



PARK HILL

PRIMARY SCHOOL

Respect, Responsibility, Resilience

Starting Reception September 2025

"Securing the roots to lifelong learning"

Respect Resilience Responsibility

Every child deserves the best possible start in life and support to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and 5 have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

Statutory framework for the early year's foundation stage- Published 31st March 2021, Effective 1st September 2021

The Early Years Foundation Stage applies to children from birth to the end of their Reception Year. At Park Hill Primary School, we believe that early childhood is the foundation on which children build the rest of their lives. Our Park Hill Values

Our Park Hill Vision

At Park Hill, our core values of Respect, Responsibility, and Resilience guide everything we do. These values are not just words on a page; they are the foundation of our school community.

Respect: We foster a culture of kindness, empathy, and consideration for others.

Responsibility: We encourage our children to take ownership of their learning and actions, while understanding the impact they have on themselves and others.

Resilience: We equip our children with the emotional and social skills to navigate challenges, learn from setbacks, and persevere in the face of adversity.

These values empower our children, even our youngest learners, to thrive socially, emotionally and academically, preparing them for success both inside and outside the classroom. We believe that by working together collaboratively, we can create a nurturing and supportive environment where every child can reach their full potential.

Our Early Years Vision

At Park Hill, our vision for our youngest learners is to foster a strong sense of belonging. We strive to create a safe, nurturing, and joyful environment where every child feels heard, valued, and respected.

We believe this is the best environment where children flourish and learn.

We are committed to providing a rich and engaging curriculum that fosters social, emotional, physical and academic growth. We nurture curiosity and encourage independence, equipping children with the essential skills to build meaningful relationships and collaborate effectively.

We empower our youngest learners to make brave choices and develop a deep understanding of the world around them. We believe in the power of strong parent partnerships and actively involve families in their children's learning journey.

Our Early Years Aims

- To give each child a happy and positive start to their school life, enabling each child, through encouragement and high expectations, to develop socially, physically, intellectually, and emotionally.
- To provide each child with a growing understanding our school vision and values and how they can be used to build and manage relationships as well as foster a deep love of learning.

Our Early Years Approach

Learning in the EYFS at Park Hill Primary begins with our children. It's our aim that our curriculum will be tailored to each cohort's needs, interests and learning styles. Our curriculum supports children to be lifelong curious and independent learners who are positive and supportive of others around them. Children can make brave choices and develop an awareness of the ever-changing world they live in and their place in it. We work in Partnership with our families to support our children to grow as individuals and learners. Our Curriculum is delivered through exciting projects with experience-based learning to develop a curiosity and love of learning. All areas of learning are of equal importance and link with the National Curriculum subjects in whole school progression documents.

Our Reception provision follows the Statutory Framework for the Early Years Foundation Stage.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected:

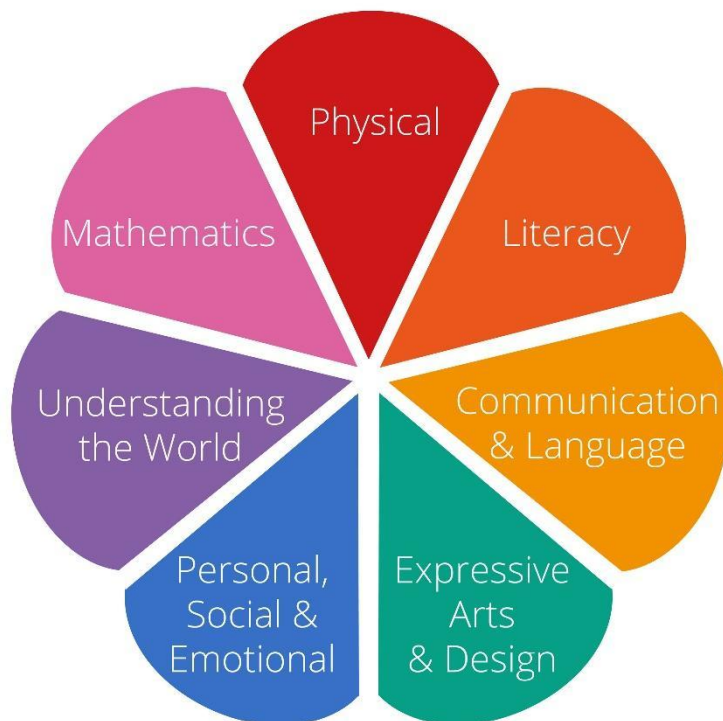
The prime areas are;

- **Communication and Language** – Listening, Attention and Understanding, and Speaking
- **Physical Development** – Gross Motor Skills and Fine Motor Skills
- **Personal, Social and Emotional Development** – Self-regulation, Managing Self, Building Relationships

The specific areas are;

- **Literacy** – Comprehension, Word Reading, Writing
- **Mathematics** – Number and Numerical Patterns
- **Understanding the World** – Past and Present, People, Culture and Communities and the Natural World
- **Expressive Arts and Design** – Creating with Materials and Being Imaginative and Expressive

The



Characteristics of Effective Learning

EYFS also includes the characteristics of effective teaching and learning. The teachers plan activities within the reception classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three 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.

Characteristics of effective learning		
Playing and exploring Engagement	Active learning Motivation	Creative and Critical Learning. Thinking
• Finding out and exploring • Playing with what they know. • Being willing to 'Have a go'.	• Being involved and concentrating • Keeping on trying • Exploring achieving what they set out to do.	• Having their own ideas • Making links • Choosing ways to do things.

Teaching and Learning Approaches

Learning through play

Learning through play is an important part of our Early Years approach. We believe children learn best from activities and experiences that interest and inspire them. Where appropriate, we use children's interests as a starting point and we provide children with stimulating, active play experiences (indoor and outdoor) in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child-initiated play through sustained shared thinking- observing, modelling, facilitating and extending their play.

Adult-led direct teaching

We include direct, carefully planned, adult-led experiences for children in the form of structured adult led teaching and adult- led group activities. These are particularly important in helping children to learn specific skills, vocabulary and knowledge and it is often through children's play that we see how much of this learning has been understood and taken on. Each day we follow a timetable with set routines in place; however, this can be flexible to support the children's needs and extend their learning.

Each day, the children take part in adult-led small group sessions for Phonics, Maths, Literacy, Reading and the wider curriculum. We end each day with a talk session and a story or sing song. The length of these sessions increases across the year, in line with child development and increased stamina and concentration.

A morning in Reception may look like this...

*This will change throughout the year.- in the Spring and Summer term children will have a maths and

8.45-9am	Welcome children, learning on the carpet, choose lunch.	
9.00	 Register	Welcome children and visual timetable.
9.05	 Phonics	Phonics
9.30	Inside and outside Provision	
11.00	 Maths	Maths or English learning
11.40	 wash hands	Prepare for lunch.
11.45	 Lunch	Lunch

An afternoon in Reception may look like this...

1 pm	 Register	Register
1:10pm	 Base Time	Base Time learning
1.30pm	 Learning Time	Inside and outside Provision
2.30		Time to talk session
2.50	 Story and Songs	Story and Songs
3.20	 Home time	Home time

What will my child wear?

All the children at Park Hill Primary wear school uniform. Our uniform consists of:

- Grey or black trouser/skirt
- White shirt/polo shirt
- Blue sweatshirt/cardigan
- Grey shorts, or a blue checked dress that can be worn in the summer.
- Black shoes

What will my child wear to P.E?

Your child will come to school in their sports clothes on the day of their P.E lesson. These are.

- Black jogging bottoms or shorts and white t-shirt.
- House coloured T-shirt (house colour given at parent information evening)
- Trainers
- House coloured hoodie or school jumper, cardigan for colder weather.

What else will my child need?

Your child will need a 'Book Bag' to carry their reading books and letters to and from school. Where possible do not send in other bags such as rucksacks as we have limited space.

It is important that all your child's belongings are clearly labelled and have your child's name on as items can be misplaced.

Reading Diaries

Your child will bring home a reading book to read at home. They will also be given a reading diary for you to fill in.

Other things you will need.



- A drawstring bag to be left in school on your child's peg which will include:
- 1 pair of socks
- 1 pair of pants
- Spare pair of trousers/leggings/joggers/



- Drinks bottle

PLEASE NAME EVERYTHING 😊

Reception Dates

Our aim is to get children starting school as quickly and as confidently as we can. We hope the approach below will help us achieve that. We have an intake of over 16 different settings and children with a wide range of different pre-school experiences which we will need to support. Should your child need a longer transitioning and settling in period this can be discussed and arranged with the class teacher.

Wednesday 2 nd July	stay and play
Monday 1 st September	School training day for staff.
Tuesday 2 nd September	School training day for staff.
Wednesday 3 rd September	Meet the teacher
Thursday 4 th September	Meet the teacher
Friday 5 th September	Half the class in- stay for lunch
Weekend	
Monday 8 th September	Half the class in- stay for lunch
Tuesday 9 th September	Full time