

Hillcross Primary School



Reception Welcome Meeting

At Hillcross we nurture our children to think critically and creatively within a collaborative community.



Welcome to Reception



Sarah Barber
Early Years Practitioner
Both Teams

Bisma Khan
Learning Support
Assistant (Both Teams)

Julia Legg
Early Years Practitioner
Both Teams

Rebecca Mitchell
Class Teacher
Team Walnut

Karla Lowin
Class Teacher
Team Chestnut

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School Values: aspiration, challenge, compassion, responsibility and respect

Transition



A successful transition into school is paramount for supporting your child's personal, social and emotional development. Children will learn best when they feel happy, safe and secure. Once the children are settled their learning journey will truly take off.

Transition Events

- A Stay and Play Session
 - Pre-Setting Visit
 - Home Visit



Transition for Children already Attending Hillcross Nursery

This has already begun! And it will build up gradually to them spending an hour in Reception and completing activities with the Reception staff before the end of term.

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First Two Weeks Procedures



Week 1	Monday 2nd September	INSET Day School is closed to children
	Tuesday 3rd September & Wednesday 4th September	All children who are new to Hillcross will receive a home visit from their key workers. Dates have been sent out to families already Your home visit time will either be between 9am - 12pm or 1pm - 3pm.
	Thursday 5th September	Children <u>who attended our school nursery</u> - 8.30 - 11.30am Children <u>New</u> to Hillcross - 8.50 - 11.30am On their first day at school, our new to Hillcross children will have a marginally later start to enable us to support them entering school as smoothly as possible. <i>Children will not be having lunch at school today.</i>
	Friday 6th September	All Reception Children - 8.30 - 11.30am <i>Children will not be having lunch at school today.</i>
Week 2	Monday 9th September & Tuesday 10th September	All Reception Children- 8.30 - 12.30pm All children will stay for lunch but will be collected at the end of lunchtime. It is highly recommended that all children have school dinners this week.
	Wednesday 11th September	All Reception Children- 8.30 - 3.00pm All children will stay all day from this day forwards.

If you need support with childcare during these weeks, we offer a 'wrap around' provision during the transition process:

- On Thursday 5th and Friday 6th September, this provision is available from 11.30pm - 3.00pm at a daily rate of £21
- On Monday 9th and Tuesday 10th September, this provision is available from 12.30pm - 3.00pm at a daily rate of £15

Please email Thecopse@hillcross.merton.sch.uk detailing the sessions you require your child to attend.

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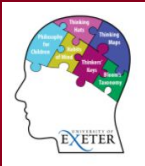
Attendance and Punctuality



- **Attendance** at school is paramount to ensuring your child continues to learn and develop. If children miss sections of their learning it can become difficult to ensure they catch up on missed skills. Children benefit greatly from consistent periods of time in school.
- **Punctuality** is also crucial to ensuring a relaxed and smooth start to the day. The staff will carry out specific guided group work on every morning with the children, so please try to arrive as close to 8.30am as you can.
- **School starts at 8.30am each morning (indicated by the school bell). School gates will open at 8.25am.**
- **At 8.45am a second bell rings and this means that all classroom doors and school gates will be locked.** Registers are closed so if you arrive on or after the second school bell you will need to take your child to the school office to sign in and they will be recorded as late.
- **School finishes at 3pm, gates will open at 2.55pm.** Children will be dismissed directly from the Reception Unit doors to the known adult. If someone different is collecting your child, please inform staff beforehand as we will not let children go with another adult without your permission - they will also have to know the unique safeguarding password that you put on your school admissions form.
- **School gates are closed at 3.10pm** so if you do not enter and exit between these times, you will have access to the Ashridge entrance only.

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Foundation Stage



What is the Foundation Stage?

The Foundation Stage is the stage of education for children from birth to the end of their Reception year. The Foundation Stage Curriculum is based on the recognition that children learn and develop best through **meaningful play and active learning**.

Children in the early years form very positive working relationships with adults and their peers. Children feel at home and become engrossed in well-designed learning that offers rich opportunities to find out about the world around them. (OFSTED 2023)

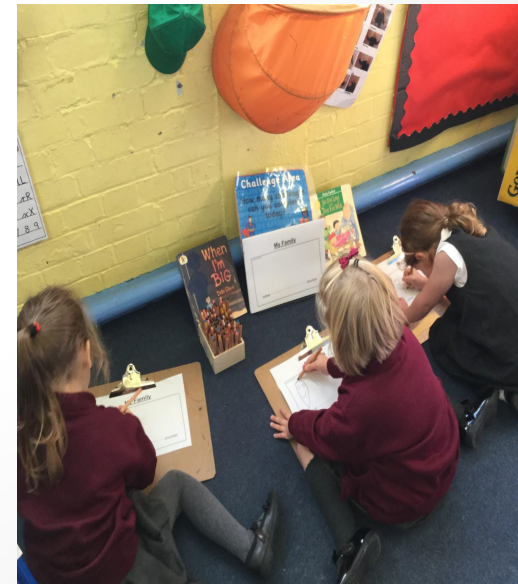
[More information on the EYFS curriculum can be found here.](#)

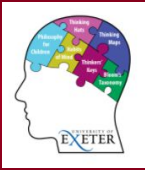


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A play based approach to learning...





Foundation Stage



Characteristics of Effective Learning

The three characteristics of effective teaching and learning identified by the EYFS are:

Playing and Exploring – children investigate and experience things, and ‘have a go’;

curiosity, representing experiences and taking risks.

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

persistence, concentration and sense of achievement.

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things;

having own ideas, making links and reviewing.

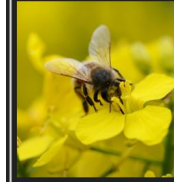
These are reported to parents in the end of year report.

Playing & Exploring



I remember what to do like an elephant

Playing & Exploring



I find out and explore like a busy bee.

Playing & Exploring



I am brave and try new things like a lion

Active Learning



I am persistent and keep trying like a tortoise

Active Learning



I concentrate like a crocodile

Active Learning



I am proud of what I do like a peacock

Creative and Critical Thinking



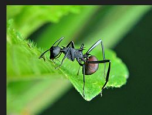
I have my own ideas like a monkey

Creative and Critical Thinking

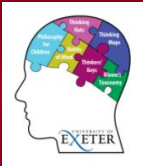


I make links like a spider

Creative and Critical Thinking



I plan ways to do things like an ant.



Foundation Stage



What will my child learn and how?

The initial focus in the first half term will be on developing **3 prime** areas of learning::



Prime Areas

Communication and Language –
Listening, Attention and Understanding
Speaking

Personal, Social and Emotional Development –
Self-Regulation
Managing Self
Building Relationships

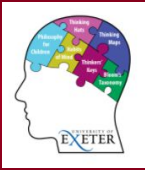
Physical Development –
Gross Motor Skills
Fine Motor Skills



Acquisition of these prime is essential to lay the foundations for future learning and school readiness. We want children to learn holistically making the most of our indoor and outdoor environments.

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Personal, Emotional and Social Development

At Hillcross we ensure that;

- We support children as they find their own different ways to manage feelings of sadness when their parents leave them. Some children might need to hold onto a special object/picture from home to feel strong and confident in the setting or use our bounce back zones.
- Help all children to feel that they are valued, and they belong.
- We respond to children's increasing independence and sense of responsibility. As the year proceeds, we increase the range of resources and challenges both outdoors and inside.
- Support children in being responsible for their self and belongings throughout their time in the EYFS.

Healthy Lifestyle

Our EYFS curriculum includes developing the children's awareness of what a healthy lifestyle is. This includes teaching awareness of;

- Healthy food choices
- Oral Hygiene
- Importance of sleep
- Awareness of emotions, change in emotions and strategies to promote self help skills.



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You Can Do It!

Through this initiative the children learn appropriate learning and social behaviour. There are four main areas:

- Confidence
- Persistence
- Organisation
- Getting along



The first 4 weeks we will focus on these areas and lead circle times and group activities based on these areas so the children have a full understanding of their meaning.

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Preparing for school



In preparation for their journey into full time school, there are a number of ways you can help over the summer.

Developing their independence: This is one of the first skills we develop in our first few weeks. Help your child to develop their independence over the summer in the following ways; getting dressed themselves, putting on and off their coat, fastening their buttons and zip, putting on and off their shoes, using a knife and fork, using the toilet and wiping, washing and drying their own hands. [Click here for more information on PSED](#)

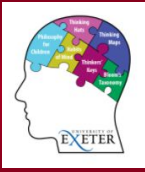


Developing their speaking and listening skills: encourage your child to ask questions about the world around them. Talk to them over dinner and encourage them to take turns in conversation. [Find out more information on our website.](#)



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Physical development

Physical development also encompasses the following skills;

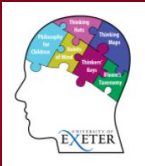
- **Fine motor skills** - when a child uses precise movements using specific body parts, such as the thumb and finger to pick objects up.
- **Gross motor skills** - when a child uses their whole body in a movement, such as jumping or running.
- **Hand-eye coordination** - when a child's hands and eyes are working together, for example catching a ball. These skills are also used when writing.
- **Mark making** - this could be anything, from a baby or child making marks with their fingers in and, to dipping their hands or fingers in paint, to paint a picture.
- **Pincer movement** - when a child uses an index finger and thumb, to pick up and move objects. These skills are needed to develop an effective and comfortable pencil grip.
- **Core strength** - Development of core strength, coordination, shoulder movements

Children need a range of physical development skills in order to complete handwriting. All children develop at different times and fine motor skills are one of the later physical skills to develop in children. At Hillcross, we are committed to ensuring we develop every child's physical development to ensure they are ready to start formal writing during their Reception year. We have developed a precise and strong long-term development plan that all children move through before we begin to teach formal handwriting.



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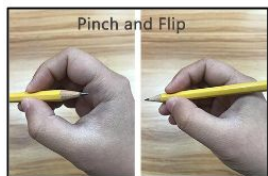
Foundation Stage



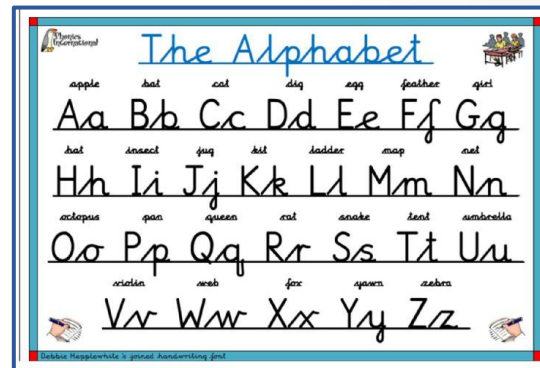
Mark making & Early Writing



How to Help with Pencil Grip



Pre Writing YELs		
Autumn 1	Spring 1	Summer 1
We are learning to use lines and circles in our movements and marks. Start all moves at the bottom	We are learning to form a line of rainbows in our movements and marks. Start all moves at the bottom	We are learning to use diagonal lines in our movements and marks. Start all moves at the bottom
Autumn 2	Spring 2	Summer 2
We are learning to make a zig zag line in our movements and marks. Start all moves at the bottom	We are learning to make anti clockwise movements and marks. Start all moves at the bottom	We are learning to use a diagonal line and hook in our movements and marks. Start all moves at the bottom



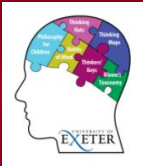
More information can be found on our website within [Cursive writing](#) pages

Physical development is closely linked to a child's ability to write and mark make. Gross motor development needs to be developed initially and then fine motor skills are developed before moving onto writing. Please see '**Early Writing & Mark Making in EYFS**' for more details.

A joined handwriting style links kinaesthetic 'muscle memory' with the relationship between the sounds of our speech and the letter shapes, letter groupings and whole written words.

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Preparing for school

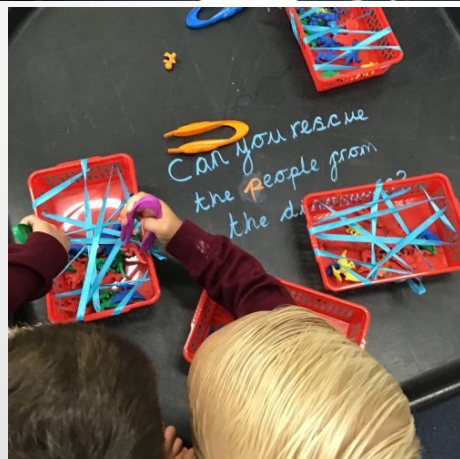


Mark making & Early Writing



Over the summer you can help develop your child's physical skills in order to help their writing by completing the following;

- Go to the park or swimming
- Learn to ride a bike or scooter
- Help them to dress themselves and fasten zips/ buttons/shoelaces
- Play finger rhymes
- Use clothes pegs
- Dance - Cosmic Yoga is great
- Threading - beads/ pasta using scissors
- playing with playdough or cooking



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Communication & Language linked to Early Reading

At Hillcross we believe that promoting a love of reading is intrinsic to a child's education, development and happiness. We work with all children to ensure that this begins with the youngest members of our school community and continues throughout their time in school. As soon as a child joins Hillcross, they are introduced to a literacy rich environment that ensures that we:

- Foster a love of reading and sharing stories, poems and rhymes to develop vocabulary and comprehension.
- Develop children's Communication and Language skills to ensure they can listen, attend and understand language.
- Effectively use assessment to quickly pick up children falling behind and give targeted support.
- To offer challenge to the children who are applying and using phonics skills early on in their school journey to ensure we nurture and continue to move children forward to achieve.



Developing their Early Reading skills: Share stories with your child. Talk about characters in the books and sequence the story into 3 parts; beginning, middle & end. [Find out more information on our website, which includes our virtual library](#)

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Phonics is the basis for reading and writing skills. At Hillcross, we set children up for lifelong reading and spelling when we teach phonics rigorously and comprehensively. Phonics develops the skills needed to hear sounds in words (phonemes) and match them to the corresponding visual representation (Graphemes). Reading and writing are like a code: phonics is teaching the child to crack the code. [At Hillcross, our phonics Programme is Phonics International \(PI\).](#) We will be holding our Phonics Parents Information morning on **Friday 13th September 2024 at 8.50am.** We highly recommend EVERYONE attends this to help your child as they start their Phonics journey.

Before the children start on their Phonics journey it is important that they are able to play with words and differentiates sounds. Over The summer you can help secure these skills;

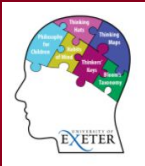
- Listening and responding,
- Listening and noticing sounds in the environment and how they change
- Toy Talking or Robot talking your names
- Singing rhymes and songs
- Alliteration e.g. Silly sausage
- Pronunciation of words



(If children still have dummies or drink from bottles now is the time to stop!)

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Maths and Early Number Skills

These Six areas are

Counting & Cardinality

Comparison

Composition

Pattern

Shape & Space

Measure

More information [on our website](#)
or click here for our [Maths Parents Guide](#).



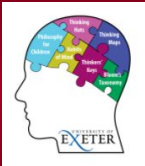
NUMBERBLOCKS AT HOME

Resources to accompany the CBeebies Numberblocks series, designed for parents to use at home with children



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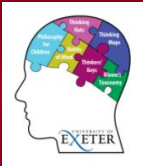


Understanding the World



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Expressive Arts and Design



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A Day in the Life



Time	Session details
8.30am-8.45am.	School Begins. Children will say goodbye in the playground and will walk into Reception independently (there is some flexibility to this if needed in the first week or so). The children will self-register before choosing an activity to take part in across the unit. Staff will also set up 'early morning' focused activities each day for different children to access. These activities are aimed at closing gaps and focusing on children's next steps in learning.
8.55am	Wake Up! Shake Up! Session This is a physical development session which develops the children's Gross Motor skills. This also has a positive impact on their fine motor skills and their ability to hold a pencil effectively and to form graphemes (letters) correctly.
9.15am-9.30am	Adult-led learning session in Teams- these are based on Communication & Language skills as well as Maths, Reading and Writing. Adults will also explain the day's adult-led activities and the independent learning challenges the children should complete across the day.
9.30am-10.40am	Continuous Provision The children will learn through a combination of self-chosen experiences and play as well as taking part in adult-led learning activities during this time. Learning challenges will be set up in each room for the children to complete (around 5 challenges across the session). The outdoor learning environment is also open throughout this time, whatever the weather, so please ensure your child brings appropriate clothing, e.g. a coat, to school every day.
10.45-11am	Whole Class Reading - sharing a story and discussing what we have heard. Using one of our 3 -A-Day text.
11am-11.20am	Phonics Session These take place in Teams in the Autumn term. In Spring and Summer 1 children learn in smaller groups according to their progress and attainment. They return to whole class phonics in Summer 2.
11.20am-11.30am	Guided Reading session. Each day a group of 6 children will take part in a focused guided reading session with an adult in order to develop key reading skills. Children will have an allocated day and parents are informed of this via their child's communication book in September.
11.30am-12.30pm	Lunchtime and outside play.

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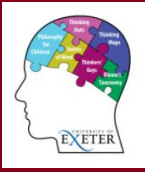
A Day in the Life



	Afternoon
12.30pm-12.45pm	The early years children and staff all participate in a second ' Wake Up Shake Up! ' physical activity session to refocus the children at the end of lunchtime.
12.45pm-1pm	Carpet session- Based on topic linked learning. Adults will also share details of the day's adult-led activities and independent learning challenges..
1pm-2.15pm	<p>Continuous Provision</p> <p>The children will learn through a combination of self-chosen experiences and play as well as taking part in adult-led learning activities during this time. Learning challenges will be set up in each room for the children to complete (around 5 challenges across the session). The outdoor learning environment is also open throughout this time, whatever the weather, so please ensure your child brings appropriate clothing, e.g. a coat, to school every day.</p>
2.15pm- 2.30pm	Mastery Number session - focusing on subitising skills and fact fluency
2.30pm-2.50pm	<p>Tidy up time- Children will be given a key area to focus on and tidy. Tidying skills</p> <p>Reading for Pleasure - Story and then</p>
2.50pm-3pm	Collect belongings to go home.

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Assessment in Reception



Assessment in Early years takes on many different forms. The children will be assessed during adult directed, adult initiated and child led learning opportunities. Observations, photographs and videos help us to develop a holistic view of your child over time. In EYFS we assess against the Early Years Statutory Framework, supported by Development Matters and Birth to Five guidelines.

You will be kept informed of your child's progress through half termly

- Parents consultation meeting -taking place in Autumn and Spring term)
- Progress celebration events - taking place half termly after school when parents can view their child's Learning Journey Scrapbook.

Statutory assessments in EYFS

Reception Baseline Assessment became a statutory requirement for all Reception aged children. The RBA is a short activity-based assessment which must be completed within six weeks of your child starting school. Using practical activities, the assessment measures children's starting points in Language, communication, literacy and Mathematics.

The data from the RBA is only used at the end of Key Stage 2 (Year 6) as a school-level progress measure. More information about the RBA can be [accessed here](#).

End of year profile - assessment against the 17 ELGs.

Assessing children against the early learning goals For each ELG, teachers must judge whether a child is:

- meeting the level of development expected at the end of the EYFS (and should be assessed as 'expected'); or
- not yet reaching this level (and should be assessed as 'emerging').

The ELGs are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development. More information can be [found here](#).

Home learning



Children learn all the time both in and out of school. There are many benefits to targeted home learning activities including challenging and inspiring children's interests, consolidating their existing skills and developing their independence. Home learning also provides an opportunity for children to make links between the learning they do in school and other areas of their life.

Reception		
<ul style="list-style-type: none"> Shared Reading (parent reads to child) recorded 5 times a week-, one colour-banded reading book and one Phonics International story card will be sent home each week.* Maths Fluency - daily activities woven into everyday life. Please refer to the Reception Home Learning website page for ideas to support this. From January, for those children whose fine motor skills are sufficiently developed, parents are asked to <u>supervise</u> daily handwriting practice for 5 minutes everyday making reference to the Handwriting videos on the school website for accuracy. <p>Parents are encouraged to buy whiteboards and dry wipe pens for their children to practice handwriting at home as children tend to find this method of practice more appealing and it is also more financially and environmentally sustainable than using paper.</p>		
Autumn	Spring	Summer
<ul style="list-style-type: none"> Fine Motor (Handwriting) - refer to the Nursery above). Daily phonics activity- Uploaded to Google classroom and in Phonics book Key words (reading) <i>as directed by the key worker</i> 	<ul style="list-style-type: none"> Weekly phonics & handwriting uploaded on Google Classroom. Key words (reading & spelling) <i>as appropriate</i> 	<ul style="list-style-type: none"> Weekly phonics & handwriting uploaded on Google Classroom. Key words (reading & spelling) <i>as appropriate</i>
<p>*The children are able to change their books more frequently if they wish to do so.</p> <p>To support your child at home, we will share information about our weekly focus in reading & maths lessons via Google Classroom, which will include suggestions for things you can do and/or areas for you to focus on This does not have to be evidenced and it is for your reference only. For more details, please refer to the Reception Home Learning page:https://www.hillcross.merton.sch.uk/our-learning/home-learning-homework/reception</p>		

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Other important Information



Arrival and Dismissal

A smooth and stress free start to the day is essential for the children's wellbeing and development. Whilst in the playground it is really important that all parents/carers ensure health and safety rules are followed. EYFS and Year One children use their playground as a learning environment throughout the day and will set up learning activities before school. Please assist us in ensuring your child does not play with the resources in the playgrounds at drop off or pick up. This also applies to any siblings.

Friends of Hillcross (PTA)

We are extremely lucky to have an active and hard working PTA, who organise a number of exciting fundraising activities throughout the year. Every parent or guardian with a child in the school are automatically members of the PTA. The aim of the PTA is to bring together parents, carers, teachers and others in the community who have an interest in supporting the school. Our main objective is to enhance the education of the children in the school. We do this by raising funds to enable the school to purchase the 'extras' that cannot be funded from the school budget. More information can be found on the school website.

Hillcross Children's Fund

The purpose of the Hillcross Children's Fund is to provide additional materials and opportunities to enhance the learning experiences of our children. Contributions can be made by clicking on the QR Code displayed on the website and around the school, by Parentmail, by cash/cheque, through vouchers from Charity Trusts or by monthly standing order. We recommend setting up a monthly standing order as this is a much easier way to contribute. We suggest a contribution of £10 per month (£120 per year) or you can choose any amount that is affordable to you.

The 100 Club

The Hillcross 100 Club as a fun way to raise additional funds for the school whilst also giving those who take part in the lottery style experience the chance to win some cash prizes. It is a monthly draw. Parents can pay £5 per month and are allocated a number (you can have more than one number if you wish to). Each month there are three prizes and the more members we have the more money you could win.

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Last But Not Least



- Come and have a **look around the Reception Unit**. [Rebecca and Karla](#)
- Talk to us if are not available for your allocated **Home visit**- [Louise](#)
- Visit the Copse to see our **Breakfast and After School Club** facilities [Angela](#)
- Visit the **school uniform** stall selling good quality second hand uniform and/or check the sizes of the uniform before ordering on the website. Please remember to label everything- [Paula](#)
- **Medical and dietary** needs - [Sarah](#)
- **Purchase white board and pen or Water bottles** - [Lucy](#)
- Any **concerns or SEND needs** from your child - [Claire](#)
- If you have not specified your child's current or last setting please can we have this information tonight - [Claire](#)
- Play and stay information - [Julia](#)
- Fill in your standing order form to join The 100 Club.
- Scan the QR Code to make your initial contribution to The Hillcross Children's Fund.

The staff will be happy to help with any queries.
Enjoy the rest of the evening.

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