



Welcome to Reception

Welcome to Woodlands Primary School Early Years. We hope you will find this small booklet of information helpful. We are delighted that your child will be joining our school and look forward to working with you throughout our Reception to year to help your child have a happy, secure and purposeful start to their lifelong journey of learning. We are always excited to meet our new children and to see each and everyone of our children flourish and shine as they discover and explore the world around them.

Our Aims

Here at Woodlands Primary School, we strive to ensure that all children are given a curriculum which is broad and balanced, promoting their emotional, social, physical and intellectual needs. We create a stimulating and inviting learning environment where all children's interests and learning are built upon, with a focus on play-based learning supported by adults. We wish for all our children to feel safe and secure in their environment, promoting self-confidence, independence, self-esteem and an eagerness to learn. We aim to work in partnership with you as parents and families, promoting the very best relationship to support learning. We will support all our children in developing their 'school readiness' by the end of Reception, equipping them with a broad range of skills and knowledge to take them into Year 1.

Our Curriculum

In Reception here at Woodlands we follow the Early Years Foundation Stage Curriculum. The curriculum is divided into the following areas that underpin all future learning.

These are divided into three Prime Areas:

- **Personal, Social and Emotional development;** this involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Communication and Language;** this involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development;** this involves providing opportunities for our children to be active and interactive; and to develop their co-ordination, control, and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food.



And four Specific areas:

- **Literacy**: this involves encouraging children to link sounds and letters and to begin to read and write. We develop children's early reading and writing using a mixture of Jolly Phonics and the publication Letters and Sounds. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics**; this involves providing our children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the World; this** involves guiding our children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Art and Design; involves enabling our children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Our Learning Environment;

Here at Woodlands, we aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. Play based learning is paramount to us and we believe very strongly in allowing our children to direct their own learning from carefully planned opportunities provided by staff. Staff play alongside the children, observing, modelling and extending their play to provide challenge and constant learning opportunities. Our environments are organised well to allow the children to choose equipment for themselves, and we listen to and follow the children's interests when planning which enhancements to leave for the children.

The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Outdoor learning forms a large part of the Foundation Stage Curriculum. We optimise our outdoor learning spaces to encourage creative exploration and learning in a safe and secure area. By giving the children the opportunity to explore the great outdoors, we provide them with the freedom to move and find out about the world around them.

Assessing and Tracking children's Learning:

Assessment plays an important part in helping both us as teachers, and you as parents to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment is an integral part of the learning and development process. In Reception, assessment of children's learning involves staff making observations of children throughout their day to understand their level of achievement, interests and learning styles. These observations take the form of photographs, written notes and collecting pieces of the children's independent work. Looking at these observations then allow us to identify the level of development which the children are working at. We can then use this to help us shape new learning experience for each child, helping them to move forward in their learning.

At the end of the year, all of these observations and assessments, as well as information inputted by you as a parent, are looked at together and the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities and their progress against expected levels in each of the seven areas outlined above. The profile aims to give a clear picture of the level each child is working at and their readiness for Year 1. In each area of learning, the children will be assessed as being emerging (working towards a level appropriate for their age), expected (working at a level appropriate for their age) or exceeding (working at a level above the expected for their age). This information will be shared with you on your child's end of year report, and will be the basis for a discussion with the Year 1 teachers. However, you will be kept constantly up to date throughout the year on how your child is progressing and be part of discussions on how to help and support their learning at home.

