

# Welcome to Reception



# Staff

Mrs Gibbons  
Foundation Stage Leader/  
Nursery Teacher



Miss Barber  
RSB Reception Teacher



Mrs Bryanton  
RB Reception Teacher



Mrs Addison  
RA Reception Teacher



# Staff

RA PPA  
Mrs Leek



RB PPA  
Mrs Newland



RSB PPA  
Mrs Bota



# Staff

Miss Marsh



Miss Allen



Mrs Rahmaniasl



Mrs Ford



Mrs Francis





# The Reception Curriculum

## 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.

# Learning Through Play

- If you have had older children come through Reception things may seem a little different now.
- We want to emphasise the importance of the children's wellbeing and want the children to be safe and happy whilst with us.
- The children come in and self register, then have free access to resources in both the indoor and outdoor classrooms.
- Staff will interact with the children to catch the teachable moments.
- We will still teach phonics, maths, handwriting and PSHE in short structured sessions. English and theme will be taught through the use of books and stories.

# Home – School Link



- During the Early Years stage at school, we collect evidence for your child's Learning Journey, which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of their experiences during their time with us. We will be using an online Learning Journal called Tapestry.

# Equipment



- Please can you provide your child with a **named** painting apron in a plastic bag.  
(This can be an old shirt or top, to protect school uniform)
- Please send your child with a coat, hat/sunhat, gloves & wellies (if appropriate) as we do go outside to play in all weathers.





# Equipment

- Please have a small collection of labelled spare clothes for your child, we may get messy or wet in our learning activities.
- **Please ensure that you have a collection of spare named underwear for your child.**



# My child's Book Bag



Please ensure that your child brings in their book bag every day and that it is clearly named.

Inside your book bag please always keep their:

- Home school diary
- Reading books and Reading record.

Please only have **one** small keyring on your child's book bag.

# How you can support your child at home.

- At school an adult will listen to your child read either through reading books or targeted phonics sessions.
- It is essential for you to record your child's reading (both wordless and worded books) in their reading record. It is recommended that you read at least 4 times a week.



# How you can support your child at home.

**Independence** – Please continue to support them by developing their independence at home.

This can be as simple as letting them attend to their own personal hygiene, dress themselves and organise some of their own belongings.



# Start and end of day routine

Thank you for your patience with our staggered start and end times. They have worked really well and the children have settled nicely.

Please inform the class teacher, in writing in their **Home school diary** of any after school childcare and club activity arrangements. This is to ensure the safety of all children at the end of the day.





# Medical

- Any sickness, diarrhoea, must be followed by at least 48 hours absence.
- Head lice are common! Please check regularly and treat as recommended.
- Any absence requires a telephone call to the school office by 9:00 am
- Any prescribed medication can only be administered by prior arrangement with the school office, this includes inhalers.



# Forest School

- All Reception classes have a forest school session on a Friday.
- We have enough all weather suits for the children but they will need to bring in their own wellies and warmer socks etc for colder days.
- Forest school takes place in a little wooded area near the playground.





# Homework 😊

- This half term we are learning about ourselves and our families. Please can you send in one photograph of your child as a baby and another separate one with their family.
- Please send these into school during the week of **Monday 26<sup>th</sup> September.**
- These will be displayed in our rooms as part of our learning.



# Thank you for your time 😊

Please keep checking school emails and the school website for any upcoming dates.

These pages will be available on the Broke Hall website along with other useful information and newsletters.