

Welcome to Our Lady of Perpetual Succour Catholic Primary School.



Introductions

Mrs Nuttall - Headteacher

Mrs Heston - Deputy Headteacher and SENDCO

Miss Beckett - Reception Teacher

Mrs Easby - Teaching Assistant

Miss Horrocks - Office Manager

Mrs Houghton - Administrative Assistant

Arriving at School

- Reception children will be welcomed into school at the Reception gate.
- When the gate is opened (8:30-8:45) you can walk with your child to the Self-registration table and your child will find their name and stick it on the wall.
- Your child will then walk into the classroom on their own.
- If your child arrives after 8:45, our gate will be closed and they will have to go into school through the office and they will be marked as late.

Snack time

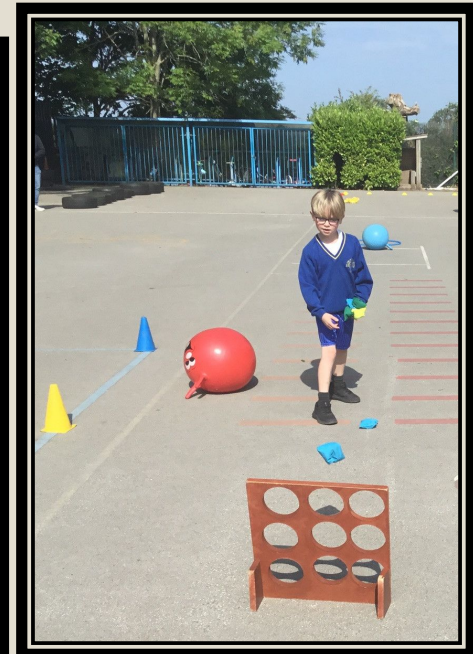
- Snack time is at 10:15-10:30.
- You have the option to book a snack for your child on the app 'School-Hub' and there are options like; toast, fruit, juice or milk.
- Or you can send your child in with their own snack. This snack must be healthy and must not contain nuts.
- The children will be playing on the playground with Year 1 and Year 2 children during snack time so please do not send food in that will spill or will take a long time to eat.

Lunch time

- Lunch time is at 12:00-13:00.
- School dinners are free for all of Reception.
- You can either book your child's dinner on the 'School Hub' app or you can send your child in with a packed lunch (no food containing nuts).
- All of the children will sit together in the hall for their lunch.

OPAL

- During playtime at Snack and Lunch time we have started OPAL. It aims to improve children's well-being, develop their self-regulation, and foster a wide range of skills through play.



What to bring to School

- Your child must bring a water bottle (with no straws) and a coat to school every day.
- In your child's bag it is really important to have the following:
 - Spare pairs of underpants
 - Spare pairs of socks
 - Plastic bag
 - Spare uniform

If your child has had an accident or gets wet in the water area and we send them home in a spare uniform please send this back washed and dried ASAP.

Toileting



- Your child will be able to go to the toilet at any part of the day.
- Your child must be toilet trained before starting Reception.
- If your child has an accident we will give them the spare underpants, socks and uniform from their bag. We are not able to wipe your child's bottom, they must be able to do this themselves.

Continuous provision

- These are activities that we set up weekly, linked to the topics we are learning about.
- The children will access these activities daily and the idea is that they will become more independent with them as the week goes on.
- We will upload pictures of what these activities are on a Friday so you can talk to your child about what they will be doing the following week.



Daily routine

- 8:30-8:45- Arrive at school
- 8:45-10:15- Phonics, Continuous provision and tidy up time
- 10:15-10:30- Snack time
- 10:30-11:50- Drawing club and Maths
- 12:00-13:00- Lunch time and OPAL
- 13:00-15:00- Topic work/ RE and Continuous provision
- 15:00-15:15- Story, piece of fruit and get ready for home



Homework

- Children will receive their homework on a Monday and it must be returned to school on a Friday morning.
- **Picture Books**
- Children will have picture books until they are able to read words- usually around Christmas time.
- Picture books are books with no words, just pictures and the children have to tell a story by looking at the pictures.



Homework

- The children will have a 'Phonics' booklet in their homework folders.
- This will be the 'writing' part of their homework up until Christmas. It has all of the Set 1 Phonics sounds in the order that your child will be learning them in school. We will let you know on Tapestry which sound we will be practicing that week and you can then practice writing that sound with your child in their booklet.

Tapestry

- If you have brought back the Tapestry letter you should have an activation link in your emails.
- I will add pictures of our classroom before the Summer holidays so you can talk through them with your child.
- You can download the Tapestry app and that means you will receive notifications when something is added.
- You will receive photos of your child on Fridays and you will receive photos of what next weeks activities are.
- You can add photos of homework, weekend activities, special news etc onto Tapestry so your child can show the class.
- Tapestry is not to be used to report absences or voice concerns- please see the office for this. It is solely used for updates regarding our class, not the whole school and sharing pictures

Development Matters Curriculum

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

School Uniform



Boys

Blue polo shirt
Grey trousers
Grey shorts (Summer)
Blue jumper with school crest.
Grey socks
Black shoes



Girls

Blue polo shirt
Grey skirt or dress
Blue cardigan with school crest
Grey/ white socks or grey tights
Black shoes
Blue and white dress (Summer)



PE Uniform



- Blue shorts
- White t-shirt with school crest
- Black pumps
- Socks
- Black leggings/ tracksuit bottoms for Winter

Please put your child's PE kit in a labelled PE bag.

No earrings or jewellery



Clothing for the Outdoor Area

Children will be learning in the outdoor area, we would ask you to provide appropriate clothing for this.

Please bring in:

- **A large oversized t-shirt**
- **A pair of wellies**

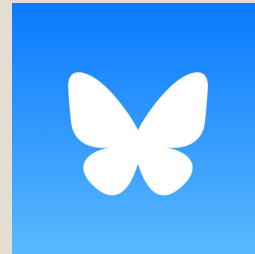
These can then be kept in school.

Please ensure all clothing is clearly labelled with your child's name on them.

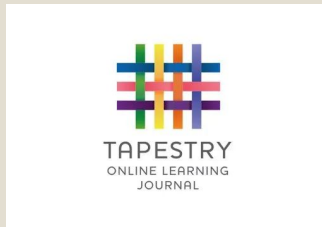


Parent-school communication

- At the class door at drop off/ pick up
- Emailing or ringing the office
- Our whole school 'Blue sky' account- sharing pictures of whole class activities and events



- Our School website
- Tapestry



Labelling belongings

Please label all of your child's belongings:

- All of their uniform, especially jumpers and cardigans
- Shoes
- Coats
- Water bottles
- School bags
- PE kits including pumps
- PE bags



If you would like to have a 1:1 meeting with me to talk about any concerns, you have regarding your child starting school please let me know today.

