A watercolor illustration of a school building with a tree and a bench. The building is a long, two-story structure with a brick facade and several windows. A large tree with green leaves is on the left side. A wooden bench is in the foreground. The sky is blue with white clouds. The artist's signature 'D. TAIT' is visible in the bottom right corner of the illustration.

# Reception Parent Meeting Summer 2023



# Welcome to Alfred Sutton Primary School

- We would like to extend a warm welcome to you and your family and thank you for choosing Alfred Sutton.
- We are ready to help you and your child embark upon their learning journey.
- At Alfred Sutton we aim to ensure that everyday is full of purposeful play, exploration, curiosity and fun.



# School Values



- Our School Intent – Happy Together.  
Achieving Together flows through everything we do.....
- The Sutton Six
  - Respect
  - Resilience
  - Aspiration
  - Responsibility
  - Community
  - Compassion

# Staff in Bluebell Class



Miss Maskell  
Reception Phase Lead



Miss Passmore



Mrs Yousaf



# Staff in Poppy Class



Mrs Newton



Mrs Bangash



Mrs Noorbhai



# Staff in Sunflower Class



Miss Rush



Mrs Idjer



Mrs Mardeda



# Transition from Nursery to School

Transition is very important. We want your child to feel happy and confident in their new environment and with new staff.

**Transition allows you to...**

- Find out about the school
- Meet staff
- Visiting the environment
- Ask questions
- Complete paperwork

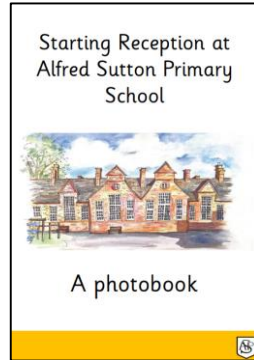
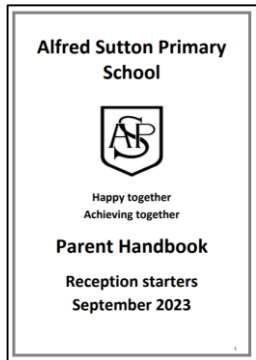


# Transition at Alfred Sutton Primary School



## Transition events

- Visits to nurseries
- Reception photobooks
- Parent handbook
- Stay and Play – Thursday 6 July 11.10am to 12pm
- Meet the Teacher
  - Monday 4 September
  - Tuesday 5 September
  - Wednesday 6 September
- Children start full time on Thursday 7 September





# Preparing for school: How to help your child to be school-ready



TEACH INVESTIGATE PLAY

## WHAT IS SCHOOL READINESS?

*our alternative guide to being 'school-ready'!*

GOING TO THE TOILET INDEPENDENTLY 	TAKING CARE OF BELONGINGS 	OPENING LUNCHBOX/DRINK 
COPING WITH ROUTINES 	DRESSING INDEPENDENTLY 	BEING EMOTIONALLY READY 
COMMUNICATING NEEDS 	WORKING WITH OTHERS 	LISTENING / FOLLOWING DIRECTIONS 

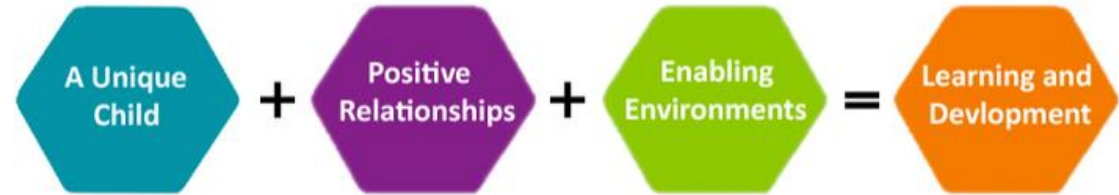
TEACH INVESTIGATE PLAY  
Find more at [www.teachinvestigateplay.com](http://www.teachinvestigateplay.com)



# Early Years Foundation Stage

- The EYFS is based on four principles:

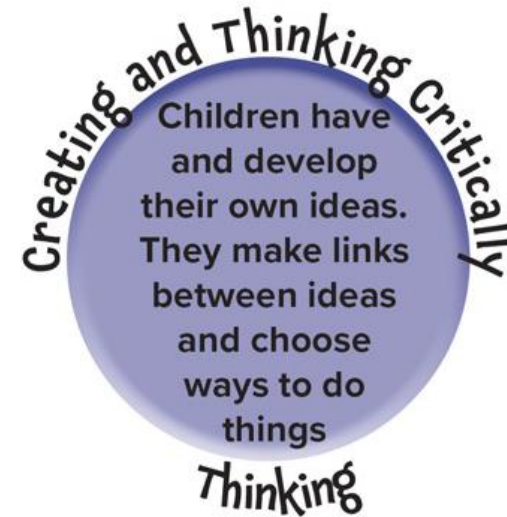
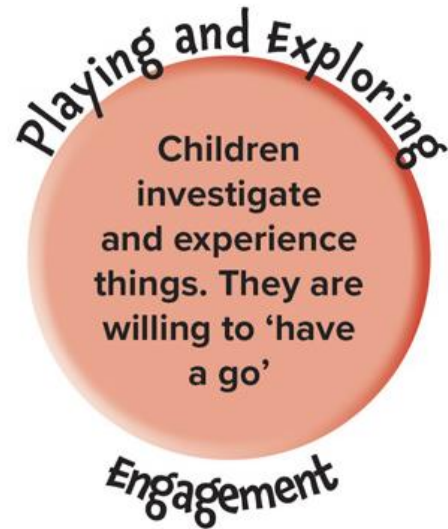
- The Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development



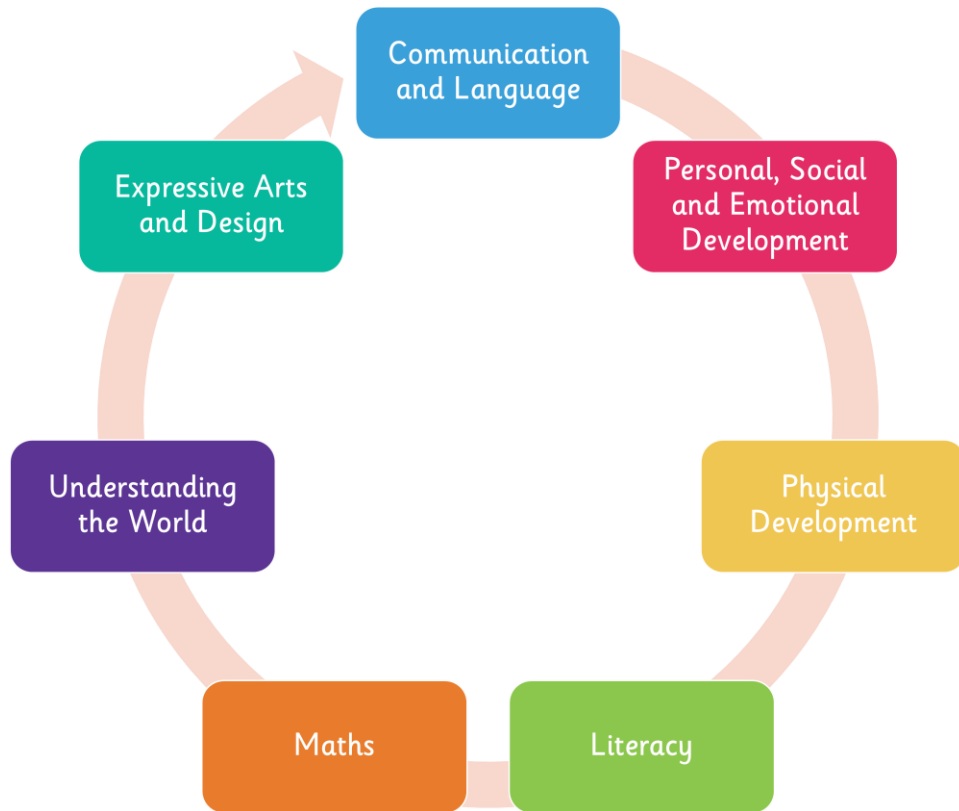
- Every child is unique and individual and will make progress at different rates. Positive relationships and enabling environments will stimulate children's curiosity and help them thrive, learn and develop.
- These principles underpin all aspects of teaching and learning in the Early Years Foundation Stage.

# Characteristics of Effective Teaching and Learning

- The characteristics of effective learning underpin learning and development across all areas of learning and support the child to remain an effective and motivated learner.



# Learning in the Foundation Stage



- There are 7 areas of learning and development.
- These 7 areas are used to shape our education programme and determine what children will be learning.
- Each of these areas is as important as the other and all are interwoven.
- They are split into Prime and Specific areas.

# Learning Through Play

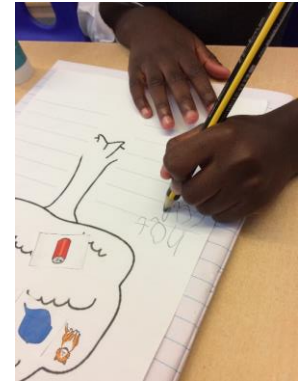
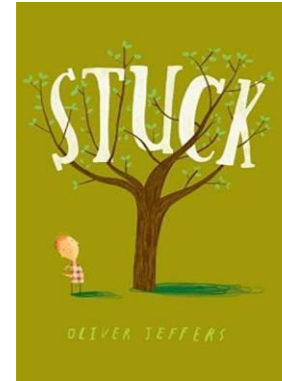
- Play and more importantly, learning through play, is an essential part of the early years foundation stage.
- Play can lead to valuable learning.
- As children move into the reception year, a greater emphasis is placed on learning skills that will support and prepare children for the learning expectations in year one.
- Children develop and master numerous skills within the EYFS
  - Communicating with others
  - Cooperation
  - Facing challenges
  - Building relationships

## HOW CHILDREN DEVELOP SKILLS THROUGH PLAY



# Learning in Reception

- All of the crucial skills, knowledge and vocabulary that we teach are presented to the children throughout the year.
- These encompass a range of topics, which are designed with their interests in mind, supporting children to develop their experience and knowledge across a range of themes.
- High quality texts are chosen which link to the topic and provide exciting learning opportunities.
- There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities when adults scaffold learning through skilful interactions and questioning.
- The new statutory framework does not prescribe a particular teaching approach, but an effective pedagogy is a mix of different approaches.



# Our learning environments

- Our learning environments, both inside and outside are adapted and enhanced regularly to meet the different and developing needs of the children.
- We aim to ensure that these areas are always stimulating and exciting, and more importantly they are accessible and challenge all children, regardless of where they are in their developmental journey.
- Children have access to a range of different resources, either self-selection or chosen by adults.



# The school day

We have our own outside area and playground so our learning breaks can be movable. This is what a typical day looks like.



## Morning



- 8.40am Reception doors open
- 8.50am Welcome time and registration
- 9.00am Morning learning sessions inc. phonics, carpet time, small group adult-led activities, child-initiated learning, snack
- 11.50am Lunch and playtime



## Afternoon



- 12.50 pm Registration
- 1pm Afternoon learning sessions inc. carpet time, small group adult-led activities, child-initiated learning
- 2.45pm Story time
- 3.10pm





# Phonics

- We teach children to read using the systematic phonics programme Read Write Inc. Phonics.
- This is a complete phonics programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.
- More information is on our website and in the Autumn Term we will hold a Parents Meeting.



# Reading Books

- Once settled, your child will bring home a reading book and a reading record.
- Books will be allocated based on your child's reading level.
- The majority of children will bring home wordless books before moving onto RWInc. Book Bag Books.
- Books must be kept in a book bag.
- Reading books and records must be brought into school every day.
- We are unable to allocate a new reading book if the previous book has not been returned to school.
- Please leave a comment to let us know the book has been shared at home.
- eBooks will also be allocated through Oxford Owl – login details to follow.



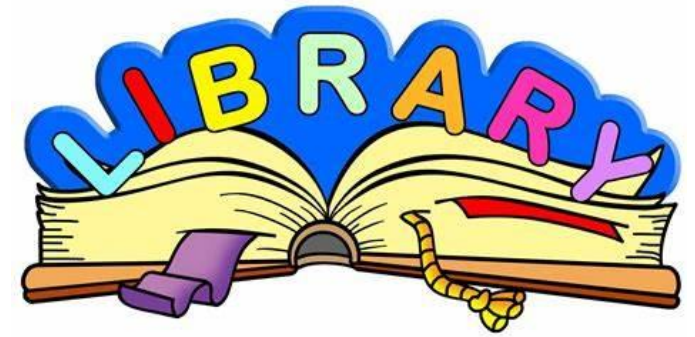
# Maths

- We use the White Rose scheme of work to teach Maths.
- White Rose teaches children mathematical concepts through pictorial, practical and written methods to develop a deep understanding, confidence and competence in Maths and improve fluency.
- It uses the CPA approach (Concrete, Pictorial, Abstract)



# Library Books and Homework

- Children will visit the school library to select a picture book to bring home.
- New books can only be chosen once the previous book has been returned.
- Once a week, we will send home pieces of homework that reinforce our learning in school.
- Building a strong and respectful partnership between school and home.



# Tapestry

- A secure online learning journal.
  - Share weekly learning updates
  - ‘WOW’ moments
  - Photos and videos of your child’s play and learning at school.
  - Comments between home and school
- Welcome your own observations
- [www.tapestryjournal.com](http://www.tapestryjournal.com)



TAPESTRY  
ONLINE LEARNING JOURNAL



# Lunchtime

- School dinner – **not Halal**
  - ParentPay – you will need to set up an account or add your child to an existing account
  - Provided by Caterlink
  - Ordered by 9pm the previous day
- Packed lunch
  - Healthy and balanced
  - **No nuts**



# What to bring to school everyday

			
book bag	water bottle	lunch box/bag (if applicable)	coat (suitable for all types of weather)

- A hat, scarf and gloves are needed for colder days
- A sun hat is needed for warmer days (please apply sun block at home)
- Wellington boots can be left in school on your child's peg
- **All clothes and other items that your child brings to school need to be named**

# School Uniform







				
shirt or blouse	polo shirt	jumper/ cardigan	sweatshirt	trousers/ shorts
				
skirt/ pinafore	summer dress	leggings	black shoes	school fleece

- Our school colour is yellow and is teamed with white and grey
- You can purchase items of clothing with the school logo on from Stevensons [www.stevensons.co.uk](http://www.stevensons.co.uk)
- Please ensure your child is dressed suitably for the weather – we are outside at much as possible
- Spare clothes, such as underpants and socks, can be left in school in a suitable bag on your child's peg – accidents do happen!
- **All clothes and other items that your child brings to school need to be named**





# PE kit

		
PE shorts	PE leggings	PE t-shirt
		
plimsolls/ trainers	PE jogging trousers	PE sweatshirt

- Children wear their kits to school when it is their PE day – every Wednesday – **correct kit**
- Suitable kit for PE lessons outside

# Life at school

- The school office
- Communication – reach more parents by weduc
  - [www.reachmoreparents.com](http://www.reachmoreparents.com)
  - Events
  - Letters
  - Changes in usual collection
  - Illness reporting



reach **more** parents  
by weduc



# Wrap around care

- Bookings for September 2023 will be available from the second week of July.
- Both Contract and Ad hoc Bookings available, please see Booking page of website for further details.
- To Register and make bookings please visit the Website:
- [www.happytimesafterschoolclub.co.uk](http://www.happytimesafterschoolclub.co.uk)





# Questions and Answers