



Your Child's Reception Year

Moving from Nursery to Reception

What is the same?

The curriculum is the same. In Nursery the focus is on the prime areas of learning which support development in all other areas, and this continues throughout Reception.

There are 3 Prime Areas of Learning:

- Personal, social and emotional development
- Physical development
- Communication and language

In Reception, your child will be in the final year of the Early Years Foundation Stage and learning through play is still an important element which continues the journey from home and Nursery.



Moving from Nursery to Reception

What is different?

In Reception there is a little more structure to the day as the curriculum focus moves to the specific areas of learning.

There are 4 Specific Areas of Learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The ratios of adults to children is also different.

In Reception, class teachers have responsibility for up to 30 children.



Daily school routine

Gates to the Foundation Stage area, at the top of the steps from the playground, will be unlocked and classroom doors opened to begin the day at 8.45am. Children need to be in school by 9.00am so that we can do the register. Children will be encouraged to come in to school by themselves.

Fruit is provided during the morning and children access this independently.

Lunchtime is at 12.00pm - all Reception children are entitled to a free school meal (subject to the completion of the universal school meal form) or you may prefer your child to bring a packed lunch.

Children finish school at 3.15pm and are collected from the gates to the Foundation Stage area.

Please note: there are some aspects of the daily school routine which may be subject to change due to current circumstances. We will let you know of any updates as soon as we can.



What does your child need to bring to school?

Your child will have a named locker in the classroom for all their belongings and will need to bring the following to school with them:

- book bag
- water bottle (with a sports style cap)
- coat
- lunchbox (if bringing a packed lunch from home)
- PE kit - plain white t-shirt, blue or black sports shorts and black pumps or trainers
- suitable clothes for outdoor learning sessions - a pair of welly boots, a long-sleeved top, trousers, a fleece, a waterproof coat (all-in-ones are ideal) and a suitable hat (a woolly hat / sunhat).

Please ensure that all clothing, bags, lunchboxes and water bottles are clearly labelled with your child's name. We cannot stress enough how important this is.

Please do not bring toys or books from home they can easily be lost in a busy classroom!



Teaching and Learning

The Reception curriculum, which is taught through topics, ensures that children have the opportunity to develop a broad range of knowledge and skills that provide the right foundation for future learning and success. The seven areas of learning are used to plan your child's learning and progress towards the Early Learning Goals.

Children learn by playing and exploring, being active, creating and thinking critically. We will teach and observe these characteristics of effective learning throughout the year.



Teaching and Learning

In a typical day children will be involved in a combination of teacher led activities and child initiated activities both inside and outdoors.

The adult led activities focus on phonics, reading, writing and mathematics and introducing topic learning.

Children also have lots of opportunities to explore, investigate and make sense of the world around them through a range of play-based activities.



Personal, Social and Emotional Development

In this area of learning children develop the knowledge and skills to:

- play co-operatively
- take account of one another's ideas
- show sensitivity to others' needs and feelings,
- form positive relationships
- become confident to try new activities
- become confident to speak in a familiar group, talking about their ideas
- talk about feelings
- understand that some behaviour is unacceptable
- work as part of a group or class
- understand and follow rules
- adjust their behaviour to different situations
- take changes of routine in their stride



Physical Development

In this area of learning children develop the knowledge and skills to:

- show good control and co-ordination in large and small movements
- move confidently in a range of ways
- safely negotiate space
- handle equipment and tools effectively
- understand the importance for good health of physical exercise, and a healthy diet
- manage their own basic hygiene and personal needs including dressing and going to the toilet independently



Communication and Language

In this area of learning children develop the knowledge and skills to:

- listen attentively in a range of situations
- respond appropriately
- follow instructions involving several ideas or actions
- answer 'how' and 'why' questions
- express themselves effectively
- use past, present and future forms accurately when talking
- develop their own narratives and explanations by connecting ideas or events



Literacy

In this area of learning children develop the knowledge and skills to:

- use phonic knowledge to read words
- read irregular words by sight
- read and understand simple sentences
- talk about what they have read
- use their phonic knowledge to write words
- write some irregular words
- write simple sentences



We use Read Write Inc. Phonics to teach Reading and Writing in daily adult led sessions.

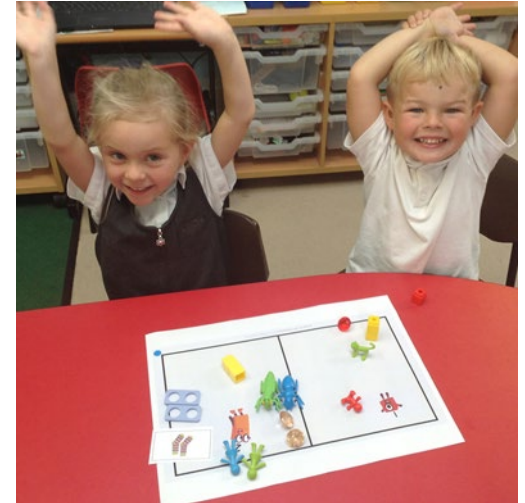
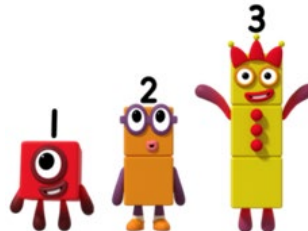


Mathematics

In this area of learning children develop the knowledge and skills to:

- count reliably with numbers from 1 to 20
- place numbers in order
- say which number is one more or one less
- add and subtract two single-digit numbers
- solve problems
- use everyday language to compare
- recognise, create and describe patterns
- explore shapes and use mathematical language to describe them

We use the NCETM materials linked to the Numberblocks to teach Number in daily adult led sessions



Understanding the World

In this area of learning children develop the knowledge and skills to:

- talk about past and present events in their own lives and in the lives of family members
- understand that other children don't always enjoy the same things, and are sensitive to this
- recognise similarities and differences between themselves and others, places, objects, materials and living things
- talk about the features of their own immediate environment and how environments might vary
- make observations of animals and plants
- recognise that a range of technology is used in places such as homes and schools
- select and use technology for particular purposes



Expressive Arts and Design

In this area of learning children develop the knowledge and skills to:

- sing songs, make music and dance
- safely use and explore a variety of materials, tools and techniques whilst experimenting with colour, design, texture, form and function
- use what they have learnt about media and materials in original ways, thinking about uses and purposes
- represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories



Supporting children with their learning at home

| Communication and language | Physical Development | Personal, Social and Emotional Development |
|-------------------------------------|--|--|
| Talk all the time about everything! | Use playdough | Demonstrate sharing and taking turns |
| Demonstrate good listening | Use simple tools such as cutlery, scissors, paintbrushes and pencils | Talk about how you are feeling |
| Following instructions | Become independent with dressing and toileting | Talk about how certain behaviours can have an impact on others |
| Sing songs and nursery rhymes | Ride a bike, visit the park to play on the equipment, climb a tree | Try new things |

| Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
|---|--|---|---|
| Pretend to 'read' children's attempts at writing or ask them what it says | Count everything! | Talk about past events using photographs | Explore making marks with different tools such as pencils, pens, crayons, chalk, paintbrushes, sticks |
| Encourage correct letter formation | Talk about numbers you see when you are out and about. | Be sensitive to other cultures, religions and communities | Build using a variety of materials - big and small |
| Share familiar stories over and over again | Talk about shapes | Make observations of natural things and changes | Use stories to develop imagination and pretend play |
| Read at least four times a week | Compare objects using everyday language | Use different technology around the home | Sing songs, make music and dance |

Assessment

During the first half term of school we will be taking time to get to know your child and carry out baseline assessments. We also look at information from previous settings and parents and we then use this information to consider the next steps for learning for your child.

The work that children do in adult led activities in Literacy or Maths is recorded in books and marked by the adult who worked with them. These books are available to view at weekly drop-in sessions.

Each term you will be invited to a parent's evening and you will receive a copy of your child's report. At the end of the year you will receive a copy of your child's Foundation Stage Profile Report. This will inform you whether your child is either emerging towards the expected level, at the expected level, or exceeding the expected level for each of the areas of learning. It also contains information about your child's 'characteristics of effective learning'.



Observations and collecting evidence



Tapestry is an online learning tool which allows staff to record your child's activities at school. This enables us to build a personal journal, or diary, over time. Photographs, videos and notes of special moments are recorded, and are made available regularly to parents.

As parents, you can contribute to this growing journal by commenting on the journal entries, or even adding your own. You can let us know what your child loves doing at home by sending photos and videos back, helping us to understand their development at home.

We will set up Tapestry learning journals in September when children start school and support you with activating your account.

Encouraging Positive Behaviour

Good behaviour is essential for effective learning and teaching to take place. All children and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Throughout the school we praise and reward good behaviour, success, effort and achievement rather than focusing on negative behaviour or failure.

As parents and carers it is essential for you to work in partnership with the school to help and support your child to behave well.



ClassDojo

ClassDojo is an online reward system where children are awarded Dojos to acknowledge positive behaviour in school.

Parents can login (using the parent code sent home) to see this feedback at anytime using any iOS device, Android device or Kindle Fire using the simple, free mobile app or it can also be used from a computer at www.classdojo.com.

We also use ClassDojo as a way of communicating between school and home. We will be posting announcements and updates on the Class Story and we can also send direct messages.

