



*Part of the  
Fierté Multi-Academy Trust*

## **Welcome to Dosthill Primary Academy Induction Evening**

**2022-2023**

- School day (including the first few days)
  - Before and after school provision
    - Curriculum and assessment
      - Being 'School Ready'
      - Us knowing your child
      - Uniform and equipment
    - The school day in the EYFS
      - Allocation of classes
- Stay and Play sessions and Transition Day
  - School lunch





School day times 8.50am – 3.15pm  
(gates open at 8.40am)

Lunchtime 11.50am-12.50pm

**All children start school on 6<sup>th</sup> September 2022**

All children in Reception are entitled to a free school meal. (Parent Pay)

Free flow fruit is available throughout the day in each classroom.

You can order toast, milk and juice for your child to have mid morning, letters will be sent out in September.





## Before and after school care

Wrap around care is offered by a subsidiary company of the Trust 'Our Pride Our Joy Limited'

The care runs between

7.30 -8.45

3.15-6.00

Contact Dosthill Primary Academy office to register interest.





## The Curriculum and Assessment in Reception

Early Years Foundation Stage (EYFS)  
Curriculum  
**7 Areas of Learning**


### **3 Prime Areas and 4 Specific Areas**

<p>Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving.</p>		<p><b><u>Areas of Learning</u></b></p> <p>All areas of learning and development are important and inter-connected.</p>			<p>The four specific areas strengthen the three prime areas.</p>	
<p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>✓ Listening, Attention and Understanding</li> <li>✓ Speaking</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>✓ Gross Motor Skills</li> <li>✓ Fine Motor Skills</li> </ul>	<p><b>Personal &amp; Social Development</b></p> <ul style="list-style-type: none"> <li>✓ Self-Regulation</li> <li>✓ Managing Self</li> <li>✓ Building Relationships</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>✓ Comprehension</li> <li>✓ Word reading</li> <li>✓ Writing</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>✓ Number</li> <li>✓ Numerical Patterns</li> </ul>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>✓ Past &amp; Present</li> <li>✓ People, Culture &amp; Communities</li> <li>✓ The Natural World.</li> </ul>	<p><b>Expressive Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>✓ Creating with materials</li> <li>✓ Being Imaginative &amp; Expressive</li> </ul>
<p><b><u>Personalised Progress Curriculum</u></b></p> <p><b>Observation, assessment and planning</b> all support a child’s development and learning. Planning starts with observing children in order to understand and consider their current interests, development and learning.</p>						





## Assessment

- Reception Baseline Assessment (RBA) within the first 6 weeks
- Ongoing assessments through observations, photographs and record of your child's learning ( books & Tapestry)
- Phonic assessments (half termly) 
- End of year assessments measured against an **Early Learning Goal** for each of the 17 strands within the 7 Areas of Learning.
- Reported to the Local Authority, Trust and to parents through end of year reports





## School Readiness

**Resilient and confident**

**A keenness to learn**

**Have effective personal and social skills.**

What can you do?

- Encourage self-help skills to develop independence– how to do things for themselves (toileting, getting dressed, zips on coats )
- Talking about feelings and emotions
- Socialising
- Good sleep routine
- Reading with and to your child – everyday if you can
- Involvement in getting to know school before starting





## School Readiness

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**Have effective personal and social skills.**

What we will do:

- Share information with you about all aspects of your child's transition journey
- Establish positive relationships and effectively consult with you
- Provide an environment that will enthuse, motivate and engage all children enabling them to make decisions and have the confidence to learn
- Assign every child a key person and inform you what this means
- Understand the different stages of child development, how these relate to each other and share outcomes
- Celebrate successes widely, especially with families
- Demonstrate high expectations for each unique child by providing challenge, promoting resilience and raising aspirations



## Uniform

Please see the uniform on display

Green jumper/ cardigan

White Shirt

Tie

Grey Trousers / skirt / Pinafore dress

Grey shorts / green Summer check dress

Black Shoes

**Please name everything**

**If your buying new uniform, a little bit big works really well!!**

Name all **PE kit** inc spare socks

Team T'shirt ( Team colours will be allocated by October Half Term)

Black shorts

Black/grey sweatshirt / hoody and joggers and trainers for outdoor PE







Have something familiar on bags so they can be easily identified by your child  
Ribbon, key ring etc **as well as their name**

**Ensure your child knows what their belongings look like. Let them carry them into school so that they know what belongs to them**

**Book bags** are recommended due to limited storage space and no additional bags please

Velcro shoe fastening are a teacher's best friend!

Spare clothes in kit bags please – named

Waterproof coats all weather outdoor learning

Sun hats

Apply sun cream before school

Water bottle – Named





## Allocation of classes

- The best interests for each individual child
  - Discussions with Key Workers
- What will be the best for each child's learning
  - Ratio of boys and girls
  - Even spread of dates of birth
    - Personalities



## Stay and play sessions, Nursery visits and home visits

- Number of dates set aside during June and July
- Settings will be contacted to arrange a mutually convenient time to meet keyworkers
- Your child will be invited to stay and play and story sessions. These will be during weeks commencing the 27<sup>th</sup> June and 4<sup>th</sup> July 2022
  - **Transition day (11<sup>th</sup> July) longer session in the class base –**
- Home visits will take place during weeks commencing 4<sup>th</sup> July and 10<sup>th</sup> July ( please take letter).

\*\*please be prompt when dropping off and collecting as learners currently Reception will need to return to their classes for home time\*\*





## Class performances, workshops and meetings

- Dates for the Christmas Nativity are set early in the Autumn term
  - Sports day will fall during Summer term
  - Phonic workshops will take place during Autumn term – dates sent out Autumn term
- Parents evenings - October February/March and July





**Thank you for attending.**

**We will now have time to explore the classrooms.**

**Any Questions?**