# Headlands Primary School










# Reception

# 2026

## Parent Information Booklet

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# Welcome to Headlands Primary School

Dear Parents/Carers,

It is my privilege to welcome you to Headlands Primary School. This booklet has been designed to help provide information that will support the smooth transition to our wonderful school.

Headland's prides itself in having high standards of teaching, learning and behaviour. This is all underpinned with strong values and principles. As well as having high academic attainment, we encourage your child to develop a wide range of interests such as the arts, music and sports. We contribute to your child's development in providing secure building blocks for the future and strive to produce a 'well rounded' child.

We are a highly motivated, enthusiastic and committed team. We strongly believe in placing learning and the well-being of children at the centre of education. Happy and challenged children make good learners, not only in school, but as life-long learners. Education aims to be challenging, exciting and fun, full of enriching experiences. We strive to make learning irresistible.

Working together as a partnership is key in developing a successful and happy school. We hope that you will work with and support the school to ensure the best possible education for your child.

We look forward to meeting you and please do not hesitate to contact me if you have any queries or need clarification on any matter.

Yours sincerely,

Mrs Ruth Ellis
Headteacher






# Early Years Vision

At Headlands Primary School, our philosophy is to value every child as a unique individual, who enjoys learning and thinking for him or herself. Our aim within the Early Years Foundation Stage is to provide a happy, safe, and stimulatingenvironment, which allows all children to feel secure and valued and therefore ready and eager to learn. We provide a supportive and secure 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 their development and enjoyment of learning through a variety of different activities, both adult-directed and child-initiated in secure indoor and outdoor situations.

## Early Childhood

We celebrate the uniqueness of each child, recognizing they all learn and develop in different ways, at different rates and bring diverse experiences to our school.

We have high expectations for every child, believing that they should be empowered to take ownership of their learning and their environment.

We believe that risk and challenge are vital in order for our children to develop critical thinking, resilience, and perseverance.

We have committed partnerships with families to provide every possible opportunity for our children to become confident communicators, to be socially competent, to have high levels of well-being, and to develop the necessary physical skills.

We nurture children's natural curiosity, joyfulness, and intrinsic creativity as powerful motivators across all areas of learning and development.






# Early Childhood Environments

We recognize that the environment plays a significant role in supporting children's learning and development and so our indoor and outdoor spaces are designed to promote high levels of involvement and the level of learning.

Well-planned, high-quality continuous provision provides for children with familiar and consistent areas and resources that are open-ended and flexible, promoting all aspects of learning and development.

We provide stimulating and challenging enhancements that give children new experiences and support new learning.

To enable children to participate in "risky freedoms" we ensure that both adults and children are involved in processes of assessing risk/benefit.

Our environments are created to reflect and respond to children's predictable and specific needs and interests.

Our daily routines are flexible and a key teaching strategy to embed learning. They are designed to provide sufficient time for children to become engrossed in self-initiated activity.

# Early Childhood Staff

Our greatest resources are the adults who have a good understanding of child development, support children's autonomy, and are reflective and evaluative.

Sensitive and skillful adult-child interactions focus on extending thinking, broadening communication and introducing challenge.

Warm, authentic relationships between all staff, the children and their families are a priority.

We use observation assessment effectively to be responsive to the children's needs and interests ensuring that all children make progress from their starting points.

Our adults utilise a range of strategies to ensure that the teaching is developmentally appropriate, varied and stimulating.

All staff recognise the importance of modelling skills, learning behaviours and high expectations.

# Our Setting

Continuous provision is how we plan our learning environment. The purpose of continuous provision is "to continue the provision for learning in the absence of an adult". Each and every part of our learning environment has been carefully planned to meet and challenge the development needs of our children.

Learning opportunities are carefully planned around the interests of the children so they can lead, take ownership, and become immersed in their learning. We support the children to develop their skills progressively in exciting, fun, and creative ways to achieve the highest standards possible. We also provide 'hooks' or scenarios to support their ideas and to really engage the children in their new learning experiences.

As well as our indoor environment our outdoor provision provides varied and exciting experiences. This includes Forest School and access to a well-planned outdoor space which offers the children those experiences only available in the natural world.













# Access to School

If you need to access the school during the day, please come to the main school office which is accessed through the main gate. All other gates will be closed when all the children have arrived at 8.55am

# Communication With School

All communication with the school in the first instance should be via email:

headlands.primary@york.gov.uk

If you wish to speak to a class teacher, please e-mail or ring the office.

Children in Reception classes will be set up with a Seesaw account once they start in school in September. This is an online app which allows home and school to share information about your child. Once your child has been set up with a Seesaw account, you will be able to contact your child's class teacher directly via the Seesaw app.

# School Office Contact Details

t: 01904 762356

e: headlands.primary@york.gov.uk

w: https://www.headlandsprimary.org.uk/

# Book Bags

The Parent Teacher Association (PTA) have very kindly bought each child a book bag which can be used to transport reading books, reading record books and letters etc. between home and school. These will be made available before your child starts school.

# Jewellery and belongings

Precious toys and personal belongings should not be brought to school since they are easily lost, damaged or exchanged with other children.

Each child will have a named tray within their classroom to store personal belongings.

The wearing of jewellery is not allowed, although children whose ears have been pierced may wear studs - accidents can easily occur with other types of earrings. Parents must provide plasters to cover up earrings at P.E times.

# Clothes

We believe that a school uniform is important;

- It looks smart
- Wears well
- Contributes to a sense of belonging
- Gives a common purpose
- Fosters a feeling of pride

We ask that all children wear uniform and encourage them to maintain a high standard of appearance in school.

| Boys | Girls |
|---|---|
| *Autumn / Spring / Cool weather* | *Autumn / Spring / Cool weather* |
| Red sweatshirt or jumper | Red sweatshirt, jumper or cardigan |
| White shirt or T-shirt | White blouse/shirt or T-shirt |
| Grey / black trousers | Grey / black skirt or trousers |
| White or grey socks | White or grey socks / tights |
| Sensible, practical shoes | Sensible, practical shoes |
| *Summer / warm weather* | *Summer / warm weather* |
| White or red shirt or T-shirt | White or red blouse/shirt or T-shirt |
| Grey / black shorts | Red or grey summer skirt or shorts |
| White or grey socks | Red and white summer dress (check or stripe) |
| Sensible, practical shoes | White or grey socks |
| | Sensible, practical shoes |

Please provide your child with a spare pair of pants and socks in their P.E bags … just in case!!

## *P.E. / Games kit for boys and girls*



Red T-shirt

Grey/black shorts

Red/Black Jogging Suit (optional)

INFANTS: black pumps for outdoor activities

It is important that the children are dressed appropriately in the Early Years Foundation Stage, in clothes that can be removed and managed by the children and are suitable for creative (messy) activities. All children will do PE weekly and will be encouraged to dress and undress themselves independently.

## *Forest Schools clothing*



# Parents as Partners

We recognize the vital importance of parents and carers in a child's developing stages. As a primary care provider you are your child's first educators and we greatly value any input, opinions and information that you can share with us about your child's learning and progress.

Throughout your child's first year in school, an online Learning Journal (Seesaw) will be produced recording your child's memories, learning and achievements. We encourage you to contribute to it by making small observations at home, which are extremely valuable and useful and can be uploaded to Seesaw. There may be things that your child is doing with you, which are not evidenced at school.

We provide many other opportunities for parents and carers to take an active part in your child's education:

- Weekly Reception newsletters
- Regular school newsletters
- Weekly celebration assemblies to celebrate individual achievements
- Curriculum overview of topics/objectives being covered
- Two Parent Evenings during the year
- End of year report
- Sport's Events
- Open mornings/open afternoons
- Grandparents open afternoon, Mum's / Dad's open afternoons

Most importantly, we operate an 'open door' policy where parents are actively encouraged to discuss any concerns at the earliest opportunity. Staff are usually available after school if there are issues that need to be discussed. A red reading record book will be given out on your child's first day at school. This can be used at home and in school for any information that needs to be shared.



Grandparent's open afternoon

# Parents helping in school

Ideally, we would like every parent to spend some time in their child's classroom. You will gain a valuable insight into your child's new world by visiting for a morning/afternoon and you are most welcome to arrange this with your child's teacher.

Some of you may be able to help on a more regular basis and we are very grateful to the many parents who work alongside teachers carrying out a wide range of tasks. You could help with art and craft, making resources, baking, sewing, mounting pictures, listening to children read etc.... the list is endless! Please contact your child's teacher if you would like to visit or become a parent helper.

**Please obtain a DBS Clearance Form from the School Office as soon as you know you would like to spend some time in school as all adults now have to be DBS cleared before they are admitted to helping in schools.**











# ROUTINE

It is important to establish a routine for school days. Please encourage your child to be as **INDEPENDENT** as possible.

Arriving at school **ON TIME** is key, as this helps the children start the day with **CONFIDENCE.**

Making time after school to **LISTEN** to your child tell you about the events of the day helps to develop their speaking and listening skills.

Your child will be very tired when he/she comes home from school, so plenty of **SLEEP** will help prepare them for the next day.

Be **POSITIVE** about school and talk about it as an enjoyable experience, rather than a negative one.

It would be helpful if your child can do as many of the following as possible.



Recognise their own name in print



Listen when being spoken to



Know when and how to use a tissue



Wash and dry hands unaided



Know when to ask to go to the toilet, use the toilet properly without help, be able to flush it after use



Dress and undress for P.E. Do up buttons and zips on school clothes, including coats. Put shoes on correct feet and do them up. Change shoes, wellingtons, P.E pumps. Turn clothes so they are not inside out.



Carry out a simple instruction e.g put this book back in the box please



Be able to take turns when playing games and using equipment



Draw freely with pencils and crayons



Play amicably, share toys and show consideration towards others



Be able to open their own water bottle and lunchbox



Use scissors



Be responsible for clearing away their toys



Use a knife and fork

# Practical Preparations for School

You can make your child's transition to school easier by being aware of the differences between learning at home and learning at school and supporting them in coping with these changes.






**Here are six ways you can help:**

## 1. Paying attention

Your child will have to follow instructions and stay focused.
Prepare him/her for this by giving instructions in a clear voice one at a time. Play the game of 'what did I say?' You say something and your child repeats it, they then turn their back and you say something else that they then have to repeat.

## 2. Different physical demands

You can help prepare your child for the physical demands of a classroom by making sure he/she is used to sitting still for short periods.

## 3. Level of noise

Classrooms can be noisy! Help your child to realise that sometimes we can do things more effectively by being quiet and still. When all the children in the class are good listeners, the class can learn better.
Practise 'good listening' with your child; look at the person speaking, keep your hands and feet still, hear what is said and think quietly about it.

## 4. Asking for help

Reassure your child that it is positive to ask questions if they are unclear about an activity.

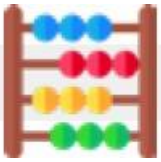
## 5. Unfamiliar routines

Your child will have to respond to instructions, line up and take turns.He/she will have to sit and work closely with other children. Talk to him/her about school routines and be reassuring. We don't want them to experience any anxiety.

## 6. Unfamiliar adults

Your child will be learning to interact with unfamiliar adults he/ she has not met before. Again, be reassuring – we are a friendly bunch!

# Practical Preparations for School



## Maths Skills

Tips and ideas for encouraging early maths, reading and writing skills:

- Count daily with your child

- Learn counting rhymes

- Use fingers to represent a number

- Identify numbers wherever you go (house numbers, on buses, signs etc).

- Talk about adding one more/one less e.g. when serving dinner

- Help to weigh and mix ingredients when cooking

- Sort objects by colour, size or length

-Identify 2D shapes inside and outside the home

- Refer to the clock at different times of the day

# Helping my child with Reading and Writing …



## Reading Skills

- Sing nursery rhymes and poems
- Make up stories and rhymes. Look at rhyming words.
- Make time to share stories together.
- Point to the print and explain that this tells the story.
- Identify familiar signs and symbols e.g. your child's name, advertising logos
- Encourage your child to finish a sentence by pausing at a suitable place.
- Look at the pictures within a book and predict what may happen in story.
- Allow your child to see you reading (books, recipes, newspapers, food packaging, instructions etc.) and read aloud when he/she is around.



## Writing Skills

Encourage your child to 'mark-make' without feeling pressured.

Use a variety of media e.g. chalk, colourful pens/pencils, in sand, glitter or shaving foam to encourage them to 'mark-make'.

Encourage 'free writing'.

When you write a note or shopping list, encourage your child to do the same. This early writing may be a scribble but will develop.

Let your child write their name the on cards or letters. **Please use a capital for the first letter and a lower case thereafter.**

Starting school can be a daunting experience. Below is a selection of books that might help introduce the concept of beginning school.



Here are a selection of the Reception staff's favourite books that help develop early rhyming, storytelling, sequencing of events and number skills.



## Provisional timings for EYFS during the day

| | |
|---|---|
| 8.45am – 8.55am | Arrival time for Reception children |
| 10.30am - 10.45am | Break time |
| 12.00pm - 12.45pm | Lunch-time |
| 1.45pm - 2.00pm | Break time |
| 3.25pm | Collection time for Reception children |

# *Dropping off your child*

On Tuesday 8th and Wednesday 9th September please bring your child into the Reception classrooms via the Infant playground and help your child to settle with an activity.

Please use these transition sessions to familiarise your child with where their peg is located in the cloakroom. These are clearly labelled with a variety of colourful pictures to aid recognition. If your child will be staying for lunch, please locate where your child can store their lunch box in the cloakroom. Water bottles can be stored in the cloakroom too. Book bags can be placed in the boxes in the corridor.

Thereafter, we will expect the children to be dropped off at the internal school gate where there will be a member of the EYFS team to meet and greet them. Please ensure that you say your goodbyes before this time as there will be lots of other children coming into the school grounds. The children will then walk across the playground into the Reception classrooms.

We find that this system enables the children to settle quickly, thus helping us to begin the day smoothly.





# Collecting your child

At the end of the school day, the children will line up outside the Reception classrooms for you to collect. The children are requested to wait for you to approach them so that we can ensure a safe pick up. You will be able to access the Infant playground at 3:25pm.

It is vital that you inform us if someone different is collecting your child. Also, if you are delayed at the end of the day, we would appreciate it if you could contact the school office to let us know. We will telephone parents or an emergency contact if nobody has collected a child within 10mins of the allotted collection time.

Remind your child that they should always return to their class teacher if there is a problem after they have been collected, for example if they have become separated from you on the playground.





# Lunchtime

In Reception the lunchtime break usually lasts approximately 45 - 50mins. During lunchtime, the children are cared for by lunchtime supervisors. Teachers are always on hand to support when needed.

# Hot dinners

Infants are entitled to the government's Universal Infant Free School Meals. This means the government provide a hot dinner for every child in Reception, Year One and Year Two. A welcome letter from the office will be sent out before September regarding the online application for free school meals. Our hot lunches are prepared and cooked on site by Mellors Catering. A menu of daily choices is available on our school website: https://www.headlandsprimary.org.uk/page/?title=School+Meals&pid=221

We encourage you to go through the menu choices with your child and complete the online form. Please may we encourage you to order your child's lunch choices for the whole half term. Alternatively, please ensure that we receive confirmation of your weekly menu preferences by Sunday.

# Lunch Boxes

If your child prefers to have a lunchbox please ensure that none of the contents contain nuts due to children with severe nut allergies within the school. We have a healthy eating ethos, so please also exclude chocolate, sweets and fizzy drinks.

# Milk and Snacks

The government provides a piece of fruit or a vegetable for the infant children to eat during morning break time and free school milk for each child until their fifth birthday. If you think your child would like milk from their fifth birthday you will need to register and pay via www.coolmilk.com

# Water Bottles

Children are encouraged to drink water throughout the day. Please can your child bring in a water bottle filled with fresh drinking water (no juice). We kindly ask that all water bottles display your child's name clearly and visibly.

# School Rules

Your child is soon to become a member of our school community. Please help him or her to understand our school rules.



## These are our school rules:



- Do as you are asked first time.
- Allow others to learn.
- Keep hands and feet to yourself.
- Be kind and speak courteously to everyone.
- Move around school sensibly - 'walk not talk'.

# House Groups

At Headlands Primary School we are very passionate about our school houses which are Ebor, Knavesmire, Minster and Clifford. When your child starts school in September they will join one of these houses. Our houses are like our life blood that run through our school. They give the children a real sense of belonging from the first day of their school journey, as they join that bigger, wider community of our school.









# Learning in the Early Years Foundation Stage

Reception is where the excitement begins! A child's first experience of school supports his/her attitude to learning. It is important to lay foundations for a positive attitude towards school. We aim to make your child's experiences at school stimulating, calm and happy.

The Early Years Foundation Stage environment is developed around the children's interests. It is an exciting and engaging place to be, where we encourage our children to be independent learners through a range of practical activities. We follow a thematic curriculum which allows us to be creative with our lessons.

The children learn primarily through a variety of play and real-life experiences and access to their environment freely.

Our teaching is delivered through carefully planned tasks, incorporating a mixture of child initiated and adult led activities. These are thoughtfully organized so that each child can acquire basic skills, knowledge and understanding.

Their development is tracked through detailed, daily observations and child-initiated interactions.

These observations identify the child's learning linked to the 'Birth to 5 Matters' and 'Development Matters' documents and report on the child's next steps of learning. The information is transferred into your child's personal Learning Journal (a diary of information and photographs). We use an online Learning Journey called Seesaw, which you are able to access via an app. We use this system to record individual progress and plan the next steps of your child's learning.








# *The EYFS Framework*

The Early Years Foundation Stage Framework (EYFS) sets out four guiding principles, which shape practice for teaching in Reception.

**1.** Every child is a **unique child**, who is constantly learning and can be resilient, confident and self-assured.

**2.** Social interaction is key to children's development. Children learn to be strong and independent learners through **positive relationships.**

**3.** Children learn and develop well in **enabling environments.** Providing a safe, secure and stimulating foundation for your child is key to their development. The framework allows for experiences that respond to the child's individual needs, aswell as developing a strong partnership between practitioners, parents and/or carers.

**4. Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.







# *The Early Years Foundation Stage Framework*

The Early Years Foundation curriculum provides the framework of how we structure the setting, the activities and opportunities we provide, as well as how we assess your child's development.

Progress is monitored throughout the year against checkpoints devised using a combination of the key learning points identified in the EYFS 'Birth to 5 Matters' and 'Development Matters' documents. The class teacher completes ongoing assessments and uses these to inform the teaching and provision.

For each area of the curriculum your child will have an 'Early Learning Goal' that they will be working towards achieving by the end of the year. The way in which your child engages with other children, adults and their environment links to the Characteristics of Effective Learning.

## PRIME AREAS

**Communication and Language**

- **Listening, Attention &**
- **Understanding,**
- **Speaking**

**Personal, Social and Emotional Development**

- **Building Relationships**
- **Managing Self**
- **Self-Regulation**

**Physical Development**

- **Gross Motor Skills**
- **Fine Motor Skills**

## SPECIFIC AREAS

**Literacy**

- Comprehension
- Word Reading
- Writing

**Mathematics**

- Number
- Numerical Patterns

**Understanding the World**

- People, Culture and Communities
- The Natural World
- Past & Present

**Expressive Arts & Design**

- Creating with Materials
- Being Imaginative & Expressive

## CHARACTERISTICS of EFFCTIVE LEARNING

**Playing & Exploring**

Engagement

**Active Learning**

Motivation

**Creative & Critical Thinking**

Thinking

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