



SEATON HOUSE SCHOOL

RECEPTION CLASS

WELCOME TO RECEPTION

Next term your daughter will be joining the Reception Class and beginning full time school. We would like to welcome both you and your daughter and look forward to what we are sure will be a happy and fulfilling first year.

Class Teacher: Mrs Hannah Simpson

Teaching Assistant: Mrs Julie Budgett

The new term starts on **Wednesday 7 September**

During the first day of term, Wednesday 7 September 2016, all Reception girls should arrive at school at 10.00am. This will enable the girls to arrive after the 'hurly-burly' in Junior House has subsided and will give them a more relaxed introduction to life in the main school. The school day will finish at 3.15pm.

From Thursday 8th September, the school hours for the girls in Reception will be 8.40am - 3.15pm.

Girls may join the '*Early Birds*' in Senior House from 8.00am (entrance via passageway from South Way) and attend the '*After School Club*', if parents so wish. For further information, please see the separate leaflets about '*Early Birds*' and '*After School Club*'. If you wish your daughter to join the '*After School Club*', or if she is to be collected by someone other than a parent, please record this information either:

- in the notebook located on the table by the classroom door
- in your daughter's reading record book
- or, if your daughter is an '*Early Bird*', by giving a message to the member of staff on duty.

Between 8.30am and 8.40am each morning, upon arrival in Junior House, the girls should hang up their coats on the named pegs in the corridor outside the Reception classroom. In the classroom there are separate boxes for the children to store their book bags and snack items. These are colour coded to match the girls' Houses: red for Lancaster, blue for Tudor and white for York. The rucksack should go on the rack outside the classroom on the side marked Reception and on the correct house shelf.

Once your daughter has put away her belongings, she will be encouraged to go to the class book corner and read a book. When reading, she may choose to do so independently or share her book with a friend.

Mrs Simpson is available at this time should parents wish to speak with her briefly. Should a parent wish to speak to Mrs Simpson at greater length then a mutually convenient time can be arranged, probably at the end of the school day.

Registration begins at 8.40am and by this time all parents should have left the classroom and the girls should be seated on the carpet area.

First lesson begins promptly at 8.45am

RECEPTION CLASS AND THE USE OF NURSERY RESOURCES

In order to take full advantage of the space and resources available in our Nursery building, during the Autumn Term the Reception class will spend Thursday afternoon in the Nursery department (61 Banstead Road South). This will give the girls the opportunity to cook once a fortnight and use favourite activities not available in their normal classroom.

On these afternoons the girls should be collected from the Nursery at 3.15pm. Access to the Nursery at the end of the afternoon is via the gate in West Way, at the bottom of the Nursery garden. Any girls not collected within 10 minutes of the end of the day will be taken back to Junior House to join the '*After School Club*', as is current practice.

Please note that Reception will begin using the Nursery facilities from Thursday 15th September, and then every Thursday until the end of the Autumn Term.

Times of Arrival

	Monday	Tuesday	Wednesday	Thursday	Friday
Autumn Term:	Junior House	Junior House	Junior House	Junior House	Junior House
Spring Term					
Summer Term	8.30 – 8.40am	8.30 – 8.40am	8.30 – 8.40am	8.30 – 8.40am	8.30 – 8.40am

Times of Departure

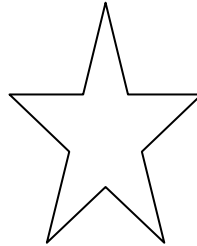
	Monday	Tuesday	Wednesday	Thursday	Friday
Autumn Term:	Junior House	Junior House	Junior House	Nursery Building	Junior House
Spring Term					
Summer Term	3.15pm	3.15pm	3.15pm	3.15pm	3.15pm

HOUSE SYSTEM

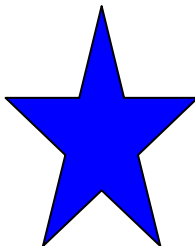
Each girl in the main school belongs to one of 3 Houses: Lancaster, Tudor or York. Your daughter will be presented with a badge in her house colour, which she should wear with pride at all times when she is in school. Rewards such as smiley face stickers, which are given for good work, being helpful etc, all count towards the house total. Gold stars, awarded for gaining multiple smiley faces, are presented in Assembly by the Headmistress. The number of smiley faces required to gain a gold star will start at 5 and increase to 8 later in the year. During the course of the school year there are a number of inter-house events and various house trophies are presented at the annual prizegiving.



LANCASTER



YORK



TUDOR

THE EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage (EYFS) is the period of education from age three to five. At Seaton House, we no longer are required to follow the teaching and learning development section of the ‘Statutory Framework for the Early Years’, although we do use this as the basis of our curriculum. The majority of the all children in the Nursery and Reception belong to the EYFS.

The EYFS sets early learning goals, which cover the seven main areas of young children’s development and learning. Three areas are particularly important and these are known as the *prime areas*:

- Personal, social and emotional development
- Physical development
- Communication and language

The other four are to be known as the specific areas of learning and development

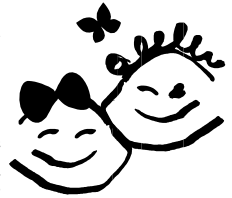
- literacy
- mathematics
- understanding the world
- expressive arts and design

During the EYFS these areas will be introduced in ways that are suitable for young children, often through play. The staff will build on the children’s existing skills and interests and on their play activities, in order to help them learn.

During their year in Reception, most children will be able to reach the early learning goals and will begin to work on the National Curriculum for Key Stage One.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Within a nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to work and concentrate independently and also to take part in the life of the group, sharing and co-operating with other children and adults. Through activities, conversation and practical examples they learn acceptable ways to express their own feelings and to have respect for the feelings of others. All children are given the opportunity, when appropriate, to take responsibility for themselves and also for the group, its members and its property.



COMMUNICATION AND LANGUAGE

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and by listening to stories, songs and poems. Children are helped to understand that written symbols carry meaning, to be aware of the purpose of writing and, when they are ready, to use written symbols for themselves. Every child is encouraged to become familiar with books, to handle them appropriately and to be aware of their uses, both for reference and as a source of stories and pictures.

Spoken Language Skills

All pupils are encouraged to speak clearly and make eye contact with the person they are addressing. We foster correct pronunciation and grammatical accuracy whilst recognising the

value of uninterrupted delivery. We want all our pupils to develop as confident and articulate speakers, able to sustain conversations. There will be opportunities for role-play, which will help pupils' spoken language skills to develop further.

Reading

We expect that, wherever possible, each girl in Reception will read daily to Mrs Simpson or a learning support assistant, from either the appropriate Read Write Inc. book or a reading scheme book. The Read Write Inc. book, once it has been thoroughly explored, will be taken home and read to a parent. In addition, at the end of the school day each child will take home a graded reading scheme book. Once a week the girls will visit the junior library and select a library book. This book must be returned the following week.



One of the most important ways of helping your child learn to read is having her read with you. Choose a time when there will be few distractions, relax and enjoy sharing the book with her. If your child is too tired, please leave reading the book until a more suitable time. Each reading session should be enjoyable and something your child looks forward to.

Please discuss the book with your child and let her talk about her experiences if they are relevant to the story. Talk about the book as you are reading, ask your daughter questions about it - for example, 'What might happen next?', or 'Why did that happen?' - and encourage her to retell the story when you have finished.

Writing

Writing in Reception includes teaching the correct formation of the letters of the alphabet in a cursive script, in conjunction

with their corresponding sounds, as set out in the Read Write Inc. literacy programme. Your daughter will begin to learn to write familiar words and, later on, simple sentences independently.

MATHEMATICS

The children will become familiar with sorting, matching, ordering, sequencing and counting through practical activities, which form the basis of mathematics in the EYFS. They are encouraged to use the vocabulary of mathematics, to identify objects by shape, position, size and number and to solve problems using basic mathematical techniques. Songs, games and picture books help pupils to become aware of number sequences and, when they are ready, to use simple mathematical operations.

Your daughter will develop her mathematical skills through the guided use of a range of resources and equipment. Current national guidelines for numeracy place great emphasis on mental calculation: your daughter will be encouraged to develop and use a range of mental strategies to help her solve practical problems.



When at home, please take the opportunity to involve mathematics in your daughter's everyday life where possible. This could involve activities such as counting objects while laying the table, sorting objects in different ways or looking at the function of numbers in the environment (e.g., numbers on timetables, houses, the microwave, etc).

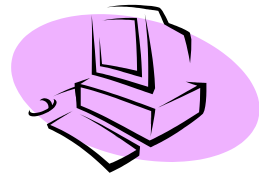
UNDERSTANDING THE WORLD

This area covers elements of science, history, geography, religious studies and computing. These curriculum areas are usually taught together, through topics.

The safe and stimulating school environment allows the children to experiment with and explore a range of natural and manufactured materials. They will learn to observe the features of objects and substances, recognising differences, properties, patterns and similarities. The girls will explore their environment and increase their understanding of it through identifying features of the place where they live and talking about those they like or dislike. The children are encouraged to find out about their own and other cultures, and to reflect on past and present events in their own lives. The children will extend their technological understanding by using simple tools and techniques to solve problems relating to design and construction.

Computing

All girls in Reception have daily access to a computer in the classroom. The girls have a weekly computing lesson in the LRC, which gives the opportunity for group activities.



French

All girls have a weekly French lesson, which aims to introduce them to this new language in a sympathetic and motivating manner, so that they gain sufficient confidence to use simple French phrases in everyday situations. The sessions concentrate on involving the children in active learning through role-play, songs and games. The girls are taught vocabulary appropriate to their age and interests.



PHYSICAL DEVELOPMENT

Children have the opportunity to use a range of equipment, both inside and outside, to develop spatial awareness and control. Physical activity also increases their confidence and social skills.

Each week your daughter will have a P.E. lesson and a gym or dance session. The girls are expected to dress and undress by themselves and it would be extremely helpful if your daughter could practise doing up and undoing buttons, shoelaces, buckles etc., as changing time is part of the allocated lesson time. Those girls who are excessively slow at changing reduce the amount of P.E. time for everyone else!



The girls are also encouraged to make use of tools, including pens and pencils, and other small equipment. This helps develop their precision and fine motor control, which in turn supports further development of their handwriting.

EXPRESSIVE ARTS AND DESIGN

Children are encouraged to use a wide range of resources to express their ideas, feelings and responses to experiences. They are given the opportunity to construct in both two and three dimensions. Art equipment, including paint, glue, crayons and pencils, as well as natural and reclaimed resources, provides for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage. Children join in with and respond to music and stories and participate in imaginative role-play, both individually and as part of a group.



Each week, Reception has two music lessons with a specialist teacher. As well as providing an introduction to a range of instruments and techniques, these lessons support the girls' development of vital listening and concentration skills.

More information on the EYFS can be found on the Department for Education website.

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs>

If you have any concerns about how the school is fulfilling the EYFS requirements or require any further information on the EYFS please make an appointment to talk to Mrs Simpson. If you feel that the school is not fulfilling its EYFS commitments, you can contact Ofsted online at www.ofsted.gov.uk or the Independent Schools Inspectorate at www.isi.net.

SAFEGUARDING AND WELFARE

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Seaton House aims to create a welcoming, safe and stimulating environment where the girls are able to enjoy learning and grow in confidence. The school has a suite of policies and procedures in place to ensure the girls' safety and promote their well-being. We do adhere to the welfare and safeguarding requirements of the 'Statutory Framework for the Early Years'.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential.