



Learning to Love, Loving to Learn

Welcome to Reception

*We are the Architects of the future building lives on
the firm foundations of the Gospel values.*

Miss Travers, Miss Lilly and Miss Lisa



Learning to Love, Loving to Learn

Aims:

- To inform you about the routines and expectations in Reception.
- To help your child make a smooth transition to school.
- To give suggestions on how to support your child with their learning.

Little Joe's Topics

- ▶ Autumn 1: My Community
- ▶ Autumn 2: Celebrations
- ▶ Spring 1: Space
- ▶ Spring 2: People who help us
- ▶ Summer 1: Minibeasts
- ▶ Summer 2: Traditional Tales

Date for the diary:

18th October 2023
Little Joe's Wider Family
Tea Party

2pm



Learning to Love, Loving to Learn

Timetable

Parent reading sessions - Monday and Fridays 08:45-9:00am in Reception classroom

St. Joseph's Catholic Primary School

Autumn term 2023 - 2024

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 – 9.00am	Register and prayer <u>time</u> Parent reading session	Register and prayer time	Register and prayer time	Register and prayer time	Register and prayer <u>time</u> Parent reading session
9.05 – 9.:20am	Assembly	Assembly	Child-initiated play	Singing assembly	Child-initiated play
9:20 – 10:00 am	Phonics	Phonics	Phonics	Phonics	Phonics
10:00 -10.45am	Maths (inside/outside)	RE	Maths (inside/outside)	Maths (inside/outside)	Maths (inside/outside)
10:45-11:00	Tidy up and Snack <u>time</u> Story		Tidy up and Snack time	Tidy up and Snack time	Tidy up and Snack time
11:00- 11:45	Literacy (inside/outside)		Literacy (inside/outside)	Literacy (inside/outside)	Literacy (inside/outside)
11:45-12:15	Child initiated play	Child initiated play	Child initiated play	Child initiated play	Child initiated play
12:30-1:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:30-1:45	Circle Time / PATHS	PE	Circle Time /PATHS	Circle Time	Circle Time
1:45-2.30	Curriculum Time UW/PSED/EAD/PD/CL		Curriculum Time UW/PSED/EAD/PD/CL	Curriculum Time UW/PSED/EAD/PD/CL	Curriculum Time UW/PSED/EAD/PD/CL
2.30 -3:00pm	Continuous provision across Little Joe's – inside / outside		Continuous provision across Little Joe's – inside / outside	Continuous provision across Little Joe's – inside / outside	Continuous provision across Little Joe's – inside / outside
3:00 -3:30pm	Tidy up, end of day routines, story				

Early Years Foundation Stage

Characteristics of Effective Teaching and Learning

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

Area of Learning and Development	Aspect
Prime Areas	
Communication and Language	Listening, attention and understanding
	Speaking
Physical Development	Gross motor skills
	Fine motor skills
Personal, Social and Emotional Development	Self-regulation
	Managing self
	Building relationships
Specific Areas	
Literacy	Comprehension
	Word reading
	Writing
Maths	Number
	Numerical patterns
Understanding	Past and present
	People, culture and communities
	The natural world
Expressive Arts and Design	Creating with materials
	Being imaginative and expressive

Little Joe's provision

- ▶ Learning through playing and exploring. We play inside and outside and have a mixture of adult led and child-initiated learning.
- ▶ Learning is based on the skills the children need to learn, linked to topics and also adapted to meet the children's interests.







evidence me

Online learning journal used only in Nursery and Reception.
Programme for photo observation and evidence of your child's learning.

Taken by staff on school iPads.

If we have your email address, we can link you to the class and share your child's learning.

Great home school link!

Reception Baseline Assessment

- ▶ Your child will be participating in the reception baseline assessment (RBA) within the first 6 weeks of starting reception.
- ▶ The purpose of the assessment is to provide the starting point for a new measure that will help parents understand how well schools support their pupils to progress between reception and year 6.
- ▶ The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with.
- ▶ It became statutory for all schools from September 2021.

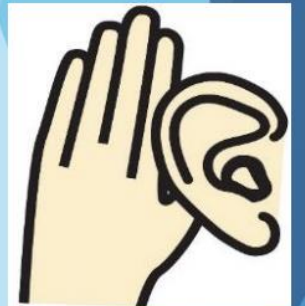


Standards
& Testing
Agency

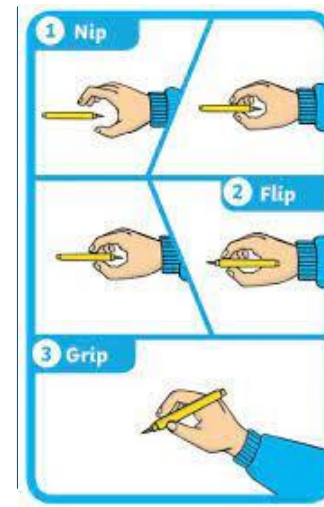
Communication and Language

- ▶ **Listening, attention and understanding**
- ▶ Asking questions, commenting on what they have heard and learnt, and holding back and forth conversations.

- ▶ **Speaking**
- ▶ Participating in one to one and group conversations, offering explanations for why things may happen, and expressing themselves in full sentences using a range of tenses.



Physical Development



▶ Fine Motor Skills

- ▶ Holding a pencil in a tripod grip, using small tools such as scissors, taking care when drawing and writing.

▶ Gross Motor Skills

- ▶ Demonstrate strength, balance and coordination when playing, moving energetically such as running, jumping, dancing, hopping, skipping and climbing.

PE lessons with Coach
Blair - Tuesday
afternoons.



Personal, Social and Emotional Development

- ▶ **Self regulation**
- ▶ Understanding their feelings and those of others, wait for what they want and focus their own attention.

- ▶ **Managing self**
- ▶ Confidence trying new activities with resilience, understand right from wrong and manage own basic hygiene i.e. toilet needs and dressing.

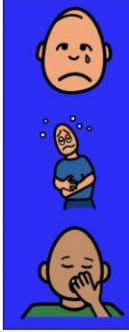

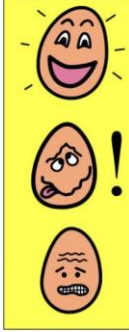

- ▶ **Managing feelings and behaviour**
- ▶ Taking turns, forming positive attachments and friendships, and showing sensitivity to others needs.



Personal, Social and Emotional Development

- ▶ Children have access to the Calm corner in the classroom.
- ▶ Mindful breathing after lunch.
- ▶ Talking about our feelings and labelling how we feel.
- ▶ Talking about how we can be kind to others and ourselves.
- ▶ PATHs lessons

The Zones of Regulation

			
Blue Zone sad tired sick moving tired slowly	Green Zone happy calm feeling ok focused ready to learn	Yellow Zone frustrated worried silly/wiggly excited loss of some control	Red Zone mad/angry terrified yelling/hitting elated out of control



Literacy

- ▶ **Word reading**
- ▶ Say a sound for each letter of the alphabet, read words using sound-blending, and reading full sentences consistent with phonics knowledge
- ▶ **Writing**
- ▶ Write recognisable letters with good formation, write words and simple sentences.





Cinderella is ^{pretty} Naety
 pretty. She is sad. ✓
 Cinderella ^{likes} to ^{dance} dance
 and sing. ✓



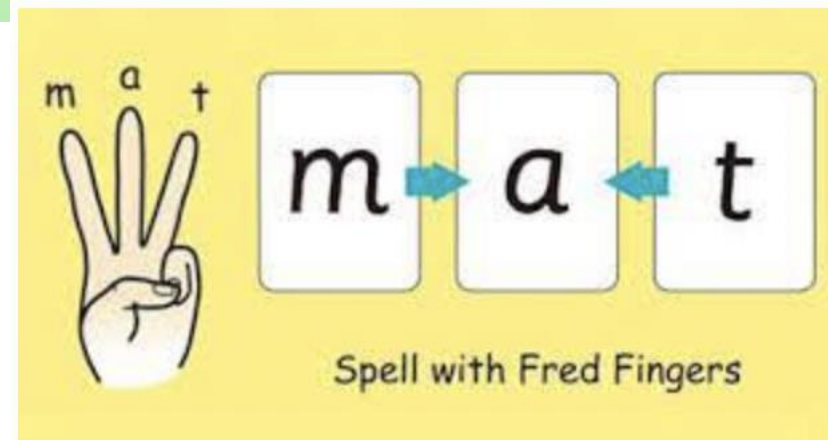
I wish I was better
 at chest bawns
 because it is not
 easy bawnsing the
 ball.



Phonics

- ▶ We follow the Read Write inc programme.
- ▶ Daily Phonics sessions
- ▶ Children learn to use 'Fred Talk' to read words and 'Fred fingers' to spell words, for example,
- ▶ The children begin with Set 1 single sounds.

Read Write Inc. Phonics

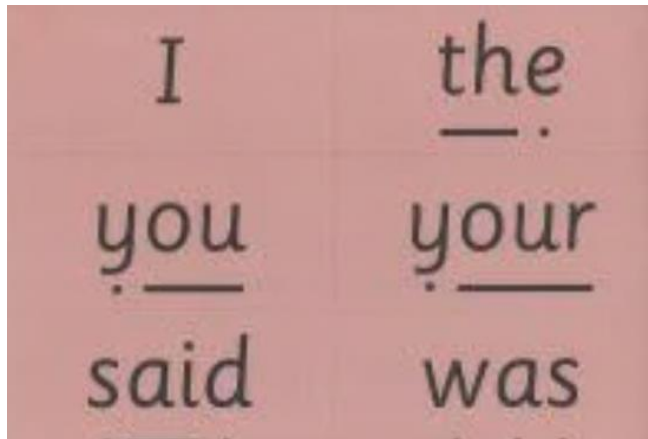


Phonics

- ▶ Your child learns the rhyme e.g. Maisie mountain mountain. This helps with the formation of letters.
- ▶ Please take a copy of the sound mat home with you to support your child.
- ▶ Your child has begun to learn Red words. These are words that have to be learnt by sight. They are not decodable.
- ▶ 1 phonetically decodable book and a book for enjoyment. Please return the following week on your child's reading day.

Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th



Reading list - In addition to the books given at school, please read with your child at home as much as possible!

Reading, talking and listening

Some tips!

1. Build **reading** into **your child's** daily routine.
2. Model how to hold a book, turn the pages. It is important for children to see you read too, and to model these behaviours. Children will copy.
3. Encourage **your child** to follow **their** interests.
4. Encourage your child to be the author, retell and make up stories.
5. Have a chat!
6. Listening to your child reading is important. However, your child hearing you read or tell a story is just as important. This will support them to develop new vocabulary, learn how to use expression in their voice. Encourage your child to decode the sounds e.g. 'We can use Fred talk to sound out that word.'
7. When you are out and about read signs around you.

Mathematics

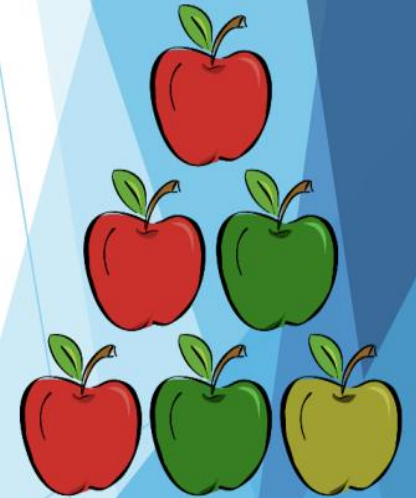
- ▶ Number
- ▶ Have a deep understanding of numbers up to 10, knowing number bonds to 5 and 10.
- ▶ Numerical patterns
- ▶ Verbally count to 20, explore patterns, compare quantities and understand greater and less than numbers to 10.



MOTHER
CREATIVE CENTER

5

$0 + \square = 5$	$5 + \square = 5$
$\square + 4 = 5$	$4 + 1 = \square$
$2 + 3 = \square$	$\square + 2 = 5$
$3 + 2 = \square$	$2 + \square = 5$
$4 + \square = 5$	$1 + 4 = \square$



Understanding the World



- ▶ **Past and Present**
- ▶ Talk about the people around them, understand the past through stories and understand some similarities and differences between now and the past.

- ▶ **People, Culture and Communities**
- ▶ Describe their immediate environment, explain and understand some similarities and differences between themselves, their lives and their religion compared with others.

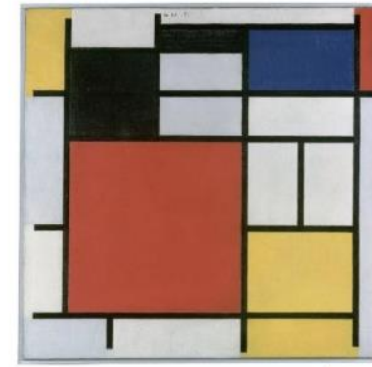
- ▶ **The Natural World**
- ▶ Explore the world around them, demonstrate their understanding through drawings, and understand some simple changes in nature.

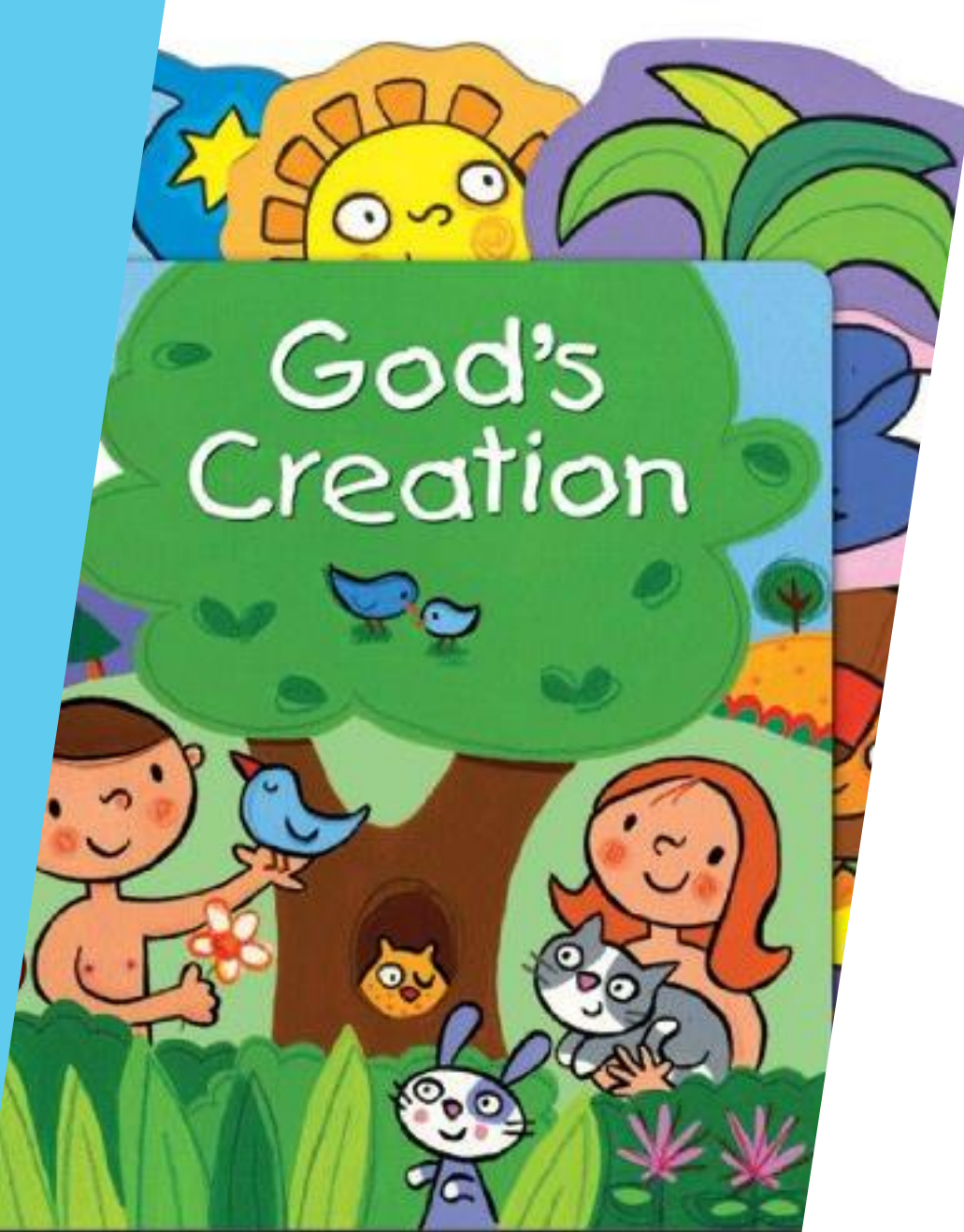


Expressive Arts and Design

- ▶ **Creating with materials**
- ▶ Exploring and creating with a variety of colour, design, texture, form and function, making and using props to support their role-play, and sharing their creations.

- ▶ **Being imaginative and expressive**
- ▶ Invent and retell stories, independently sing nursery rhymes, sing songs and perform to music.





Religious Education

- ▶ Religious Education is taught every week. The topic this half term is, 'God's World.'
- ▶ We have been learning about God's creation and how we can care for the world. We have also been learning about how special and unique we all are.
- ▶ In Autumn 2 our topic is God's Family.
- ▶ We say morning, lunchtime and end of the day prayers.

Homework

- ▶ Homework will be given out every Friday and it is to be handed in on Wednesdays.
- ▶ Homework will consist of a Phonics sheet and a practical or written Maths task.
- ▶ Learning Challenge homework (My Community) is to be handed in by 18th October. This is half termly homework.
- ▶ Please let me know by writing a short note in your child's homework book if they found it difficult/any struggles!
- ▶ Don't force the homework if it is a struggle at this stage!

Communication

- ▶ Please speak to me or any member of the Reception staff if you have any questions/concerns. We are happy to help!
- ▶ Please label all your child's clothing, including their shoes!
- ▶ Please bring in a spare set of clothes.
- ▶ [Twitter \(@stjoesputney\)](#)
- ▶ Half termly newsletter to keep up to date with your child's learning – emailed to you via Parentmail.

Thank you for listening
Any Questions?

