



Reception Meeting 2023

Welcome to Hale Nursery and Primary Academy



Flying High Together

The Kite
Academy
Trust
Flying high
together



The Kite
Academy
Trust
Flying high
together

The Kite Academy Trust

Together we inspire a lifelong love of learning, which enables all our children to achieve more than they ever believed possible





Facts & Figures



- 10 Academies
- 4 Nurseries
- 1 Specialist Provision
- 2700 School-aged Children
- 124 Nursery Sessions
- 433 staff

Mrs Clare Freeman
Academy Head



Mr Steve Meakin
Executive Head



Mrs Jade Riches
Early Years Lead



Our vision:

Is for everyone to be **inspired to learn.**

Values:

Hale Academy has made a strong commitment to the PRIDE values and we actively teach the values of...

P Pride and Positivity

R Respect and Responsibility

I Independence and Integrity

D Drive and Determination

E Excellence and Enjoyment

#PROUDTOBEHALE



We pride ourselves on being a warm and open school with the highest expectations for all the children. We place the children at the heart of Hale Academy and we believe that every child can achieve their full academic potential and become successful lifelong learners, whilst also developing high levels of both social and emotional intelligence.

We actively promote an environment where every child is valued, is shown respect and inspired to become the very best they can be.



Safeguarding

At Hale Academy, the health, safety and well-being of every child is our top priority. We expect all staff, governors and volunteers to share this commitment to safeguarding our pupils. Volunteers are asked to sign to confirm that they will adhere to our safeguarding principles and understand how to report safeguarding concerns.

All staff and governors undertake regular Safeguarding staff training. We follow Surrey safer recruitment processes and strictly vet all staff, governors and volunteers.

Key Safeguarding Staff: Mrs Leigh Baldwin

Safeguarding Team: Mrs Clare Freeman, Mr Steve Meakin, Mrs Sarah Charlton, Mrs Jade Riches, Mrs Vicky Harrison and Mrs Tanja Wright

Academy Head: Mrs Clare Freeman

Designated Safeguarding Lead: Mrs Leigh Baldwin



Parents

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[The Haven Breakfast & After School Club](#)

[School Clubs](#)

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[Kite Assessment - School Reports](#)

[Keeping Your Child Safe On The Internet](#)

[Documents to Download](#)

[MarvellousMe](#)



Hale Nursery and Primary Academy

Where children are inspired to learn

Curriculum Intent

We place the children at the heart of our engaging, inclusive thematic curriculum and we believe that every child will achieve their full potential. We enable our children to become happy, resilient, well-rounded individuals by instilling a strong set of values that develop high levels of both social and emotional intelligence. We actively promote an environment where every child is valued, is shown respect and inspired to become the very best they can be. We aim to take every child in our care on a most wonderful educational journey which will nurture their talents and provide the skills and experiences to last a lifetime.

Curriculum Implementation

- *At Hale Academy we follow the Early Years Statutory Framework for the Early Years Foundation Stage published by the DFE 2021. This framework specifies the requirement for learning and development within the early years. The non-statutory guidance, Development Matters is used to inform planning and to promote learning and development across all areas of learning.*
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- *At the heart of our teaching and learning are the three prime areas of development matters, focusing on communications and language, personal, social and emotional development and physical development.*
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- *Within the area of communication and language, practitioners teach and model new vocabulary and carefully orchestrate environments and learning opportunities which promote and develop children's language skills. This is enhanced by high quality texts which provide opportunities for children to develop an understanding of a story, learn and explore the meaning of new vocabulary and to speak confidently within a range of different contexts.*
- *Personal, social and emotional development is supported through our school PRIDE values where children are encouraged to be independent, resilient and positive learners who show drive and determination when faced with challenges.*
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- *A balance of adult-led and child-initiated learning opportunities provide meaningful experiences for children to learn collaboratively. This enables them to learn, develop and consolidate new skills.*
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- *Physical development is promoted through our learning environments which offer an abundance of opportunities for children to develop and exercise their gross and fine motor skills through digging, climbing, balancing, mark making and exploring. The outdoor environment encourages the children to develop awe and wonder through the investigation of the natural world around them and to take appropriate risks where they learn to manage their own safety.*
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- *We believe that play is integral to a child's learning and development and so it is integrated and woven into all aspects of our engaging and thematic curriculum. Purposeful play offers valuable opportunities for children to practise their knowledge and skills whilst exploring the world around them.*
- *Children's knowledge and understanding is extended through meaningful interactions with their peers and practitioners. All adults are dynamic and creative in their approaches to delivering the curriculum and strive to offer learning opportunities in meaningful ways that are designed to promote the love of learning.*



Curriculum Impact

At Hale Academy children in the Early Years foundation stage will demonstrate high levels of engagement and enjoyment in adult led and child led learning. They will develop concentration, persistence, resilience, independence and most importantly become willing and confident to 'have a go'.

Children will develop excellent speaking and listening skills which will enable them to articulate their thoughts, feelings, knowledge and understanding. They will express their love of reading and books by talking confidently about the core texts they have shared and explored.

From their own unique starting points, we expect all children to achieve age related expectations and/ or make excellent progress. All children will be given the best foundations so that they can achieve their full potential and develop a lifelong love of learning.

Reception Baseline Assessment

Statutory Assessment introduced in 2020

This is an activity based assessment of pupils' starting points in:

- Language, Communication and Literacy
- Mathematics

Pupils will use practical resources to complete these tasks and teachers will record the results on a laptop, computer or tablet.

It will not be used to label or track individual pupils. Schools will be required to carry out the assessment within the first 6 weeks of pupils starting reception.

No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure.

However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

<https://www.gov.uk/guidance/reception-baseline-assessment>



Learning in Reception

Learning through play

Discrete teaching activities

Group learning

Hands on and active

**Based on children's needs and
interests**

Assessment through observation



Long-term overview Reception 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical ME	Celebrations	Rhyme	Traditional Tales	In my garden	Our Wonderful World
Power or reading	Colour Monster Ruby's worry Elmer The Rainbow Fish	Bonfire night Diwali story The First Christmas Stick man A letter from santa	Gruffalo Gingerbread man The Smartest Giant in Town	The Gingerbread Man The Easter Story Jack and the Beanstalk	Aaarrgghh Spider The Very Hungry caterpillar What the Ladybird Heard	Matisse's magical Trail The Tiny Seed Here We Are Astrogirl
Maths focus	Number recognition, counting reliably Pattern Sharing Subitise	2D and 3D shape Number bonds (Numicon) Subitise Capacity (witches' potions)	Counting Sequencing events/time. Subitise One more/one less	Measurement Rotation and manipulation of shapes	Addition Subtraction Groups of Doubling Problem solving	Addition Subtraction Groups of Doubling Problem solving
Creative focus	Self portraits	Diyas -candle holders for Diwali Christmas cards Christmas decorations Wax resistant pictures	Mother's day cards			Henri Matisse The Snail
Jigsaw	Being me in my world- Class rules and expectations.	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me



Our Daily Routine

8:45am	Doors open
8:55am	Official registration
9.00am	Phonics followed by independent learning time
11.00	Learning input-The Power of Reading
11:30am	Lunch time
12:30pm	Maths-White Rose Followed by independent learning time
2.30pm	Afternoon play
3:30pm	Home time



Phonics

Essential Letters and Sounds (ELS) is our chosen phonics programme. It teaches children to read by identifying the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words. Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers.

Children will bring home reading books that are closely aligned to their phonic knowledge. These books only contain sounds and harder to read and spell words they have been taught.



Reading at home

Please support your child by reading with them at home. Our expectation as a school is at least 5 reads.



Development Matters

Prime Areas of your child's development



Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building relationships



Communication and Language

- Listening, Attention and Understanding.
- Speaking



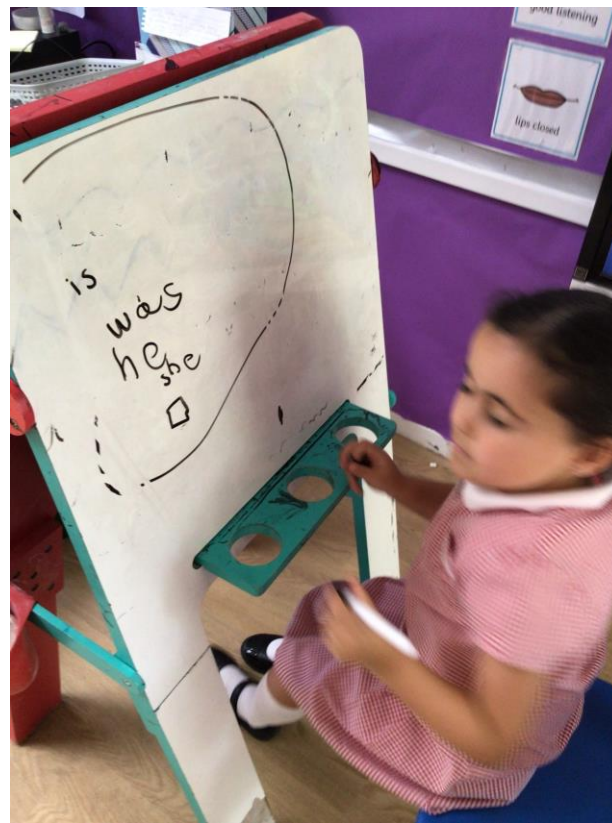
Physical Development

- Gross motor skills
- Fine motor skills



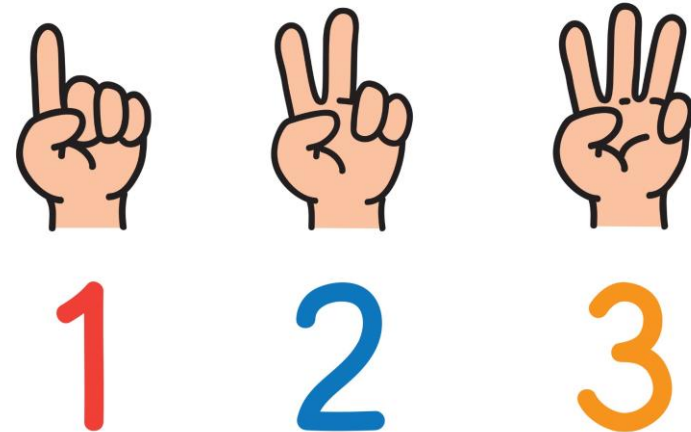
Literacy

- Comprehension
- Word reading
- Writing



Maths

- Number
- Numerical Patterns



Understanding of the World

- Past and present
- People, Culture and Communities
- The natural World



Expressive Art and Design

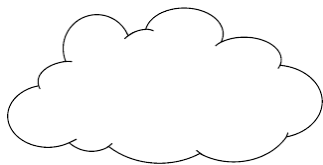
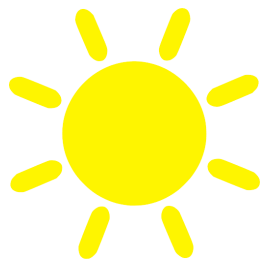
- Creating with Materials
- Being Imaginative and Expressive





Behaviour

- High and clear expectations of the children.
- Clear rainbow system used in Nursery and Reception
- Teach children learning behaviours so that they can be more independent and resilient.
- Explain to the child why certain behaviours are not acceptable.
- Restorative justice- encourage children to reflect on how their behaviours may impact others.



Uniform



Your child will need



- Spare clothes
- A coat
- A water bottle
- A packed lunch if not opting for a hot dinner. This must be a healthy lunch with no foods containing nuts.



Please label everything !





TAPESTRY

ONLINE LEARNING JOURNAL



A short video showing you how to set up your account

<https://www.youtube.com/watch?v=n7ROkDnb4I0>

Completing the all about me page

<https://www.youtube.com/watch?v=pxo3au-993Q>

Contact Details



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Questions