

Welcome to Meet the Teacher.....

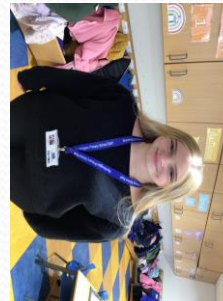


Welcome to Reception

- Reception Blue– Mrs Bowcott
- Reception Yellow– Mr Chamberlain



- Teaching Assistants: Mrs Cross, Mrs Walker, Miss Doodson, Mrs Younus



EYFS Curriculum

Q What is the Early Years Foundation Stage (EYFS)?

The Early Years Foundation Stage encompasses years 0-5 of a child's life.

Prime Areas :

- Personal, social and emotional development
- Communication & Language
- Physical Development

Specific Areas:

- Literacy
- Maths
- Understanding of the World
- Expressive Arts and Design

Early Years Curriculum

- Learning takes place through adult led activities as a class and small groups, continuous provision and independent exploration
- Each half term has a different focus.
- This is supported by the different areas of the classroom - maths area, writing area, small world, craft area, role play area, sand / water area, funky fingers and tables for adult led group tasks



Reception Overview



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Termly Topics	Me and My School The Rainbow Fish Funny bones Clever sticks	Celebrations Lost and Found	On the Way Home On the Way Home Don't Dawdle Dorothy	Transport The Train Ride	The Circle of Life Oliver's Vegetables	Habitats Wow! It's Night Time

Phonics



Q How is phonics taught in Reception?

SSP (systematic, synthetic phonics programme)

Phonics has been taught in schools for many years now.

All schools must use a DFE-approved scheme:

- providing training for all staff
- ensuring that the reading scheme consists of decodable books which are fully matched to pupil's phonic knowledge

Our school has chosen

Little Wandle Letters and Sounds Revised as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.

Phonics-Little Wandle



We have already started our phonics lessons and at the end of week we will send a home-learning support sheet so that you can practise the sounds we have been learning with your child.

After a few weeks we will also have practice reading session in small groups. This weekly reinforcement is the single most valuable support you can give your child at this stage in their reading journey!

Reading Books

A wordless reading book will be sent home in the next few weeks

When your child is secure with the first few sets of sounds, a reading book will be sent home each Thursday that matches their phonic ability.

The homework sheet will also contain a link to a copy of the E-book we have been reading in class during our practice reading sessions

Home learning example



Reception Home Learning
Autumn 1 Week 1



Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Focus:

s – snake a – astronaut t – tiger p – penguin

The phonemes we covered this week are:



Pronunciation Phrase - s

Show your teeth and let the s hiss out sssss



Pronunciation Phrase - a

Open your mouth wide and make the a sound at the back of your mouth a a



Pronunciation Phrase - t

Open your lips; put the tip of your tongue behind your teeth and press t t t



Pronunciation Phrase - p

Bring your lips together, push them open and say p p

Some words we have been orally blending this week are:

s - a - t t - a - p s - a - p

p - a - t a - t

Can you hear the phonemes in these words? Can you listen and then repeat the word?

Practise and apply – Try playing this blending game

Can you do the actions?

n-o-d your head

c-l-a-p your hands

t-a-p your foot

r-u-b your tummy

The e-book your child has read this week is:

Reception Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Reception Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none">• words with s /s/ added at the end (hats sits)• words ending s /z/ (his) and with s /z/ added at the end (bags)	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

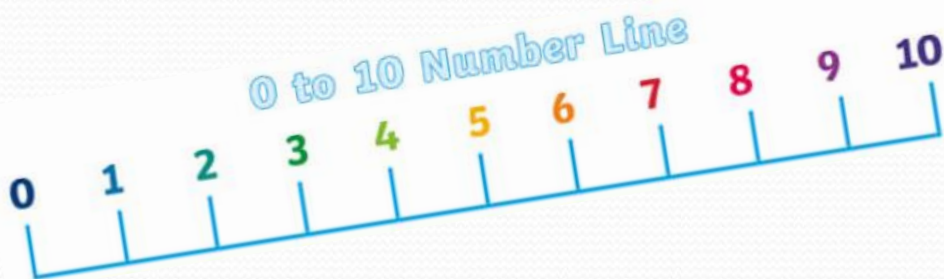
Maths

Q How is Maths taught in Reception?



Maths in School

- We develop the children's mathematical understanding in a practical and meaningful way, using lots of everyday equipment in all areas of the classroom
- We also use the 'Mastering Number' Scheme every day as well as 'White Rose' Maths. This consists of whole class adult input followed by an adult led activity in small groups.
- Children can access Maths through the continuous provision area where there will also be a weekly challenge.



Maths at Home

If you want to help your child at home with their maths then mental maths is the ideal opportunity. Ten minutes every day – in the bath, in the car, teatime.

- Counting objects, find one more or less, spot numbers in the everyday environment .
- Subitising- No counting, say what you see!
- Look for numbers on houses, cars, buses etc
- Find and make repeating patterns

There are also useful website links :

- <https://www.bbc.co.uk/cbeebies/shows/numberblocks>
- <https://www.topmarks.co.uk/maths-games>

We will also be sending out maths packs with equipment that we use in school and ideas on how to use them after Christmas.

Physical Development

Q What do children learn in P.E?

P.E. Lessons

In the Autumn term in Reception, we teach PE every **Thursday morning**.

We take part in the Daily Mile on Friday morning

* Children should come to school in their outdoor P.E kits on Thursdays and wear trainers with their uniform on Fridays

Gross Motor Skills

Children are given the opportunity every day to develop their coordination and gross motor skills in our outdoor area using the bikes, trail, climbing frame, stepping stones, balancing tracks as well as various games equipment

Fine Motor Skills

Activities are provided especially to develop children's fine motor skills and to encourage correct pencil grip. We call this our 'funky fingers' area and activities include threading, using tweezers , pegs, lolly sticks, geo boards , peg boards and many more fun ideas to exercise little fingers and upper arm strength. Every child has their own pot of playdough so that we can join in with the dough disco.

If you haven't tried this please visit: <https://www.youtube.com/watch?v=3K-CQrjI0uY>

Assessment

- Assessment is taking place all the time!
- Informal observation and feedback together with formal assessments at the end of blocks (phonics and maths)
- These assessments inform teachers planning and provide the next steps for your child's learning.
- It is statutory to assess children during the first six weeks of starting Reception. This is called the Baseline Assessment. Pupils are asked to carry out some literacy and maths tasks with a teacher and results are recorded and are analysed nationally.
- In June, Reception staff report if a child has reached the 'Early Learning Goals.

The Early Learning Goals (End of Reception)

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.

Talking Tubs

What is a talking tub?

A talking tub is a box filled with objects and photos which have a special meaning to your child. This may be something they have been given or collected from a place of interest, a letter or card or a photograph of family or pets. The only stipulation is that it won't rot or go mouldy and will fit in the box we will be providing. You can decorate the tub together by covering with paper/ stickers or painting. Be creative!

How to use a talking tub

We intend to use the tubs to spark conversation with both adults and peers.

The talking tub will be available for all children to access and share as they wish.

Possible Outcomes • Curiosity and exploration • Development of language and communication skills • Engaging in conversation • Learning new vocabulary • Sharing • Exploring meaning • Developing listening and understanding • Asking and understanding a range of questions.

Jigsaw



- We have introduced a new program to all year groups at school called 'Jigsaw' which is designed to develop the Personal, Health, Social and Citizenship education for all children at Worthington.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

We Only Reach for The Highest

Our school statement is 'We Only Reach For the Highest' and we have high expectations of all children both in behaviour and attitude to learning.

The Worthy Way encompasses all aspects of our school ethos and the moment children start school we model our behaviour policy through the Worthy Way

Worthington Way

We are gentle – we don't hurt others

We are kind and helpful - we don't hurt anybody's feelings

We listen - we don't interrupt

We are honest – we don't cover up the truth

We work hard – we don't waste our time or others'

We look after property – we don't waste or damage things

Rewards

- We encourage good behaviour through positive reinforcement and encouragement. We give gentle reminders when needed and model good behaviour and sharing through play.
- We also use a class reward chart with an agreed reward. We work as a class to collect 10 treasure coins to earn the prize.
- Whole school Houses- The children will also be given a 'House'. Children can earn house point by following the Worthy Way and there is a House point winner each week.
- Reading reward for regular reading at home. When children receive 25, 50, 75, 100 stamps they will receive a small treat.



Communication



We use Class Dojo to share pictures and message. We will also share links to documents and reminders for specific events. You can send us messages and photos for your child to share with the class

- If it is an urgent message, please contact the school office

And finally

We kindly ask parents for a donation of £5 per term to provide enhancements to the Early Years curriculum. We use this to buy ingredients for baking and playdough and for craft resources. This is payable in cash please at the start of each new term.

If you have any concerns or questions your first point of contact should be your class teacher. You can contact us via email which we check regularly during school hours.

hbowcott@worthingtonprimary.co.uk

achamberlain@worthingtonprimary.co.uk

We look forward to working with you and your child throughout the year.