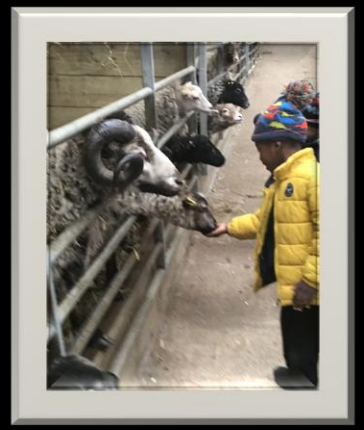
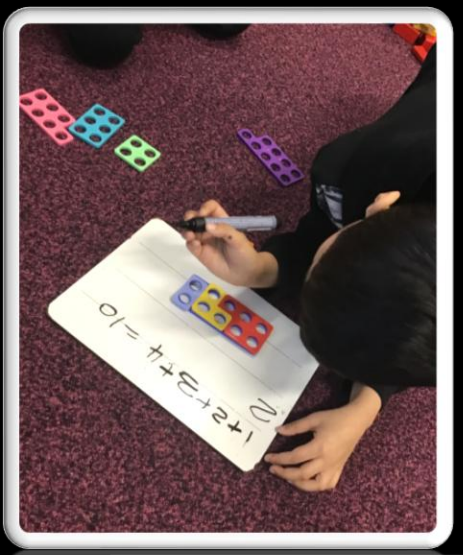






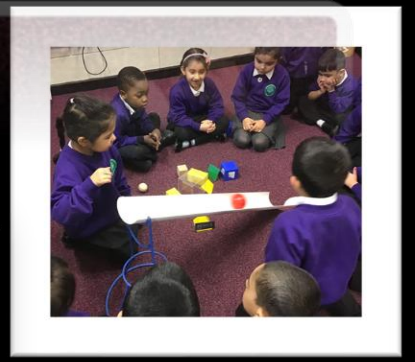


















Welcome to Freehold Community Primary Academy Reception

Meet the Team…



This is our Principal, Mrs Maher



This is our Vice Principal, Mrs Greenwood



This is our Assistant Principal, Miss Riley



This is our Assistant Principal, Miss Lees.



This is our SENDCO across school, Mrs Blackburn.

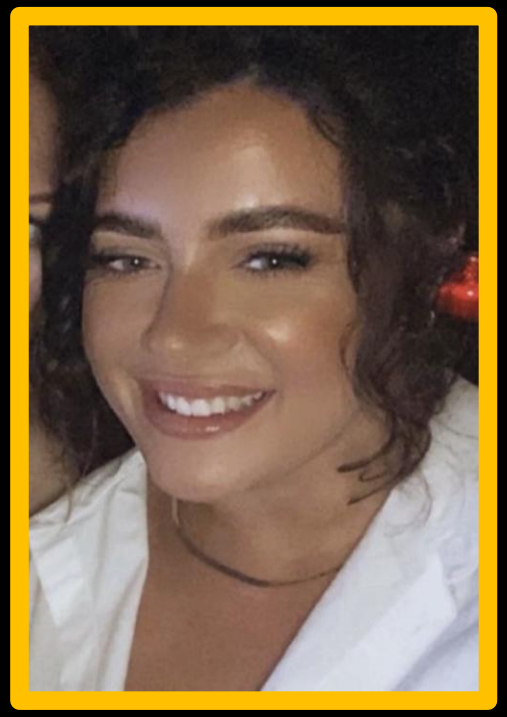


This is our Inclusion Lead, DSL and SENDCO for SEMH, Miss Sparkes



This is our Attendance Officer and Home Liaison, Miss Denham

Meet the teachers…



This is Miss Cuschera,
Reception Yellow
class teacher



This is Mrs Mills,
Reception Green
class teacher

Freehold Curriculum Principles

Provide children with **opportunities** and **experiences,** which will **broaden their horizons**, **spark curiosity** and **ignite** individual **talents** and **interests** in order to **improve their life ambition.**

Freehold Curriculum Principles

Provide children with a knowledge **rich** curriculum, underpinned by **high quality texts,** so that they **know** and **remember more** whilst developing a **love of learning, which enables** future learning to be a **success.**

Freehold Curriculum Principles

Provide children with a safe space to develop their **own identity**, a **sense of belonging** and the desire to **explore and embrace diversity** within society, in order to be **respectful** and well-rounded **citizens.**

Freehold Curriculum Principles

Provide children with **ambitious vocabulary**, **language structures** and opportunities for **oral discussion,** in order to become **successful communicators** and **presenters** who are able to express their **thoughts, feelings** and **opinions.**

At Freehold we are 'Growing together on our learning journey'...

EYFS Curriculum Principles

Provide learning that **inspires wonder** and **awe**, keeping our **children** at the **heart** of all we do. **Enable** children to become **resilient risk-takers** and **life-long learners** in a **safe and warm environment** where they are **accepted** and **supported** to **thrive as individuals**.

23 Town Square shopping centre/Spindles,OI1 1XF.

Uniform





















Attendance Matters

Children learn and develop more from birth to five years than at any other time in their lives and any gaps in their learning by the end of the Early Years will, on average, double by the end of their primary years.

Benefits of good attendance:

Good habits
It builds in young children the idea that getting up and going to school is simply what you do. Children who attend every day develop a feel for the rhythm of the week and gain a sense of security from regular routines.

Underachievement is often linked to lower attendance. For some older students this is linked to a steadily deteriorating trend in attendance which is traceable right back to Reception. Establishing good habits early is the key to future success.





Secure relationships
Young children find it easier to build and sustain a range of social relationships when they regularly attend nursery/ school.

Self – esteem
Children who rarely miss sessions at nursery/ school and arrive on time are more likely to feel good about themselves. Children who regularly miss sessions, or are generally late, can frequently experience a sense of having to try a little bit harder just to understand what is going on and what other children are talking about or doing.

Learning and development
Children's learning develops quickly in the Early Years. For example, once phonics begins in Reception children are learning a new phoneme every day. This means any time lost creates gaps in learning…



…and the more gaps there are, the harder it is for children to catch up to their peers. Good attendance ensures that children can develop at the right pace, gain confidence as they make progress, and ultimately enjoy school as they see themselves succeed.

Every day lost = approximately 6 hours of learning

Every week lost = approximately 30 hours of learning

11 days lost = 94% attendance and 66 hours of learning time lost

19 days lost = 90% attendance, classed as a persistent absentee and 114 hours learning time lost



Parents can encourage good attendance by:

- having a regular bedtime and morning routine
- preparing for the morning routine by setting out clothes
- making time for a healthy breakfast
- talking together about all the fun their child will have at nursery/ school
- arranging routine medical appointments, outings and holidays for the times their child does not attend nursery/ school if possible
- talking to their child's key worker if there are any concerns or anxieties
- working with their child to develop healthy hygiene practices

If you are facing difficulties getting your child into school, it is important to discuss this with school at the earliest opportunity.

We are here to help.





If we work together, we can ensure your child reaches their full potential.

Useful Contacts

Head Teacher: Mrs Maher

Deputy Head Teacher: Mrs Greenwood

EYFS Lead: Miss Lees

SENCO: Mrs Blackburn

Safeguarding Officer: Miss Sparkes

Attendance Officer: Miss Denham

Telephone: 0161 770 6450

Email: freehold@focus-trust.co.uk

Website: www.freeholdprimaryacademy.co.uk



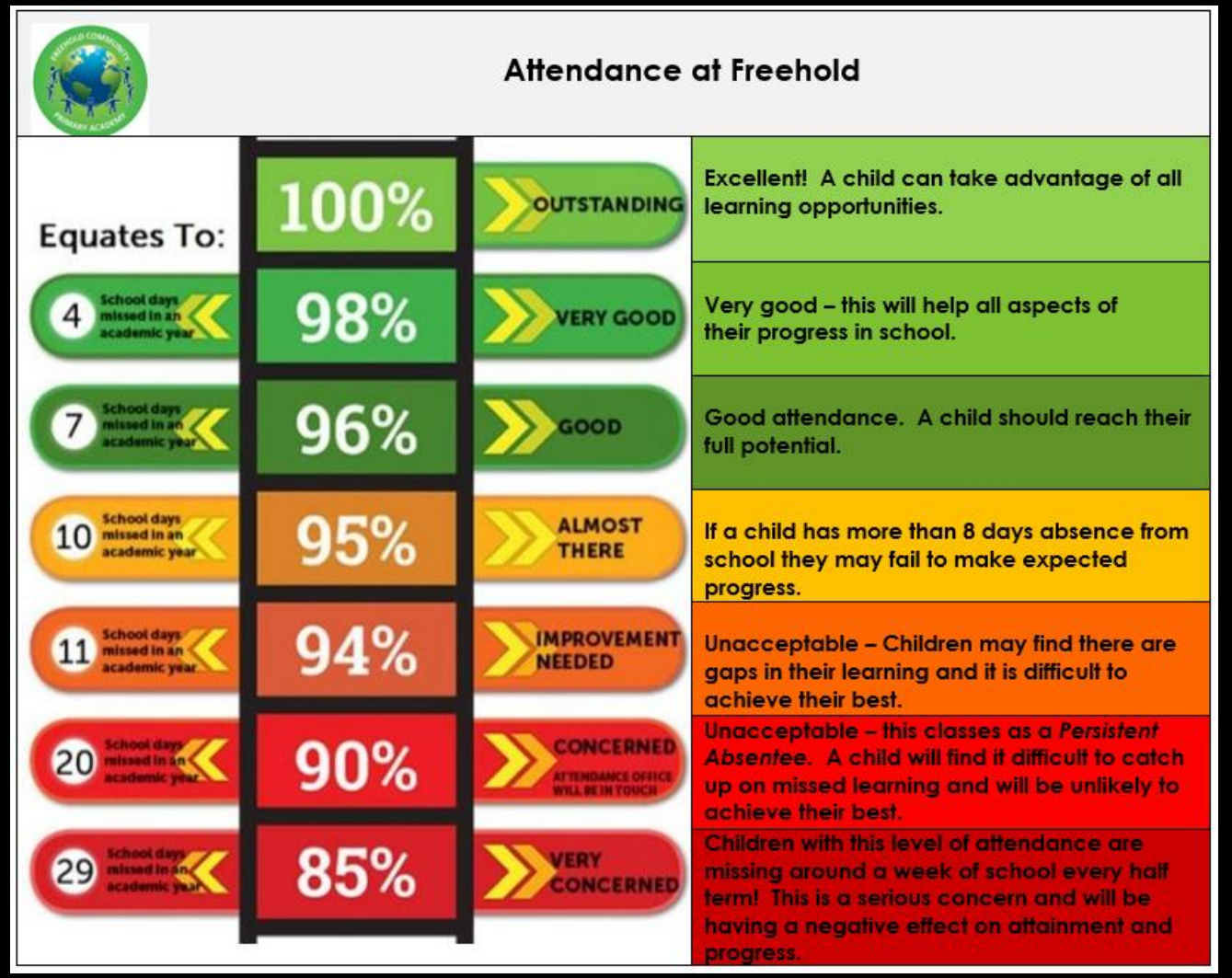
Attendance in the Early Years

Good attendance is essential right from the start.

All parents want the best for their children. Having a good education is important to ensure that children have the best opportunities in their adult life. They only get one chance at school, and your child's future may be affected by not attending school regularly.

Good habits must be formed right from the start of their school life.

Regular school attendance is an important part of **giving children the best possible start in life**. The aim should be to attend 100% of the time. Students who miss school frequently can fall behind with their work and do less well in exams



At Freehold and within the Focus Trust policy on Extended Absences **we do not give permission for any extended Absences**. We have 13 weeks holidays each year and all holidays should be taken during these times. If you do take an extended absence during school time you will receive a fine after five school days have been missed you are also at risk of losing your child's place at Freehold.

School starts at 8.45am and it's very important to be on time as learning begins straight away. School finishes at 3. 15pm. If your child is going be absent due to illness please always call the school to let us know.













Our indoor and outdoor learning environments support independence

















Key Principles in the Foundation Stage

A unique child

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

Positive relationships

Children learn to be strong and independent through positive relationships.

Enabling environments

Children learn well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.

Learning and development

Children learn and develop in different ways and at different rates. The framework covers the education and care of all children in early years settings, including children with special educational needs and disabilities.

The Characteristics of Effective Learning



The Prime areas

These three areas are important for igniting children's curiosity and enthusiasm, for building children's capacity for learning and to help them form relationships and thrive.

- Personal, Social and Emotional Development





- Communication and Language





- Physical Development

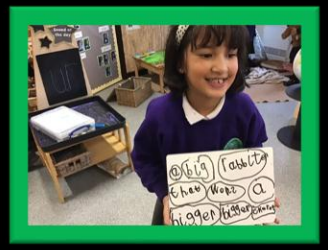





The Specific areas

The **Prime areas** are strengthened and applied through these four specific areas

Literacy






Maths






Understanding the World



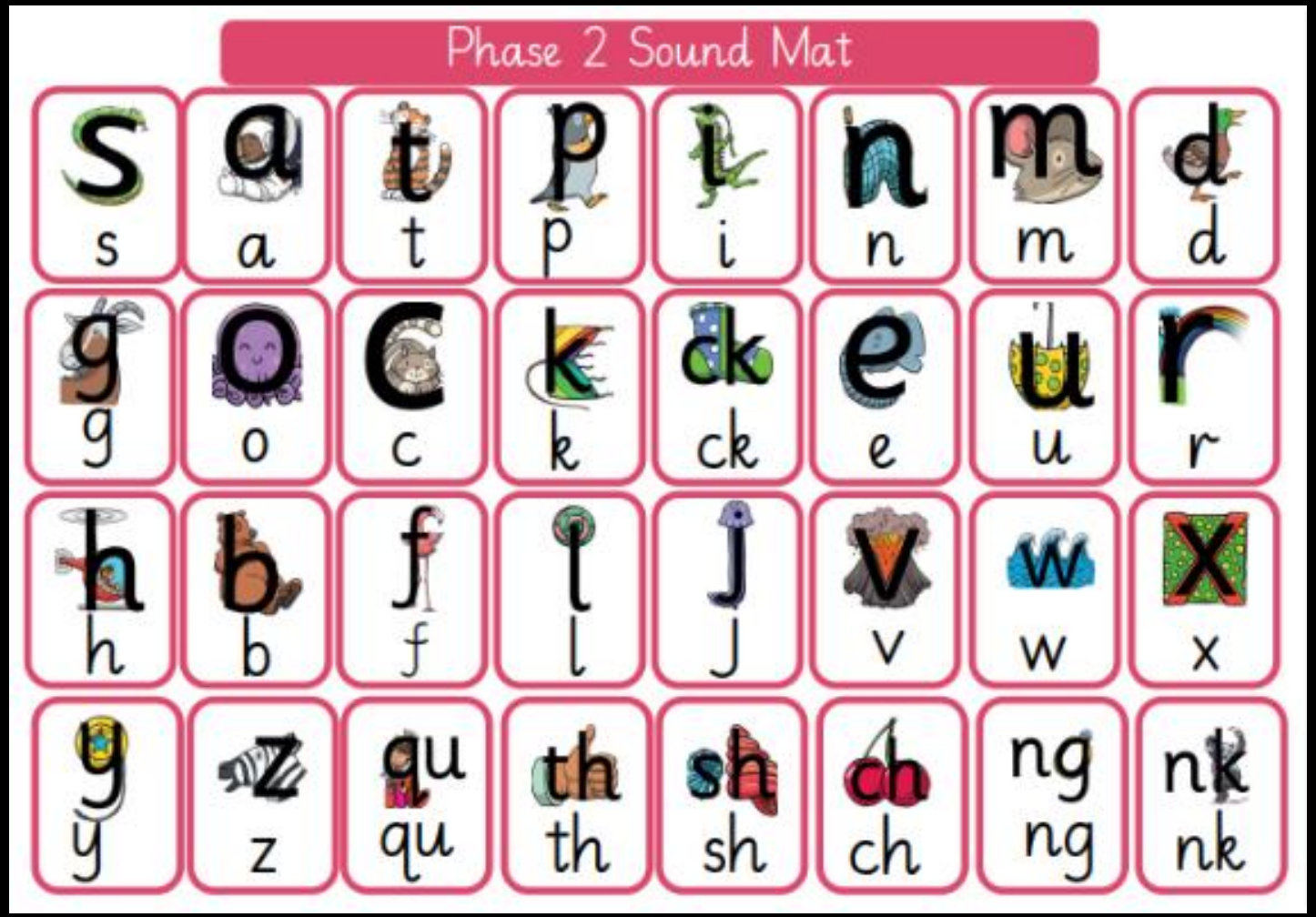



Expressive arts and Design



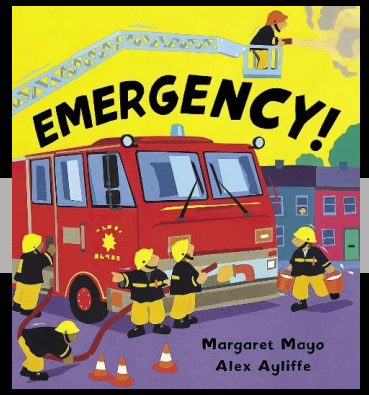



Our phonics scheme is Little Wandle

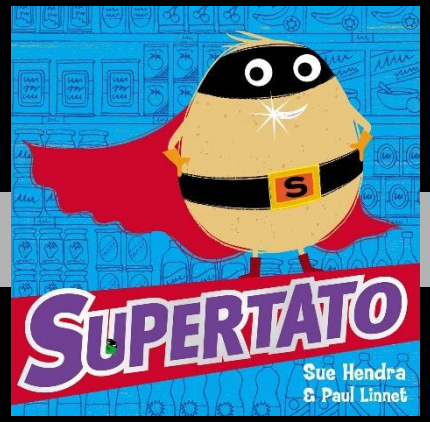


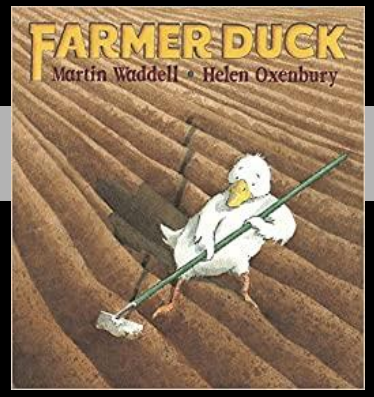
Our key stories and themes

Who can we ask for help?

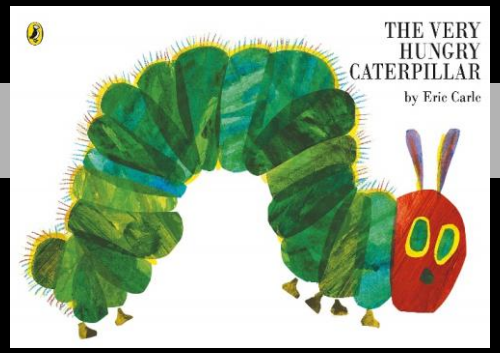


Who are the famous characters in my books?



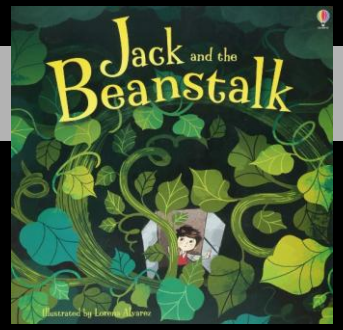


Why did Old McDonald have a farm?

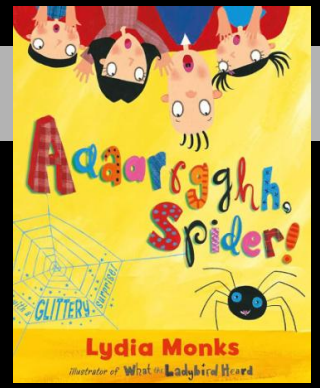


What gave the hungry caterpillar stomach ache?

What made Jack's beans grow?



Are all minibeasts scary?



Trips and visitors

We go to farm in the Spring term.







We watch a pantomime!

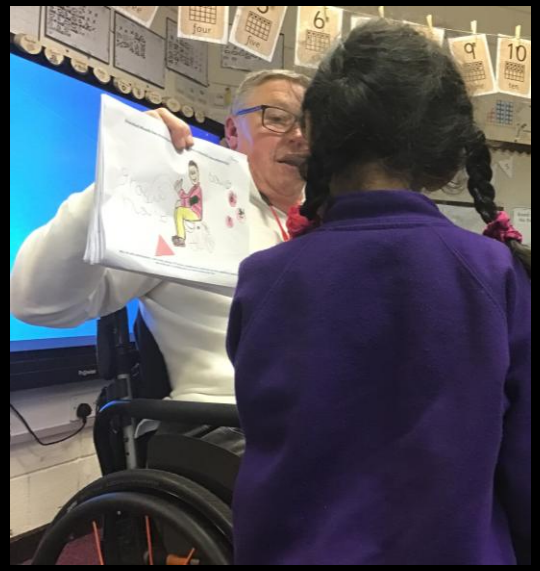


We ask for a small contribution to help to fund these important enhancements – you will receive a letter explaining this





We go on walks in our local area.



We have visitors come in to help us learn..

Parents as partners

We use Class Dojo at Freehold to communicate messages and updates and you can contact your child's class teacher here.

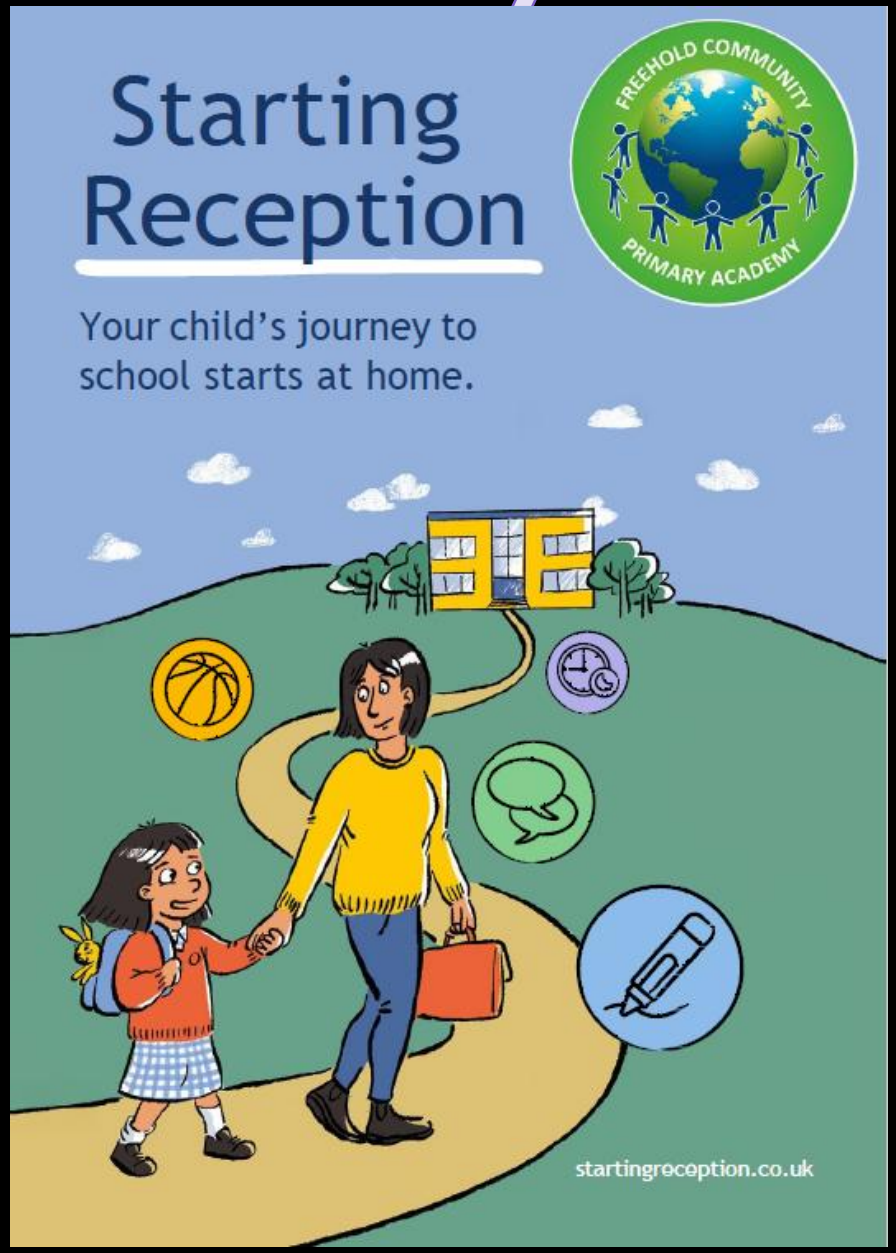




We get to know our families well at the beginning of the year. Please make sure that we know who is picking up your child each day. They must be on our contacts list or have been introduced to us in advance or we will not be allowed to send them home without your permission.

We appreciate how valuable parent partnerships are to the progress and development of your child and we welcome you to our school community. We regularly run workshops and events where you will be invited to come into school.

What can you do to help?



bitly

The definition: skills to practise before starting Reception:

New skills take time to learn. Practising at home will help your child move into school more easily and with confidence.

Growing independence

Taking care of themselves

- Putting on/taking off their coat and shoes
- Using the toilet and washing their hands
- Getting dressed with little help, e.g. after using the toilet or doing PE
- Using cutlery (e.g. fork and spoon, chopsticks) and drinking from an open cup
- Spending time away from you, learning they can be looked after by caring adults

Play, creativity and curiosity

- Taking part in imaginative play (e.g. role play)
- Drawing, painting, colouring and sticking
- Counting, building and doing puzzles
- Exploring the world around them (e.g. looking closely at the natural world, noticing numbers, patterns and shapes, playing safely with objects at home)



At school your child will be meeting lots of new people and make new friendships. Some things to help them get ready include:

Building relationships and communicating

Being with others

- Practising sharing and taking turns with toys
- Talking to them about how they are feeling and why
- Looking at story books together and speaking about what characters are feeling is a good way to do this
- Beginning to recognise what others are feeling, e.g. understanding if a friend is sad
- Encouraging them to set boundaries for themselves and others (e.g. knowing how to say 'no')

Communication and language

- Singing along with songs and nursery rhymes
- Talking happily to others about activities, experiences and the world around them
- Showing they need help by speaking clearly (in basic English or sign language)
- Recognising the pattern of their name (so they can find it on their coat peg or jacket)

Listening and engaging

- Paying attention for short periods of time
- Listening to and following simple instructions
- Carrying on with a task even when it's difficult and bouncing back if things go wrong



Physical development

Getting moving for at least three hours a day

- Walking up and down steps (one foot at a time, using the wall for support)
- Climbing, running, jumping and playing
- Catching a large ball (most of the time)
- Doing simple puzzles and craft activities, strengthening their grip with cutting and sticking



Healthy routines

- Going to bed around the same time each night, waking up in time to get ready for school
- Limiting screen time to the recommended daily amounts (see advice)
- Eating a healthy diet and trying new foods
- Brushing their teeth with fluoride toothpaste twice a day (you'll need to supervise this until they are at least 7)





This is our SENDCO for EYFS and Year 1, Mrs Blackburn.

What should I do if I have concerns about my child's development?

- If you're worried about your child's progress, talk to your childminder/nursery/pre-school team, health visitor, local children's centre or Family Hub.
- If your child has developmental delays or SEND (suspected or confirmed), speak to their nursery, childminder, or health visitor/nursery/pre-school team well before they start Reception and discuss their needs when you are selecting schools.
- You can work with your child's early years setting to help your child with self-care, managing emotions, social skills, and communication in a way that suits their stage of development.
- You might want to share details about their development, needs, what motivates them, what might trigger difficulties, how they learn best, and what strategies work well.
- Make sure you share important information with everyone supporting your child, including their new Reception teacher.

Resources for families with additional needs

There are many organisations who can support with information and strategies to prepare you, your child and their educational setting, ensuring a smooth transition and setting them up for future success.

These include:

- Family Lives
- Speech and Language UK
- Dingley's Promise
- KIDS



Find out more

For more information, visit https://startingreception.co.uk



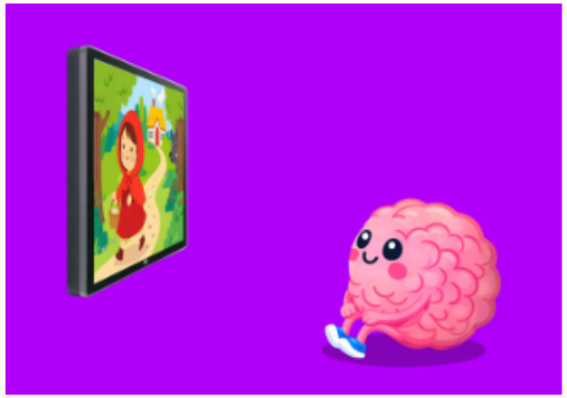
How much screen time should my child have?

Limit total screen time for young children, wherever possible.

- **Under 2 years**: Avoid screen time other than for shared activities with family that encourage bonding, interaction and conversation.
- **2–5 years:** Try to keep it to 1 hour a day. Less if possible.

Safe Screen Swap

Shared activities could include video calling with friends and family or looking through digital photo albums together.



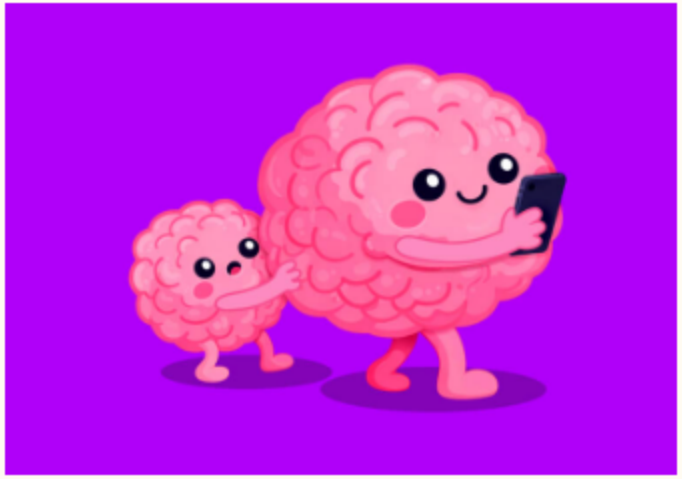
What content is better content?

Young children's brains are stimulated much more easily than adults', so they need content specifically made for them.

- **Slow-paced content:** Slow-paced, predictable content is better for young brains. Fast-paced, over-stimulating social media-style videos may affect how young children learn to concentrate, so it's best to avoid them.
- **Choose safe content:** Use parental controls to block inappropriate, harmful content.
- **Avoid social media:** Social media isn't made for young brains, so it should be avoided.
- **Avoid AI:** Don't let young children use AI toys, tools or chatbots until there's more evidence on how they affect your child. This includes devices or apps such as interactive robots, smart speakers or AI chat apps.

Safe Screen Swap

Check what your child is watching – look for content with simple stories, fewer scene changes and characters speaking slowly. It should be easy to hear what people are saying and to see the emotions on characters' faces.



How does my own screen use affect my child?

- **Lead by example:** Children's brains are like sponges – they'll copy your screen use habits. Be mindful of how often you use your phone around your child.
- **Being present with your child:** Spending long periods on your phone can make it harder to notice what your child is doing or feeling. Young children need attention, interaction and shared moments with their parents and carers to feel secure and supported.

When and where is okay for my child to use screens?

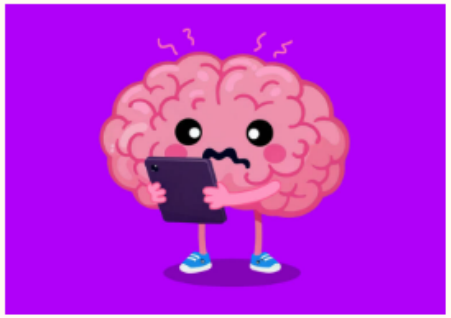
Set clear boundaries for when and where little brains use screens to ensure time for other activities that support their development.



- **Avoid young children using screens alone** as it reduces opportunities for social time and active play. Try watching and discussing content together with your child as it supports their development and helps you protect them from harmful content.
- **Screen-free zones:** Keep bedrooms and mealtimes free from screens. This can protect valuable family time and interaction.
- **Background watching:** Try not to have screens on in the background particularly during family time, meals or playtime. Screens can distract from beneficial activities for your child such as social interaction and active play.

Safe Screen Swaps

- **Mealtimes:** Try swapping screens for background music, simple conversation, table games, colouring or even ‘I Spy’ with colours or letters.
- **Bedtimes:** Swap screens for reading bedtime stories together. Try to avoid screens for the hour before bed, as this could affect sleep.



How does screen time affect my child's development?

- **90% of brain growth happens before age 5.** Young children learn best through warm, responsive interactions with parents and carers.
- **A large amount of screen time is linked with negative effects** on children's health and development. It can affect social, emotional, language and brain development, sleep, eyesight and healthy weight.
- Reading together, simple games, play and back-and-forth conversations all help them develop language, problem-solving skills, self-control and social understanding. **These early interactions, even before children can talk, create the foundations for every area of their lives.**
- Ensure screen time of any kind doesn't replace sleep, physical activity, active play or direct parent-child interaction.
  - Read more about **how much sleep your child needs.**
  - Find out about physical activity **in the first year** and **from age 1 onwards.**
  - Make **healthier food choices** for your child.



My child has SEND. Is the advice the same for us?

- Some children with **special educational needs or disabilities (SEND)** may need a more tailored approach when it comes to screens. Screen-based assistive technology can be an important tool to help some children and families communicate and take part in everyday activities.

- Like all young children, children with SEND need plenty of time for play, sleep and interacting with their parents and carers. Protect screen-free time for these important activities, where possible.

What can you do instead?



Reading &
story telling



Do outdoor activities



Set screen
time limit



Nurturing
Hobbies & Interests



Good night time
routine



Create electronic
free zone at home

What happens next?

Thursday 2nd July is our whole school transition day, so this day is very important - please make sure your child attends school this day. They will come to meet their new teacher and some of their new friends for a morning or afternoon session. You will receive more information about this in a letter. We will also send information about start dates and times for September as we have a transition period to allow children to build their confidence and get to know their teacher.

Stay and play????

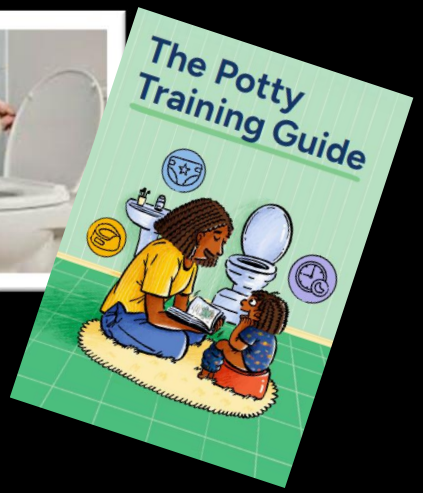
What will happen in September?



Please label your child's coat and any other items they may remove in school.

If you are worried about toilet training, please speak to a member of staff.







If your child has any allergies or asthma, you must let us know.

Your child will be able to have water or milk and fruit every day.



Home visits

Your child's class teacher will carry out a home visit on the first week in September before your child starts school, if they are new to Freehold.

<u>What to expect…</u>

- This is a lovely time for us to meet you and your child and for them to see us in a safe place, their own home.
- When they start school they will recognise us as a safe person and this will support them to settle.
- It's important that your child is at this meeting to help with this.
- It will also be a good time to ask any questions you may have.