

# Norwood Primary School

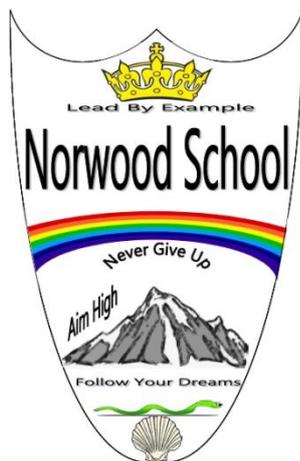
## Starting School

**Aim High**

**Never Give Up**

**Follow Your Dream**

**Lead By Example**



**Norwood Primary School  
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## Information for Reception Parents/Carers 2020-2021

**Head Teacher  
Deputy Head Teacher  
Chair of Governors**

**Mrs D Reynolds  
Mrs J Cockerill  
Mrs L Andrews**

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## **1. NORWOOD EARLY YEARS PHILOSOPHY**

At Norwood we believe that:

- Early childhood is the foundation upon which children build the rest of their lives, and is therefore vitally important.
- Young children love to explore and find things out for themselves, not just by being told about them, learning through experience for themselves.
- Each child comes to school having already had a wealth of experiences which we endeavour to build upon.
- Each child should be given opportunities to develop emotionally, intellectually, morally, physically, spiritually and socially, each child doing so at their own rate.
- Play is the most natural means for young children to express themselves and to make sense of the experiences of the world around them.
- Children need encouragement, praise and acceptance to feel secure and eager to learn, as well as knowing where the boundaries lie between acceptable and unacceptable behaviour.

At Norwood we aim to develop within each child:

- An enthusiasm for learning and a desire to learn more.
- An inquisitive, questioning mind.  
Autonomy and independence as well as co-operation and inter-dependence.
- Social skills
- High self-esteem, self-confidence, self-discipline and self-control.
- Talking and listening skills.
- Use of the imagination.
- Observation skills.
- Manipulative skills.
- Gross and fine motor skills.
- A good grasp of basic skills and concepts relating to each curriculum area.
- An awareness and acceptance of themselves and others.
- A love of reading.

At Norwood we believe that starting school is a big step for every child and needs to be handled with much thought and care. We endeavour to make the transition from home to school as enjoyable and less daunting as possible for each child. This is done by:

- Having intake procedures that begin with the child in his/her familiar environments (the home and current pre-school) and gradually introducing them to school life and their peers.
- Linking each new Reception child to a forthcoming Year 6 'buddy' who will write a welcoming letter, look out for their child in the playground, write and read stories to their child, and in general help them to settle, and feel safe and secure within school.
- Employing warm, caring staff who firmly believe in catering for the unique needs of young children.
- Building good relationships and communication links between home and school.
- Creating a stimulating environment and make provisions of appropriate, stimulating activities and resources to enable each child to develop and grow to his/her full potential.
- Having high standards and expectations for each child's learning.

## 2. **GOVERNORS**

All Governors at Norwood school are highly committed to its success. Many have had a long association with the school and some were pupils themselves. All share in the strong caring ethos and the desire for all pupils to achieve their academic, social and emotional potential.

We welcome the opportunity to meet with parents/carers.

If you wish to contact the Governors, this can be done either by sending a letter (via the school office) or email [office@norwoodschool.co.uk](mailto:office@norwoodschool.co.uk) Please mark any correspondence for the attention of either the Chair of Governors or Clerk to the Governing Body.

***Norwood School welcomes parents, visitors and all those contributing to the school community. Please be aware that all members of the school community have the right to be treated with dignity and respect and all members of staff have the right to work in an environment which is free from bullying or harassment of any kind.***

***Norwood School operates a zero tolerance policy with regard to bullying and harassment and any complaints received will be treated seriously, investigated appropriately and any necessary action taken.***

***We invite you to join us in promoting and enjoying a positive and productive learning and working environment.***

## 3. **PRE-ENTRY PROCEDURES**

Due to Covid-19, arrangements this year will differ from other years. Please see information shared in the Welcome Letter on our Website - <https://www.norwood-school.co.uk/page/?title=Reception+September+2020+Intake+Information+and+Updates&pid=401> and we will add any further updates to this page as we learn more.

### **Home Visits**

If possible – we will carry out home visit as usual in September – below is our usual process.

Every parent/carer is offered a home visit by the Reception class teacher and support staff. This allows the child to meet the staff in the familiar surroundings of their own home and allows the parent/carer, child and staff to discuss personal information in a private setting. The visits take place at the beginning of the Autumn Term and last for about 15 minutes each. These visits are invaluable, enabling school staff to understand each child's developmental stage and thus tailor their learning appropriately. We want to get to know your child as quickly as possible so that we can understand their needs fully. During this visit, it would be helpful to know about your child's personality and their journey so far including family background, medical or special educational needs.

### **Pre-school/Nursery visits**

Our Reception Team will endeavour to contact each child's pre-school/nursery setting in order to speak with each child's key person to discuss your child's progress so far.

## 4. **PART-TIME ENTRY PROGRAMME**

Children are only legally entitled to full time schooling in the term after their fifth birthday. However, Peterborough schools admit children into school at the beginning of the academic year (Sept-Aug) in which they are five years old. Therefore, with the needs of each child being our main consideration, we at Norwood take the children into the

Reception Class during the Autumn term, on a part-time basis. If after this initial period it is felt by any party that the child is not ready for full time education, arrangements to continue a part-time timetable can be made.

At the beginning of the Autumn term each group begins part-time schooling, attending sessions either in the morning or the afternoon. These sessions are then extended to include lunch and then full days.

The part time entry programme has proven to be extremely valuable. During this time, school staff are able to support each child in settling into the environment, identify their developmental stage within each area of learning and provide relevant experiences to move their learning onto the next stage.

Please be aware that if any child is finding it difficult to settle, it is better to prolong the transition period and keep them on a part time timetable until they are comfortable in the setting.

## **5. THE NATIONAL CURRICULUM**

The National Curriculum for primary schools consists of:

- a) The Early Years Foundation Stage for children from birth to the end of the Reception Year;
- b) Key Stage One – school Years One and Two;
- c) Key Stage Two – school Years Three to Six.

As part of the National Curriculum, pupils will be given the opportunity to take part in educational school trips. Due to budget restrictions, these events will incur a voluntary contribution and will only be able to take place if enough contributions are received to cover the costs.

## **6. THE FOUNDATION STAGE**

This period, up to the end of the Reception year, is a distinct stage and is both important in its own right and in preparing children for later schooling. The expected achievement for children by the end of the Foundation Stage is set out as Early Learning Goals, and builds on previous learning that the children will have already experienced. These are divided into seven areas of learning. All areas of learning and development are important and inter-connected.

Three areas, known as the *prime* areas are particularly crucial for developing children's curiosity and enthusiasm for learning. These are:

- Communication and Language;
- Physical Development;
- Personal, Social and Emotional Development.

Schools must also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design.

Please see the following page for a breakdown of examples of provision for learning in each of the seven areas.

If you would like to find out more about the expectations within the Early Years Foundation Stage, please follow the link below:

[https://www.foundationyears.org.uk/files/2015/03/4Children\\_ParentsGuide\\_2015\\_WEB.pdf](https://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf)

Within the Foundation Stage, learning occurs both indoors and outdoors. Learning is supported through activities tailored to the children's interests within the indoor and outdoor classroom.

At Norwood, we believe that a wide range of experiences are vital to developing the learning of the whole child. Outdoor learning provides many of the experiences that indoor learning does not allow for, such as bug hunting, growing and nurturing plants, identifying changes in season/weather and large scale construction. Children will have the opportunity to be outside in all weathers. Therefore, your child will need appropriate clothing for each season. Hooded waterproof coats and wellington boots are vital for most seasons and hats and light weight clothing for summer months.

Through enjoying their learning, children occasionally get wet and messy. We have a small selection of aprons and waterproof trousers that children may wear when participating in art/craft and water based activities. If you wish for your child to have their own set of waterproof clothing to wear during messy activities, please place them in a named bag on their peg and inform a member of staff within the Reception team. If your child has occasional toileting accidents, please provide a bag with spare underwear and uniform.

## 7. EXAMPLES OF LEARNING IN THE EARLY YEARS FOUNDATION STAGE

### Communication and Language

- Understanding language
- Listening skills
- Speaking audibly and clearly
- Concentration and attention
- Breaking up words into sounds
- Questioning skills
- Understanding humour
- Extending vocabulary
- Initiating conversations

### Physical Development

- Outdoor play (push and pull equipment, large construction, ball games)
- P.E. (body awareness, effect of exercise, balancing and strength)
- Gross and Fine motor development
- Manipulative skills over large and small tools
- Writing development (pencil grip and control)

### Personal, Social and Emotional Development

- Self-confidence, Self-respect, Self-awareness
- Awareness of helping others
- Relationships with peers and adults
- Positive behaviour
- Morals and feelings
- Effects of our actions and controlling our emotions
- Differences and similarities
- Decision making

### Literacy

- Rhyming words
- Responding to stories and poems
- Read, Write, Inc. – a synthetic phonics approach to learning to read and write
- Sounding out and blending
- Letter formation
- Reading development
- Independent writing
- Simple sentence structure

### Mathematics

- Extending mathematical vocabulary
- Creating and continuing patterns
- Matching and sorting
- Counting with one-to-one correspondence
- Number recognition
- Value of numbers
- Addition and subtraction
- Money
- Time (clock, days, weeks, day and night)
- Measuring with standard (rulers, tape measure) and non-standard units (fingers, counters)
- 2D and 3D shapes

### Understanding the World

- Study of locality (where we live and our home).
- Comparison activities
- Development of geographical vocabulary.
- Seasonal changes
- Technological understanding
- Awareness of past and present (e.g. electricity and toys)
- Change and life cycles (growth of animals, humans and plants)
- Observation skills
- People and their communities (differences / comparisons)

### Exploring Media and Materials

- Exploring and using various media e.g. paint, play dough, clay, chalk, crayon.
- Colour mixing
- Junk modelling
- Singing
- Using instruments
- Imaginative play
- Role play
- Dancing

## 8. **SCHOOL UNIFORM**

Our school colours are poppy red, white and grey/black. There is no expectation for uniform to have the school logo. However if you would like to purchase uniform with the school logo, it can be purchased from [www.chromasport.co.uk](http://www.chromasport.co.uk) or alternatively by visiting the store at Unit 10, Wulfric Square, Bretton, Peterborough. PE3 8RF

Our uniform consists of:

- Poppy red or white polo shirt/ white shirt or blouse.
- Poppy red sweatshirt/ jumper/ cardigan.
- Poppy red fleece (optional outdoor wear only).
- Grey/black skirt, pinafore dress, trousers or shorts.
- Plain poppy red, grey, black or white tights or socks.
- Summer option: Poppy red and white checked dress.
- Plain, black flat shoes/ boots.
- Summer option: plain strapped sandals (no flip-flops or 'open toes').

Jewellery:

For health and safety reasons we do not allow children to wear jewellery in school. The exceptions to this rule are one pair of plain studded earrings in pierced ears and a watch.

Hair:

Hairstyles should be reasonable and appropriate for being in a learning environment at school. Extreme hairstyles would include shaved patterns in the scalp, mohicans and unnaturally coloured dyes. Such hairstyles are not accepted at school.

Make-up:

Make up is not acceptable under any circumstances, including nail varnish. Fake tattoos are not appropriate in school and must be removed without trace.

PE kit:

Outdoor- White t-shirt, black shorts, grey/black tracksuit (no running tights or hoodies allowed), trainers

Indoor- White t-shirt, black shorts, indoor pumps/plimsolls

Please note that long hair must be tied back and stud earring must either be removed or taped over with masking tape that must be provided from home.

## 9. **DURING THE FIRST HALF TERM WE CONCENTRATE ON:**

- Settling the children happily into the class, and helping them to socialise and learn to play co-operatively and make friends.
- Familiarisation with the class area, where things are kept, where to keep their own belongings, class and school rules, class procedures and the layout of the school.
- Establishing routines and rituals that children feel comfortable and secure with.
- Building a trusting relationship between each child and adults in school.
- Assessing each child's abilities in each of the areas of learning. This will be added to throughout the year, along with observations of the children doing various activities, which will inform the Early Years Foundation Stage Profile and each child's Learning Journey.

## **10. COMMUNICATION WITH PARENTS/CARERS**

Letters from Norwood School are communicated via email. If we have to issue a paper letter and this is sent home with your child, we will communicate to parents/carers via the app Xpressions. Xpressions is a free app which replaces text messaging. To access you will need to download from the relevant app. It supports both Apple iOS and Android devices. Alternatively, you can visit [xpressions.groupcall.com](http://xpressions.groupcall.com) from any internet browser on your computer, laptop or mobile device. If you require any assistance in setting this up, please do come and speak to the school staff in the school office, where they will be happy to help in any way they can.

Norwood School uses an online assessment system named *Tapestry*. This allows parents/carers to see their child's learning on a daily basis as it uploads photographs and observations. It also allows parents to make observations at home too. We also use *Tapestry* to communicate with parents/carers on a weekly basis and it is extremely important that once you get your login you access your child's journal at least weekly. This will ensure you are up to date with your child's progress and also make you aware of any learning the children could be doing at home too or important information we need to communicate. The system does e-mail parents/carers when observations or notifications have been added.

In Years 1-6, we use an online system called Seesaw. This system enables parents/carers to keep up to date with their child's learning in school and provides information about learning for the coming week.

## **11. DATA PROTECTION**

Any information you provide the school with, will be stored securely. We do not share information about pupils/parents/carers with any third party without consent, unless the law and policies allow us to do so. Please refer to our Privacy Notice, which can be located within 'School Policies' on our website, for more clarification:

<https://www.norwood-school.co.uk/page/?title=School+Policies&pid=123>

## **12. WEBSITE**

We are a paper free school, all of our relevant policies and newsletters are on the school website at <http://www.norwood-school.co.uk>

Each year groups has an area that shares information on what the children are learning throughout that particular half term.

## **13. ATTENDANCE**

Every half-day absence from school has to be classified by the school (not by parents/carers) as either authorised or unauthorised. This is why information about the cause of any absence is always required.

Authorised absences are mornings or afternoons away from school for a good reason like illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause. You will be required to provide evidence of medical/dental appointments to the school office.

Unauthorised absences are those which the school does not consider reasonable and for which no "leave" has been authorised. This includes:

- parents/carers keeping children off school unnecessarily;
- truancy before or during the school day;

- absences which have never been properly explained;
- children who arrive at school too late to get a mark;
- shopping, looking after other children or birthdays;
- day trips and holidays in term time not authorised as an exceptional/unavoidable circumstance.

This type of absence can lead to the Peterborough City Council Attendance Service using sanctions and/or legal proceedings.

We monitor attendance and punctuality regularly. If a child's absence falls below 90%, we will offer support and discuss strategies with the family in order to improve this as quickly as possible.

#### **14. ABSENCE**

If your child is unwell and cannot attend school, please inform school before 8.55am to explain the absence. If your child has sickness or diarrhoea, they will need to be absent from school for 48 hours after the last bout of illness, even if they appear well.

Please continue to inform school for each day that your child is absent.

This can be done by

- 1) using the telephone messaging system (01733 574717), through which you will be greeted with an answerphone message and instructions to press the relevant number and provide a message
- 2) inform our office staff in person at the main office
- 3) email [absence@norwoodschool.co.uk](mailto:absence@norwoodschool.co.uk) with information on your child's name, year group and reason for absence
- 4) send a message via Xpressions

If school have not been informed by a parent/carer that your child will be absent we will:

- contact you by telephone, text or email on the first day of absence;
- initiate our Safe and Well procedures should we not be successful in contacting you. (This involves Norwood members of staff visiting the child's home to check that they are safe and well);
- Contacting the police for a further Safe and Well check if we are still unable to make contact.

#### **15. STAFF**

In the Foundation Stage Class there is an Early Years teacher, who is supported by a teaching assistant. On a weekly basis, a HLTA (Higher Level Teaching Assistant) will release the class teacher for Planning, Preparation and Assessment time. This adult will become familiar to the children.

If the need arose, there may also be an additional teaching assistant in the class for a select number of hours per week. The person would be specifically employed to work alongside any particular child who had specific special educational needs and/or a disability.

**16. PARENTAL HELP**

In order to adhere to health and safety ratios we require numerous adults whenever we take the children out of school. We may ask throughout the year for family volunteers to enable trips and visits to occur. Where required, we will carry out a safety screening of any adults who support the children during such events.

**17. ENTERING SCHOOL**

You and your child may arrive at school any time between 8.45 and 8.55am. A member of staff will open the cloakroom door at 8.45am and let the children in.

During the Autumn term, you may wish to help your child to store their belongings, self-register and settle to an activity. We ask that all parents/carers leave the classroom by 8.55am.

As the year progresses, we encourage children to develop their independence by gradually carrying out morning tasks for themselves. We aim that by the Summer term, children are able to say goodbye at the cloakroom door and independently store their belongings.

If you arrive after 8.55am, you and your child will need to enter school via the main office. Registers are marked by 9.00am and your child will receive a late mark if they are not in by that time.

At 9.15am the registers will be closed. In accordance with the Regulations, if your child arrives after that time they will receive a mark that shows them to be on site, but this will not count as a present mark and it will mean they have an unauthorised absence. This may mean that you could face the possibility of a Penalty Notice if the problem persists. If your child has a persistent late record you will be asked to meet with us to resolve the problem, but you can approach us at any time if you are having problems getting your child to school on time.

**18. THE FIRST SESSION AT SCHOOL**

We know that it is often quite a wrench for a parent/carer to leave their child at school for the first time. We also know, through experience, that even if initially upset at their parent/carer leaving; most children soon get happily involved in the activities in the class area and settle. It always helps the child if the parent/carer is working along with the school and confidently (and firmly if necessary) hands the child over to the school. You can rest assured that if your child did not settle after a period of time and was very upset, we would not hesitate to contact you, to ask you to come and reassure your child.

On the first day in September, please bring your child into the Reception Outdoor Area and wait for a member of staff to open the cloakroom door. Please, on this first occasion, accompany your child into the cloakroom to help them find their peg, and then into the classroom to find their drawer. According to the needs of your child, please feel free to stay for a few minutes to settle them into an activity. We ask that all parents/carers leave the classroom by 8.55am.

## **19. HOME TIME**

To collect your child at the end of the session, please wait in the Reception Outdoor Area. Your child will then be handed directly over the nominated adult by one of our Reception staff members.

A 'Permission to Collect' form must be completed for your child with photographs of up to six known adults whom you give permission to collect your child. If you require further forms, please request one from the School Office. Forms must be to the School Office prior to your child starting school. It is the responsibility of those adults with parental responsibility to inform the class teacher of any changes to adults that have permission to collect your child.

If this is not possible, please telephone the school office to inform us of any last minute change so that we can ensure that your child is safe.

If you wish to speak to an adult for a short time, the Reception Team are available between 8.45-8.55am before school and 3.15-3.30pm after school. For a longer meeting please ask to make an appointment.

To support the environment and ensure that communication is delivered, Norwood does not provide paper copies of letters. Information is communicated via a service called *Groupcall*. The system enables us to contact parents/carers via email and Xpressions (a messenger service).

## **20. LUNCH TIMES**

Once your child is attending school on a full-time basis, the duration of dinner time is 1 hour for Reception, Year 1 and 2. Key Stage 2 children have 45 minutes for lunch. Reception children will initially have their own mid-day supervisor who will ensure continuity through the lunchtime period. Any playtime during the lunch period will initially be within the setting of the Reception area, with procedures for integration with older children carried out over a structured process.

All children within Reception class are eligible for a free school meal. *Caterlink* provide a hot meal and a packed lunch option (High Five) each day. Pupils are required to make a decision regarding their choice of a hot meal or High Five option each morning during register time. Menus are distributed to all families by email, on the website and are displayed around school. It is helpful if you can discuss the options with your child to help them to make a decision.

We are a nut free, healthy school. We actively promote healthy lunchboxes for children who decide to opt for a home packed lunch. Please ensure that you do not give children carbonated drinks, chocolate bars or food containing nuts. You will be able to find out more about our meal arrangements before your child starts school.

## **21. WATER BOTTLES**

We encourage children to drink water throughout the day to keep them hydrated. Each child is required to bring a water bottle to school everyday, containing water only. Children will not be allowed to drink flavoured water, juices or squash at any time other than lunchtime. Water bottles will be on sale and can be purchased at the school office in September.

## **22. BREAK-TIME SNACK and MILK PROVISION**

In Reception, Year 1 and Year 2, the government fund and provide school with a healthy snack. These include: tomatoes, apples, satsumas, raisins to name a few.

You may choose to provide your child with a fruit or vegetable snack from home to guarantee that they have a snack that they will like.

We use a company called 'Cool Milk'. This company provide free milk for all children up until their 5<sup>th</sup> birthday. We aim to register all pupils with parent/carer permission. If you would like your child to continue to receive milk past their 5<sup>th</sup> birthday, you may then choose to pay for this through the Cool Milk website. Please see a member of the Reception Team for more information.

## **23. MEDICATION**

We require parent/carer permission to administer regular medications such as an asthma inhaler or cream for eczema. It is the responsibility of the parent/carer to ensure that medications kept in school are in date. School staff will record when any medications have been administered on our school form.

Medication required for short term illnesses can only be administered if prescribed by a medical professional for more than 3 times per day. Please see our school office for further enquiries.

## **24. OUTDOOR CLOTHING - OUTDOOR LEARNING**

Reception pupils have regular, daily access to the area and are encouraged to go out in all weathers. Therefore, it is important that pupils bring appropriate clothing for the weather e.g. wellies and a raincoat, a sun hat.

Your child will need to come to school in the hot weather with 12-hour sun cream already applied. Please do not bring sun creams into school. The children spend a lot of time outside and it is important to ensure the children are protected.

## **25. SPARE CLOTHING**

Occasionally children have toileting accidents at school. We have some sets of spare underwear and clothes for children to change into when this occurs. However, if you would like to provide spare underwear and uniform for your child, please place it in a named bag on their peg.

Unless there are extreme circumstances (e.g. medical condition), all children should be toilet trained on entry to school.

## **26. SUPPORTING YOUR CHILD'S LEARNING AT HOME**

Below is a list of suggestions on how you can support your child at home:

### Gross Motor Skill Development

- Cooking
- Junk modelling
- Play dough (3 cups of flour, 1 cup of salt, 2 tablespoons of oil, food colouring/powder paint, enough water to make a stiff dough)
- Ball games
- Riding a trike/bicycle

### Fine Motor Skill Development

- Cutting (e.g. pictures out of magazines that begin with the same letter sound as child's name)
- Threading wool through pasta
- Holding a pencil, paintbrush, chalk

### Pre-writing Skills

- Drawing
- Colouring
- Emergent writing - making books, writing captions to pictures etc.
- Copy writing - writing in birthday cards, letters to grandparents/carers etc.
- Helping to write the shopping list and ticking off items as they are bought
- Practising letter formation

### Pre-Reading Skill Development

- "It's good to talk!" with your child and to extend their vocabulary through a wide range of experiences
- Join the local library
- Reading books, books and more books together - discussing the pictures, predicting what comes next, making up a different ending to the story, picking up rhyming words and repetition in books
- Holding the book the correct way up, turning the pages
- Helping your child to recognise their name

### Listening Skills

- Sitting quietly and listening to a story
- Listening to story tapes
- Following instructions to carry out a task
- Playing sound games – Which animal is making that noise? Which toy could be making that sound? Who is talking?

### Scientific Investigative Skills

- What will float/sink in the bath?
- Which makes better sand castles - wet or dry sand?
- What happens to the leaves on the trees in the Autumn?
- Going on a bug hunt in the garden/park

### Mathematical Skill Development:

- Sharing out sweets equally
- Counting steps up the stairs/to the shop
- Sorting toys by colour, size, shape etc.
- Recognising shapes
- Playing number games, adding scores, who came 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>?
- Recognising numbers e.g. on front doors, remote control, telephone, clock, buses

### Independence:

- Going to the toilet and washing hands
- Eating dinner, holding a knife and fork etc.

- Developing the ability to make decisions
- Trying to do things for themselves and not always relying on adult help
- Recognising their belongings – coat, bag, name on things etc.
- Dressing and undressing

Developing Social Skills:

- Mixing with other children
- Being used to being with other people, not just their parent/carer
- The ability to share
- Confidence

**27. THINGS TO BRING TO SCHOOL**

1. Water bottle (plain water only)
2. Book bag (provided by Norwood School)
3. Spare clothes (If your child is prone to wetting or soiling accidents.)
4. Wellington boots (weather dependent)
5. Sun hat (weather dependent)
6. PE Kit (Please bring kits in on a Monday and leave in school until Friday.)

**28. TOP TEN THINGS TO DO OVER THE SUMMER**

It would be a great help to your child and their learning development if they could:

1. Put on their own coat (they may struggle with zips and buttons into the Reception year) and getting shoes on the correct feet and fastened (Velcro is ideal at this age).
2. Practise getting dressed and undressed. This helps to prepare children for the routines of PE.
3. Get into good reading habits by enjoying a bedtime story everyday.
4. Practise using the toilet independently, wiping themselves and washing their hands.
5. Recognise their own belongings and name. Please name everything as many children have the same items.
6. Begin to use a knife and fork, and make attempts to cut up their own food. Practise opening packets of food, ready for having a packed lunch.
7. Play with playdough or something similar to build hand strength. This is required for holding a pencil.
8. Make marks on paper with a pencil. This could be drawing lines, circles, pretend writing. Try to make it fun e.g. making a score board for a game, writing a birthday card.
9. Play games which involve counting or recognising shapes.
10. Build a range of experiences e.g. going to the seaside, farm, park, swimming, visiting friends/family. Talk about these experiences to build your child's vocabulary.