Starting Reception

at

Ludham Primary School

2026-7

GENERAL INFORMATION

Class name: Kingfishers

Ludham Primary School and Nursery

School Road, Ludham, Gt. Yarmouth, Norfolk NR29 5QN

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EYFS STAFF

EYFS Teacher and Lead: Miss Lisa Mindham

EYFS Teacher and SENCo: Mrs Jo Ashman

Teaching Assistant: Mrs Louise Nichols

Teaching Assistant: Mrs Jo Funnell

Teaching Assistant: Miss Lauren Hudson

Teaching Assistant: Mrs Gemma Quantrill

Teaching Assistant: Mrs Katherine Brasnett

Headteacher: Mrs Andrea Goreham

Chair of Governors: Mrs C Cordiner Achenbach

Mrs Kim Gilden

SCHOOL SECRETARY

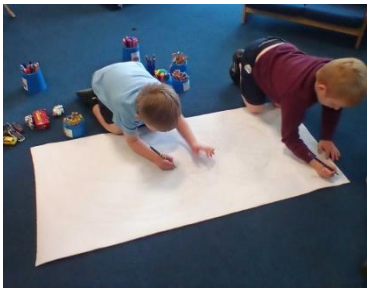
Mrs Rebecca Russell

Welcome to Reception!
This booklet has been written to help prepare you and your child for the exciting adventure of starting school. We aim to give you the information you need and some ideas for how you can help get your child ready for school so that they have a really positive start at Ludham. We recognise the value of parental support to children's all-round development and learning, and we want to work in partnership with you to help your child develop as a valuable member of our school community and go onto achieve their full potential.

OUR SCHOOL AIMS AND VALUES:

We have a dedicated, enthusiastic teaching team which is committed to providing the best possible education for all in a caring, supportive and inclusive learning environment. Our mission statement is **'Achieving excellence through enjoyment.'**

- We aim to create a safe, happy and caring environment in which children and adults alike can flourish.
- At Ludham Primary School and Nursery we want everyone to enjoy learning and to achieve the highest possible standards.
- We encourage children to learn through participation in a stimulating, challenging and creative curriculum.
- Children develop moral values, spiritual awareness and a respect for their own cultures and beliefs and those of other people.
- We aim to equip our children with the necessary skills and attitudes to be responsible members of society and to develop a lifelong love of learning.



Our school is committed to promoting equality of opportunity in all aspects of school life, based on the understanding that all people are different but equal. We seek to address issues of race, gender, disability, culture and religion, wherever appropriate. In the first five years, a child learns more than they are ever going to learn in the rest of their life. It is a period when learning is most rapid. It is therefore very important that children are given a solid foundation in these vital early years, on which to build their future learning. This can only happen if staff and parents work in partnership. If you have any questions or worries about your child, please do come and discuss them with the Early Years staff at any time.

The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) sets the standards for learning, development and care for children from birth to five. The Statutory Framework for the Early Years Foundation Stage contains the legal requirements and statutory guidance which we follow. Nursery and Reception classes are referred to as the foundation stage of learning, because it is during this time that attitudes to learning are formed and social skills developed which lay the foundations for future education.

There are four over-arching principles, as stated in the Statutory Framework for the EYFS. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- importance of **learning and development.** Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)

The Early Years Curriculum

Young children learn best through play, trying things out, experimenting and talking. The Early Years Curriculum is an individualised, play-based curriculum which allows the adults to observe and find out about children's interests and what they are able to do independently across a broad range of areas. We then use this information to plan for the children's next steps in learning and development. Our role is to provide a stimulating environment and opportunities that will move children's learning on, and to teach children the new skills and knowledge that they need so that they progress in all areas of their development and learning. The children will spend most of their day in Early Years learning through play, where they can direct their own learning and practice what they have learnt in the focused teacher sessions. There will be focused daily teaching of maths and

phonics, and children will put their phonics into practice during reading and writing sessions. Stories form a vital part of the curriculum, and these stories often go on to inspire the learning in class during the week. Talk is also very important, and we build in regular opportunities for children to talk and share their ideas and problem solve with others in the school day. In addition to this, children learn about aspects of science, geography and history through topic activities, and take part in PE and music sessions each week. The children take part in Forest School sessions once a week and we try and plan in outdoor learning activities too.

Learning and Development

There are seven areas of learning development. All areas are important and interconnected.

The children are taught and assessed under the sections of the EYFS, set out below.

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Self-Regulation
	Managing Self
	Building relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills
Communication and Language	Listening, Attention and Understanding
	Speaking
Specific areas	
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Number
	Numerical Patterns

Understanding the World	Past and Present
	People, Culture and Communities
	The Natural World
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive

At the end of the Reception year an EYFS Profile is completed for each child. Each child is assessed in relation to the Early Learning Goal (ELG) descriptors.

Our Environment

The Early Years setting at Ludham has a self-contained, well-planned outdoor area with different surfaces - grass, hard play, and pebbles; parts of the area are covered to provide shelter, and there are spaces for water and sand play, digging in soil, and climbing. We also regularly visit our 'wild area' and use the school field to access outdoor learning. The children have access for free-flow between the outdoor and indoor areas, and are therefore encouraged to dress appropriately for these different environments.

Play underpins the delivery of all the EYFS. Young children learn most effectively through structured play. We work together as a team and plan for children's learning in seven areas of development to ensure that all these areas are covered within an interesting, stimulating and supportive framework. We also ensure that children progressively develop their skills and knowledge throughout this phase of their school life. The children are taught directly and also have a choice of planned activities so that they are able to develop independent learning habits. We actively encourage them to initiate their own activities. When planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust their practice appropriately. We also reflect on the different ways the children learn. These characteristics are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Partnership with Parents

As parents, you are the first educators of your children. We believe in a close partnership between parents and staff as we join you in educating your child. We want to work closely with you. Good communication between staff and parents enables us to inform each other of relevant matters concerning your child.

Your child will be assigned a key person. The key person is a member of staff who is responsible for helping your child feel safe and cared for in the classroom. The key person is also a familiar point of contact for you as parents or carers. You will be made aware of who this is when your child starts school.

We appreciate being informed of any changes at home that might affect your child, and will treat anything you tell us in strict confidence.

We want to inform you as parents and carers about the activities and learning situations that your child will be experiencing. We use 'Tapestry' a secure online Learning Journal to record photos, observations and comments made by your child and ourselves. Our relationship with you as parents and carers is fundamental to our work in the EYFS and we encourage you to help record any milestones and special events in their lives by recording them as 'wow moments' to celebrate with us and the rest of the class. Please do this by uploading photographs and comments on 'Tapestry'. These also help us to build up a record of your child's experiences during their time at Ludham. We hold parents' evenings twice a year, when you will be invited to discuss your child's progress. However, there is no need to wait for these times. If you have questions or concerns, please speak to one of the team.

How do we help to prepare your child for school?

We realise it is a big step for your child starting somewhere new. In July, we help with their transition by inviting them into Kingfisher Class to meet their peers. We also hold a transition meeting in July which gives you the opportunity to find out more of the exciting things we do in Reception and how you can help your child at home.
If you join us during the school year, we will arrange short 'stay and play' sessions for your child prior to their starting date, so your child can spend time with us in Kingfisher Class. Within this time, and with your help, we also build up a picture of your child's needs and interests, so they have the best possible start with us.
Please visit the school website to find out some of the things we do in the Early Years.

How can you help prepare your child for school?

Here are just a few ideas for how you can help your child prepare for school. We're sure you are doing lots of these already, and have lots more ideas that you could add!

- Share books and stories.
- Go to the public library and share a range of books
- Teach your child nursery rhymes.
- Play turn-taking games such as snakes and ladders; make sure your child learns how to win and lose as well.
- Talk about numbers and teach your child to count objects accurately; you could involve your child in helping around the house by counting out the bowls or spoons needed to lay the table, counting steps up and down the stairs, look at house numbers or numbers on cars or buses as you go for a walk.
- Talk about mathematical concepts such as: taller, shorter, heavier, lighter, full, half full, empty, less than, more than, higher, lower.
- Let your child handle money and learn to recognise coins.
- Talk about shapes and colours.
- Encourage your child to dress and undress themselves, including using buttons and zips.
- Ensure your child can manage using the toilet by themselves, including washing their hands afterwards.

Settling in during the early days

During the first few weeks of school we will spend a lot of time really getting to know your children and helping them to settle into the new routines of school. We will be observing and joining in with the children as they play and will be carrying out planned activities and games. We will also be carrying out a Reception Baseline Assessment (RBA) which is a short assessment, taken in the first six weeks in which your child starts Reception.

Supporting your child with their learning

Parents always ask what they can do to help support their child with learning at home – the answer is lots! Most importantly, we ask all parents to read with their children as often as possible. This includes reading stories to your child as this helps them to develop a love of reading and good story language, and it also develops their understanding. Children who love stories, and who are able to talk about and retell stories, have a brilliant starting place when it comes to writing.

Reading also includes listening to your child read to you. Little and often is the key – children who read regularly at home for just 5-10 minutes a day, especially in the early years, grow in their confidence as readers. We encourage all parents to set aside some time each day in a comfortable quiet space, when distractions are minimised, to enjoy reading together. If you would like any advice or support with reading, we are always happy to help.
Throughout the school year we will regularly send home learning activities, such as handwriting activities and words to learn to read.

Attendance

It is very important that children attend school every day so that they can make good progress in their learning. It is very tricky for children when they miss days and need to try to catch up with their learning. As a school we really believe that every day counts and we do lots to encourage and reward good attendance. If your child is unwell and, as a result, will be absent from school it is your responsibility to ring the school office that morning to inform us of the reason for absence every morning of illness.

Behaviour for Learning

We believe that the most effective and efficient learning is achieved in a happy, calm and caring community. In order to develop and foster such an atmosphere we aim to be positive and consistent in all our relationships. The school has developed a Behaviour Policy, which embodies our aims to encourage, praise and promote good behaviour. We believe it is essential that children understand their role in keeping a disciplined and orderly learning environment in school and as such the learner values and school expectations are shared and discussed with children so that they understand what is expected of them.
Further information can be found in our school Behaviour Policy, available on the school website and from the school office.

Open Door

We have an 'open-door' policy in the Early Years. This means that members of the EYFS staff are available before and at the end of the session if you wish to talk to us about anything. If you need to speak with us in greater depth, you can make an appointment to speak with us directly or through the school office.

School Uniform

Our school uniform can be ordered from www.schooltrends.co.uk.
The Reception uniform consists of:
Black school shoes – light blue polo shirt, dark blue skirt, dress or trousers.
Burgandy cardigan or sweatshirt.

Wellington boots (to remain in school). Appropriate coat for the weather.

PE is an important part of our children take part in weekly sessions using the equipment in school. Children need to bring a PE kit into school – this should stay in school each day, and should include a plain royal blue t-shirt, plain dark blue shorts, trainers or plimsolls.

Children will need to bring a book-bag to school each day for their reading and library books, any home learning activities and for letters. Letters are sent home regularly so it's always worth checking your child's book-bag for this. Bookbags are available to purchase from www.schooltrends.co.uk
Please ensure all children's clothes and belongings are clearly named with either labels that can be sewn or ironed in or with a fabric or marker pen.

Lunchtimes

Reception children are entitled to free school meals. The school kitchen cooks delicious and healthy school lunches each day. A copy of the menu can be obtained from Mrs Russell in the school office. If your child would prefer a packed lunch they can bring a healthy, nut-free lunch box to school. We do ask that children have healthy foods, so no fizzy drinks or sweets in their lunch box, please.

Snack time

Reception children are provided with a free healthy snack of fruit or vegetables each day.
Please send your child in with a sports bottle containing water only – we encourage all children to drink plenty of water throughout the day.

Further Information

For further information please visit the school website, ask to speak with the Early Years Team or contact the school office who are always happy to help.

Reminder of what your child needs to school

- A bookbag
- A water bottle (sports bottle)
- Coat
- A packed lunch and lunch drink (if not a school dinner)
- Wellington boots (kept at school),
- P.E. kit (kept at school)
- Forest school waterproofs (kept at school)
- Please make sure everything is named!

We look forward to sharing your child's learning journey with you!
The EYFS Team