

Welcome to Reception



New Parent Meeting





The Aims of this Meeting:



- To help you to understand the curriculum that your child will be covering in Reception.
- To understand how we teach in order to cover the requirements of the curriculum.
- To identify the key ways in which you can help your child at home and in school.



The Staff:



- Mrs Rebecca Wills – Class Teacher
- Mrs Clare Wood – Nursery Nurse



What is the Early Years Foundation Stage?



- The Early Years Foundation Stage (EYFS) is the stage of education for children to the end of the Reception year.
- It is based on the recognition that children learn best through play and active learning.



The EYFS is based on 4 themes:



- 1 A Unique Child
- 2 Positive Relationships
- 3 Enabling Environments
- 4 Learning and Development



The Areas of Learning and Development:



1. Personal, Social and Emotional Development
2. Physical Development
3. Communication and Language
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design



Communication and Language:



- The development of children's spoken language underpins all seven areas of learning and development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial – we help to develop this by commenting on what the children are interested in or doing and adding in new vocabulary to build their language effectively.
- We read frequently to the children and engage them actively in stories, non-fiction, rhymes and poems.
- Our use of continuous and sensitive questioning invites the children to elaborate on their activity and build their range of vocabulary and language structures.





Personal, Social and Emotional Development (PSED):



- This is crucial for children to lead healthy and happy lives, it is also fundamental to their cognitive development and is what shapes their social world.
- We support the children by building strong and warm relationships with them as they learn to understand their own feelings and those of others as well as learning how to make good friendships of their own. We encourage them to: develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.
- Through our modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.





Physical Development:



- Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. We will focus on their gross motor skills (helps healthy bodies and social and emotional well-being) and fine motor skills (helps with hand-eye co-ordination which is linked to early literacy) development with targeted activities.
- By creating games and providing opportunities for play both indoors and outdoors, we will support the children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.





Mathematics:



- Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. We aim to teach the children to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. We also provide opportunities for children to develop their spatial reasoning skills across all areas of mathematics.
- It is crucial that we build a 'have a go' approach so that children aren't afraid to make mistakes, talk about what they have noticed and try again.





Literacy:



- It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.
- We read throughout each day and look at multiple genres within our class topics.
- Our Phonics lessons involve both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words – we practice this everyday.
- Writing involves developing spelling and handwriting and articulating ideas and structuring them in speech, before writing.





Understanding the World:



- This involves guiding children to make sense of their physical world and their community.
- We talk a lot about what they already know about the world around them – from visiting parks, libraries and museums to knowing about important members of society such as police officers, nurses and firefighters.
- In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.





Expressive Arts and Design:



- The development of children's artistic and cultural awareness supports their imagination and creativity. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. We encourage this through having lots of creative areas within our indoor and outdoor classroom and providing lots of speaking opportunities for the children to share ideas and show what they have created.





RELIGIOUS EDUCATION:



- As a Catholic School, we attach the greatest importance to Religious Education in the life of our School. This not only applies to specific R.E. lessons but in the everyday interaction of school life, assemblies, meal times, play times and all the relationships that exist within St. Oswald's.
- We teach tolerance and respect for other faiths, races and cultures.
- Classroom Religious Education is to be resourced as a core subject and allocated 10% of teaching time.



A day in Reception:



- 8.35 Come in to the classroom and hang up coats
- 8.40-9.00 Discover an activity before Register
- 9.00-9.15 Register with songs and a story
- 9.15-9.30 Literacy Input/Maths Input
- 9.30-10.15 Inside and outside activities
- 10.15-10.30 Playtime
- 10.30-10.50 Snack and Story
- 10.50- 11.30 Phonics
- 11.30-11.45 Storytime
- 11.45-12.45 Lunch time
- 1.00- 1.10 Storytime
- 1.10-2.30 Inside and outdoor activities
- 2.30-2.55 Story, singing, games/Show and Tell
- 2.55-3.00 Coats/bags for home time



The first few weeks:

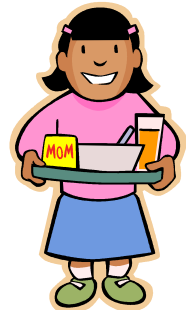


We will find out what the children
already know and can do
and use this information to help us develop an individual
learning programme
for each child.

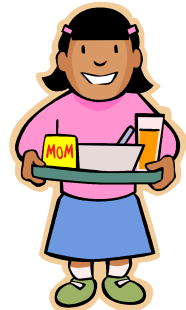
Each child has their own profile on Tapestry which is our online learning journey platform. On here we will document your child's progress through their child initiated and teacher led activities. This is done through taking pictures and making observations. We would love for you to interact with your child's development on here.

You will be invited to discuss how your child has settled in and their progress so far at our parents evening in October.

Induction – Group A

Tuesday	Morning Session
Wednesday	Afternoon Session
Thursday	Morning Session
Friday	Afternoon Session
<u>Week 2</u> Full Days for all children	

Induction – Group B

Tuesday	Afternoon Session
Wednesday	Morning Session
Thursday	Afternoon Session
Friday	Morning Session
<u>Week 2</u> Full Days for all children	



Medical Matters:



- Any sickness must be followed by 48 hrs absence.
- Any absence requires a note or telephone call explaining why.
- Any prescribed medicines can only be administered by prior arrangement.



Other Matters:



- **Uniform** – Sky blue polo shirt, grey trousers or navy skirt/pinafore, blue jumper/cardigan – ALL NAMED PLEASE.
- Velcroe Shoes
- Children come to school in their PE kit on their allocated PE day (Monday and Thursday). This will begin after October Half Term.
- Return **book bags** every day, with reading folders.
- Please can you child bring a water bottle to school each day.



Becoming School Ready:



- Putting on and taking off their coat
- Putting on and taking off their jumpers or cardigans
- Taking their shoes and socks off and putting them back on again
- Beginning to recognise their name (it is on their peg and drawer labels)
- Holding a pencil
- To hold a knife, fork and spoon
- To know when to ask to go to the toilet



And Finally:



- If you have any worries or concerns, please come and see a member of the Reception Class team and we will do our very best to help you. 😊

Thank you

