

Welcome to Our Lady of Perpetual Succour Catholic Primary School.



Introductions

Mrs McGuffie - Headteacher

Mrs Heston- Acting Headteacher/ Deputy
Headteacher/ Special Education Needs Coordinator
(SENCO)

Miss Beckett – Reception Teacher

Miss Downey – Teaching Assistant

Mrs Stanley - Office Manager

Mrs Houghton- Administrative Assistant

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.

Continuous Provision

- In Reception the children will do Continuous Provision which are activities that are set up around the classroom for the children to access.
- These activities will link to the topics and will change weekly.
- At the beginning of the week the children will need support to access the activities and towards the end of the week they will do them independently.
- We have this indoors and outdoors.
- On a Friday we will upload some pictures of your child accessing the activities onto Tapestry.

School day

- 8:30-8:45- School drop off at the Reception gate (self register)
- 8:45- 10:15- Register, Assembly and Phonics
- 10:15-10:30- Go outside and have snack and a play
- 10:30- 11:45- Maths and Continuous Provision
- 11:45- 13:00- Go to the hall and have lunch and then a play outside
- 13:00-15:15- Continuous provision and other lessons.

Phonics

- We follow a scheme called RWI (Read Write Inc)
- We will hold a Phonics meeting in September and we will explain how we teach Phonics and how you can support your child with their reading at home.
- **Please do not use letter names or capital letters at this early stage as it will confuse the children.**
- <https://www.youtube.com/watch?v=yln6PpV1G1I>

Tapestry

- We will take photos/ videos of your child doing some activities in school and upload them to Tapestry.
- The Photos/ Videos will be uploaded on a Friday afternoon of pictures from that week
- You can also add observations of activities or achievements your child does at home onto Tapestry and your child can then show the rest of the class (if they want to).
- Reminders will be added to Tapestry too.

Lunch and snack

- Children can either bring in a packed lunch or have a school dinner.
- If your child brings in a packed lunch they must not have nuts.
- Snack can be ordered or they can bring their own- healthy.
- School dinners and snack must be ordered online on 'School Hub'.
- Password for this will be emailed in September.
- Menus will be emailed to parents by the office.
- Snack must be ordered before midnight the day before.
- Dinners must be cancelled if your child is absent- school cannot cancel it.
- Dinners can be ordered up to 2 weeks in advance.

Apps that you need

- School Hub- to order school dinners and snack



- School Comms- to pay for trips and receive letters from the office



- Tapestry- to receive updates about your child from the Reception teacher



- Twitter- to see photos

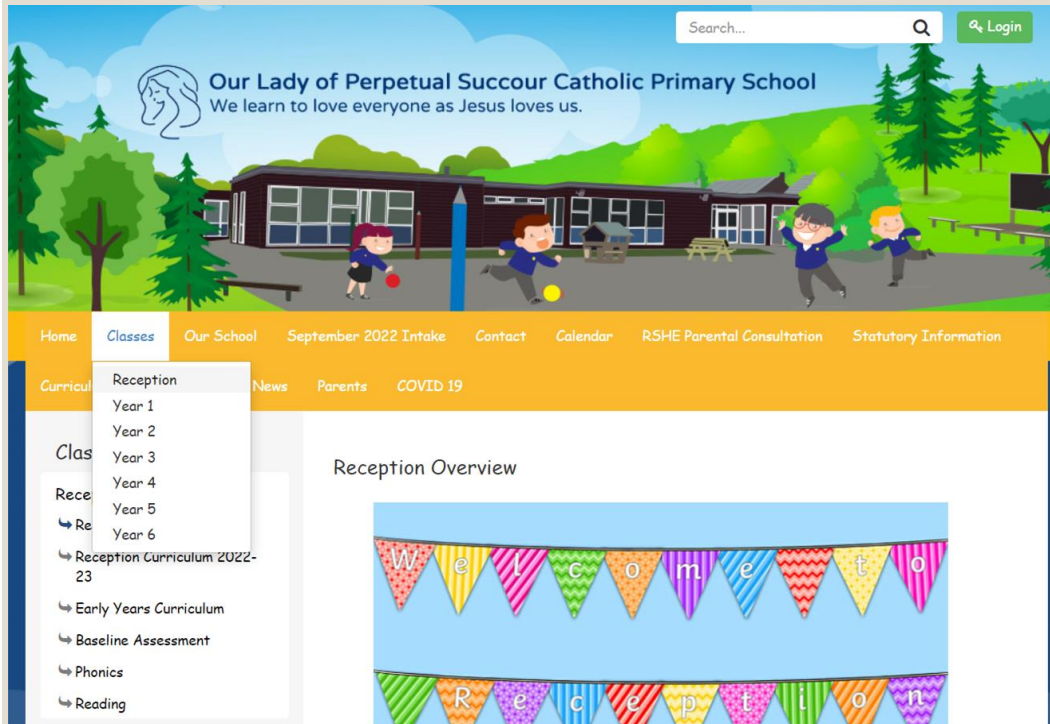


Homework and reading book

- Homework and reading books will be sent out on Mondays and **must be returned to school on Fridays**
- Children will receive a Maths and writing activity as well as their reading book
- Reading records are for you to record how your child got on with their reading.

Communication between home and school

- Direct communication with staff in the mornings or after school
- School office
- Newsletters
- School website
- Twitter
- Tapestry



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 joggers 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.

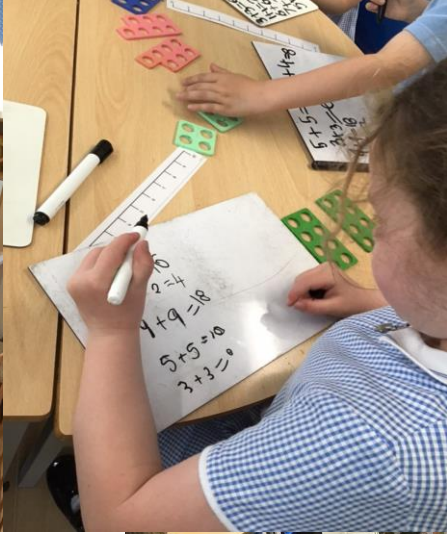


What can you do to prepare your child for Reception?

- Practice holding their pencil correctly
- Recognise their name
- Practice writing their name
- Challenge their gross motor skills by letting them climb, ride bikes, ride scooters and play in parks.
- Practice dressing themselves independently.
- Go to the toilet independently.
- Read them lots of books

Key Dates

- Monday 24th June- School Visit 1- 9:15-10:15
OR 1:15-2:15
- Monday 1st July- School Visit 2- 9:15-10:15 OR
1:15-2:15
- Tuesday 2nd July- Parent meetings
- Wednesday 4th September- Friday 13th
September- Part time



We cannot wait for your child to start their OLPS journey with us.

