



Berewood Primary School

First Steps to School



Tuesday 13th June 2023



Berewood Primary School

Purpose of the meeting:

- To meet the teaching team
- To go through some useful information about starting in Reception at Berewood
- To discuss starting arrangements
- To provide contact details for any questions



Berewood Primary School

Our Senior Leadership Team



Mrs Sally Nelson
Deputy
Headteacher



Mrs Megan Carter
Headteacher



Miss Laura Annalls
Special Educational
Needs Coordinator



Berewood Primary School

Or Reception Team



Miss Kat Fitzgerald
Reception Class Teacher



Mrs Deborah Semple
Reception Class Teacher



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SEN contact information:

Miss Laura Annalls, SENCo

Email: l.annalls@berewoodprimary.co.uk





Berewood Primary School

Our office team:



Mrs Lisa Rose
Administrative Officer



Mrs Anna Rickard
Finance and HR Officer



Miss Tarryn Rowe
Administrative Officer

University Of Chichester Academy Trust



- We **believe** that:
 - Education is the key to transforming life chances
 - Education is a key way to break deprivation – disadvantage cycles in a sustainable way.
 - Excellent schools are vital locally and meet the needs of the children they serve in their community
 - Education is a people business and requires honesty, integrity, team work and the highest expectations of all
 - Monitoring, evaluation and decision-making needs to be informed by accurate information from a breadth of sources
- Our pupils: 5,620
 - Our staff: 930
 - Our community:
 - 15 Academies
 - 1 SCITT
 - University of Chichester

Berewood Primary School

The ethos of our school is one of participation and taking personal responsibility.

Our work each day is governed by our school values - the Berewood Bonds.

We expect all involved with the school to show respect and care for others, and we build up a sense of community and personal commitment to achieving our best.

At Berewood every child matters and every day is a day for learning and making progress.



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Our Berewood Bonds

**We are resilient
and hardworking**



**We are respectful
and safe**



**We are kind and
helpful**





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We want children in the EYFS to:

- Feel safe and secure
- Develop high self esteem
- Develop self discipline
- Become independent
- Become confident communicators
- Learn through first hand experience and play in an engaging environment
- Be prepared to confidently continue their learning journey into Key Stage 1.



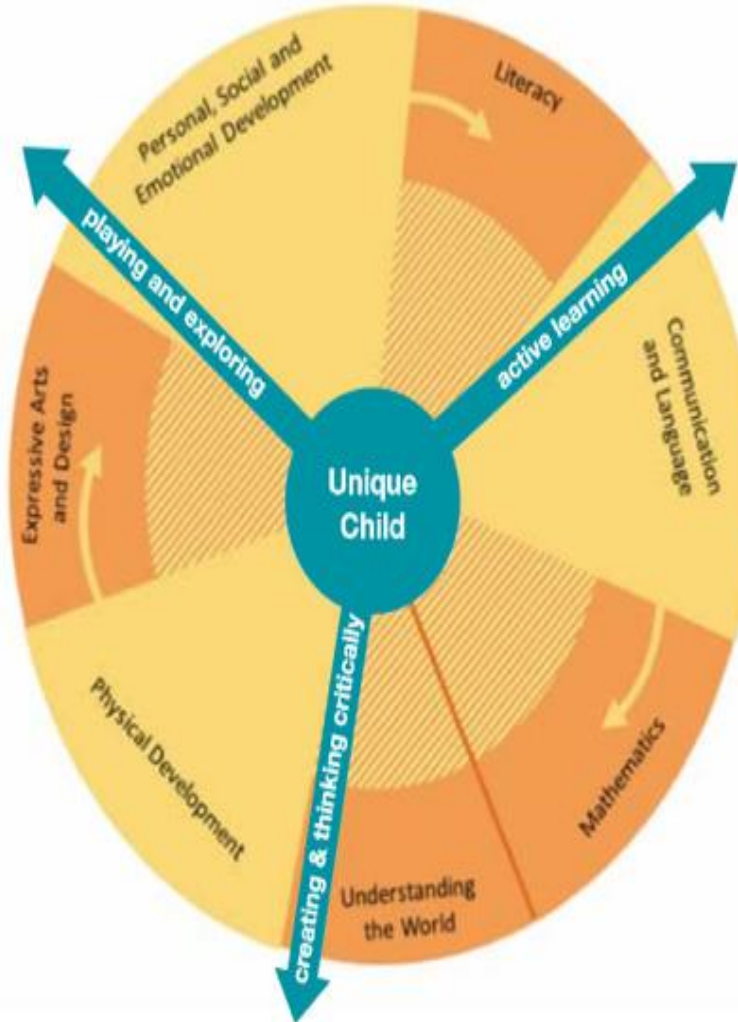
Early Years Curriculum

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

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

Specific areas include essential skills and knowledge for children to participate successfully in society.

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



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Areas of Learning

- Personal, social and emotional development
- Communication and language
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

A Personalised Curriculum

How do we deliver the curriculum?

- Inside and outside the classroom, with equal learning opportunities
- Children can access all areas of learning
- Listening to the children and what they show interest in
- Learning activities at home to support your child's learning at school



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Reception Baseline Assessments (RBA)

The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with. It became statutory for all schools from September 2021.

The RBA is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils.



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- When will I find out which class my child is in?



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Stay and plays:

Date	Time	Who?
Tuesday 27 th June	9:30-10:30	Child + 1 adult
Thursday 29 th June	9:30-10:30	Child + 1 adult
Tuesday 4 th July	9:30-10:30	Child (Grown ups can have a cuppa in the hall)
Thursday 6 th July	9:30-10:30	Child (Grown ups can have a cuppa in the hall)



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First days and weeks:

	Group 1	Group 2	Group 3
Friday 1 st September	Our 'Pleased to Meet You' meetings		
Monday 4 th September			
Tuesday 5 th September			
Wednesday 6 th	8:40am – 3:10pm		
Thursday 7 th		8:40am – 3:10pm	
Friday 8 th			8:40am – 3:10pm
Monday 11 th	All pupils 8:40am – 3:10pm		

Getting to know your child

- Contacting pre-schools via telephone or visit
- Children's transition sessions at school
- Getting to know you visits
- Additional information shared with Laura Annalls e.g. SALT/EP/Court orders
- Transition record from pre-school



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School ready – What can I do to help my child?

It really helps if I can...

- blow my nose, wash my hands and go to the toilet, all on my own
- eat my packed lunch by myself, even undoing the wrappers!
- put on my own coat and do it up
- confidently communicate and make my needs known to other people
- share books and talk about the pictures and storylines
- draw and make marks with pencils, crayons and pens and use scissors safely
- recognise their own name when it is written down
- cutting their own food and using cutlery
- Asking for help using words, not actions

Summer Holiday Challenge

Over the summer holidays work with your child/children to practise some of the most important skills to be ready to start school. Ask your child to colour in the ones they have achieved and bring it into school on their first day.

I can put my shoes on the correct feet without help.	I can recognise my name when it is written down.	I can find the front cover of a book without help.	I can put on my own coat without help.	I can zip up my own coat without help.
I can ask a question starting with who, what, where, when, why or how.	I can go to the toilet without help and wipe myself independently.	I can take off my own jumper and turn it the correct way without help.	I can hold scissors correctly and cut different patterns and around different shapes.	I can say all of my colours and recognise them in the things around me.
I can say if I am sad, happy, excited, worried or angry and why.	I can turn the pages of a book without help.	I can write my name with a capital letter at the beginning.	I can wait for a short time if an adult is busy and I want something.	I can listen to a story that is being read to me.
I can use different tenses to talk about my experiences.	I can talk about where things are using above, below and next to.	I can wash and dry my hands with soap.	I can count to 5 and point to each number when I say it.	I can tell an adult what I have drawn.
I can count my steps or jumps.	I can sing nursery rhymes and action songs.	I can share my toys with other children.	I can take turns when playing a game with my family.	



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What does my child need to bring?

Book bag – no backpacks due to storage

Named water bottle (provided by the school)

A coat in all weathers

A sun hat on hot day

Medicine goes to the office





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What does my child need to wear?

Grey skirts, shorts or grey trousers together with a white shirt/polo shirt and purple sweatshirt or cardigan

Shoes should be black and be safe for use around school.

PE kit (all pupils)

PE kit consists of black sports shorts and school T-shirt or plain white or purple T-shirt.

In the colder months children will need a pair of plain jogging bottoms and a hoodie for their outdoor PE lessons.

This kit should all be named and worn to school on PE days.

No earrings on PE days. Small stud earrings the rest of the time. No other jewellery should be worn.



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PLEASE LABEL EVERYTHING!!!!

The lost property box and rail is located in the main reception and any items that are not named will be placed there.





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Timetable of a typical school day:

8.40 am	Doors open
8:45 am	Register/Morning session
10.15 am	Snack time
11.45 am	Lunch *
12.45 pm	Afternoon session
3.10 pm	End of school day



Please allow your child to come into school independently, self registration and morning routines begin as soon as they come into school.



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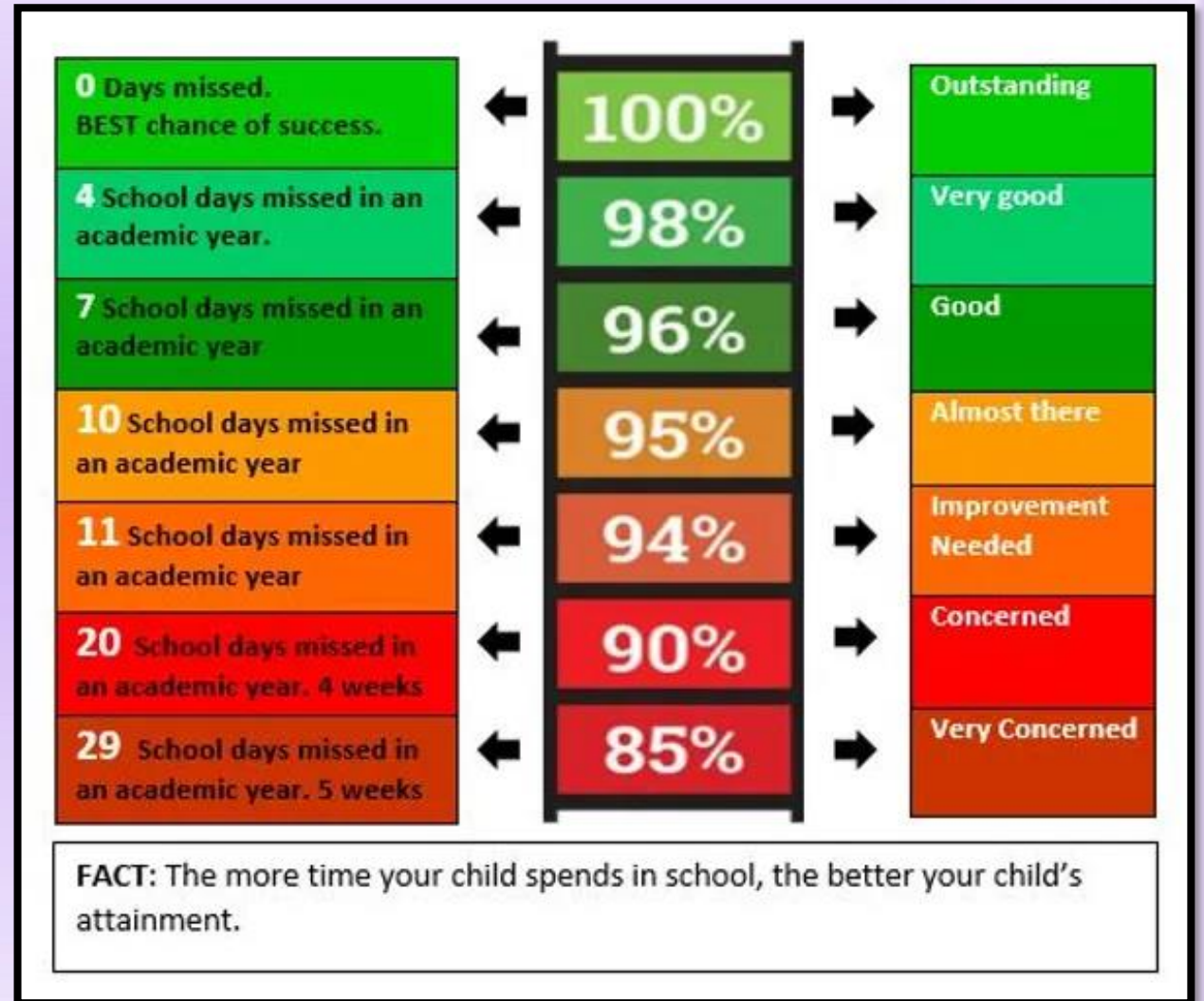
- Lunch and snack times

<https://www.hants.gov.uk/educationandlearning/hc3s>



The importance of Attendance

- Avoid holidays in term time
- All attendance is tracked
- Attendance less than 90% will be followed up with letters and meetings
- Punctuality is key to ensuring your child settles into school and does not miss the important start to the day.





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- Keep in touch
- Any questions?

Email: office@berewoodprimary.co.uk

Thank you for joining us

