



Hollymount FSU RECEPTION

Class: Teacher:.....

We welcome.....

Starting date.....Time: 8:55am

Settling in Morning/Afternoon: 5th September
2018

Time:



Designed by: Kelly Daffue
FSU Leader, Assistant Head Teacher
June 2018

Hollymount School
Cambridge Road
Wimbledon
London
SW20 0SQ

Phone Number
0208 9460454

E-mail
info@hollymount.org

Website
www.hollymount.org

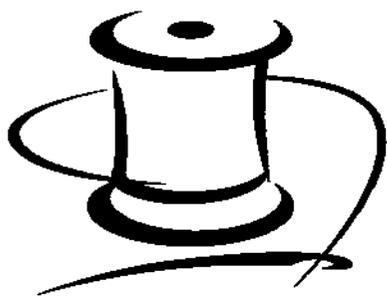
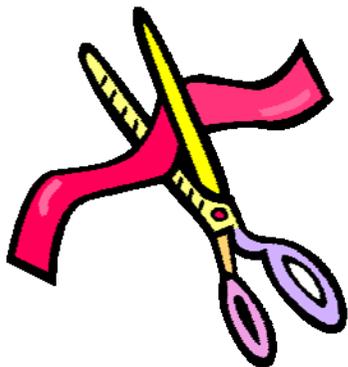
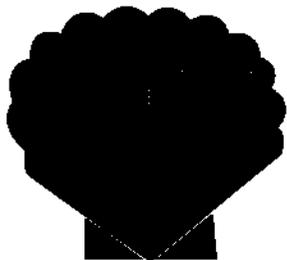
Headteacher
Sam Birnage

Deputy Head
Miss Ann Pope

FSU Leader/ Assistant Head Teacher
Mrs Kelly Daffue

School Business Manager
Mrs Anita Jennings

PLEASE HELP US BY COLLECTING
THESE OBJECTS FOR THE FSU



ALSO,
wallpaper, fabric, pol-
ystyrene trays
string, pasta, old
socks, egg boxes,
calendars, magazines

Home Visits

Every child new to Hollymount will have a Home Visit. A letter will be sent out about what date and time Reception Staff will visit you and your child in their home. If you are unavailable on the date sent out, please let the school office know so that an alternative arrangement can be made.

Home Visits are valuable because:

- We get to meet your child in their familiar environment which makes the first day of school far less daunting.
- We feel that we establish a relationship really quickly not only with the child but with the parents early on, and parents are able to raise any concerns that they may have on a 1:1 basis with the class teacher.
- Reception staff are able to complete necessary paperwork for the children's profiles.
- Reception staff are able to be a lot more prepared for the children when they enter the classroom e.g. We take your child's photograph on Home Visits for their coat peg so that it is up and ready on their first day of school.
- Your child will hopefully feel happier to come to school knowing that they have already met the staff that will be there on their first day.

We hope that you find the visits as useful as we do. Following feedback from parents, most parents have found Home Visits to be a valuable experience for their child.

The Reception Curriculum

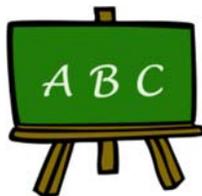
THE EYFS

The children in the Foundation Stage will be working within what is known as “The Early Years Foundation Stage” This begins when children are three years old, and goes through to the end of the Reception year.

At the end of Reception, children are assessed against the 17 Early Learning Goals. Your child’s report will have a grid outlining whether your child is emerging, expected or exceeding against these 17 Early Learning Goals at the end of Reception, but you will see evidence of your child’s progress throughout the year in your child’s individual profiles, parent consultations and during opportunities when parents are able to visit the FSU. If you would like further information about the EYFS and assessment in Reception, please visit the following website or alternatively don’t hesitate to ask a member of staff:

<https://www.gov.uk/government/publications/early-years-outcomes>

Phonics teaching is currently taught through the very successful “Letters and Sounds” synthetic phonics programme. The teaching of phonics is a combination of the actions taught in Jolly Phonics and the games identified in Letters and Sounds. At this point there is no guidance on any changes to the current phonics teaching in the FSU, so until then, we will continue to deliver phonics using the programme mentioned above.



Please remember you are always welcome to come into the FSU at any time. Your help is always greatly appreciated by your child and the rest of the class.

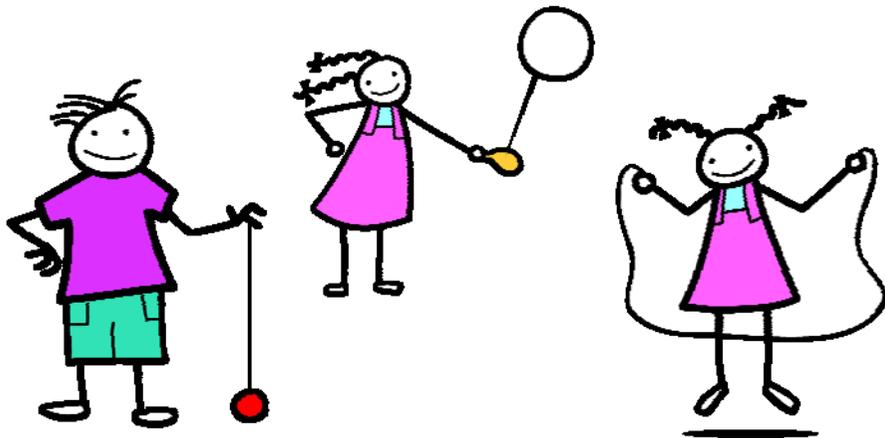
We hope that this booklet helps diffuse any anxieties you may have about your child starting Reception and we look forward to a happy partnership.



How do I continue to help my child?

Once your child has settled into Reception he/she will still need your support

1. Encourage your child to talk about their day at school
2. If they revert to babyish behaviour at home, be patient. They may need a release from the strain of being independent and grown up at school.
3. Support them with their phonics homework and by attending the parent workshops so that you are aware of the best way to support your children at home.
4. The best sense of security a child can have about their schooling is when a parent becomes involved in their learning.
 - Share information about your child with the staff
 - Offer help in any way at all e.g. supervise an activity, come on visits, provide materials, cooking etc.
5. Read the termly topic plans and newsletters as they will tell you exactly how you can help your child that week and what they need to bring to school.



The areas of learning

The Foundation Stage comprises of 2 different elements. The first focus on development is on the “**Prime Areas of Learning.**” Greater emphasis is placed on these areas when children enter and develop in the Nursery class and through the beginning part of Reception. The “Prime Areas” are:

- Communication and language
- Physical Development
- Personal, Social and Emotional Development

The three prime areas are strengthened and applied as the child matures. When the children are ready, practitioners will then focus on the “**Specific Areas of Learning**”, the greater emphasis is placed on these areas as children gain confidence in Reception:

- Literacy
- Mathematics
- Understanding of the world and
- Expressive Arts and Design

The activities in the FSU are carefully planned around these areas of learning as part of a topic, and each activity may involve skills and competencies from more than one area e.g. playing in the house may result in social interaction, knowledge of the world around them, mathematical language (laying the table for a certain number of people) and the development of language skills.



The Key Person

It is a statutory requirement that every child in the FSU is assigned a **Key Person**.

What is the Role of the Key Person?

- The Key Person is responsible for ensuring that every child's learning and care is tailored to meet their individual needs.
- The Key Person will offer a settled relationship with the child.
- The Key Person will build a relationship with the child's parents and offer support in guiding their child's development at home.



How can you help?

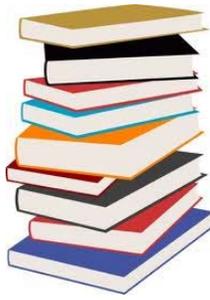
Starting full time school will be one of the greatest milestones in your child's life and probably yours too! Whether your child is anxious, looking forward to starting school or both, he/she will still need help to adjust to this new phase. Here are some suggestions of ways in which you can help:

Preparing for school

1. Find out about other children starting school and establish friendships beforehand. Continue play dates over the holidays.
2. Get your child used to large areas where there are lots of people and noise, e.g. parks, swimming pools, etc.
3. Encourage him / her to share belongings with other siblings or friends, and to tidy up after playing.
4. Encourage him / her to talk to other known adults and children outside of your immediate family and develop confidence in this.
5. Arrange for him / her to play with other children regularly so that he / she gets used to being away from you.
6. Visit the school and talk positively about it.
7. Teach your child how to get dressed/ undressed ready for PE.
8. Read books together about starting school.
9. Ensure your child is confident to go to the toilet and is clean and dry.

Parent Volunteers:

There are a number of activities in all year groups where parent volunteers are required. If you are keen to help out within the school, then please let the office know and you will be assigned a class and activity to support the children. We recognise that parent volunteers are a gesture of good will and we appreciate all the time that parents regularly give up to support class teachers and children, but please note, that parents volunteers will not be allocated the class that their child is currently in.



Being a class Rep:

Each class needs 2 “Class Reps”. It would be great to have one Rep from the Nursery entries as well as one Rep from the direct entries. Some parents are often interested in being a Class Rep but have no idea what it entails. Usually the class rep is the person that the teacher liaises with about whole school or Key Phase activities. Activities include:

- Compiling class contact lists (email addresses for all the parents in a class.)
- Co-ordinating the Christmas parties (and other fun activities such as this over the year)
- Co-coordinating the Summer Fair class stall
- Reminding parents about whole school and class events
- Organising parents to come along on class trips

A Multicultural Environment

Every effort is made in our FSU to enable children with English as an additional language to feel secure, settled and welcomed. We encourage them to develop their understanding and use of English. Children can soon understand spoken English well, often listening for long periods at a time to get used to the new sounds before they attempt them themselves. They also will be encouraged to engage in speaking and listening activities in their own language when we have EAL support assistants working with us.

We value every culture and would love you to come and talk to us about your faith and any special events.

Please bring any items from home such as books, signs in your home language, fabrics, toys to help your child feel more integrated. We aim for our unit to represent and develop an understanding of all the children’s cultures.



The Daily Routine

The Morning Session:

- 8:55** Children arrive promptly at the classroom door. Children are encouraged to come into the class on their own and deal with their coats and book bags independently. For the first couple of days, parents are welcome to come into the classroom to assist their child with finding their coat peg, tray and allow them to settle by playing with some of the set out table top activities.
- 9:00** The Register is taken at 9:00 and by 9:15 the children are usually involved in a carpet input session which is more than likely a phonics input session.
- 9:30** The children are able to explore the whole FSU. They are encouraged to play freely by choosing what they wish to play with. Exciting activities are set up for the indoor and outdoor environment.
- 11:30** Children tidy up and go to the toilet before lunch.
- 11:45** Children on lunch and play out doors when they have finished. While Reception staff are on lunch, the children are facilitated by Mid Day Meal Supervisors.



Parents as partners

THE PTA

There is an active PTA at Hollymount of which you are automatically a member. They offer a wide range of family events over the year, culminating in Hollymount Day in the Summer term. They send regular letters and compile contact lists.

We require two parents per class to volunteer and come forward to represent the class as PTA representatives. Please let your child's class teacher know if you are interested in becoming one of the PTA representatives.

Cooking

We have a whole school DT cooking area where the children will be given the opportunity to cook regularly in small groups. We ask for a termly contribution of £10 towards the cost of ingredients, to make this activity possible. Parents volunteer to come in and cook with the children at various times during the school year. If you will be interested in coming in and cooking with the children, you will need to let the class representative know. Parents that do not have a valid DBS will be able to cook with the children in class and then go to the DT room to complete the baking process (if applicable). The school will be willing to go through the DBS process with 5 parents per class who volunteer. This will allow the children to go up to the DT room and cook in the DT room with parents in small groups. We ask if parents come into cook if they can purchase the ingredients before hand and you will be refunded the money from the cooking fund,

Uniform

Your child will need a school uniform. All school uniform can be purchased online at www.schooltrendsonline.com/schools/hollymountschools200sq Your child needs to have their P/E kit in a draw string bag to hang on their peg. Please buy a flat book bag, not the rucksacks. **All items of clothing need to be clearly labelled including coats and shoes. We have found iron on labels do not last long.**

Accidents do happen! We would request a spare set of clothes/uniform to be provided, also in a named drawstring bag. The children have access to the garden at all times and so it is important that coats are always provided, particularly during winter months. In the hot summer months we recommend a sun hat.

Your child will be expected to change into and out of their uniform for PE or if they have an accident. They also need to be able to put their coat on and off themselves. We will, of course, support them until they can do this.

Checklist:

- Jumper/cardigan with school logo
- Polo Shirt with school logo
- Dress/ trousers/ shorts
- Black school shoes
- PE kit- t shirt with school logo, shorts/ jogging bottoms, plimsolls



The Afternoon Session:

- 13:15** PM Registration. Children stay on the carpet for an input session which is usually maths, however these sessions can be flexible depending on the learning.
- 13:35** Free play
- 14:45** Tidy up time, prepare for home time
- 15:00** Story
- 15:10** Parents collect children at the door of the classroom.

Lunch time.

Initially your child will eat a packed lunch in the classroom with their own supervisor. They will then play in the garden area of the FSU.

Once the children are settled they will eat their lunch in the hall and play in the FSU playground, again with support if needed. When they are eating in the hall they will be able to bring a packed lunch or order a hot/cold meal from our excellent canteen. There is a sample menu plan available in the Reception Starter Booklet, so please feel free to have a look at the type of meals on offer.



Fruit and milk.

To develop the children's independence they have a Healthy Café inside so they can freely access a drink of water or milk and a piece of fruit throughout the day. You will need to register online for milk at www.coolmilk.com

Milk is free for the children until the age of 5.

We are a healthy school. Our school lunches and free fruit provision are essential in this. Your efforts to provide your child with a healthy lunch box are greatly beneficial and appreciated. Please be aware that some children have severe allergies to nuts and we are a NUT FREE school so this means no peanut butter or Nutella on sandwiches please.



Health and Safety

We can give children prescription medicine, providing a form from the office has been completed and we are informed of doses and the times given. If your child uses an epipen or inhaler they will need to have one in school at all times.

All children must be brought and collected from school by an adult. Please inform us if your child is to be collected by somebody other than yourself.

All parents will enter the FSU via the path down the side of the front entrance. The gate will be de-magnetised at 8:55am for drop off and again at 3:10pm for pick up. Please do not buzz the buzzer at the gate if you are late as this buzzer is for the NURSERY flexi-drop off and pick up ONLY. The gate magnet will not be released for Reception children. Please go via the school office if your child is late so that they can be marked in for dinner.

How will my child be learning?

As we are a FSU unit your child will have access to all the nursery resources such as the garden, all the nursery rooms and the staff based with the Nursery. In addition to this the reception children have their own teacher and teaching support staff based in the reception classrooms.

Reception children also have one PE session a week and free access to an interactive whiteboard and PCs in their classroom.

The most important learning takes place when they are playing with their friends on a self initiated activity. We make sure a wide range of activities are set out inside and out to ensure opportunities for all areas of development are provided for. Children's learning will also be furthered through whole class and group teaching sessions and staff sensitively interacting with their play.

All this enables your child to learn at their own speed and for us to clearly assess and provide for their needs.

