



Welcome to the Reception Meet the Teacher



Mrs Redrup
Class Teacher



Miss H
HLTA

To be covered:



- Our curriculum goals
- Timetable this term
- How we teach Phonics, Reading, Writing and Maths
- Home learning in Reception
- Behaviour
- Lunches
- Forest School
- How we communicate with parents
- Extra information and reminders
- Questions

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



Reception Curriculum Goals



Ready to Learn

I am happy and settled at school
I like to learn



Lunchtime Superstar

I can start to follow our
lunchtime rules including
holding a knife and
fork



Fantastic Friend

I am kind to others
I listen to my
classmates



Risk Taker

I assess a situation,
solve problems and
try things out



Story Writer

I can write my own
simple story



Brilliant Bookworm

I can state my opinion on
books I have read
I can read simple
sentences and books



Handwriting Hero

I can hold my pencil correctly
I can write many of my letters
correctly



Master of Maths

I show a deep
understanding of
numbers to ten



Eco-Warrior

I can explain ways to look after
the environment



Respectful Citizen

I can show knowledge and
respect to all people around the
world



Proud Performer

I can perform to an audience



Dynamic Designer

I can create many different
design projects at school



Timetable

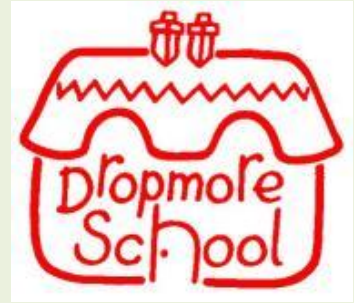


Monday	Tuesday (Mrs Waugh)	Wednesday	Thursday	Friday
EYFS Activities including English, maths and phonics	EYFS Activities including English, maths and phonics	EYFS Activities including English, maths and phonics	EYFS Activities including English, maths and phonics	EYFS Activities including English, maths and phonics
Writing focus	PE	Topic	Music	Art
Library	PSHE		Forest School	

Weekly Activities-

- Topic Work- Marvellous Me, Harvest, Celebrations
- Art and Craft
- Mile a Day
- Forest School
- Music

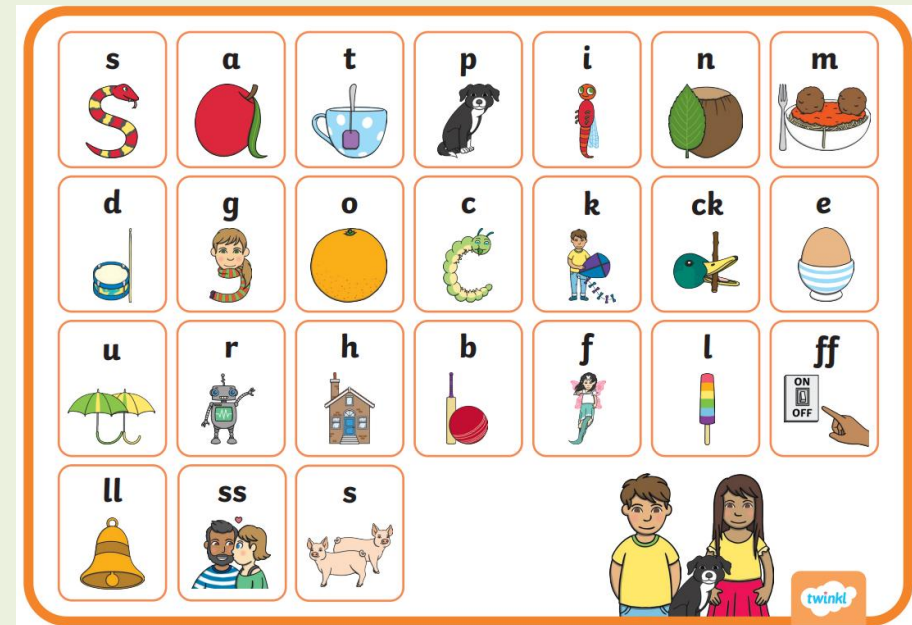
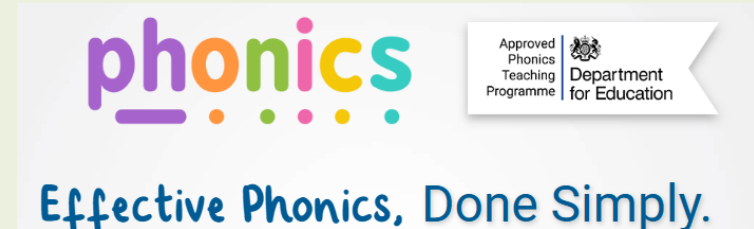
Phonics



Twinkl Phonics

We learn 3-4 sounds a week and as part of this the children will learn to:

- Hear, say and recognise the sound
- Write the letter using the correct formation
- Read and write words containing the sound
- Children's reading books will be linked to sounds covered in class



Phonics Workshop – 13th November

Reading



Early Learning Goals

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them, Anticipate key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs, read words consistent with their phonic knowledge by sound-blending, read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reading Scheme Book

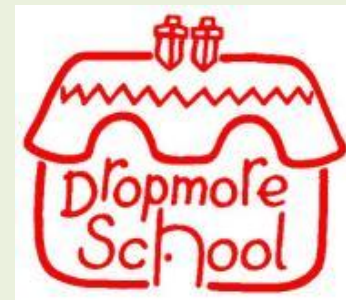
To be changed on a Monday as long as the reading diary is signed. Please keep these in bookbags every day.

Library Book

Sent out every Monday, to be returned by the following Monday.

Reading Record – to be filled in every time a child is read with at home or in school. Please read with your child at least three times a week.

Early Writing

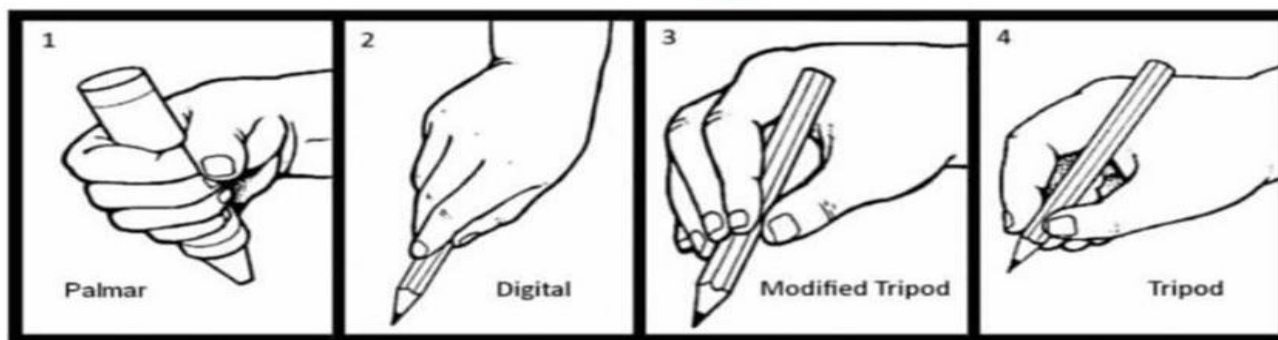


Fine motor activities are available each day and help to develop early handwriting skills

- Cutting with scissors
- Manipulating playdough
- Using tweezers
- Pegging things on a washing line
- Threading beads and pasta



Pencil grip



Writing



Early Learning Goal Writing

Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

- Daily practice in class
- Writing for a purpose – encouraging children to see themselves as writers
- Reading to write
- Name writing practice
- Twinkl Phonics

Rebecca

Aa Bb Cc Dd
Ee Ff Gg Hh Ii
Jj Kk Ll Mm
Nn Oo Pp Qq
Rr Ss Tt Uu Vv
Ww Xx Yy Zz

How to support your child at home with Literacy



Fine Motor Activities



Online- Twinkl, Reading Eggs, Teach Your Monster to Read



Make writing fun- chalking outside, using flour, different mark-making materials



Share stories- talk about the events and characters

Play Games- I Spy, Orchard Games, Role Play

Maths



Early Learning Goal: Number Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Early Learning Goal: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

- Carpet time each day
- Small group tasks during the week
- Supporting activities out in the class at all times
- Maths within all areas of our curriculum
- We use White Rose Maths



How to support your child at home with Maths



Counting



Online –
e.g. Top Marks
Maths games,
Numberblocks

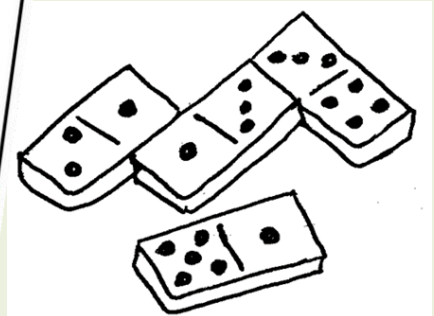
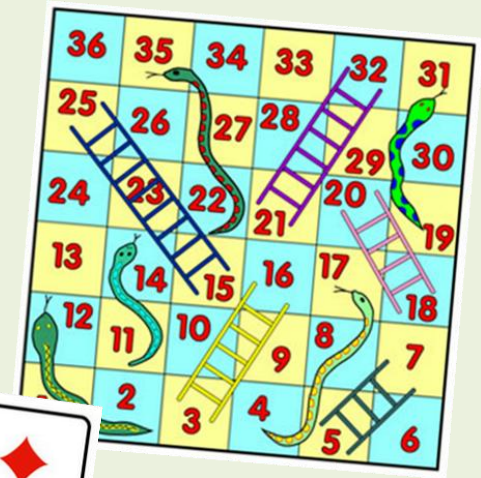
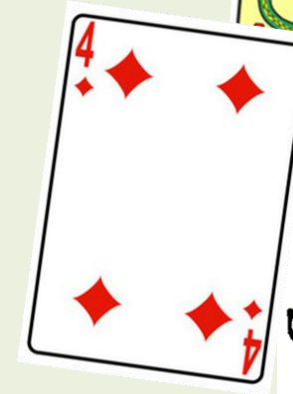
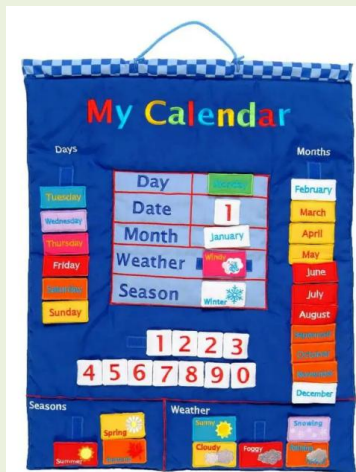
Quickfire
questions



Days of the
week

Calendar

Time



Games

Home Learning



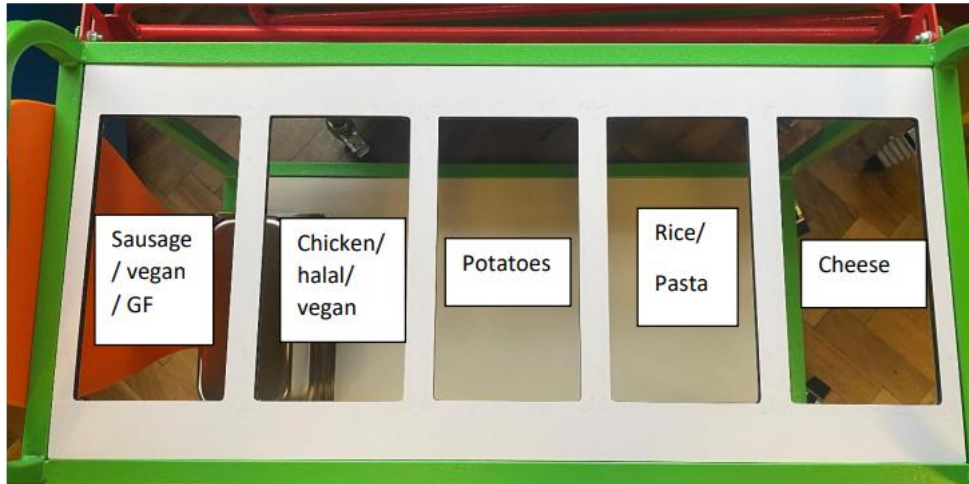
1. Home Learning

We will send out any home 'Home Learning' via Class Dojo. Please engage with any activities at home and send photos or any completed learning in the following week.

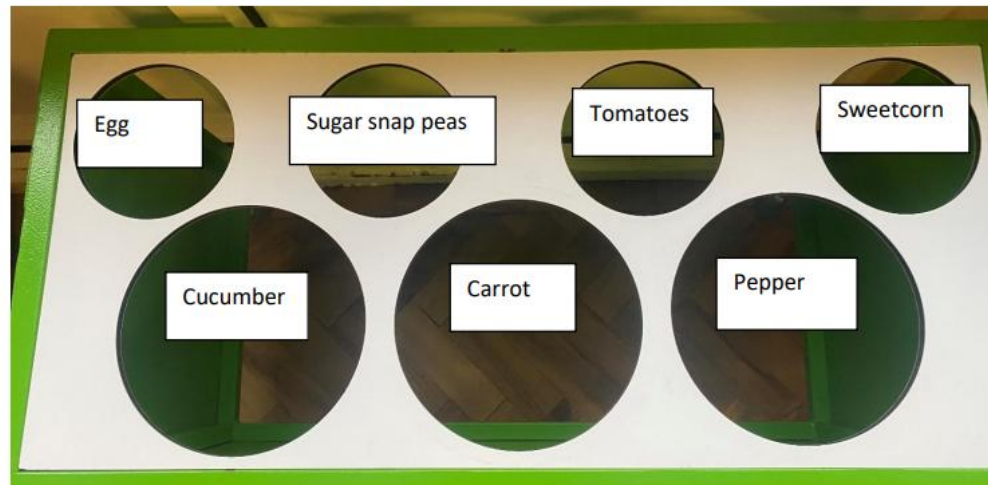
2. Reading

Reading books will be changed/sent home if read on Mondays.
Library books sent home ASAP on Mondays.

Lunches



- Bread on offer everyday when its not part of the meal (roll/ garlic bread/ naan etc)
- Fresh fruit each day at break and once a week at lunch
- Yogurt once a week
- Dried fruit/ cheese biscuits or crisps once a week
- Ice lollies during summer if really hot once a week only.



Forest School



- Thursday afternoon
- Includes food
- All weathers
- Bring clothes/ waterproof in a bag
- If needed they can change

Forest School



Please ensure all items are placed in a labelled plastic bag or drawstring bag. For forest school, your child will need:

- Long socks
- Leggings or jogging bottoms
- Long sleeved t shirt
- If cold – jumper or fleece
- Waterproofs that can fit over layers of clothing (used when raining). This could be a whole suit or top and trousers



Behaviour



Loving learning, caring for each other, achieving excellence

Our School Rules

We are

Ready



Respectful



Safe



You will notice that

- we are kind and helpful
- we listen carefully
- we walk around the school quietly
- we look after property
- we work hard
- we are polite
- we are honest
- we show adults that we are ready to learn



Loving learning, caring for each other, achieving excellence

Positive noticing

Smile



Praise



Stickers



House points



Going above and beyond

Gold Bands, HT Stickers, Shout outs,



HT Awards,

Notes home



Behaviour



Behaviour for learning
stepped boundaries



Reminder



Warning



Last chance



Reflection



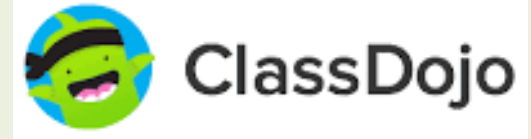
Repair



Repeated anti learning behaviour will result in

Headteacher Reflection Spot

Communication between school and home



Dojo –

- Aid to communicate with parents. Class teachers should be your first contact
- Share learning experiences at school – these will be weekly updates for the whole class (Friday)
- For you to share learning from home

Reading Record – for logging reading carried out at home or at school

Contact the office – Medical appts, after school clubs and urgent messages

Please allow 48 hours for a reply

Extra information and reminders



PE – Please practise dressing and undressing into and out of school uniform.

After half term:

- Polo shirts if possible on PE day.
- Children need to be able to put tights on independently.
- PE kits to go home at half term, Mile a Day shoes stay at school. Please label PE kits.

Show and tell leaves – Please return by Monday 12th October.

Snacks – Only needed if child is attending an After School Club (not wraparound)

Water bottles – Please fill these up at home. Please do not put them inside bookbags. We stop for regular water and snack breaks. We do refill water bottles at school.

Donations – We will use Dojo to ask for any donations for our classroom- healthy snacks appreciated

Open Days – If you know anybody who is interested in a school space for next year

Questions?

Key dates for this term



Friday 16th October HARVEST FESTIVAL 9-10am

Monday 26th October – Friday 30th October HALF TERM

Friday 13th November – Reception Phonics workshop 9-10am

Monday 16th November – Parents Evening 5-7

Wednesday 18th November – Parents Evening 3.30-5.30

Saturday 28th November – Dropmore Christmas Fair

Wednesday 9th December – Nativity (afternoon)

Thursday 10th December – Nativity (afternoon and evening)

Friday 18th December – School closes for Christmas at 1pm

Tuesday 5th January – School opens for Spring Term