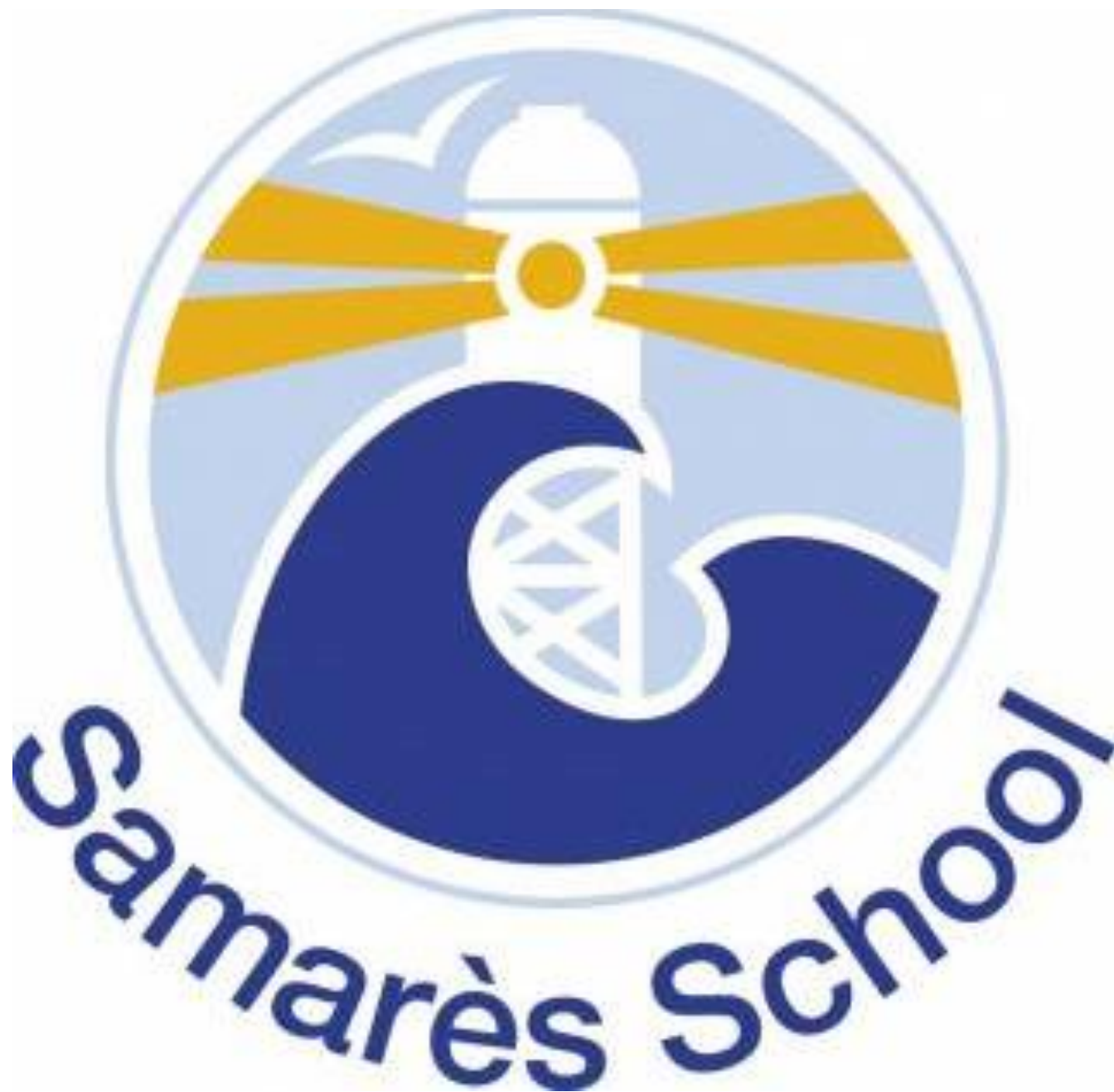




Meet the teacher

Mrs Loveless and Miss Cross
Reception



Determination

Collaboration

Respect

Engagement



Teacher and staff intro



Mrs Gardener



Mrs Morgan



Mrs Craven



Miss Jouanne



Mrs Clease



Mrs Ivanov



Mrs Boyle will teach PE.



Mrs Le Brun will
teach music.



Miss May



JCCT keyworker



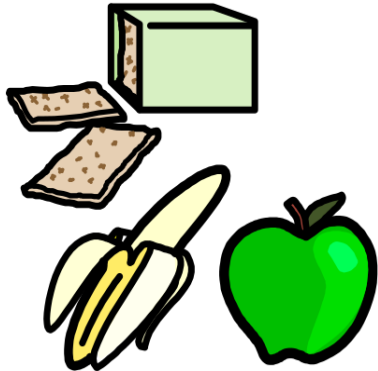
Mrs Hannah



Organisation and class info



- Labels on all belongings from home
- Independence - saying goodbye at the door, carrying own belongings
- Children eat at 12 and play outside at 12.30
- Healthy snack is provided after morning break





PE expectations

Taught by Mrs Boyle PE days

Both classes have PE on a Wednesday afternoon

PE is usually in the hall. Sometimes on the astro.

Trainers are to be worn on P.E days.

Long hair must be tied back.

No jewellery is to be worn (small stud earrings are allowed).

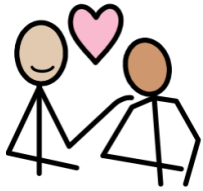


Mrs Boyle will teach PE.





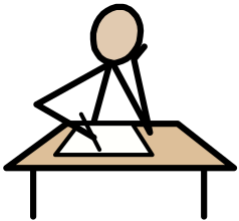
Samarès School Rules



Be Respectful



Be Safe



Be Ready

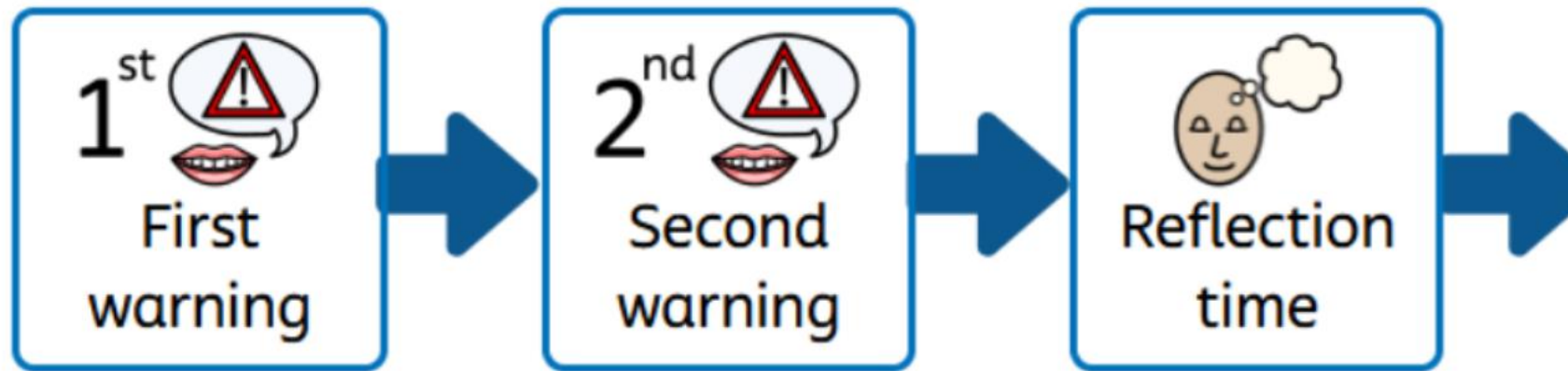
These rules
are for
everyone,
children and
adults, so that
our school
stays a
positive place

Behaviour and Reflection Time

We expect high standards of behaviour

At times children need support to make safe and respectful choices

When a negative behaviour occurs, we follow these steps.





Assessments and progress

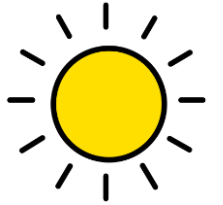
Autumn - On entry data.



We collect a range of data including:

- Wellbeing and Involvement
- Communication and Language
- Personal, Social and Emotional development
- Physical Development
- Fine Motor/pencil grip

Summer - End of year



- Data on all 17 areas of the Early Learning Goals

All year:

- Phonics assessments
- Monitoring progress in all areas

Meet the teacher parent
consultation 2x year
End of Year Report



End of the Reception Year Learning Goals

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.

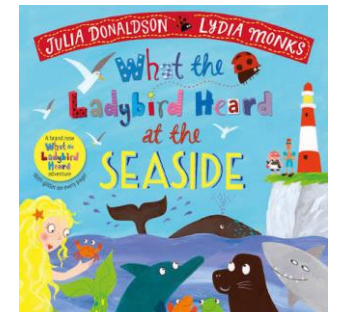
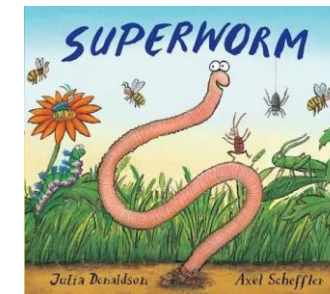
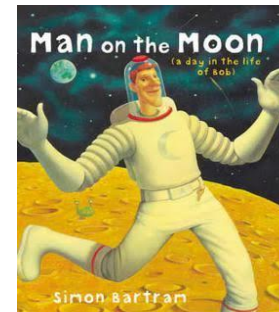
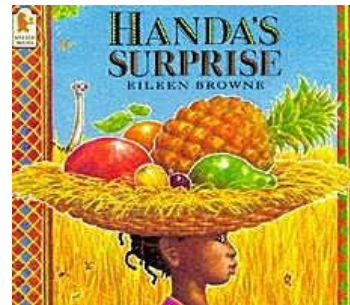
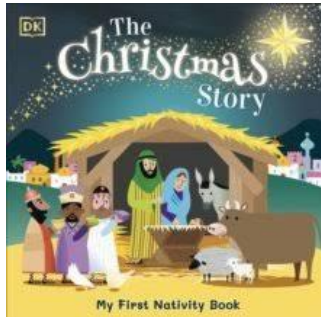
Writing

- 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.



Topics/Learning over the year

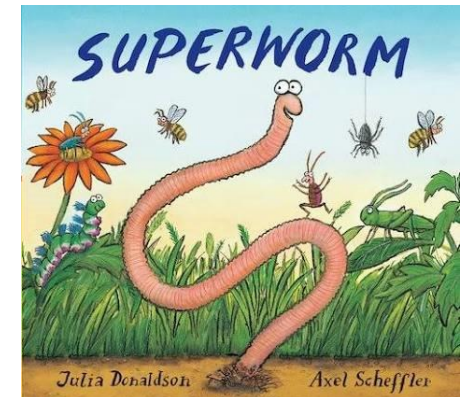
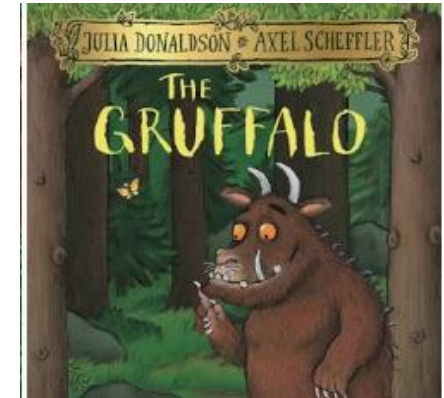
Autumn Term		Spring Term		Summer Term	
My Friends, Family and Me	Celebrations	Understanding the World	Significant People and Easter	Minibeasts and Planting	Traditional Tales, Beaches and Transition
- Starting school - Autumn - Where do you belong?	- Diwali - Bonfire Night - Remembrance Day - Christmas	- Comparing environments e.g. Antarctica, Africa and Jersey - Winter - Lunar New Year	- Space - Moon Landing - The Easter Story	- Plants and caring for the environment - Minibeasts - Seasonal changes	- Summer - Story telling - Getting ready for Year 1





Reading

- As parents you play a very important part in helping your child to read. Encouraging children to develop a love of books and an interest in written language helps their literacy now and **makes a difference to their whole future.**
- The most important thing is that reading should be a **positive, enjoyable experience** for both the adult and child, not a chore.
- Studies show that reading a variety of literature independently by age 15 is the **biggest indicator of future success.**





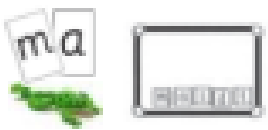
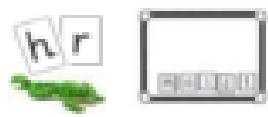
What is RWI?

Read, Write Inc

Read Write Inc.

- A structured phonics programme (Fred the Frog)
- Taught from Nursery to Year 2.
- Reception - Continuation of Nursery (identify letter shapes and sounds)
- Children now begin to read the letters, blend the sounds to make words, write each letter accurately. We progress to reading short sentences and phrases.
- We follow a specific letter order. We only say the letter sound not the name at this stage.
- Further RWI information can be found on the school website.



Group		In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read 16 or more single-letter sounds speedily
Set 1 Sounds Group B		Read all Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read most Set 1 single-letter sounds speedily Blend sounds into words – either orally or using Speed Sounds Cards
Set 1 Sounds Group C		Review all Set 1 single letter sounds speedily (teach any gaps) Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditties PCM		Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily including ll, ff, ss, and ck Read Word Time 1.6 and 1.7 words (words with Special Friends; words with double consonants and 4-sound words with Fred Talk) Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily



Writing Development

Harper is working at the expected level



A typical development stage in Reception follows these stages

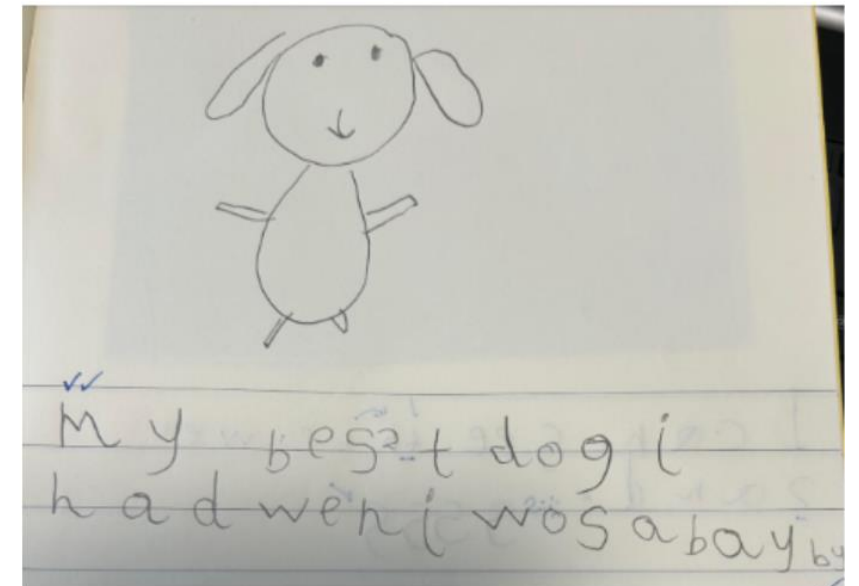
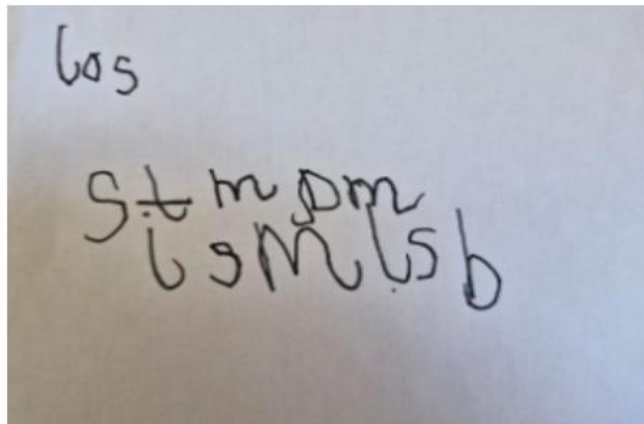
We teach letter formation through handwriting

Teach simple words through blending ie d-o-g

Begin to form words no finger spaces

End of year Reception expectation: Begin to write simple sentences with finger spaces, a capital letter and full stop.

Amani is working at an emerging level



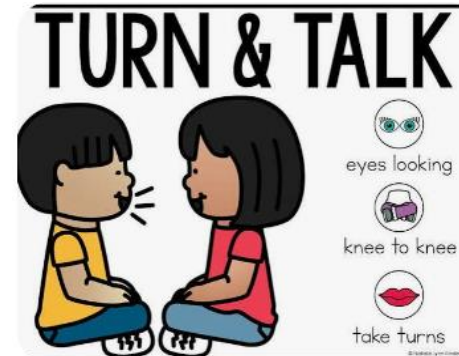
'My best dog I had when I was a baby.'



Oracy - teaching children to talk and listen

Attentive listening: Listen attentively and respond with relevant questions, comments, and actions when being read to and during class or small group discussions.

- We encourage children to talk to support their language and communication
- We do this through Drawing Club where they talk about their pictures, as well as through songs, rhymes and stories
- We teach children how to talk modelling full sentences
- We teach children how to listen to each other through turn taking and active listening games
- We teach children how to talk to a partner: eyes to eyes and knees to knees





Homework

- Homework is sent out every **Friday** and collected in the following **Friday**.
- Homework consists of either a **Phonics/handwriting** or **Maths** task.
- Reading homework begins at a certain Phonics level
- Children should be **reading for pleasure** every day





Homework

- Pencil grip - please encourage the correct pencil grip and adjust your child towards it.
- Handwriting sheet - please sit beside your child. Notice where they start the letter and stop. At this stage it is essential that they follow the correct direction, and they will need guidance with this.
- Please no pen - we prefer children to use pencil
- Please take it slowly - quality over quantity
- If your child gets overwhelmed please stop and try again at a different time.
- Speak to us if you have any concerns so we can support you to support your child.

Typical Development of Pencil Grasp

10 months
Pincer Grasp



12-15 months
Palmar Supinate Grasp



2-3 years
Digital Pronate Grasp



3-4 years
Quadrupod Grasp and/or Static Tripod Grasp



4-6 years
Dynamic Tripod Grasp





What else you can do to support your child at home



Read for pleasure -
visit the library and
they can choose books
that interest them



Encourage your child to
speak in full sentences
(Oracy)



Expect them to follow
2-3 instructions (
please take off your coat
and hang it on the hook)



Independence skills

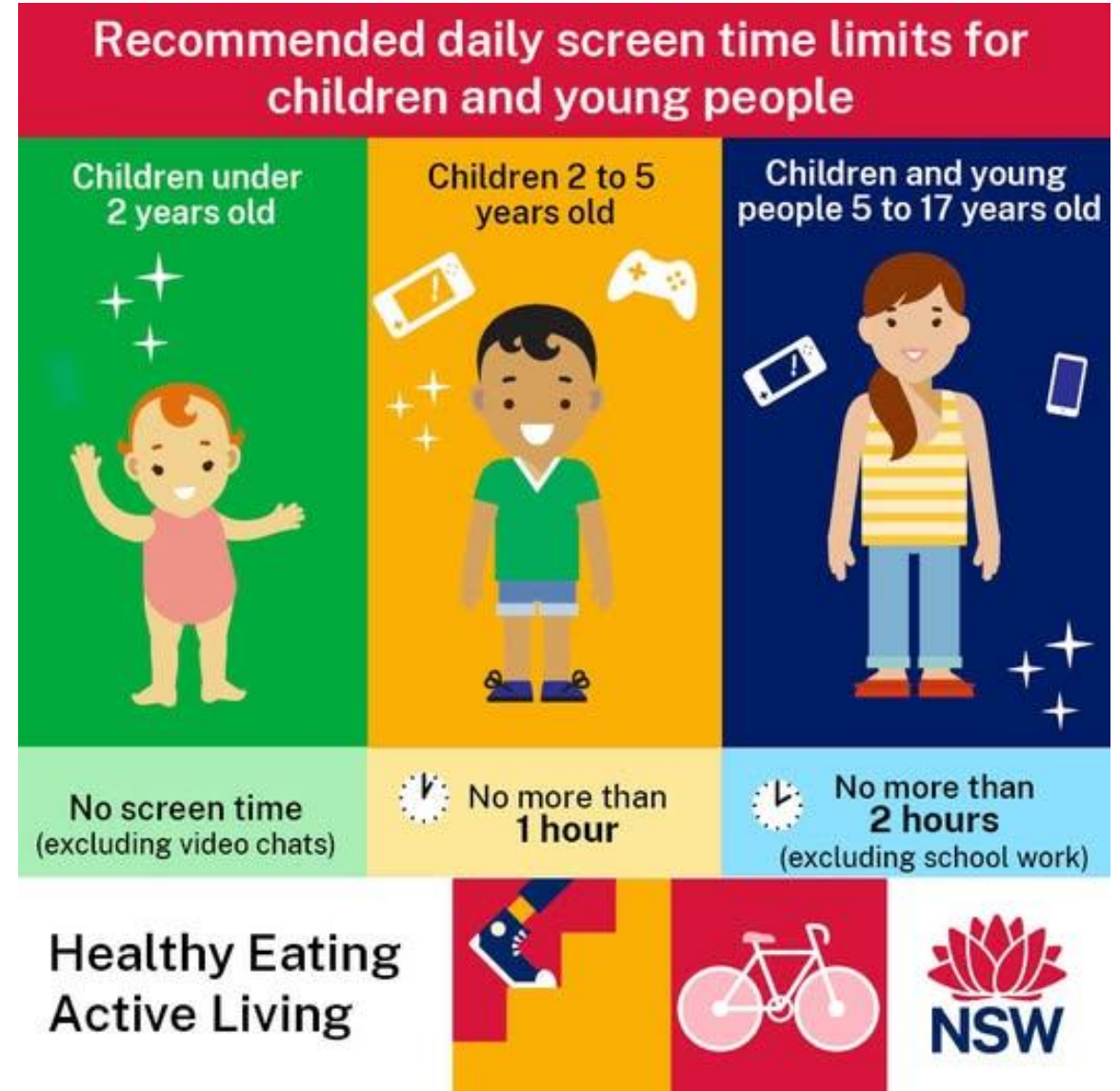


Tidy up help (pick up
their toys and put in the
toybox)



Screen time

- **Balance** is important: Screens can support learning and creativity when balanced with physical activity, reading, play, sleep and family time.
- Too much recreational screen time has been linked to **increased anxiety**, lower mood and difficulties with concentration and attention.
- **Recreational screen time** = games, videos, movies, social media, internet browsing, texting.





Sleep

Good sleep helps children learn!

Better focus

- Improved attention and concentration in class

Calmer behaviour

- More emotional control and positive mood

Stronger learning

- Improved memory, problem-solving and academic progress

How much Sleep?

- Younger primary: 10-12 hours
- Older primary: 9-11 hours works well for most.

Sources

Evidence-based guidance · NHS & American Academy of Sleep Medicine

Simple steps that help

Consistent times

- Same bedtime and wake-up every day (no more than 1 hour difference at weekends).

Calm wind-down

- 30-60 minutes of quiet activities (bath, story, chat) in the same order each night.

Screens off early

- Devices away at least 1 hour before bed. Charge phones outside the bedroom.

Sleep-friendly room

- Dark, quiet and cool. Keep the bed for sleep only.

Be realistic

- Every child is different. Seek support if needed.



100 things

Reception

Learn signs in Makaton
Visit the local parish Church
Go to the beach
Explore food from another culture
Experience an OPAL session
Learn Forest School skills
Celebrate another culture's festival
Try different fruits at snack time
Perform to the Good Companions
Work alongside Key Stage 2 pupils e.g.
book buddies



By the end of Reception,
your child will have
completed all of these and
many more!
We want the children to
have a well-rounded
curriculum full of
opportunities for engaging
learning in different ways.



Any questions?

