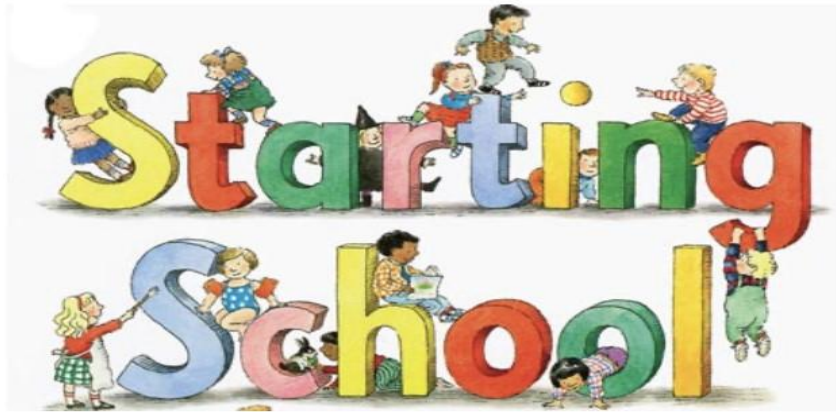




Welcome to Reception at
Moorside Primary School and
Nursery



Starting Reception

To support transition and provide a structured start to school, we welcome our Reception children into school on a part-time timetable for the first week of term from 8.45am - 11.45am (Tuesday and Wednesday) and 8:45am - 1pm (Thursday and Friday). On the Thursday and Friday, the children will stay for lunch.

To encourage independence, the children will be collected from the Reception door at 8:45am and will be shown to the cloakroom where they can leave their things.

All children in Reception and Key Stage 1 are eligible for the Government's Universal Infant Free School Meals, but they are welcome to bring a packed lunch if they prefer.



Our Learning Environment

At Moorside Primary School and Nursery, the EYFS is a purpose-built unit.

The Reception children have their own classroom and we share the outside area with the Nursery class.

Aims



We provide a secure and supportive environment in which every child can flourish and learn at their own pace and in their own individual way. Our role is to stimulate and encourage children's development and enjoyment of learning through a variety of different activities in secure indoor and outdoor situations, through a combination of adult-lead, child-initiated and structured learning activities.

We believe that children learn best when provided with interesting and exciting opportunities for play and discovery. They need time to develop and extend their ideas alongside skilful and sensitive help from adults to support their learning.

We ensure that the children have positive experiences of success at their own level, in order to give them confidence and motivation for learning in the future.

We encourage children to:

- Develop their attention and resilience to concentrate on their own play or group task.
- Be responsible for their own learning and build on their experiences to become reflective thinkers.
- Grow a love of stories and become confident in their own reading skills.
- Be confident in counting and using numbers to solve problems.
- See themselves as writers, developing a desire to record their ideas and thoughts.
- Develop the growth of social skills and empathy amongst the children.



The relationships which the children develop with each other, and with staff members, are central to their happiness and lay the best possible foundations for their future.

What will my child do during a school day?

8.45 - 9.00 Door opens and children come in, hang up coats / bags and complete a learning activity.

9.00 - Tidy up and Register.

9.15 - Phonics session then adult-led and independent learning indoors and outdoors

9.45 - Reading groups alongside adult-led and independent learning indoors and outdoors

10.15 - Snack

10.30 - Continuous provision and independent learning indoors and outdoors

11.15 - Maths session

11.40 - Tidy up time and wash hands for lunch

12.00 - Lunch time

1.00 - Dough Disco and 'Squiggle Me into a Writer'

1.20 - Topic input followed by adult-led activities and independent learning indoors and outdoors

2.45 - Tidy-up time and story

3.15 - Home time

Relationships with Home

At Moorside Primary School and Nursery we recognise families as the first and most important educators of their children. We aim to celebrate and build upon all that your child has learnt before joining us at school. We believe that working together with families is the best way to maximise the progress of our children.

Please share with staff your child's particular interests at home and feel free to chat with us about any concerns you might have. We hope that their learning experiences at school will be happy, productive and above all FUN!



What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) is a comprehensive Statutory Framework published by the Department for Education. The framework sets standards for learning, development and care for children from birth to five years. There are four Themes to follow: A Unique Child, Positive Relationships, Enabling Environments, Learning and Development. These four themes then have principles to put them into practice.

All registered Early Years providers are required to use this framework and complete an EYFS profile for each child at the end of the academic year in which they reach five. During this stage children work towards 'Early Learning Goals'. Most children will achieve or be well on their way to achieving the Early Learning Goals by the end of the Foundation Stage.



Child Led Learning

Well planned play is a key way in which children learn with enjoyment and challenge during the Foundation Stage. For much of the school day children will choose how they play with the educational resources/toys available, this is known as child-initiated play. The children are leading their own learning and during this time the practitioners use their expertise to develop children's ideas and encourage children to work together.

Observations and photographs are also made during this time to plan for the children's next steps for learning.



Adult Led Learning

There will be time allocated each day for adult led tasks. This may be as a whole class or in small groups. The teaching staff set up and lead an activity desired to fulfil certain learning objectives and develop particular skills.

Prime Areas of Learning

Personal and Social and Emotional Development -

Children will be helped to develop a sense of well-being. They will be able to make friendships with others, learn to be self-confident and to tell the difference between right and wrong. We encourage children to be as independent as possible in selecting activities and taking care of the resources and equipment. We aim to foster respect and understanding amongst the children by making class rules, taking part in circle time and providing opportunities for small group work.



Communication and Language -



Children will be given lots of opportunities to develop speaking and listening skills, one to one, in small groups and as a class. In a range of situations such as circle time and storytelling children learn to listen attentively and respond with relevant comments. We also encourage our children to be inquisitive and ask and answer questions in response to stories we share together. They will show understanding of instructions and learn to express themselves clearly and effectively when speaking one to one or in a group.

Physical Development -

This area of learning helps improve co-ordination, control manipulation and movement. Within the classroom activities are planned to develop hand eye coordination such as mark making, playing with puzzles, threading, sewing and playing with clay and play dough. Our children have free access to the outdoor area where there are opportunities for climbing, scrambling, balancing and riding wheeled toys. Children are encouraged to recognise the importance of exercise and a healthy diet as well as how to keep healthy and safe. They manage their personal hygiene, dressing and toileting independently.



Specific Areas of Learning

Literacy -



Children will be given opportunities to hear and retell stories, using a variety of books and puppets. We also use Talk4Writing and Drawing Club to support children's story telling skills and writing skills. All early attempts at mark making are valued and we use these to develop hand writing skills. We follow the Little Wandle Early Reading Scheme to develop phonics and reading skills together with songs and activities to help with learning phonemes.

Mathematics -

During practical activities children will begin to learn to count items one to one, as well as realising other things can be counted such as claps, stamps etc. They will begin to use mathematical language to describe the size and shape of different items, such as big and little, round and circle.



Understanding The World -



Children will be encouraged to explore and find out about the world around them through activities in the outdoor environment, as well as looking within the local community. They will use simple everyday technology to begin to develop skills for the modern world. Children will discuss past and present events in their lives and learn to respect each other's ways of life.

Expressive Arts and Design –

This area of the curriculum includes art, music, dance roleplay and imaginative play. It is linked to many of the other areas, and children are encouraged to express their individual ideas through a wide range of carefully planned activities. These may include painting, collage, construction, singing and playing instruments. We also encourage roleplay and imaginative play indoors and out to support the children's learning.



Outdoor Learning Area

Our outdoor area is an extension of the classroom and we are very fortunate to have this excellent learning resource. Using this encourages skills of negotiation and turn-taking, speaking and listening, scientific enquiry as well as the obvious physical ones. Children have 'free-flow' access to the garden and play outside come rain or shine.

Our garden features:

- A large sandpit
- A mud kitchen
- Our Cosy Cabin
- A bike and scooter area
- Wooden structures for climbing and exploring
- Plenty of opportunities for planting, growing and caring for plants

We encourage the children to make full use of the outdoors, and to develop their independence by learning self-help skills. Children will need to have a change of clothing, (kept on their peg), wellington boots and a warm coat. A hat and sun-cream is also needed if the weather is fine.



Daily Snack –

Each day children are able to choose from a range of healthy snacks, such as fruit and vegetables. We encourage children to serve themselves with food and a drink, of either milk or water.



We also organise regular cookery and tasting activities when children can make a variety of (mainly!) healthy recipes and try new foods. Please alert the staff if your child has any particular food allergies of which we should be aware.

Learning Journeys



Each child will have their own Learning Journey where staff will record your child's time in Reception and how they change/develop. These are a collection of observations, photos and other work from your child. Your contributions are also very important as they give us a view of the 'whole child'. Please add photos, notes and anything else you feel will help us capture your child's development. You can use the email address admin@moorside-pri.n-yorks.sch.uk to send us photos of your child's activities outside of school. We have a Parent App called 'Marvellous Me' and will send you messages and updates to celebrate and share your child's learning.

Supporting your Child's Learning at Home

Here are some ways you can support your child at home:

- Ask them what they have been doing in Reception; show them you are interested and supportive of the things they do.
- Listen to your child read their school **AT LEAST** 5 times a week.
- Help your child to learn any words / sounds that they bring home from school.
- Borrow books from school or the library. Reading together and talking about books is one of the best ways you can help in your child's development. It is also an excellent quiet, cosy way to finish off the day before going to sleep.
- Look at words in the environment (road signs, shop names, food packets), developing an interest in what they say and mean.
- Talk about what they see in the world around them and ask questions.
- Play numeracy and counting games during everyday activities.
- Develop independence in dressing themselves and putting on their own coat, socks and shoes.
- Helping your child complete 'Talk Homework' which is linked to the story covered in class.
- Come to parent's information evenings to find out more about what we do in Reception, and how you can support your child's learning.
- Celebrate the Marvellous Me's which we will share through our Parent App to praise your child's achievements together.

Preparing your Child for Reception

Starting Reception can be a big step for your child and we want them to settle quickly and feel happy and secure.

You can help by:

- Talking to your child about starting Reception some weeks before they start, helping them understand they will be coming to school each day and staying for the whole day.
- Showing your child the photos of the staff and begin to learn their names before they start.
- Supporting your child to start to dress themselves - put on their own coats and shoes etc.

What does your Child Need?

Your child will need to wear our school uniform with a pair of sturdy black shoes.
Please see our school website for further information.

We do provide aprons for messy activities in Reception but your child will also need;

- A spare set of clothes in case of accidents.
- Splash suit or waterproof trousers and coat.
- Named wellington boots for outside activities.
- A PE kit - black pumps, black or blue shorts, white t-shirt, trainers (for outside) and a pair of jogging bottoms (for outside if it is cold). The children will come to school on PE days wearing their PE kit.
- Warm coats, hats and gloves in winter and sunhats in the summer.
- It is very helpful if your child has shoes they can fasten themselves such as velcro as we promote independence, encouraging them to learn to put on their own coats and shoes.
- A packed lunch if they are not having a school dinner.
- A book bag to carry their reading book and another letters / homework.



It is important that all clothes and footwear are clearly named.

Special Educational Needs and Disabilities

All staff are trained to support children with differing needs. We see each child as unique and we tailor the learning for every child. If you have any concerns about your child's development, please inform staff so that we can talk through these together.

School have a clear process to support children who have additional needs and we have links with various outside agencies who can also support and advise on children's early development. If we have any concerns, we will discuss these with you and advise on possible ways forward to support your child.

Please see the schools SEND policy and SEND Information Report on the school website.

Some Important Points:

- Please make sure you inform us of any changes to your circumstances, phone numbers, address etc.
- Each child must be accompanied by an adult when coming to and from Reception.
- If you are unable to collect your child please arrange for another adult to do so and inform the Reception staff.
- Please be punctual at the beginning and end of each day. Young children can be easily upset if they are late or if they seem to have been forgotten.
- If you arrive more than 10 minutes late, please go to the main school entrance and register your child at reception.
- If your child is absent from school, please let us know the reason and when they are expected to return.

Safeguarding

Safeguarding children in our care is of paramount importance and we have all statutory procedures in place to ensure this which covers:

- Behaviour, Attendance and Anti-bullying procedures.
- Staff are all CRB checked and recruited using safe recruitment guidelines.
- Staff only use school cameras, no mobile phones or personal cameras.
- Our staff are all kept up to date with safeguarding issues and child protection.
- All health and safety guidelines and safe working practices are adhered to and are integral to our practice.
- Security of the premises including site security and on-site procedures.

Please see the most recent updates to the EYFS framework for safeguarding below. Our whole school safe-guarding and Child Protection policies are also on the school website.

All our pupils are unique!

The way they look, what they enjoy doing, they learn in different ways at different times. They have individual humour, some are quiet, some are chatterboxes, some are super active, some take things more slowly. But...They are all special to us and we will do whatever we can to ensure that you and your child feel welcomed into the Moorside family and they will develop and progress in our happy environment.



Changes to the EYFS Framework September 2025

The Early Years Foundation Stage (EYFS) statutory framework must be followed by all early years providers. The framework sets the standards that providers must meet. This ensures that all children learn and develop well and are kept healthy and safe. These changes from September 2025 are to improve safeguarding in the EYFS.

There are seven main changes to be aware of:

To promote safer recruitment, providers must obtain references for prospective staff and there are rules about which references are acceptable. Providers are expected to supply references too. Safeguarding policies must include procedures to help ensure that only suitable individuals are recruited.

Providers must follow up on absences if a child is away for a prolonged period or without notification from parents/carers. There should be an attendance policy and, where possible, providers should ensure that they hold additional emergency contact details.

Details of children's food requirements, including allergies and intolerances, must be gathered and shared with all relevant staff. Children must be seated safely when eating within sight and hearing of an adult. At least one adult in the room must hold a PFA (paediatric first-aid) certificate. Where possible, staff should sit facing children to prevent incidents (including choking) and to be aware of unexpected allergic reactions. There must be ongoing discussion with parents/carers about weaning and food provided to match each child's developmental needs. Providers must also have regard for the government's 2025 EYFS nutrition guidance.

There are clear criteria for safeguarding training and a setting's safeguarding policies must record details of how safeguarding training is delivered. This will include how practitioners are supported to put the training into place.

Early years students and trainees must have paediatric first-aid (PFA) training for them to be included in ratios at the level below their level of study.

There is new support for whistleblowers who raise concerns about poor or unsafe practice and providers must have a whistleblowing policy.

Children's privacy during nappy changing and toileting must be considered and balanced with considerations for safeguarding.

