



# West Park Academy

Transition to Reception



# Who we are

- **Mrs Hirst**- School Principal
- **Mrs Dixon**-SENCO
- **Mrs Graham**- Home School Coordinator
- **Mrs Harrison**- Class Teacher
- **Mrs Fenwick/Miss Woodcock**- Class Teacher
- **Mrs Storey Mrs Scaife/Mrs Holder & Miss O'Neill**  
Teaching Assistants
- **Mrs Ash**- Speech & Language



# The Aim

- To give you an understanding of Reception at WPA
- To give you an insight into our daily routine
- To emphasise the importance of parent partnerships



# The Early Years Foundation Stage

- The Early Years Foundation Stage (EYFS) is the stage of education for children from **birth** to the **end of the Reception year**.
- It is based on the recognition that children learn best through **play and active learning**.



# The seven areas of learning

- Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development
- 1. Communication and language
- 2. Physical development
- 3. Personal, social and emotional development.
- 4. Literacy
- 5. Mathematics
- 6. Understanding the World
- 7. Expressive Arts & Design

# Effective Learning Characteristics

## **Pupils with effective learning characteristics:**

- are willing to have a go
- are involved and concentrating
- have their own ideas
- choose ways to do things
- find new ways of doing things
- enjoy achieving what they set out to do

These characteristics also support lifelong learning.

# Learning Through Play

Play allows children to:

- Learn to explore, develop and represent learning experiences that help them to make sense of the world
- Explore, experiment, take risks, make mistakes
- Practise and build on ideas, concepts and skills
- Allows them to think creatively and imaginatively
- Helps them to communicate with others
- Pursue their own interests and inspire others



Forming secure relationships and collaborating with peers on joint projects.

Developing curiosity

Taking on new roles and acting out their experiences

Being an explorer



Using the local environment to support learning.

Lunch Time Play

Investigating and observing

Outdoor learning – even in the rain!



# The EYFS Profile

- Provide a reliable, valid and accurate assessment of individual pupils at the end of the EYFS.
- Data – who is it for? For parents/teachers/children
- Emerging, expected and exceeding – what that means for your child
- Good level of development
- Observational evidence key to assessment. We use Tapestry for this.

# Parent Partnerships

- Our planning is enhanced by our partnership with you
- Effective partnerships have a positive impact on the children's development

## **We develop this through:**

- Sharing experiences of home and school using newsletters and Tapestry
- Sharing special work completed by your child
- Inviting you to information meetings and parents consultations
- Encouraging you to observe and note Wow! moments at home and record these on Tapestry

# A Typical Day

- Entry to school 8.45 am in the main school playground.
- Child-initiated play as they come in initially leading to a focused task once all settled.
- Registration 9 am
- Phonics
- Child/ adult-Initiated Play (Outdoor area open) Snack available
- Lunch
- 8 Minute Read
- Maths
- Child and adult initiated play (outdoor area available)
- Snack & baking
- Story Time
- Home Time 3.30 pm- via the main school playground
- As we get to know the children's needs and as they become more settled, other activities take place including reading, Jungle Journey, guided reading, dance, PE

# What you can do to help prepare your child

- Complete All About Me profile and data collection sheets and ensure staff are aware of allergies, etc- Health Care Plan
- All children are entitled in Reception to free lunches and there is an eligibility form to complete.
- Encouraging independence at home eg dressing/undressing, putting on and taking off their own coat, taking their socks and shoes on and off, toileting, eating and drinking.
- Naming clothes and belongs, providing spares.

- Sharing books and stories together
- Practising counting forwards and backwards to 20
- Being able to count out a group of objects (5) then (10) then (20)
- Describe shapes – long/short, thin, pointy, curved, round, etc.
- Holding a pencil correctly to draw circles, lines and shapes
- Being able to answer simple who/where questions about a picture/book and developing what/how/why questions
- Recognising his/her name
- Using scissors
- Hopping, skipping, balancing, running, jumping, throwing and catching.
- Playing board and matching games and completing jigsaws
- Use language of time – today, tomorrow, yesterday
- Sing a nursery rhyme and be able to suggest the missing word
- Identifying sounds and being able to talk about them.
- Writing shopping lists

# Uniform and other information

- Please ensure that your child's name is in all items of clothing, including shoes!
- Named uniform (Elizabeth's Embroidery) - Spare clothes
- Shoes with velcro where possible
- PE Bag – t-shirt, shorts & plimsolls (named)
- Book Bag
- Please see West Park After School Club for Further Information
- Any further questions please contact  
[v.harrison@westparkacademy.org.uk](mailto:v.harrison@westparkacademy.org.uk)  
[h.fenwick@westparkacademy.org.uk](mailto:h.fenwick@westparkacademy.org.uk)

- Please keep an eye on your child's school-bag as they may contain notes for parents
- If your child has an accident or is ill at school, we shall make every effort to contact you, or failing that, your emergency telephone number.
- Any minor trips and falls and your child will come home with a sticker to tell you what happened. Any bumps to the head will be a text/phone call home.
- Please tell us if these numbers change, or if you move house.
- Newsletters will be online.
- They will also come home with reading diaries. Reading at home as well as at school is so important. Please sign the diary so that staff know that you have read with your child at home.

- **Staggered entry to ensure staff have time to settle them.**

# Happy children become willing learners

