



Learning, Sharing and Caring

Reception

Transition Information

Booklet

2023-2024

Shadsworth Infant School

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# Welcome to Shadsworth Infant School!

This booklet will introduce you to our Reception classes and our staff and give you some general information including information about your child's learning. If you would like any more information or have any more questions, please contact us.

Please also take a look at our school website for additional information. We have added more transition information which may be useful under the 'Key Information' section.

# Meet the staff

Mrs Mason: (Class Teacher RM)



Miss Barnes: (Class teacher RB)



Mrs McLoughlin  
Teaching Assistant (Class RB)



Mrs Harris  
Teaching Assistant (Class RM)



Ms Lohar and Miss Muir  
Teaching Assistants (Reception)

# Our Aims

At Shadsworth Infant School, we aim to provide a welcoming, secure stimulating and happy environment where children, parents, governors and school staff can work together to achieve the schools aims. We aim to ensure that all the pupils are valued as individuals, encouraging personal development, self-reliance, self-respect, self-confidence and discipline whilst fostering good relationships between children, showing consideration and tolerance of each other.

# Our School Rules

Be Ready

Be Respectful

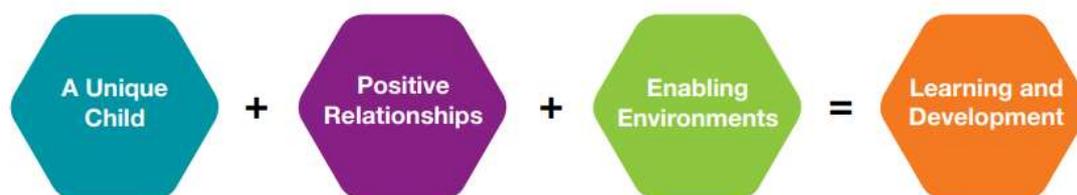
Be Safe



## Our School Aims and Core Values are.

- To ensure that all pupils are valued as individuals, encouraging personal development, self-reliance, self-respect, self-confidence and discipline whilst fostering good relationships between children, showing consideration and tolerance of each other.
  - To build children's self-belief.
- To facilitate each child to reach their full potential to make each day count for all.
- To provide affection, stability and a purposeful and structured experience.
- To teach children the things they really need to know and show them how to learn for themselves and with others.
- To give our children opportunities, responsibilities and trust in an environment which is stimulating and safe.
- To listen to our children, value their views and reflect and act on what they say.
  - To build bridges with parents, families and communities, working in partnership with other professionals.
- To ensure our children make progress as fast as possible and achieve as much as possible.
- To put the child at the centre of everything they do, and high aspirations, expectations and achievement underpin all that we do.

The 4 key principles which underpin our EYFS practise are:



A Unique Child- Every child is a unique child who is constantly learning and can be resilient.

Positive Relationships- Children learn to be strong and independent through positive relationships.

Enabling Environments- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

### Learning and Development:

Children develop and learn in different ways. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

# Key Information

## Uniform:

### Girls:

Grey skirt, pinafore dress or grey and black trousers

White or red polo shirt

Red cardigan or jumper

School shoes

(No trainers, canvas shoes or sandals)

No shoes with heels

### Boys:

Grey or black school long trousers

White or red Polo T-Shirt

Red sweatshirt or jumper

Grey socks School shoes

(No trainers or canvas shoes)



## Summer Uniform:

Girls:

Red and white striped or gingham dress

Red cardigan

Boys:

Grey shorts may be worn

Red or white polo shirt

Red sweatshirt or jumper



## P.E Kit

Boys and Girls:

Black shorts, white T-Shirt, pumps, pump bag.

All clothing must be clearly labelled.

Jewellery is not allowed for safety reasons.

**CHILDREN MUST NOT WEAR EARRINGS**



\*Pump bags and book bags are available to purchase from the school office.

# Medical Conditions and Absences

It is very important that we are made aware of any medical conditions or illnesses which may affect your child.

If your child has asthma, please ensure that a named inhaler is brought into school and given directly to your child's class teacher and that a relevant medical form is completed at the office.

If your child requires medicine whilst at school, please ensure a medical administration form is filled out at the office beforehand.

If your child is not well enough to attend school, please ring the school office at the earliest opportunity.

Also your child becomes ill during the school day, we may contact you and ask for them to be collected from school.

\*Please visit our school website for an updated copy of our holiday list.

# Our School Day

Breakfast club starts at 8am. There is toast, cereal and juice provided. The cost is £1 per day or £4 per week.

School is then open from 8:40am for children to arrive. Children should be dropped off at the classroom doors which are situated in the Reception outdoor area.

The first lunch time sitting is 11:45-12:30

The second lunchtime sitting is 12:30-1:15.

All children are entitled to a free school meal but may wish to bring a packed lunch. There must be 1 weeks' notice if changing from packed lunches to school dinners.

School finishes at 3:20 and children should be collected from their own classroom doors.

Every Thursday, school finishes at 3:45 for extracurricular clubs such as arts and crafts, singing and sport.

# Our Learning

Our Reception curriculum is based around topics that aim to engage children within all aspects of their learning and provide them with meaningful experiences.

We cover a new topic each half term and ensure that each topic incorporates all areas of the EYFS framework. Each half term an overview of each topic is sent home to parents along with a homework grid so that you are aware of your child's current learning in school and can support this at home.

The EYFS framework is then divided into seven areas.

**The three prime areas are:**

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

**The four specific areas are:**

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

We also incorporate the **characteristics of effective learning** throughout our curriculum. These are;

- Playing and Exploring
- Active Learning
- Creating and Critical Thinking

# End of Year Expectations

These ELG's are the expectations for Reception children at the end of their first year of school. Whilst these end goals are relevant to bear in mind, it is important that children do not miss out on the many developmental steps along the way.

Your child will be learning many new skills and we will be working with you on how best to support and help your child to achieve these goals by the end of the year.

Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul>
	Managing Self	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
	Building Relationships	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>
Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>

Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
	Word Reading	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>

Maths	Number	<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul>
	Numerical Patterns	<ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
	People, Culture and Communities	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul>
	The Natural World	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

# Reception Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Autumn Leaves are Falling Down	Keep Me Posted	Superheroes	Spring has Sprung	Let's Go on a Journey	Beside the Seaside, Beside the Sea
Enquiry Question	What changes can I see in Autumn?	How can we communicate with others?	Who is a hero to you?	How do things grow?	How can we get there?	What will we see at the seaside?
Literacy Core Texts	Owl Babies We're Going on a Bear Hunt	The Jolly Postman Traditional Tales	Superhero Superhero Hotel	Oliver's Vegetables The Gruffalo	The Naughty Bus Morris Maps it Out	Billy's Bucket The Sea Saw
Maths	Getting to Know You Just Like Me!	It's me 1, 2, 3! Light and Dark	Alive in 5! Growing 6, 7, 8	Building 9 and 10 Consolidation	To 20 and Beyond First, Now, Then	Find my Pattern On the Move
PSED	Jigsaw Being Me in My World  School Value-Kindness	Jigsaw Celebrating Differences  School Value-Responsibility	Jigsaw Dreams and Goals  School Value-Honesty	Jigsaw Healthy Me  School Value-Trust	Jigsaw Changing Me  School Value-Resilience	Jigsaw Relationships  School Value-Ambition
Communication & Language	Recalling key events and phrases and sequencing familiar stories Describe events in some detail Asking questions to find out more information Engaging in conversations about stories-creating story maps, Talk for Writing and role-play	Listen to and talk about stories to build familiarity and understanding. Engaging in conversations about stories-creating story maps, Talk for Writing and role-play	Listen to and talk about stories to build familiarity and understanding. Engaging in conversations about stories-creating story maps, Talk for Writing and role-play	Engage in non-fiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary Articulate their ideas and thoughts in well-formed sentences	Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop their own narratives and explanations by connecting ideas or events	Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop their own narratives and explanations by connecting ideas or events

Physical Development	Spatial Awareness Development of Fundamental Skills	Stability and Balancing Development of Fundamental Skills	Object Control Ball skills- Throwing, Catching and Kicking	Dance Experimenting with different ways of moving	Obstacles/moving over under and through Move confidently in a range of ways, safely negotiating space Handle equipment and tools effectively, including pencils for writing	Team games Move confidently in a range of ways, safely negotiating space Handle equipment and tools effectively, including pencils for writing
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Understanding the World	Explore the natural world around us Describe what we can see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around us					
	Observing seasonal changes using our senses and identifying signs of Autumn. Naming and describing some plants, animals and natural objects which we have seen.	Comment on images of familiar situations in the past. Communication- Past and Present  Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community  Drawing simple information on a map.	Observing seasonal changes using our senses and identifying signs of Winter. Compare to Autumn.  Talk about members of their immediate family and community Talk about the lives of the people around them and their roles in society Who is a hero in our community?	Observing seasonal changes using our senses and identifying signs of Spring. Compare to Winter.  New Life/Life Cycles Observing chicks hatching and making predictions. What will happen? Planting Seeds/Vegetables How do we care for living things?	Observing seasonal changes using our senses and identifying signs of Spring. Compare to Winter.  Exploring how different modes of transport have changed over time. Making comparisons.  Drawing simple information on a map	Comment on images of familiar situations in the past. Our School-Past and Present- how is it the same? How is it different?  Exploring how different modes of transport have changed over time. Making comparisons.  Drawing simple information on a map

R.E	Harvest: Why do people of faith say thank you to God at Harvest time? What is prayer? How do Christians celebrate Jesus' birthday? Why do Hindus light candles at Diwali?	Special Places: What makes a place Holy? Why do Christians believe that Easter is all about love?	Special Times: How do you celebrate special times? Special People: Founders and Leaders of faith.
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Expressive Arts & Design	Self-portraits using paint  Colour Mixing Leaf Printing Autumn Wreaths Transient Art Introduce new songs and repeat them regularly- Autumn songs  Kapow Music Scheme- Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas	Making Christmas cards and decorations.  Children to use a range of materials to construct with-creating familiar story settings  Introduce new songs and repeat them regularly- Winter songs  Kapow Music Scheme-Exploring Sound Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment	Children to design and make their own Superhero costume using a variety of materials/techniques  Children to experiment with a variety of different tools, techniques and materials to create their own Winter scene.  Kapow Music Scheme- Music and Movement Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music	Self-portraits using chalk crayons  Observational Drawings- Blossom, Daffodils, Chicks Easter crafts  Introduce new songs and repeat them regularly- Spring songs  Kapow Music Scheme- Musical Stories A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters	Children to use a range of materials to construct with-creating large scale transport models  Observational Drawings- Vehicles  Kapow Music Scheme- Big Band Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience	Self-portraits using fine liner pens  Introduce new songs and repeat them regularly- Summer songs  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  How do we construct a lighthouse? Discuss problems and how they might be solved as they arise
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# Our Timetables

	8:40-9:00	9:00-9:30	9:30-10:00	10:00-10:15	10:15-10:30	10:30-10:45	10:45-11:30	11:30-11:45	11:45-12:30	12:30-1:30	1:30-2:30	2:30-3:00	3:00-3:15
<b>M</b>	Registration Morning Activity	Reading Practise Groups	Phonics	Phonics Jotters Continuous Provision	Assembly	Literacy Input	Literacy Groups	Handwashing Phonics Songs Nursery Rhymes	Lunch	Maths Input Maths Groups	Learning Challenge	Oral Health	Story Time
<b>T</b>	Registration Morning Activity	Reading Practise Groups	Phonics	Phonics Jotters Continuous Provision	Literacy Input Literacy Literacy Groups Class Assembly Singing			Handwashing Phonics Songs Nursery Rhymes	Lunch	Maths Input Maths Groups	PSHE-Jigsaw Communication and Language Focused Groups	Oral Health	Story Time
<b>W</b>	Registration Morning Activity	Reading Practise Groups	Phonics	Phonics Jotters Continuous Provision	Assembly	Literacy Input	Literacy Groups	Handwashing Phonics Songs Nursery Rhymes	Lunch	Maths Input Maths Groups	P. E	Oral Health	Story Time
<b>Th</b>	Registration Morning Activity	Celebration Assembly	Phonics	Phonics Jotters Continuous Provision	Literacy Literacy Groups Class Assembly- Picture News			Handwashing Phonics Songs Nursery Rhymes	Lunch	Maths Input Maths Groups	PPA Music/R.E Learning Challenge Oral Health		Story Time
<b>F</b>	Registration Morning Activity	Forest School/Sports Coach		Focused Groups Continuous Provision	Literacy Input Literacy Literacy Groups Class Assembly Singing			Handwashing Phonics Songs Nursery Rhymes	Lunch	Maths Input Maths Groups	Floor Book	Oral Health	Story Time

	8:40-9:00	9:00-9:30	9:30-10:00	10:00-10:15	10:15-10:30	10:30-10:45	10:45-11:30	11:30-11:45	11:45-12:30	12:30-1:15	1:15-2:30	2:30-3:00	3:00-3:15
<b>M</b>	Registration Morning Activity	Reading Practise Groups	Phonics	Focused Groups Continuous Provision	Assembly	Snack Literacy Input	Literacy Literacy Groups	Maths Input Maths Groups	Handwashing Phonics Songs/Nursery Rhymes	Lunch	Learning Challenge	Oral Health	Story Time
<b>T</b>	Registration Morning Activity	Reading Practise Groups	Phonics	Focused Groups Continuous Provision	Literacy Literacy Groups Class Assembly- Singing			Maths Input Maths Groups	Handwashing Phonics Songs/Nursery Rhymes	Lunch	PSHE-Jigsaw Communication and Language Focused Groups	Oral Health	Story Time
<b>W</b>	Registration Morning Activity	Reading Practise Groups	Phonics	Focused Groups Continuous Provision	Assembly	P.E Changing	P.E	Literacy Literacy Groups	Handwashing Phonics Songs/Nursery Rhymes	Lunch	Maths Input Maths Groups	Oral Health	Story Time
<b>Th</b>	Registration Morning Activity	Celebration Assembly	Phonics	Focused Groups Continuous Provision	Literacy Literacy Groups Class Assembly- Picture News			Maths Input Maths Groups	Handwashing Phonics Songs/Nursery Rhymes	Lunch	PPA Music/R. E Learning Challenge Oral Health		Story Time
<b>F</b>	Registration Morning Activity	Forest School/Sports Coach		Focused Groups Continuous Provision	Literacy Input Literacy Literacy Groups Class Assembly Singing			Maths Input Maths Groups	Handwashing Phonics Songs/Nursery Rhymes	Lunch	Floor Book	Oral Health	Story Time