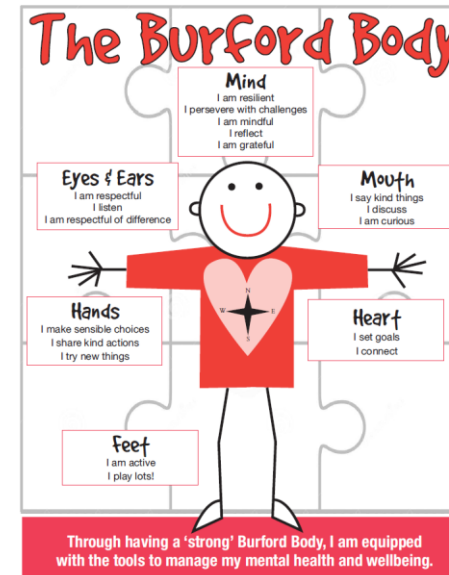


# BURFORD SCHOOL NEW PARENT'S MEETING RECEPTION 2025-2026



# WELCOME TO YOUR CHILD'S NEW SCHOOL

- On behalf of everyone here at Burford Primary School, welcome to a new and exciting stage in your child's life. During their year, your child will make new friends, enjoy new Reception experiences, and learn vital new skills and knowledge. We aim to work in partnership, to build the foundations that set them on a lifelong learning journey.
- We aspire to make their learning journey enjoyable through a varied and exciting curriculum. Children are supported to experience success in a safe, stimulating environment with high expectations of behaviour.



# OUR RECEPTION TEAM



Mrs Martin & Mrs Nash – Holly Class teachers



Mrs Phillips – Sycamore Class teacher



# THE FOUNDATION STAGE CURRICULUM

- The Early Years Foundation Stage (EYFS) is the stage of education for children from birth to the end of the Reception year.
- It recognises that children learn best through play and active learning, and is based upon four themes and principles.

The Early Years Foundation Stage

## Principles into Practice

The four Themes of the EYFS are:

The Early Years Foundation Stage Every Child Matters  
Change For Children

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
<p>These four Themes express important Principles underpinning effective practice in the care, development and learning of young children.</p> 	<p>Each Principle is supported by four Commitments which describe how the Principle can be put into practice.</p> 	 	 
<p>The four Principles of the EYFS are:</p> <p>Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.</p>	<p>Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.</p>	<p>The environment plays a key role in supporting and extending children's development and learning.</p>	<p>Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.</p>

- The Foundation Stage Curriculum is a play-based curriculum which is underpinned by the characteristics of effective learning.
- The **characteristics of effective learning** are a key element in the early year's foundation stage. They detail the ways in which children should be **learning** from their environment, experiences and activities. Children up to the age of five should all be displaying the **characteristics of effective learning** every day.

### Playing and Exploring

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Children are involved in investigating and experiencing things.

### Active Learning

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Children are persistent learners, even when encountering difficulties. They enjoy achieving.

### Creating and Thinking Critically

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Children have their own ideas, building links between them and using them to develop their own approaches for doing things.

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- Learning and development covers the 7 key areas of learning within the Early Years Foundation Stage.
- The Early Years Foundation Stage Profile is carried out in the final term of Reception year and is a summary of a child's development that year against 17 Early Learning Goals (ELGs).

### Communication and Language

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1. Listening, Attention and Understanding
2. Speaking

### Physical Development

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3. Gross Motor Skills
4. Fine Motor Skills

### Personal, Social Emotional Development

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5. Self-Regulation
6. Managing Self
7. Building Relationships

### Literacy

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8. Comprehension
9. Word Reading
10. Writing

### Maths

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11. Number
12. Numerical Patterns

### Understanding the World

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13. Past and Present
14. People, Culture and Communities
15. The Natural World

### Expressive Arts and Design

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16. Creating with Materials
17. Being Imaginative and Expressive



# LEARNING IN OUR RECEPTION CLASSES



We encourage our independent learners to develop through play – supporting them through carefully planned playful activities that ignite their creativity and resilience.

# CONTINUOUS PROVISION

The following are examples of resources that are on offer to the children daily. They often fit in with a class topic or with the children's interests.

- **Sand**
- **Water**
- **Outdoor Play**
- **Phonics Games**
- **Fine Motor Activities**
- **Art and Crafts**
- **Number Activities**
- **Construction**
- **Small World Resources**



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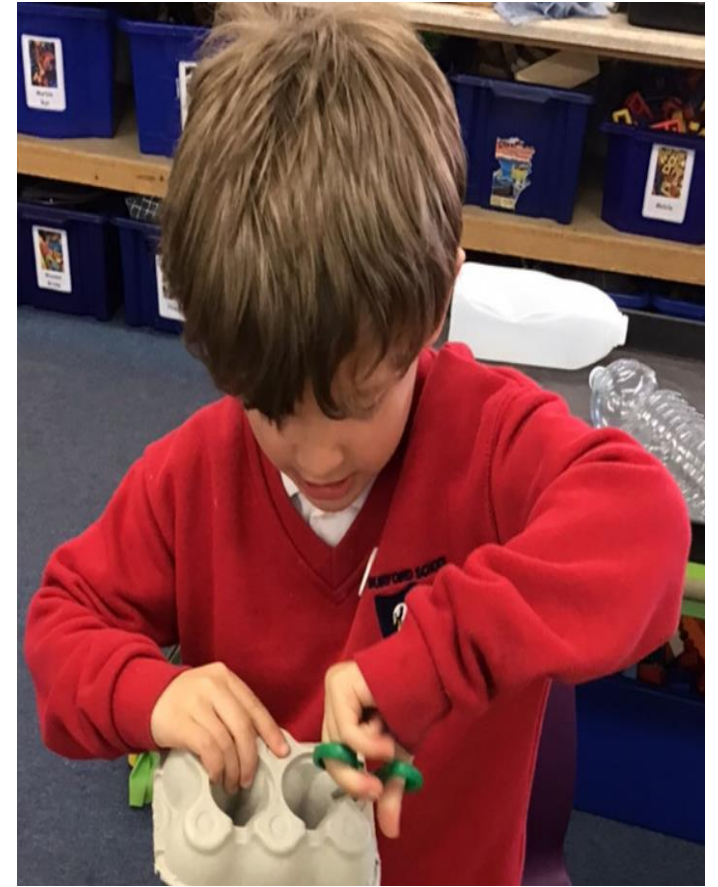
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MARLOW BOTTOM

# PHYSICAL DEVELOPMENT

As part of the EYFS framework, Reception children go onto the playground at 9:30am for their Physical Development time for around 30 minutes. As part of continuous provision, the children have access to their outdoor space as a Reception unit all day.



# PHYSICAL DEVELOPMENT



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# PHYSICAL DEVELOPMENT



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# FOREST SCHOOL



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# THE SCHOOL DAY

- The classroom door is opened at 8.30am and will be closed at 8.40am. A member of the team will open the door to greet the children.
- After a period of settling the children will be encouraged to come in by themselves and will be supported by the EYFS practitioners to be as independent as possible.
- Drop-off and Pick-up Procedures



# Visual Timetable



<b>8.30am</b>	-	<b>8.50am</b>	<b>Entering the classroom</b>
8.50am	-	9.00am	Registration
9.00am	-	9.25am	Phonics
9.25am	-	9.55am	Physical Development on Playground
10.00am	-	10.15am	Carpet Time
10.15am	-	10.30am	Snack Time
10.30am	-	11.30am	Self-initiated Activities/ Adult Led Activity
11.40am	-	12.45pm	Lunch FS & KSI
12.45pm	-	1.00pm	Register
1.00pm	-	1.15pm	Mastering Number
1.15pm	-	2.45pm	Self-initiated Activities/ Adult Led Activity
2.45pm	-	3.00pm	Story Time
3.00pm	-	3.10pm	Get ready for Home Time

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# BREAK AND LUNCH TIMES

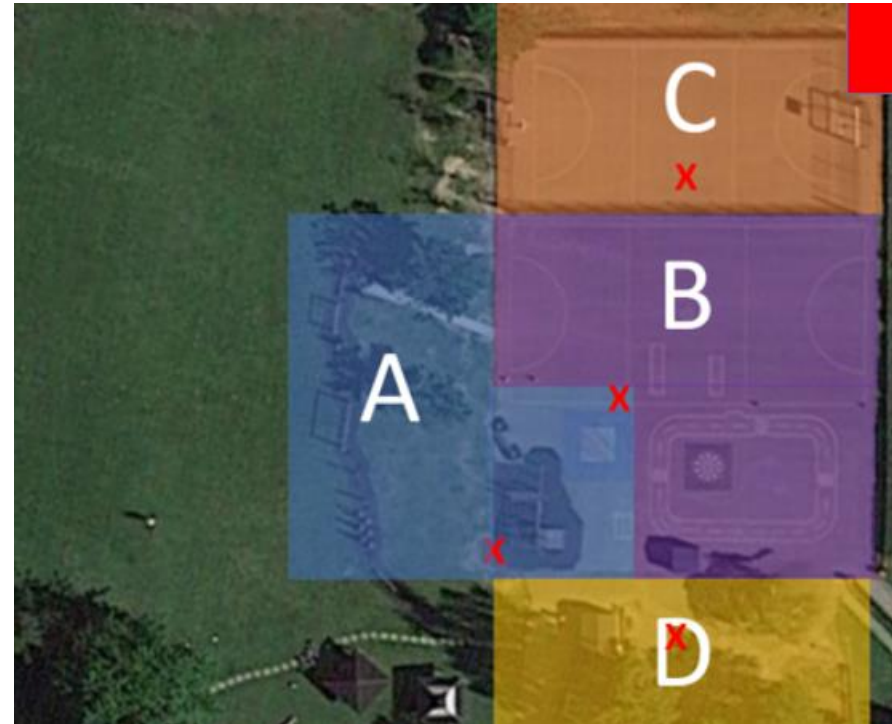


# LUNCHTIMES IN RECEPTION

The children are the first to go into the hall to eat their lunch. When they are finished, they are escorted up to the main playground. The playground is organised into four 'zones'.

## Zones

- A** KS2 pick up sticks and trim trail
- B** Playground
- C** Ball Court
- D** EYFS/Y1 area



# ZONE D: PURPOSEFUL PLAY

The Reception and Year 1 children are encouraged to stay within zone 'D'. They are assisted by lunchtime staff and Year 6 Play Leaders.





# PLAY LEADERS

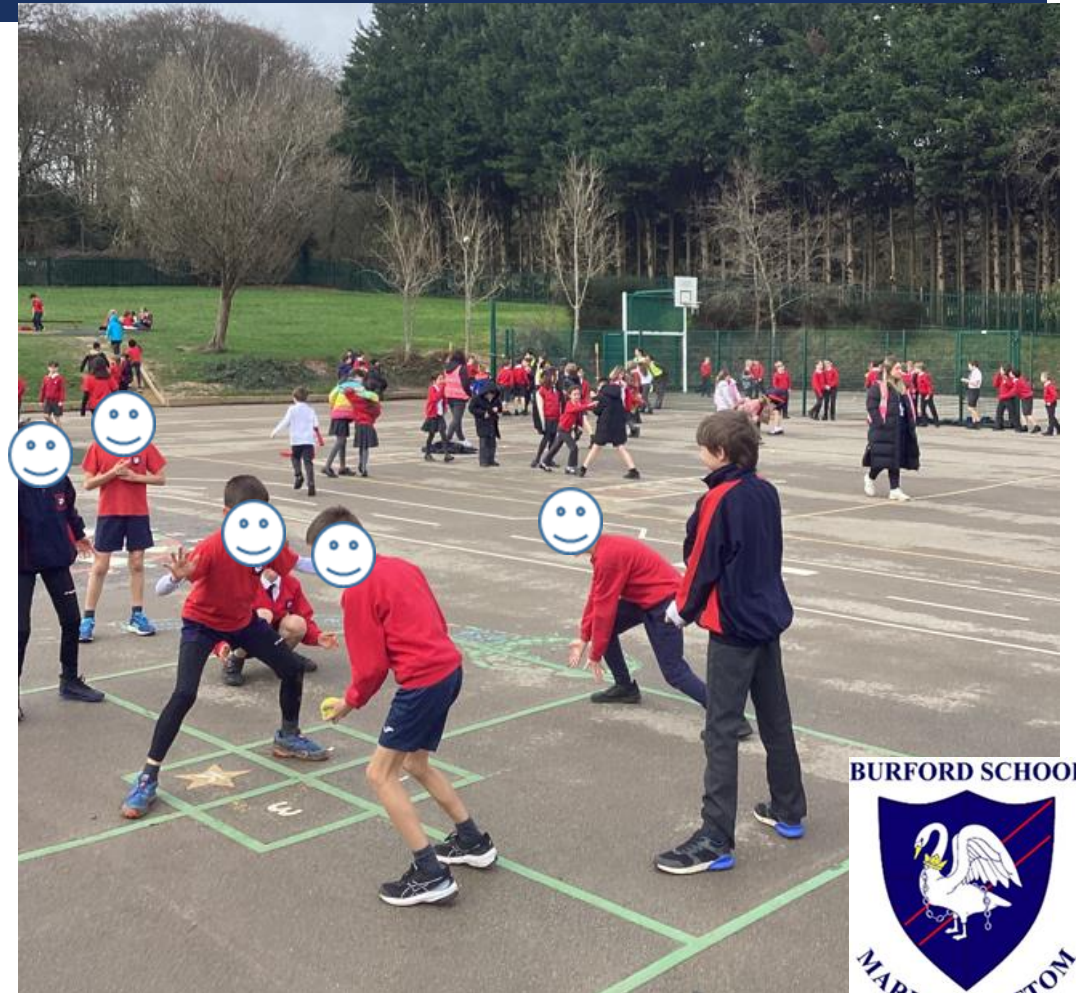
The children are reminded to share the play equipment. They are encouraged to speak to an adult with a hi-vis vest if they are upset or hurt. The Play Leaders encourage positive play.



# ZONE A: TRIM TRAIL AND PLAYGROUND



# ZONE B: MAIN PLAYGROUND (Y2 AND UPWARDS)



# ZONE C: BALLCOURT AND KS2 AREA



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# ZONE D: EYFS AND Y1 AREA

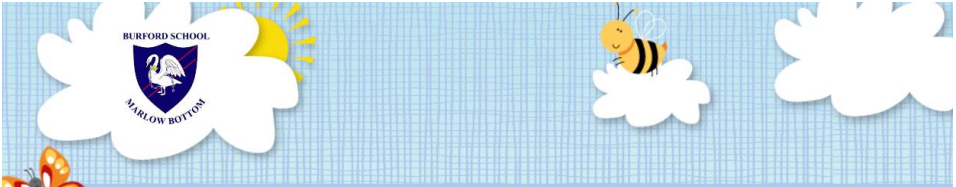


# PARENTS AS PARTNERS



- We greatly value your input, opinions and any information you can share with us about your child's progress.
- Regular Contact
- Reading Journals
- Stay and Play sessions
- Workshops
- School Newsletter
- Weekly Information
- Learning Journeys - Tapestry

# TAPESTRY



## Memos

Page 1 Next >

Filter & Sort

Search

**Reminders**  
24 Jun 2024 11:00 AM by Lucy Phillips  
Published for relatives

Dear Parents, A few hot weather reminders please: We have many children without sun hats today. Please send a named hat every day. We will be learning and playing outside everyday until the end of t...

Observations Assessments Flags

20 per page Page 1 Next >

Filter & Sort

Search

**Small world**  
28 Jun 2024 10:59 AM by Jackie Martin



# PREPARING YOUR CHILD FOR SCHOOL

- Encourage independence, even if it takes longer to get ready.
- Use the toilet independently and flush it after use.
- Follow a series of instructions.
- Act responsibly, confidently and have good manners.
- Dress and undress independently.
- Use a knife and fork.
- Share, co-operate and take turns.
- Tidy up and take responsibility for possessions.
- Talking and playing together.



# SCHOOL UNIFORM

- Mid to light grey skirt/shorts/skorts/culottes/trousers/pinafore dress
- White polo shirt
- Red v-necked school sweatshirt or cardigan
- White or grey socks or grey tights
- P.E. Kit:
  - A PE bag is needed for the safe keeping of PE kit.
  - Burford PE Shirt, navy shorts
- Forest School Clothing:
  - All children will need a pair of waterproof trousers and coat/jacket and wellies.
  - They may also need an extra jumper, hat and gloves and a pair of tracksuit bottoms.



**ALL ARTICLES SHOULD BE CLEARLY AND INDELIBLY MARKED WITH YOUR CHILD'S NAME.**

# STARTING IN SEPTEMBER

- Inset Days – 3<sup>rd</sup> and 4<sup>th</sup> and 5<sup>th</sup> September
- Complete all forms in your new starter pack
- Parent meetings – 8<sup>th</sup> September
- Induction period 9<sup>th</sup> to 12<sup>th</sup> September
  - Your child will be allocated a *either* morning *or* afternoon sessions
- Monday 15<sup>th</sup> September – all children start full-time



# HOW TO RAISE A CONCERN

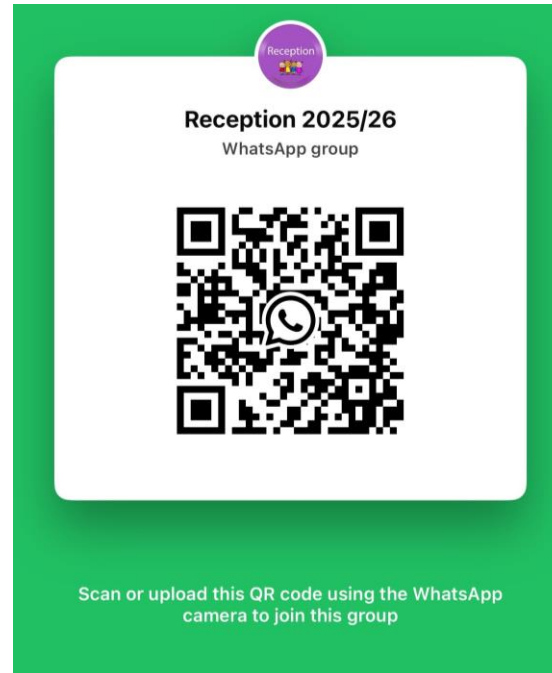
In the first instance, contact your child's class teacher and we hope this will address any concerns you may have. If you are not satisfied, then the following escalation procedure should be followed as per our Complaints Policy.



Behaviour concerns/incidents are recorded on CPOMS.  
All entries on CPOMS are alerted to the DSL/DDSL Team.

# FINAL DETAILS

- Attendance
- Medication/accidents
- Enrichment opportunities
- Objectives meeting in September
- FoB.
- Wrap around and holiday club
- Reception parents' Whatsapp group



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