

St. Francis of Assisi Catholic Primary School

Reception Intake Meeting 2024 - 2025



Reflection & Prayer

I used to think that prayer changes things, but now I know that prayer changes us, and we change things

St Teresa of Calcutta

Father,

We thank you for our school community, knowing that we can learn from each other and grow in faith. We pray for all those involved in our school, and that all of us may grow as the people you call us to be.

In the name of the Father, the Son and the Holy Spirit
Amen

Our Catholic School

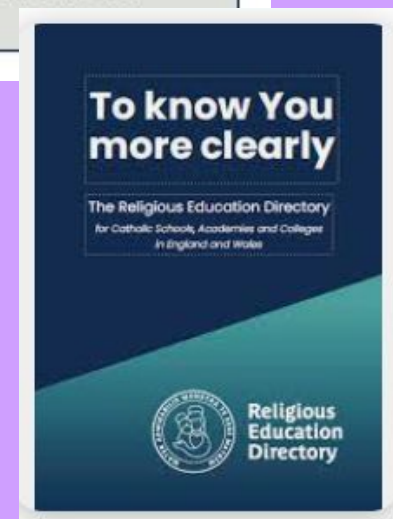
A Catholic school
'provides a rounded
education for the whole
person. And a good
Catholic school, over and
above this, should help
all its students to
become saints'

Pope Benedict XVI

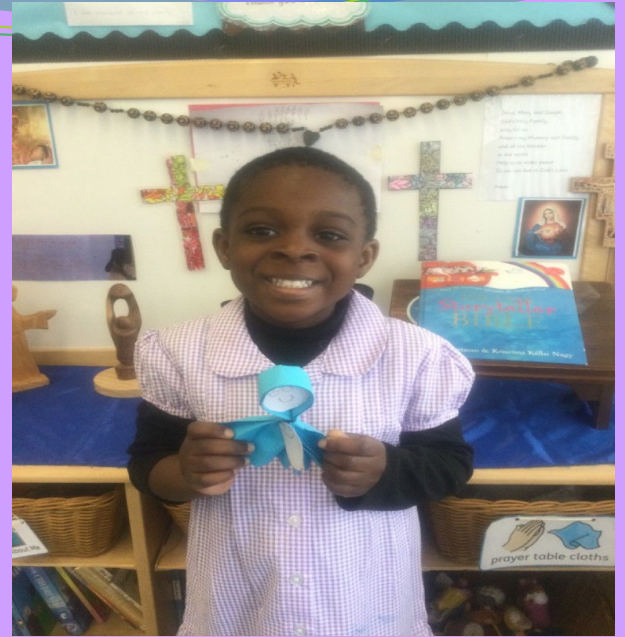


What We Teach

Ways of Knowing		
Understand	Discern	Respond
		
See	Judge	Act
What will I see and hear to help me understand?	How will I discover more?	What can I do now?



Catholic Life



Leadership Staff

Felicity Hope - Headteacher

Claire Furness - Assistant Headteacher

Rachel Bowen - SENCO

Reception Staff

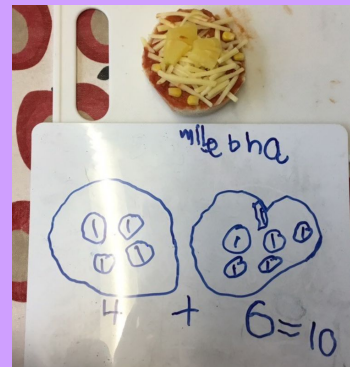
- Miss Melanie Betts - Class teacher (RB class)
- Mrs Donna Martin - Class teacher (RM class)
- Mrs Laura Cubitt - Speech and Language Lead
TA
- Learning Support Assistants

Reception Classes

- Two classes of 30 children
- Team consists of two teachers and support staff
- Early Years provision designed to meet the needs of young children, including indoor and outdoor learning
- Early Years Curriculum is play-based, skill-based, creative and child-led
- Firm foundation for future learning



EYFS 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.

Prime Areas

Three areas of learning are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

- Communication and Language (CL)
- Physical Development (PD)
- Personal, Social and Emotional Development (PSE)

Specific Areas

There are also four specific areas, through which the three prime areas are strengthened and applied.

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

EYFS Progression of Skills & Curriculum Overview

	Autumn 1 Marvellous Me!	Autumn 2 People Who Help Us	Spring 1 Once Upon a Time	Spring 2 Growing	Summer 1 Our Wonderful World	Summer 2 Journeys
	<p><u>All About Me:</u> Sharing All About Me books, talking about our families, pets and likes/dislikes (Link to Yr1 Now I'm Not A Baby)</p> <p>Getting to know our classroom and our school</p> <p>Golden Rules - We listen, We are kind, We are helpful</p>	<p>Everyday Superheroes</p> <p>Teddy Bear Hospital (UEA)</p> <p>SCI: Organs/different body parts of the body, skeleton and bones,</p> <p>Dentist Visit/Dental Hygiene</p> <p>Visit from the Emergency Services</p> <p>Remembrance Day Bonfire Night Christmas A Wiggly Nativity Performance Christmas Jumper Day Shared school family Christmas Dinner</p>	<p><u>Traditional Tales:</u></p> <p>3 Billy Goats Gruff - troll cross heads The Gingerbread Man Goldilocks and the Three Bears</p> <p>Cookery - We make and taste porridge like Goldilocks and our own gingerbread men.</p> <p>Building bridges like the 3 Billy Goats Gruff</p> <p><u>Chinese New Year</u> Learn the story of how the 12 animals zodiac signs were decided. Which animal represents the year we were born?</p>	<p>The Enormous Turnip</p> <p>Little Red Hen</p> <p>SCI: Popcorn making changing matter.</p> <p>Growing From Seed (sunflowers) SCI: Plants and Growing</p> <p>Celebrations: Easter The Easter Story, Signs of the Cross, ART: Faberge Eggs,</p>	<p><u>Outer Space</u></p> <p>Our planet: When we look up at the sky what do we see: clouds, sun, stars, moon. What planets are in our Solar System? How is Earth different from the other planets in our solar system?</p> <p><u>Lifecycles - Minibeasts</u> Creating our own class minibeast factfile full of our writing and drawing.</p> <p><u>Caring for our Earth</u> Recycling, using energy carefully and reducing waste</p> <p>Butterfly Garden</p>	<p>Transport Holidays Maps Lifeguards Under the Sea Looking after the seas/oceans SCI: SeaLife Centre Trip</p> <p>Catch the train to the beach, sand & water play</p> <p>'Flying' to a different country (Africa), Safari Day</p> <p>Colour and Pattern in African textiles Tropical Fruit Tasting</p> <p>Water Play Week</p>
Key dates / Celebrations		<p>Bonfire Night 5th November - keeping safe and having fun</p> <p>Remembrance Day 11th November - Cbeebies 'Poppies' animation https://www.youtube.com/watch?v=py_u57Bz7aA</p>	<p>St Valentine's Day - 14th February</p>	<p>British Science Week Shrove Tuesday International Women's Day World Book Day - dress up as your favourite book character, Mystery Reader Week</p>		<p>World Music Day 21st June 'Oh I do like to be beside the seaside' Sea Shanties - Wellerman 'When I was I' nursery rhyme 'Cockles and Mussels Alive Alive O'</p>
Seasons	<p><u>Autumn</u> We will take Show and Tell Autumn bags home and fill them with signs of Autumn! Using clay we will go out onto the field and create Owl Babies forest schools tree sculptures.</p>		<p><u>Winter</u> Ice Experiment Unique Snowflakes</p>	<p><u>Spring</u> Spotting Signs of Spring</p>	<p><u>Spring</u> Forest Schools signs of spring walk Can we find and identify some minibeasts in Heigham Park?</p>	<p><u>Summer</u> Keeping safe and healthy in the warmer weather SCI: Shadows on the playground (Yr4 link)</p>

Our daily timetable in Reception

Time	Activity
(8.50am) 9.00 am	Welcome/Register
9.15 - 9.35 am	Literacy Carpet Session
9.35 - 11.15 am	Independent Learning Time (play!)
11.15 - 11.35 am	Maths Carpet Session
11.45 - 1.00pm	Lunch and outside play
1.00 - 1.30 pm	Register/Topic or R.E.
1.30 - 2.30 pm	Independent Learning Time (play!)
2.30 - 2.45 pm	Fine Motor Activities
2.45 - 3pm (3.15pm)	Storytime

Welcome to Reception Booklet



What should my child wear? What do they need to bring?



- School uniform (please name all items)*
- Waterproof coat.
- Appropriate clothing and footwear for all weathers i.e. warm clothes for winter, sun protection for summer.
- School book bag to take home reading books and important letters.
- Water bottle, with water in, for use outside.
- Lunchbox
- Drawstring bag with change of clothes - please no bulky rucksacks! (ICP)

Uniform



Uniform is worn at St Francis of Assisi to develop a sense of pride in being a member of the school community. It is expected that all children will wear the school uniform.

● R-Y2 Boys

- black/dark grey trousers (or shorts in summer)
- white shirt/ polo shirt
- school sweatshirt

● R-Y2 Girls

- black/dark grey trousers/skirt/pinafore
- white shirt/polo shirt
- purple gingham dress (summer)
- school sweatshirt/cardigan

● Summer uniform may be worn from September if the weather is still warm.

● Shoes should be black and appropriate for school i.e. not trainers, high heels, flip flops etc.

● All uniform should be **clearly labelled** with your child's name

● Jewellery should not be worn, except for plain, small stud earrings if necessary. Children will be asked to remove them if they are worn to school.



What happens at lunchtime?



How do I order dinners?

<https://select.aspens-services.com/>



Special Menu

- If your child requires a special menu from the kitchen due to intolerances or allergies, we require a hospital letter & care plan confirming this. A doctor's letter is not sufficient. Because the menus take a while to process by the nutritionist, we need hospital letters as soon as possible please.
- Copies of any updated care plans also need to be handed in to the office asap.
- If you need to make an appointment to get a hospital letter & care plan over the summer holiday, please let Emily in the office know before the end of term.

What can I do at home to help my child to learn?



Parent Information meetings for phonics and maths, Reading Diary

Parental Involvement

You are an important partner in your child's learning and we really value your knowledge and input. We encourage parents to be involved as much as possible.

We have many ways of keeping in touch with you including:

- Welcome Packs*
- Parents' Evenings
- Annual Written Report
- Emails and texts
- "Weekly What's On" newsletter
- Website

We are here for you:

- Informal discussions - beginning and end of day, email direct to teacher, phone school office.
- Family learning sessions/trips
- Mystery Reader

We also welcome any parent helpers who may wish to spend some time supporting the children in the classroom or share a special skill.

Parental Engagement



Tapestry



PTFA

We have a very strong Parent Teacher & Friends Association.

They are always looking forward to new members. You are welcome to join their meetings and/or support them in their fundraising events.

What should I do if I am at all worried about my child?



We are here for you. Please let us know anything about your child that may be helpful. You can do this any time. Let us know if circumstances change.

When will they start in September?

Date	Time
5 th Sept - 6 th Sept	Groups A,B,C & D will have a morning session and an afternoon session
Mon 9 th Sept- Fri 13 th Sept	9am - 12.30am (incl. lunch)
Mon 16 th Sept - 20 th Sept	9am - 3pm (incl. lunch)

Your child will also have two settling in sessions on 9th and 11th July



Why a staggered start?



What next?

New for this intake: Open morning 19th June 9.30-11am

Tuesday 9th July	Groups A & B 10.30 - 11.30 am Groups C & D 1.45 - 2.45 pm
Thursday 11th July	Groups C & D 10.30 - 11.30 am Groups A & B 1.45 - 2.45 pm

Complete all forms and return to the school office by Friday 31st May.

Where To Find Information

- Welcome to Reception Pack**
- Our school website
- Regular Email communication
- Newsletters - Weekly What's On
- Tapestry - learning journey
- Reading Diary
- Select - school hot lunches and packed lunches
- WisePay - trips/payments