

# Welcome to Crossdale Primary School



**A Family of Learning, Growing Together**

**New Reception  
Parents Meeting  
2022-23**



# Starling class!



**Your child's class is Starling. They will keep this name throughout their time at Crossdale.**

# Welcome - Meet the Team



**Mr Cresswell**  
Executive Head



**Miss Seedhouse**  
Deputy Head



**Mrs Westmorland**  
Deputy Head



**Mrs Mellor**  
Reception teacher (Mon-Wed)



**Mrs Payne**  
Reception teacher (Thurs-Fri)



**Mr Pharoah**  
P.E. teacher

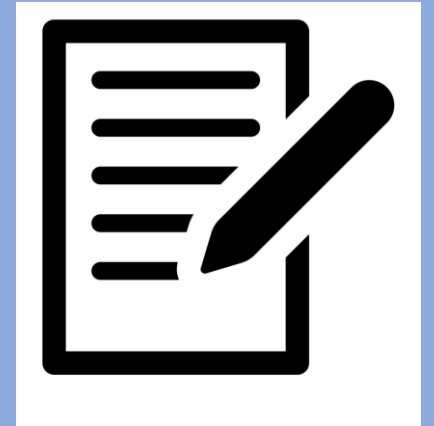
# Admissions



## Office Staff



- Ensure we have all completed forms before admission



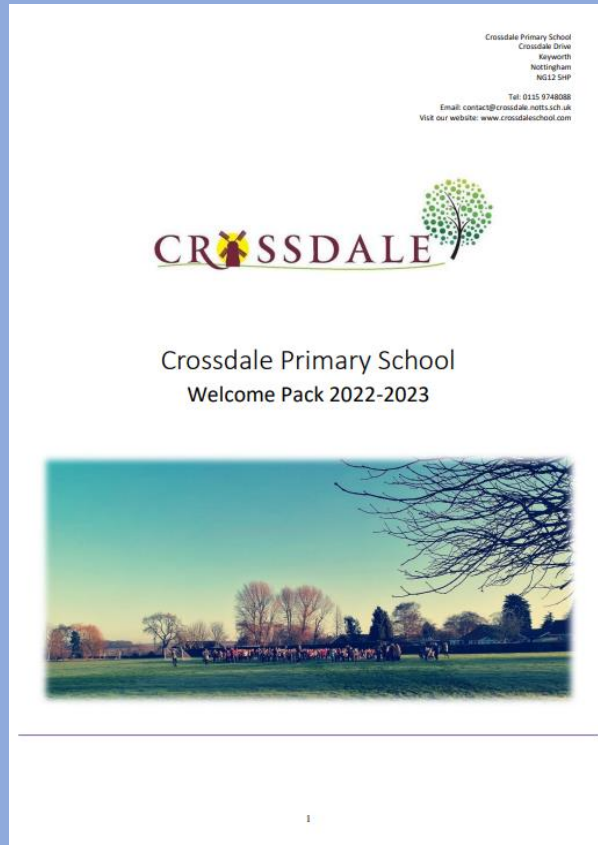
**Your  
Contact  
Details**

- Please ensure contact details are up to date and inform school of any changes straight away

# Starting Reception



## Information booklet



. You will receive (via e-mail) this information booklet.

. This document contains lots of important and useful information.



# Diary Dates



## Getting to know each other:

Parents are invited to come along with their child to school Friday 15th July 2.30-3.15pm for a picnic and play session.

Our lovely PTA will provide sandwiches and cake – yum!



# Diary Dates & Settling In



**Gradual settling in process:**



**First week:** Thursday 1st Sept 9am–12pm

Friday 2nd Sept 9am–1pm (stay for lunch)

**Second week:** Monday 5th Sept onwards – full time

Some children will take longer to settle – we're here to help you and your child with their transition to school.

# Lunchtimes



- . You can choose for child to have a school dinner **or** bring in a packed lunch from home.
- . The menus are on a 3-week rota. You can pick the meals you'd like them to have.
- . Each day your child will self-register and let us know what they are having. You don't need to let us know in advance.
- . Dinners are eaten in the hall over two sittings. We'll be there to help!





# Fruity Snack



. A piece of fruit is also provided to all children in Foundation and KS1. This may be an apple, banana, pear, tomato or something similar.



. Should your child wish to bring their own snack, as part of our 'Healthy Schools' status, we only allow fruit based or a healthy snacks (we also ask parents to avoid nuts and nut based snacks to support the families of children with allergies).

# Getting to know your child



. Please ask your child's Nursery/Pre-school to send us a **transition report**.



. In your pack there is an **'All About Me'** book. Please help your child to fill this in and bring it with them on their first day of school.

. During the year you may like to share home experiences e.g., celebrations, visits, achievements. You can do this on our class **Seesaw** interactive learning platform. We will post messages here and you can ask any class related questions here.

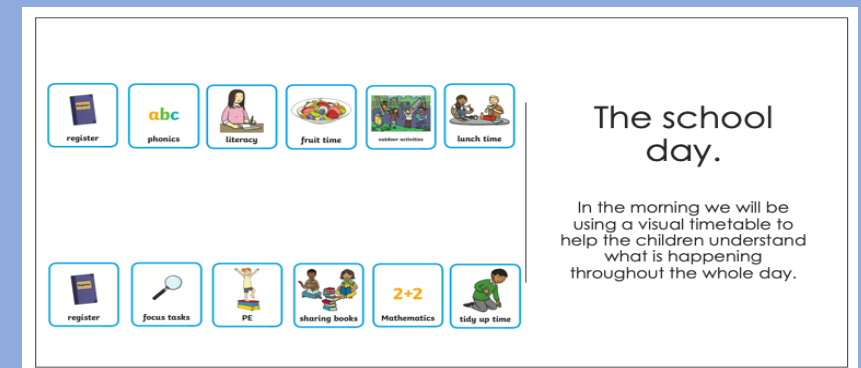
. Any school related questions should be sent to the office at:  
[contact@crossdale.notts.sch.uk](mailto:contact@crossdale.notts.sch.uk)



# Daily Routines



- **Registration:** Self registration and messages
- **Free flow:** Choose from a variety of exciting activities set up in the classroom and outside
- **Adult-led activities:** one to one and small group work
- **Whole class:** phonics, maths, story, PE, Forest School, and singing sessions
- **Breaktimes:** 10.30-10.45 & 2.15-2.30
- **Lunchtime:** 12.00-1.00



# Early Years Foundation Stage (EYFS) framework



## The Characteristics of Effective Learning

The focus of the Characteristics of Effective Learning is on how children learn rather than what they learn.

We support children to develop these characteristics to make sure they become effective learners.

### Playing and Exploring

- Finding out and exploring
- Playing with what they know
- Being willing to have a go



### Active Learning

- Being involved and concentrating
- Keeping trying
- Enjoying and achieving what they set out to do



### Creating and Critical Thinking

- Having their own ideas
- Making links
- Choosing ways to do things





# EYFS framework

## The Seven Areas of Learning and Development

The Foundation Stage Curriculum is for children aged 3-5 years and has 7 areas of learning which are:

### Prime Areas

Communication & Language

Physical Development

Personal, Social, Emotional Development

### Specific Areas

Literacy

Mathematics

Expressive Arts & Design

Understanding the World





# Observation, Assessment and Planning Cycle



The children are at the centre of all that we do

We use this information to plan activities for children's next steps in their learning



Adults observe the children, watching, listening and noting their conversations and actions during activities

The Observations help us to see what stage the children are at in their learning and to find out about their interests

# Early Learning Goals



● Each area of learning has Early Learning Goals– which forms the Early Years Foundation Stage Profile (EYFSP).

● We are constantly monitoring the children's progress towards these goals.

● Final assessment against EYFSP is made in June.

Literacy			
Comprehension	Word Reading	Writing	
<ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate (where appropriate) key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, (pyjamas) and poems and during role play.</li></ul>	<ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>• Read words consistent with their phonic knowledge by sound-blending.</li><li>• Read about simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul>	<ul style="list-style-type: none"><li>• Write recognizable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be read by others.</li></ul>	
working towards	expected	working towards	expected
Mathematics			
Number	Numerical Patterns		
<ul style="list-style-type: none"><li>• Have a deep understanding of number to 10, including the composition of each number.</li><li>• Subitize (recognize) quantities without counting) up to 5.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Verbally count beyond 20, recognizing the pattern of the counting system.</li><li>• Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other quantity.</li><li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li></ul>		
working towards	expected	working towards	expected
Understanding the World			
Past and Present	Physical, Cultural and Community	The Natural World	
<ul style="list-style-type: none"><li>• Talk about the lives of the people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>	<ul style="list-style-type: none"><li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li><li>• 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.</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul>	
working towards	expected	working towards	expected
Communication and Language Listening			
Attention and Understanding		Speaking	
<ul style="list-style-type: none"><li>• 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.</li><li>• Make comments about what they have heard and ask questions to clarify their understanding.</li><li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul>		<ul style="list-style-type: none"><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>• 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 modeling and support from their teacher.</li></ul>	
working towards	expected	working towards	expected
Personal, Social and Emotional Development			
Self-Regulation	Managing Self	Building Relationships	
<ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul>	<ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and to others' needs.</li></ul>	
working towards	expected	working towards	expected
Physical Development			
Gross Motor Skills		Fine Motor Skills	
<ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>• Demonstrate strength, balance and coordination when playing.</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul>		<ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li><li>• Use a range of small tools, including scissors, staplers, glue and cutters.</li><li>• Begin to show accuracy and care when drawing.</li></ul>	
working towards	expected	working towards	expected

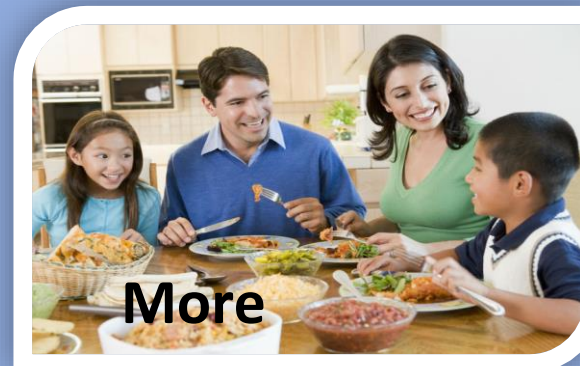
# Preparing your child for Reception



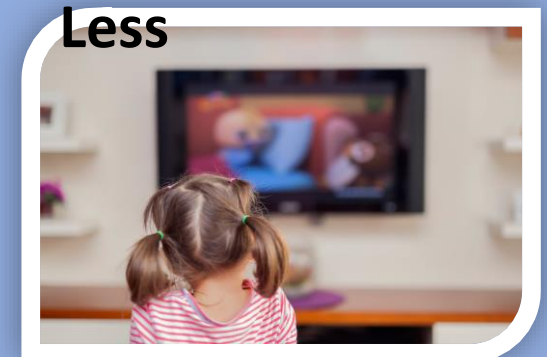
We encourage the children to be independent with their self-help skills.

Please help teach your child to:

- Dress/undress themselves, especially shoes
- Put on their coat
- Use the toilet properly and wash hands
- Use a tissue to wipe their own nose and to throw the tissue into the bin
- Tidy up their own toys
- Develop their listening and speaking skills e.g. reading stories together, time together as a family



More



Less

# Preparing your child for Reception



## Phonics



Whilst this is not an essential part of your child's preparation for school, you may wish to familiarise yourself with the system we use.

At Crossdale we use the **Read, Write Inc** programme:

- Detailed approach to teaching phonic skills to children
- **Rhymes** to help children to remember the sound
- **Blending** sounds to read words

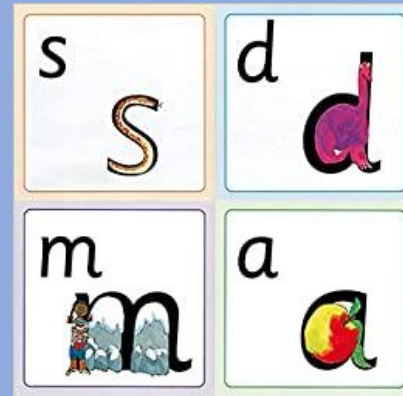
### Do

- Use pure sounds
- Play I spy and word games
- Share lots of books
- Practise drawing skills
- Sing nurse rhymes and songs



### Don't

- Use letter names
- Worry about capitals



**More information will be given at our start of year meeting in September .**

# School Uniform



- Burgundy sweatshirt/ cardigan (available to order from school)
- White/ burgundy polo shirt
- Black or grey trousers/shorts/skirt/pinafore
- Summer dresses may be worn in burgundy or red colours only
- Black shoes (no laces unless your child can tie them please).
- Please ensure that every item of clothing is clearly labelled with your child's name.
- Your child must have a waterproof coat in school every day



- There is preloved school uniform available from the school office.



# Other items



- Crossdale book bag (please do not carry water bottles in these as they leak and ruin books)
- 
- A small tray toy that can live in your child's tray at school
- PE kit
- Water bottle (water , not juice please)
- Wellies
- Sun hats/ winter hats/ gloves when appropriate



# Illnesses and Absences



- It's very important your child attends regularly
- 95%-97% attendance = good
- 97% or above = exceptional
- Learning and friendships are affected with regular absences
- Telephone the school if your child is ill
- Request leave of absence in writing to the Headteacher



# Parents as Partners



We will keep in touch in the following ways:

- Informal discussions about your child and parent evenings
- Seesaw – we may send a class message or post work here. You may share home experiences and develop learning e.g., celebrations, visits, achievements:
- Class blog – can be found on the school website, please check for posts
- Letters in book bags
- 'Crossdale News' newsletter
- Text messages and e-mail messages
- Fund raising events and activities, PTA



# Any questions?



# Frequently asked questions and comments



## **. I'm worried that my child will cry when I try to leave him.**

It's tempting to stick around, however most children who cry at drop-off turn off the tears right after the good-bye. To make sure that's the case, we can send you a message to let you know that all is ok. We can discuss and come up with a plan together should there be more to it.

## **. What about lunch times, how will they know where to go?**

The teaching staff stay with the children for their first lunch time sessions to provide support, guidance and reassurance. The midday supervisors are also always on hand to guide them through.

## **. What does my child need to do before he starts school?**

Page 12 has lots of tips and ideas on how to prepare your child for school. Enabling your child to be independent will give them the best possible start.

## **. What if he makes no friends?**

We'll provide opportunities over time to get to know everyone in the group, not just their special friends, by providing activities that involve turn-taking and sharing in small groups. We'll be observing the children and will guide a child we feel is struggling with making relationships. We're always on hand to discuss any concerns.



# Frequently asked questions and comments



## **. How can I get my child to write?**

Your child does not need to be able to write before starting school. You can help your child's writing skills by providing materials for mark-making (pens, paper, paint, sand...) and encourage the marks that they make. Drawing is a wonderful pre-cursor to writing and is something you could do together. Providing fine –motor activities (playdough, clay, threading, tweezers..) are great for finger strengthening to get ready for writing.

## **. What happens if my child goes to morning or afterschool club?**

Your child will be brought to or collected from the Reception classroom by a member of the Windmills staff.

## **. Can other people collect my child at the end of the day?**

If it is not one of the usual people (on your contact list) collecting your child, please let a member of staff know or contact the school office.

**Please contact us if you have any concerns or questions:**

**[contact@crossdale.notts.sch.uk](mailto:contact@crossdale.notts.sch.uk)**



A word cloud featuring the word "WELCOME" in the center, surrounded by various expressions of welcome in different languages and scripts. The words are arranged in a circular pattern, with some words appearing vertically and others horizontally. The colors of the words vary, including shades of blue, green, yellow, and red.

WELCOME

BONVENON  
AORPO HIOGA AOBATHI

GHINI VINISHI  
BIENVENIUS  
BIENVENIDA

SALAMAT DATANG  
WILLKOMMEN

BONBINI  
WELTASUALULEG  
WILKOM  
SANNU DA ZUWA

MUAMUHEZWI  
LAIPNILDZAM

SALVE  
TERTUTULOA

WOLKOM  
BIENVENUE

BENVENUTO  
MAAYONG PAG-ABOT  
DEGEMER MAT

WELLKUMMA  
AHLA W SAHLA  
MIRE SE VJEN

VELKOMMEN  
MALIPAYONG PAG-ABOT

TALITALI FIEFIA  
BINVINUTU  
MAEVA  
RAXIMITEGEZ

ENNIDOS

BENNIWE  
CROESO  
TERETULOMAST  
BITACMO  
YASHKEIRJIZI

MAUYA