

Welcome to Colindale Primary School

Learning and Living Together



New Reception Parents Meeting



Senior Leadership Staff



Lucy Rodgers
Head Teacher



Wendy Wayland
Deputy Head



Assistant Heads



Emma Hurn
EYFS



Nisha Parmar
KS1



Susannah Averbrook
Lower KS2



Sarah Robertson
Upper KS2



Lindy Napthine
SEN



Fiona Shirmohammadi
Senior Teacher/ Maths leader

Reception Staff



Class Teachers:

RD- Miss Dark

RHF- Mrs Fumagalli & Mrs Hurn

RM- Mrs McDonough

Nursery Nurses:

RD- Miss Whiter

RH- Miss Brain

RM- Miss Dirwai

Admissions

Maureen Orosco- School Office

- Ensure we have all completed forms before admission



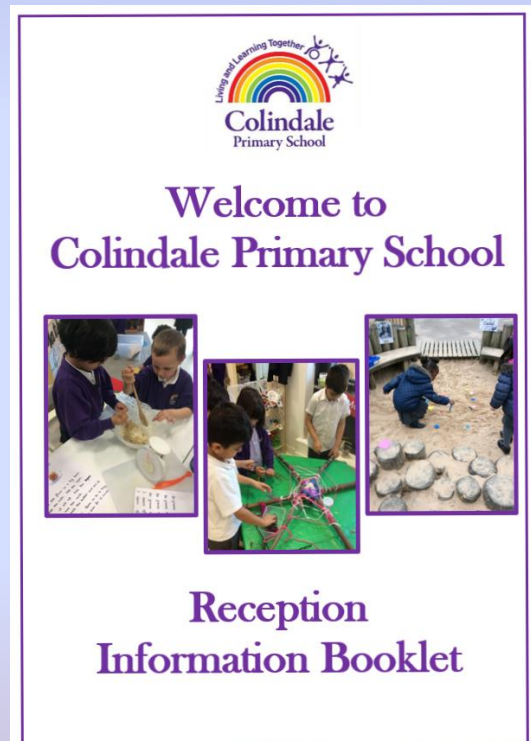
- Please ensure contact details are up to date and inform school of any changes straight away

Starting Reception



Information booklet

- Very important document- please read thoroughly



Stay and Play session



- You and your child will join a reception class session for an hour
- Your child can meet the reception staff and a few of their new friends



Home visits



- Home visits for children new to the school in September
- You will be allocated a morning or afternoon slot
- Relaxed and informal
- Discuss any questions or concerns with the staff
- If you have any questions about the home visit, do speak to us afterwards, or get in touch with the school
- **If your child is new to the school, please ask your child's Nursery/Pre-school to send us a transition report**



Settling in

Gradual settling in process

First week: Stay for a morning or afternoon

Second week: Stay for lunch

Third week: Stay all day

Some children will take longer to settle and might need to stay for just the morning session.

Daily Routines



- **Base class:** Music and movement. Introduction to day. Choose activities in base class
- **Free flow:** Choose from of a variety of exciting activities set up in all three classrooms and outside.
- **Adult-led activities:** small groups work
- **Whole class:** phonics, maths, story and singing sessions
- **Lunchtimes:** 11.45-12.45

Early Years Foundation Stage (EYFS) framework

The Characteristics of Effective Learning

The focus of the Characteristics of Effective Learning is on how children learn rather than what they learn.

We support children to develop these characteristics to make sure they become effective learners.

Playing and Exploring

- Finding out and exploring
- Playing with what they know
- Being willing to have a go



Active Learning

- Being involved and concentrating
- Keeping trying
- Enjoying and achieving what they set out to do



Creating and Critical Thinking

- Having their own ideas
- Making links
- Choosing ways to do things

EYFS framework

The Seven Areas of Learning and Development



The Foundation Stage Curriculum is for children aged 3-5 years and has 7 areas of learning which are:

Prime Areas

Communication & Language

Physical Development

Personal, Social, Emotional Development



Specific Areas

Literacy

Mathematics

Expressive Arts & Design

Understanding the World



Early Learning Goals

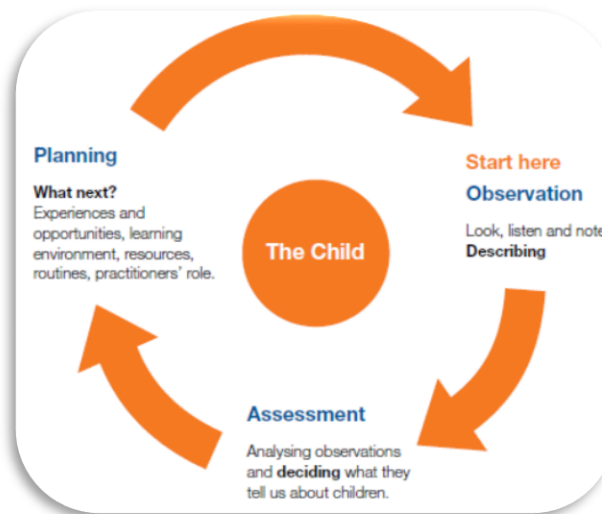


- Each area of learning has an Early Learning Goal – forms the Early Years Foundation Stage Profile (EYFSP).
- Constantly monitoring the children's progress towards these goals.
- Assessment against EYFSP made in June.

Observation, Assessment and Planning Cycle

The children are at the centre of all that we do

We use this information to plan activities for the children's next steps in their learning



Adults observe the children, watching, listening and noting their conversations and actions during activities

Observations help us to see what stage the children are at in their learning and to find out about their interests

Tapestry Online Journals


Observation & Assessment



TAPESTRY ONLINE LEARNING JOURNAL

9:41 AM 100%
 < Back Observation >>

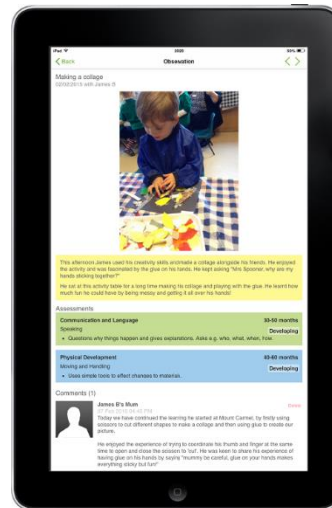
Best friends
 31/10/2014 with 2 Children



Assessments


Personal, Social and Emotional Development	22-36 months
Making Relationships	
<ul style="list-style-type: none"> May form a special friendship with another child. 	

Personal, Social and Emotional Development	30-50 months
Self Confidence & Self Awareness	
<ul style="list-style-type: none"> Confident to talk to other children when playing, and will communicate freely 	



Observation

Making a collage
 31/10/2014 with James



"This afternoon James used his creativity skills to make a collage alongside his friends. He enjoyed the activity and was disappointed by the glue as he found the best using 'his fingers' and not the 'hands sticking together'!"

The rest of the collage was left a long time making it collage and playing with the glue. He learnt how much fun he could have by being messy and getting it all over his hands!

Assessments

Communication and Language	39-60 months
Speaking	
<ul style="list-style-type: none"> Questions why things happen and gives explanations. Ask a p. who, what, when, time. 	

Physical Development	48-60 months
Using and handling	
<ul style="list-style-type: none"> Uses simple tools to effect changes to material. 	


Comments (1)

James B's Mum
 31/10/2014 10:11

They are both brilliant the learning the detail of about Colindale. In their writing accounts to our different shapes to make a collage and then using glue to make our collage.

He enjoyed the experience of going to outside his friends and being at the same time to open and close the account to 'out'. He was keen to share his experience of learning and his friends to learn 'Thomas the train' and 'glue' on your friends names something being fun!

Jamie's train play
 by Steve Edwards added Oct 30 2013 10:29 PM



Notes

James really enjoyed building a train track today and especially liked the fact that it had in its own boxes. He uses the train driver, and his train was called Thomas, which was very funny because Thomas is also his brother's name!

Characteristics of Learning

Planning and Evidencing
Playing with what they know
Representing their experiences in play
Taking on a role in their play

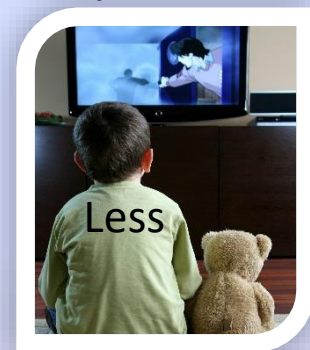
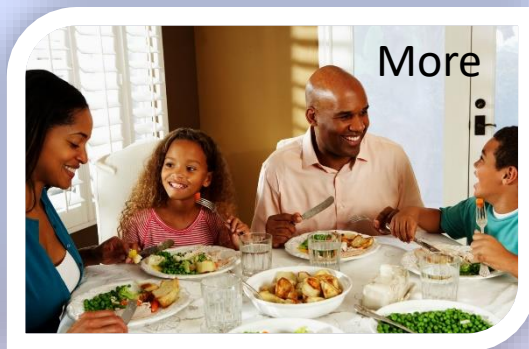
Leave a reply

Preparing your child for Reception

We encourage the children to be independent with their self-help skills. Please help teach your child to:

- Dress/undress themselves, especially shoes
- Put on their coat
- Use the toilet properly and wash hands
- Use a tissue to wipe their own nose and to throw the tissue into the bin
- Use knife and fork before starting school dinners
- Tidy up their own toys
- Develop their listening and speaking skills

e.g. reading stories together, time together as a family - less TV/tablet time



Illnesses and Absences



- Attendance policy on school website
- Very important your child attends regularly
- 95% - 97% attendance = good
- 98% or above = excellent
- Learning and friendships are affected with regular absences
- Telephone the school if your child is ill
- Request leave of absence in writing to the Headteacher



Parents as Partners



- Informal discussions about your child
- Parent Consultations
- Interact with Tapestry Online Journals
- Learning and play activities continued at home e.g. reading
- Home experiences used to develop learning at school e.g. celebrations, visits
- Opportunities for parents to come into school
- Reception class newsletter
- Fund raising events and activities, PTA
- International Fair- 6th July 4.30-6.30pm

Any questions?



.....and finally



We look forward to you and your child joining the Reception classes in September.

You are welcome to visit the classes.