under the age of 5. The term in which they turn 5 will need to be paid for. Payment and order of milk can be made via the school Gateway communication. Water is always on offer. You do not need to send Reception children to school with a snack, unless dietary requirements or allergies need to be catered for, please discuss this with your class teacher.

Check List for Reception

Our aim is to ensure that your child is happy and settled at school. We invite you to bring your child to their classroom on their first day in Reception and we encourage you to help them find their coat peg and box.

We recommend that the children bring the following items on their first day. However, the focus will be on settling them into their new learning environment so please do not worry if an item is forgotten.

Uniform

Essential Schoolwear are our current online uniform suppliers, they can be accessed by following the link <https://www.essentialschoolwear.com/> (Full range of uniform available). Orders can be delivered to the school or your home. Other uniform purchases such as polo t-shirts, trousers, shorts, skirts, dresses, shoes, and plimsolls can be bought from local Tesco's, Sainsbury's, Asda, etc stores.

Boys

- White collared shirt or polo shirt (all tops to be tucked in at all times)
- Grey trousers or tailored knee-length shorts
- Navy blue long sleeved jumper/sweatshirt/fleece/cardigan with school badge (either sewn on/ironed on pre-embroidered)
- Plain black shoes/sandals/trainers - no logos/patterns/stripes etc - no boots. Wellingtons can be worn in inclement weather but a change of shoes should be provided
- White, grey or black socks
- Nursery children need to have a pair of wellingtons for outdoor play

Girls

- White collared blouse or polo shirt (all tops to be tucked in at all times, unless the blouse is a fitted one)
- Grey trousers or tailored knee-length shorts
- Grey knee length skirt or pinafore dress (plain or with simple pleats only)

- In hot weather, girls can wear blue and white checked dresses or blue and white checked matching blouse and skirt set which look like a dress (ie. not checked tops with plain grey skirt or plain white tops with checked skirts)
- Navy blue long sleeved jumper/sweatshirt/fleece/cardigan with school badge (either sewn on/ironed on pre- embroidered)
- Plain black shoes/sandals/trainers - no logos/patterns/stripes etc - no boots. Wellingtons can be worn in inclement weather but a change of shoes should be provided

Please ensure all items are clearly named.

For the Reception classroom we would also like you to provide;

- a named cup for snack time,
- a pair of wellies to go out in all weathers,
- PE kit-In their PE kit they should have a navy blue or lodge farm PE top, a pair of black or blue shorts, jogging bottoms are optional and a pair of black plimsolls,
- A complete set of spare clothing for toileting accidents or mucky play,
- Lodge Farm book bag or backpack.



Recording your child's learning



As of September, Early Years will be moving to the online learning journal Tapestry.

Tapestry builds a very special record of a child's experiences, development and learning journey through their time in Reception. Using photos, videos and diary entries, the Reception team, along with you, the parent, 'weaves' the story of the child and how they are growing and developing. The Tapestry platform then works seamlessly to enable these memories to be kept as a permanent record of each child's unique journey. All information held in the platform is stored securely, and can be downloaded and shared as required. Parents are able to view online their child's progress and how much fun they're having, whilst also uploading their own comments and media.

Starting Reception

In these unprecedented times, we as of yet do not have start dates for a staggered transition period for September. We will endeavour to keep you up-to-date with all the

latest information when decisions are made. The children's health and safety is of utmost importance and is paramount in considering when it is safe to return to 'normal' school. The above information stands to change as we follow the Government's guidance in the coming months.

We thank you for your co-operation and support at this time and we look forward to working with you and your child in the new academic year.

If you have any further comments, questions or queries you would like to know please contact the school. Information can be found on the school website or email admin@lodgefarm.herts.sch.uk and a member of the team will get back to you.

The Reception Team