

**POWNALL GREEN PRIMARY SCHOOL**  
**INFORMATION FOR PARENTS**



*Love Learning, Love Life!*

**RECEPTION CURRICULUM**  
**2019-2020**

**Class Teachers**

Miss H. Harmer (RHH)  
Mrs H. Williams (RHW)

**Teaching Assistants**

Mrs. Brownlow, Mrs. Newsome and Mr. Clarke



Dear Parents

At Pownall Green we believe in creating the foundations on which children can build their futures. A love for learning starts early and our innovative approach captures this and enables our children to grow into confident, independent, successful and happy individuals.

Our creative curriculum equips children with the knowledge, understanding and basic skills they will need as they continue their learning journey through primary school and beyond. We place great emphasis on the parallel development of children's Personal, Learning and Thinking Skills, firmly believing that these are fundamental in enabling them to achieve success in all aspects of their future lives in our rapidly changing world.

We provide a creative and stimulating learning environment within which we expect our learners to aim for and achieve the highest possible standards in all they do. Ours is a happy, vibrant and successful school community.

The purpose of this booklet is to give you a summary of the curriculum that your child will follow throughout this year as well as outlining some of the day-to-day arrangements for the year group.

There will be a Parents' Evenings and Open Morning in Autumn and Spring Terms and a Parents' Transition Meeting at the end of the Summer term. We have recently introduced termly reports so that you are kept informed about your child's progress. In addition, the school operates an 'Open Door' policy. Should you at any time throughout the year wish to speak to your child's class teacher or to me, you can easily contact us by telephone, letter or by 'popping- in' to arrange a mutually convenient appointment.

Yours sincerely,

Mrs J. Kersh and Mrs J. Peters

Headteachers

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## **AIMS OF THE SCHOOL**

- To provide a secure, happy and stimulating environment in which children are well motivated to learn.
- To value each child in their own right irrespective of ability, gender or background and to provide them with opportunities of access to curriculum, and give each the confidence and motivation to meet challenges at work and leisure.
- To develop and foster their self-esteem to enable them to take their place in society.
- To enable children to make informed decisions concerning the quality of their life and well-being in a world of increasing opportunities and dangers.
- To equip children with the skills to learn; encouraging increasing independence, self-reliance and confidence.
- To provide a broad and balanced curriculum which meets the needs of all children, providing opportunities to think logically, critically and creatively, and where they are enabled to work independently and co-operatively to fulfil their potential.
- To demonstrate and foster a positive attitude towards work and to recognise and respect their own and each other's achievements.
- To value and respect each person's contribution to our school and to work together to achieve excellence.
- To teach and foster self-discipline and respect for people, property and animals in order to achieve and maintain high standards of behaviour and good relationships.
- To prepare children to live in a multi-cultural society and to enable them to understand, respect and value the beliefs and values of our own and other cultures.
- To nurture their spiritual development, providing opportunities to acquire and discuss personal values and beliefs.
- To work with parents forming a partnership based on trust and mutual understanding in the best interests of the children; to form and foster links with the local and wider community.
- To make the best use of all available resources to achieve the best possible outcomes.

### **We hope that parents will work towards the school's aims by:**

- ensuring their child attends school regularly and punctually
- avoiding term-time holidays wherever possible
- having due regard for the school's code of behaviour ensuring a supportive attitude
- supporting school policies
- contacting school at the earliest opportunity to share information which may affect their child's learning or wellbeing
- participating in discussions concerning their child's progress and achievements
- understanding and being realistic about their child's abilities, offering encouragement and praise
- giving due importance to homework, encouraging their child's interest in pursuing the learning activities began in school
- allowing and encouraging their child to become more self-reliant as he/she progresses through school
- attending parents' information and consultation meetings

## Developing Personal, Learning and Thinking Skills at Pownall Green

We believe that it is important to develop children's personal, learning and thinking skills at the same time as developing their subject knowledge and understanding. Personal, learning and thinking skills, together with the fundamental skills of English, mathematics and ICT are essential to success in learning, life and work. Essentially, personal, learning and thinking skills enable children to learn how to learn. They:

- draw attention to the process of learning and not just the end product;
- engage children in active rather than passive learning;
- enable children to go beyond the mere recall of information and to develop deeper understanding of topics;
- create positive dispositions and habits for learning.

We have grouped the skills into six strands of skills that capture the essential skills:

**Team worker** – skills for working collaboratively

**Independent enquirer** – skills for researching and managing information

**Creative thinker** – skills for exploring and developing ideas

**Reflective learner** – skills for evaluating learning

**Self-manager** - skills for managing emotions, time, resources and behaviour

**Effective participator** – skills for being a good citizen

It is these skills that will enable young people to be confident, successful and capable individuals.

## ASSESSMENT

We assess and observe all the children on entry and throughout the year. We then carefully plan the curriculum and our activities to help support all our children develop and progress through the appropriate age related development bands and towards the early learning goals. We use 'Development Matters in the Early Years Foundation Stage' as guidance as we plan our curriculum and assess our children to determine if they are developing appropriately and to highlight their strengths and any areas needing further support or development. Children will move through the development matters age related bands, the early learning goals and eventually onto the National Curriculum as appropriate and when they are ready. We recognise that all children are different and develop at different rates and in their own ways. By the end of the Reception year we complete an assessment for each child, known as the EYFS profile, based on our observations. Children's development against each early learning goal descriptor is judged as either emerging, expected or exceeding. You will receive this information in the form of a report with a summary of your child's achievements and their characteristics of learning at the end of the year.

## THE EARLY YEARS FOUNDATION STAGE CURRICULUM

The Early Years Foundation Stage curriculum is organised into 7 key areas of learning and development. These 7 areas are used to carefully plan your child's learning and activities to help each child to develop, learn new skills and knowledge and reach their potential. We use a document known as 'Development Matters in the Early Years Foundation Stage' as a guide to support children through their learning and development and towards achieving 17 early learning goals.

The activities are suited to your child's unique needs and designed to be really flexible. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outdoors. We ensure a balance of teacher and child initiated activities, encouraging children to be independent and use the skills they have been taught as they play and learn together.

**Within the 7 key areas of learning there are 3 vital prime areas: Communication and Language, Physical Development and Personal, Social and Emotional Development.**

**We recognise that these prime areas of learning are crucial and focus on these early learning goals at the beginning of the year so that children are best able to learn and achieve their potential in all other areas of the curriculum.**

### COMMUNICATION AND LANGUAGE

**In order that children can achieve well in the specific areas of the curriculum, we recognise how important talk is at home and at school.**

Children are given the opportunity to talk for a range of purposes and audiences, to communicate effectively with growing confidence and to extend their vocabulary. They are encouraged to listen with increasing attention and concentration and to respond appropriately to what they hear.

Speaking and listening plays a very important part in children's development and they need time to listen and to be listened to. Using a variety of co-operative learning structures all children are given the opportunity to talk and contribute equally. They are given opportunities to develop speaking and listening skills in small and larger groups to:-

- talk to other adults and children in an environment where their contributions are valued, respected and supported
- talk about their experiences, to plan, reflect and question
- experience role play and have fun with language

## **PHYSICAL DEVELOPMENT**

**In order that children can achieve well in the specific areas of the curriculum (for example, writing) we recognise the importance of physical development.**

This area of learning incorporates activities to improve body strength, coordination and awareness of space, control, manipulation and movement. Children need to develop their gross and fine motor skills and this is incorporated through all areas of the curriculum.

All children will be given the opportunity to develop skills in the areas of dance, gymnastics and games using indoor and outdoor environments where appropriate. Children will also be given opportunities to use a variety of small and large equipment and take part in a range of activities to develop their skills, both fine and gross motor which will enable them to become confident and independent individuals. They will learn how to use various tools, equipment and materials correctly, including using a pencil.

Children will be encouraged to find out about their bodies, learn how to be active, independent and how to make safe and healthy choices.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

**We recognise that successful, personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning.**

Our personal social and emotional development curriculum provides children with opportunities to:-

- Establish positive relationships with their peers and older children and adults.
- Feel safe and secure with the adults who work with them.
- Develop respect for themselves and others and for all forms of life and for property.
- Develop a positive sense of themselves and of others.
- Learn about relationships and develop friendships.
- Learn how to care for themselves and others.
- Develop the appropriate social skills required for different situations.
- Develop a positive attitude towards learning and teaching.
- Investigate and solve problems.

These themes will run through all areas of the curriculum and be addressed during regular weekly circle time sessions.

In addition to these prime areas there are 4 specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

## LITERACY

### Reading

Children enter school with a range of skills and experiences and we assess their ability, developing each child's learning from their individual starting point. The process of learning to read is a complex mix of skills, knowledge and understanding and is essential to most aspects of our daily lives. It is especially important to give your child your time and encouragement to learn to read and also try not to compare his/her progress with that of others. Continuing to read stories, rhymes and poems and to look at picture books and talk about these together is vital at this stage. You will play an important part in developing your child's reading skills by encouraging and supporting him/her to read at home, making time to share the reading experience. It is really important to discuss the illustrations, talk about the story and characters etc. and not just to read the words.

In this first year, children are taught to read by:-

- learning letter sounds; visually, writing them in different media and by listening to and saying them, beginning with initial letter sounds
- linking sounds to letters and naming and sounding letters of the alphabet
- using their phonic knowledge to decode words
- learning to recognise words and sentences to develop their bank of vocabulary and using picture and context cues for meaning

Storytelling is also an integral part of learning and teaching.

Children will have opportunities to: -

- share books, browse, reflect, read alone and together
- listen to stories, rhymes and poetry and enjoy a wide variety of literature
- retell and make up their own stories
- become familiar with the direction of print, the language of books i.e. print, page, author, illustrator, index, words, letters, punctuation marks etc.
- enjoy a print rich environment - books, signs, symbols, range of print types, posters, labels etc.

### Handwriting

We recognise the importance of developing children's gross and fine motor skills to help them to write. Children learn to form letters correctly, first by practising writing patterns in a variety of ways, for example, with their fingers in the air, in sand and paint, with crayons, chalk, on whiteboards and with pencils. They then form letter shapes, large at first and then smaller as they develop. We encourage the children to practise regularly and emphasise starting points and orientation in a variety of different ways across different areas indoors and outdoors.

## **Writing**

Children are encouraged to write confidently, fluently and independently. They will have continuous access to writing materials, to practise and experiment with writing together and opportunities to:

- write alone, with their teacher and with other children in a print rich environment
- write their names
- write words, lists, captions, sentences and stories
- make their own books, cards and invitations
- make signs and labels
- use a computer keyboard
- dictate to a scribe
- have opportunities to be creative and imaginative in an environment where their writing is valued, shared and used.

## **MATHEMATICS**

Children learn through experimenting, experiencing, exploring, developing, formulating and applying. The foundations of mathematics are laid down through a focus upon practical activities and the use and understanding of mathematical language.

The following mathematical areas are covered through experimenting, experiencing, exploring and problem solving: - Numbers and Shape, Space and Measures.

Children learn and use mathematical terms such as the names of shapes, for example, circle, oblong, cube etc. and positional words like under, on, over, near, more than.

They learn songs and number rhymes, practise sorting, matching, ordering, sequencing and counting, through various indoor and outdoor activities using everyday objects. They learn to recognise and seek patterns, to make connections, comparing and recognising relationships when working with numbers and shapes, space and measures.

They work with and use numbers to 20 and beyond. They become familiar with addition and subtraction and using a number line. They begin to solve mathematical problems using their developing knowledge. They are encouraged to make up their own maths games, see maths all around and become confident using maths in their everyday lives.

This will be achieved through daily maths sessions and continuous access to mathematical equipment which the children can incorporate into their play and use the skills they have learnt.

## **UNDERSTANDING THE WORLD**

In this area of learning children will be given lots of opportunities to use their senses to explore, investigate and develop the crucial knowledge, skills and understanding that will help them to make sense of the world around them.

## **People and Communities**

Children will be provided with opportunities to talk about themselves, their families and past and present events in their lives. They will be introduced to a range of different cultures and religions and be encouraged to recognise the similarities and differences between themselves and others, learning about other families, communities and traditions. We celebrate and share the things that are the same about us and the things that are different, this can be anything from how we celebrate special occasions in our families or have different beliefs to how we might support different football teams! We want children to care for and respect each other, to know that everyone isn't necessarily the same and that it is okay to be different.

## **The World**

Children will find out more about their immediate school environment and other environments. They will be encouraged to look for similarities and differences and express opinions about the features they observe. There will be opportunities to handle natural materials such as sand, water and clay in order to begin to understand and talk about their properties. They will explore and recognise the features of living things and artefacts both natural and man-made. They will also explore, investigate and observe living things, animals and plants. They will begin to learn and use geographical and historical language e.g. far, near, close to etc. and before, long ago, past and present etc.

## **Technology**

Children use technology to help them generate and communicate ideas in different forms. In Reception children will use simple programs to support their learning and practise how to control and use a computer mouse and keyboard. They will also use iPads to support their learning. In the early years the use of technology also means children becoming familiar with various everyday equipment, for example, cameras, phones, televisions etc. and to be able to use them appropriately.

## **EXPRESSIVE ARTS AND DESIGN**

### **Exploring and using media and materials**

We plan activities which focus on using different skills and techniques and teach children how to use various tools and equipment safely and effectively. Opportunities are provided for working with different media, food and textiles. Children will be able to design and make their own pictures and models and will learn simple technology skills like cutting and sticking, designing and building using different construction materials. Children will be experimenting, recording and developing skills in colour mixing, pattern and texture, line and tone, shape, form and space. The children will experience drawing, painting, collage, printing and pattern making, modelling with clay and other materials. They will also have the opportunity to sing songs, make music and dance.

## **Being Imaginative**

Children are given the opportunity to use what they have learnt about media and materials in imaginative ways. They may express themselves through design and technology, art, music, dance, role play and imaginative play. They will compose, arrange, improvise and learn to control sounds. They will perform individually and with others, refining, recording and communicating their ideas. Children will listen to and appraise live and recorded music. Singing is an ongoing activity throughout the school and children are continually working on diction, breathing control and other such skills, adding actions and dance.

## **MODERN FOREIGN LANGAUGES**

At Pownall Green we recognise the benefits and enjoyment which learning a foreign language brings to children. We aim to foster an appetite for language learning at an early age, therefore French is taught throughout the school. In addition to speaking and listening skills, children learn about French culture and develop transferable language learning strategies that provide a well-rooted foundation for language study at secondary school and beyond. Language lessons are interactive, fun and cover many cross-curricular themes. We also regard this subject as a vital key to encouraging children's awareness, knowledge and acceptance of other people, traditions and cultures.

## **TOPICS**

We teach the curriculum through six exciting topics which change every half term. In addition to our topics, children are given the opportunity to explore, develop and learn through their own interests and fascinations.

Autumn term – All About Me / Colours and Textures

Spring term – Toys / Fairy Tales

Summer term – The Sea/The Garden

## Early Learning Goals – Expected development (Prime Areas)

Area of learning	Aspect	Expected development descriptor
<p style="text-align: center;"><b>Communication and Language</b></p> <p>Includes: register, circle time, carpet time, story time, playing with others, talking, speaking and listening to others, role play.</p>	<p><b>Listening and attention</b></p>	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	<p><b>Understanding</b></p>	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	<p><b>Speaking</b></p>	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
<p style="text-align: center;"><b>Physical Development</b></p> <p>Includes: outdoor play, games, PE, play and lunch times, mark making, paint, play dough, scissor work, using tools, snack times, food tasting, baking, washing hands, going to the toilet, getting dressed and undressed.</p>	<p><b>Moving and handling</b></p>	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	<p><b>Health and self-care</b></p>	Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
<p style="text-align: center;"><b>Personal, Social and Emotional Development</b></p> <p>Includes: register, snack, play and lunch times, circle time, talking in pairs and groups, assemblies and runs throughout all areas of learning, play and activities inside and outside the classroom.</p>	<p><b>Self-confidence and self-awareness</b></p>	Children are confident to try out new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	<p><b>Managing feelings and behavior</b></p>	Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.
	<p><b>Making relationships</b></p>	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

## Early Learning Goals – Expected development (Specific Areas)

Area of learning	Aspect	Expected development descriptor
<p style="text-align: center;"><b>Literacy</b></p> <p>Includes: reading and sharing books, letters and sounds sessions, whiteboard activities, talking about what they have read, writing letters, words and sentences.</p>	<p><b>Reading</b></p>	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	<p><b>Writing</b></p>	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
<p style="text-align: center;"><b>Mathematics</b></p> <p>Includes: maths table and whiteboard activities, group maths sessions. Counting 1-20, ordering numbers, finding one more/one less, adding and subtracting, counting on and back, doubling, halving and sharing. Talking about size, weight, capacity, position, distance, time, money, patterns, objects and shapes. Using maths in everyday situations and solving maths problems.</p>	<p><b>Numbers</b></p>	Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	<p><b>Shape, space and measures</b></p>	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
<p style="text-align: center;"><b>Understanding the World</b></p> <p>Includes: assemblies, circle time, computers, own lives and family members, similarities and differences, communities, traditions and friendships, geography, history and science, animals and plants.</p>	<p><b>People and communities</b></p>	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	<p><b>The world</b></p>	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	<p><b>Technology</b></p>	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
<p style="text-align: center;"><b>Expressive arts and design</b></p> <p>Includes: singing songs, music, dance, colours, paints, clay, 2D/3D work, models, play dough, role play and stories, make believe.</p>	<p><b>Exploring and using media and materials</b></p>	Children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	<p><b>Being imaginative</b></p>	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

## SUPPORTING YOUR CHILD'S LEARNING

All the fun activities that you do with your child at home are important in supporting their learning and development and have a really long lasting effect on your child's learning as they progress through the school. Even when a child is very young and is not yet able to talk, **talking to them helps them to learn** and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a real difference to their confidence as a young learner.

- Talk about the colours, numbers, words and letters you see when out and about.
- Cook/bake together.
- Plant seeds or bulbs in a pot or garden patch.
- Use the weather – shadows, rain, puddles, snow, wind, mist and sun to extend your child's vocabulary.
- Explore the park at a different time of the year – go off the beaten track.
- Share and talk about a book. Read every day with your child.
- Talk to your child at every opportunity e.g. what you are doing that day.
- On a trip to the supermarket, talk about all the packaging shapes, count different items into your basket/trolley.
- Sing and tell nursery rhymes.
- Have mark making equipment available eg: big sheets of paper and chunky crayons, chalk or whiteboards.
- Make models and practise using tools like scissors and glue, make collage pictures.

### Reading

**Please make time in your busy schedules to read with your child every day.** Children of all ages, from Reception to Year 6, benefit greatly from reading and discussing books with an adult. Children should read as much as possible and should be encouraged to read a wide range of high quality literature from a range of authors **in addition to any reading scheme books**. They also have the opportunity to choose a school library book each week. We want our children to love reading! Model reading all the time, read out loud and make reading fun!

### Practical Maths Activities

Involving children in everyday activities that require the real-life application of mathematics can really help deepen their understanding of mathematical concepts. Activities such as baking, shopping, money, measuring, planning journeys and holidays can all be meaningful real-life applications of mathematics that you and your child can enjoy together. Use everyday occasions to support the development of their mathematical language, to count and to talk about shape, pattern, time, size and quantity. Playing games that involve counting, counters, dice, cards, dominoes etc. can also be a big help as they develop mathematical skills as well as providing sharing, turning taking and talking opportunities.

Visit our website [www.pownallgreen.stockport.sch.uk](http://www.pownallgreen.stockport.sch.uk)

Go to our Curriculum page to find power points about our curriculum, reading, writing and mathematics. You will find further tips there on how you can support your child at home.

Go to our News page to find our Reception news, important dates and activities you may wish to try at home.

Go to PG Life and check out our Blog to see photographs of us playing and learning together!

(The website also has copies of any school forms you might need and lots of other school information too!)

## DAY-TO- DAY ARRANGEMENTS

### The School Day

#### Doors open 8.45 in the morning

	<b>Reception (EYFS)</b>	<b>KS1 (Y1, Y2)</b>	<b>KS2 (Years 3 to 6)</b>
<b>Morning Session</b>	9.00 - 11.50 (Continuous provision) indoor and outdoor)	9.00 - 12.00	9.00 - 12.15
<b>Break time</b>	N/A	15 mins between 10.00 – 10.45	10.30 -10.45
<b>Afternoon session</b>	1.05 - 3.15 (Continuous provision) indoor and outdoor)	1.15 - 3.15	1.15 - 3.20
<b>Break Time</b>	N/A	2.25 - 2.35	N/A

(In Reception, we use our outdoor space, in addition to our indoor classrooms, as part of our continuous provision and learning environment).

## School Uniform

- Grey pinafore dress / skirt
- Classic cut grey trousers
- Summer dress in yellow/white check
- Gold embroidered sweatshirt / cardigan (available from school)
- Short sleeved embroidered yellow polo shirt (available from school)
- Grey tights
- Grey socks (white alternative for girls)
- Brown or black shoes (not trainers)
- A warm outdoor coat (embroidered fleeces and waterproof coats are available from school)
- Jewellery is not permitted at school. Stud earrings are allowed and must be removed or covered during PE lessons. Watches are allowed.

Please ensure all items are named and, if lost, we will endeavour to return them to their owner!

### **PE uniform** (*kept in a drawstring bag on cloakroom peg with all items clearly named*)

- House coloured T-shirt
- Black or white shorts
- For indoor use - lightweight pumps (not trainers)
- For outdoor use - trainers
- Tracksuits may be worn outdoors in colder weather
- Hair bobble to tie long hair back

**Please ensure all items are named** and, if lost, we will endeavour to return them to their owner!

**Children should have their PE kit in school every day.** (However, for your information indoor P.E. lessons are held on **Wednesdays**). Children will need their PE kit as soon as possible when they start in Reception. We send them home at the end of each half term to be cleaned and to check everything still fits!

In addition, we go outside every day if possible, so we ask that all children bring in **waterproofs (trousers and jacket or all in ones) and wellington boots** that can be kept at school. These can just be sent to school in a carrier bag.

## **Attendance**

If your child is unwell, the best place for him/her is home. Parents are requested to inform school at the earliest opportunity of the reason for their child's absence. The benefit of consistent, regular and punctual attendance is a full access to the curriculum and we seek for a partnership with families to promote a positive attitude to this. Parents are requested to avoid term time holidays in order to cause as little disruption as possible to their child's education. Only in exceptional circumstances may permission be granted for absence during term time.

## **Medicines**

If a child requires medication but is well enough to attend school, parents/carers should bring the medicine, clearly labelled with the child's name and class to the school office. Medicines which are to be given three times per day need not be brought to school since they may be administered before school, after school and before bedtime. Medicines to be given four times per day may be brought to school for a midday dose to be administered. Asthma medication should be carried by children if appropriate to their age or given to the teacher for safe, accessible storage. The Head teacher and class teacher should always be informed when a child has asthma and/or needs to have an inhaler in school to enable an appropriate level of care.

## **Security arrangements**

If anyone other than a parent/carer or their regular, known representative is to collect your child from school, you must advise the class teacher. Children will not be released to anyone else without such notice. Please note children need to be dropped off and collected at the appropriate door and will be dismissed by their own class teacher.

## **Safeguarding**

At our school safeguarding encompasses child protection, safer recruitment, as well our approach to the Child In Need process. It is also supported by our approach to behaviour management, our response to managing bullying, our response to care and control, our response to children who are absent from school and our health and safety procedures. Throughout our work we have a clear commitment to supporting families. In line with the duty placed on us by section 175 of the Education Act 2002, we work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our children.

## **Parent/school partnership/communication**

We will endeavor to keep you informed via our school newsletter, notes or letters sent home (***please check book bags regularly!***), the school website, school emailing system and Seesaw. Please also remember we have an 'open door' policy, if you wish to talk to your child's teacher don't hesitate to arrange a mutually convenient time.

## **And finally!**

We hope your child loves their first year at Pownall Green and that you enjoy watching them develop and grow into confident, independent young learners!

## Notes