

# Welcome to Reception 2020-21

Welcome to the Reception year. The members of our team are:

**Yellow Class**- Saffron, (teacher) Marisa (Early Years practitioner)

**Gold Class**- Caroline (teacher and year group leader) Sanja (practitioner)

**Silver Class** - Yael and Jamie (teachers) Anita (practitioner)

The SEN assistant in reception is Munira

The SMSAs at lunchtimes are Phoebe in **Yellow**; Sheila in **Gold** and Mena in **Silver**.

We start by settling your children into class!

We help them to explore resources and tidy them away independently; we explain what is expected of them through class and school rules. We discuss 'kind hands'; encourage them to speak to new adults and children; and we play games and work together to help children share and wait their turn. Throughout this time your children will get to know their way around school and will find out about who works here.

We make home links by finding out about our families, friends and what we like doing. If you haven't done so already, please bring in an A4 sized piece of paper with a drawing, painting or cutting & sticking on it as their first piece of work! Please also bring in a Summer family photo to share and display in class. We would be grateful if both items could be handed in by **Monday September 28th** so that we may introduce them to their 'Special Book'.

Your child will be given a named book bag. This is to carry books they borrow from school and also important information for parents. This must be brought into school **every day with the school books inside** so please check this bag daily!

**Library Days** Your child will borrow a book each week from our library: Silver: **Wednesday**; Gold: **Thursday** Yellow: **Friday**.

**Outdoor P.E:** Yellow: **Monday**; Gold: **Tuesday**; Silver: **Friday** - please dress your child in trainers and tie long hair back!

**Singing:** Every Wednesday pm.

**Curriculum Meeting for Parents/Carers:** Wednesday 7th October, 10.00am via Zoom; about how and what we teach.

**Priory Park Class Trip,** October pm: Silver: Monday 12th; Yellow: Tuesday 13th; Gold: Thursday 15th, letter to follow.

**Class Representatives:** Each class requires a parent to help create a community so that everyone feels included. They may help to share class information and 'Parent - School Association' events with parents. Please come forward! You may wish to share the work in a pair. Please ask if you'd like more information. N.B. Silver Class already has a rep!

Please note the following points:

- **No jewellery.**
- Ensure all clothing is labelled with your child's name.
- Ensure clothes and shoes are casual and comfortable, suitable for outdoor use and can be managed independently by your child. Footwear should be suitable for active play like climbing and running - No slippers/flip-flops/heels, please

- Make sure your child wears a warm, waterproof coat on cold/wet days.
- Bring in a labeled water bottle to keep in school. We only allow water to drink
- **We will let you know when PE kits are needed in school.** Ideally, your child's clothes should be suitable for PE inside or outside and they should not need to change

When parents are actively involved and interested in their children's learning, they progress more quickly. We want to encourage this partnership at this early stage of your child's schooling. Please read the 'topic web' on the back of this letter which provides information about the activities for you to do at home. We will let you know about any requests we make for resources, either verbally, by letter or via the 'class rep'. Don't hesitate to approach us if you have any queries, for longer enquiries please make an appointment via email, thank you.

We will be holding a question and answer session at the Parents Curriculum Meeting on:  
**Tuesday 22 September.**

**We have arranged a zoom meeting from 10am - 10.30am. See below for the link:**

**Topic: Reception Curriculum meeting**

Time: Oct 7, 2020 10:00 AM London

Join Zoom Meeting

<https://us02web.zoom.us/j/83218425496?pwd=SEVraTJsWEZLbmJ5d2wyUWZMN0xmdz09>

Meeting ID: 832 1842 5496

Passcode: 5ydVFU

**We look forward to an exciting and successful year with your children!**  
**The Reception Team**

## Ways in which you can help your child Reception Autumn Term 1 2020

<p><b>Personal Social and Emotional Devpt.</b> Be clear to your child about leaving at the beginning of each session, i.e. leave once you have told the children you are going.</p> <p>Teach children to be independent e.g. dressing/undressing, washing hands, tidying up and give praise to encourage each step.</p> <p>Encourage turn-taking in play at home.</p> <p>Talk about new children / friends in class; help them to make friends. Talk about being kind.</p> <p>Talk about what they like doing at school and at home.</p> <p>Talk about rules and routines you have at home and relate to those at school.</p>	<p><b>Communication and Language</b> Play listening games- sound walks, guess the noise/ the instrument, sing echo songs where your child copies you in turn.</p> <p>Encourage and support children to ask for help, to listen and respond to questions.</p> <p>Talk about what your child sees, in the environment, in books, on TV etc., follow their interests in conversation.</p> <p>Use role- &amp; small world play to encourage imaginative talk.</p> <p>Play matching games/lotto to develop basic vocabulary,</p> <p><b>Literacy</b> Learn familiar nursery rhymes, the ABC and the initial sounds of your child's name.</p> <p>Demonstrate order of the text and model turning the pages and caring for books.</p> <p>Be able to recognise own name through games. Look at and play with packaging, labels &amp; signs.</p> <p>Explore writing materials- variety of graphic tools including sticks, chalk, brushes and water, Behave as a writer. Model writing messages, shopping lists, books, labeling.</p>	<p><b>Mathematics</b> Daily: count things e.g. how many forks needed at the table; steps, cars shops etc. count things into the box when tidying up.</p> <p>Use maths language in play: "How many have I got? Learn finger rhymes: 5 little speckled frogs; 5 little ducks; 5 Little Firemen; 5 Currant Buns; 10 Green Bottles, 10 elephants on a piece of string etc. Change the amounts, linked to your child's needs.</p> <p>Counting activities using quantities above 10; 20 How many letters in your name? Match numerals to quantities. Ask, how many? How many more/less/the same?</p> <p>Make deliberate mistakes for them to discover when counting; let your child be the 'leader'!</p> <p>Encourage children to talk about shapes in models they have made. Talk about shapes they see around them: doors windows, flat /curved etc.</p>
<p><b>Understanding of the World</b> Explore classify and sort a variety of materials and resources, e.g. sand, water, clay, gravel, stones, shells, using "feely bag", magnifying lenses.</p> <p>Sort and match everyday objects during tidy-up time: "Can you find something made of wood? etc. Cook with your child. Talk about hygiene in the home and at school. Make models from a variety of (junk) materials, using tape, glue, and staples.</p> <p>Familiarise your child with technical gadgets: TVs, desktops, notebooks, computer games or games consoles, cameras and remote controlled toys regularly. Ensure content is age-appropriate. Talk about past experiences. Find out about festivals of personal significance to individual children.</p>	<p><b>Expressive Arts and Design</b> Model pretend play: e.g. a party, dinner time; the garage, anything that your child is interested in! Dance/move to music.</p> <p>Encourage children to use and care for equipment and resources equipment safely and confidently.</p> <p>Free exploration of media and materials: e.g. brushes, papers, glue, paints, chinks, pastels, pencils, play dough, corn flour, clay, shaving foam, finger paints. Print collaboratively to provide display backgrounds- e.g. sponges, blocks, wheels, string etc. Make collages, prints, paintings and drawings and share with school.</p> <p>Explore sound using percussion instruments. Listen to different types of music.</p>	<p><b>Physical Development</b> Encourage children to wash/ clean hands/ teeth / brush hair independently. Practice dressing and undressing in role play to encourage independence.</p> <p>Develop balancing, jumping, running, adjusting speed/direction, and safety, showing children correct and safe use of large and small equipment.</p> <p>Provide free access to a variety of construction toys for building and moving.</p> <p>Provide experiences of cutting and sticking.</p> <p>Work with play dough, clay and plasticine to cut, roll and manipulate.</p>

**FOUNDATION STAGE RECEPTION MID-TERMLY PLANNING SHEET: NEW**

**BEGINNINGS - AUTUMN TERM 1 2018-2019**

Throughout this half term we will be assessing where each child is at in their learning through a series of observations, photos and conversations. This will help us in turn to plan appropriate provision, teaching and support to develop the children's progress.

**THE UNIQUE CHILD (OBSERVING HOW A CHILD IS LEARNING)  
RELATIONSHIPS (TEACHING AND PROVISION)**

**POSITIVE**

<p><b>CHARACTERISTICS OF EFFECTIVE LEARNING: CEL</b></p> <p><b>PLAYING AND EXPLORING</b>-engagement <u>Finding out &amp; exploring</u></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around • Engaging in open-ended activity</li> <li>• Showing particular interests</li> </ul> <p><b>ACTIVE LEARNING</b>-motivation <u>Being involved and concentrating</u></p> <ul style="list-style-type: none"> <li>• Maintaining focus on <i>their</i> activity for a period of time* Showing high levels of energy, fascination*Not easily distracted • Paying attention to details</li> </ul> <p><b>CREATING AND THINKING CRITICALLY</b>-<i>thinking</i> <u>Having their own ideas</u></p> <ul style="list-style-type: none"> <li>• Thinking of ideas • how to solve problems. Finding new ways to do things</li> </ul>	<ul style="list-style-type: none"> <li>• Play with children. Encourage them to explore, and show your own interest in discovering new things.</li> <li>• Help children taking over or directing.</li> <li>• Join in play sensitively, fitting in</li> <li>• Support children to choose their activities - what</li> <li>• Stimulate children's interest through shared attention, a</li> <li>• Use the language of thinking and learning: <i>think, know, re</i></li> <li>• Model being a thinker, showing that you don't always know</li> <li>• thinking: <i>What else</i> is possible? • Respect children's effort</li> <li>• idea. • Model talking aloud as it helps children to think &amp; co</li> <li>• Value questions &amp; possible responses</li> </ul>
<p><b>PERSONAL SOCIAL &amp; EMOTIONAL DEVELOPMENT - PSED</b></p> <p><b>MR</b> Initiates conversations, attends to &amp; takes account of what others say 40-60</p> <p><b>SCSA</b> Can describe self in positive terms &amp; talk about abilities.40-60</p> <p><b>MFB</b> Aware of the boundaries set &amp; of behavioural expectations in the setting 40-60</p> <p>Understands that own actions affect other people, e.g. becomes upset or tries to comfort another child when they realise they have upset them.</p>	<ul style="list-style-type: none"> <li>• Encourage parent/carer to leave at beginning of t</li> <li>• difficult</li> <li>• Choose books &amp; puppets to help children explor</li> <li>• feelings, e.g. someone saying 'You can't play'.</li> <li>• Provide opportunities for children to reflect on su</li> <li>• children independent self care &amp; hygiene; practice &amp; prais</li> <li>• Establish class routines &amp; rules; set up monitors/</li> <li>• Talk about fair and unfair situations, children's fe</li> <li>• small circle times when children can explore different fee</li> </ul>
<p><b>PHYSICAL DEVELOPMENT- PD M&amp;H</b></p> <p>Uses simple tools, objects, construction and malleable materials safely and with increasing control. Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with others, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows a preference for a dominant hand.40-60</p> <p><b>H&amp;SC</b> 40-60 Usually clean and dry during the day. Shows understanding of the need for safety when tackling new challenges; considers and manages some risks. Eats a range of healthy food; understands need for variety in diet</p>	<ul style="list-style-type: none"> <li>• Provide free access of scissors to cut paper, tape</li> <li>• use of equipment.</li> <li>• Free and guided use of large and small pencils per</li> <li>• Work with manipulative materials, developing skill</li> <li>• Have free access to a variety of construction toy</li> <li>• Provide games and other opportunities in hall and</li> <li>• etc. for exploring movement and negotiating space.</li> <li>• Encourage children to use washrooms independent</li> <li>• Practice un/dressing-, computer mouse- and tool s</li> <li>• Encourage children to make appropriate food choi</li> <li>• vegetables at 'fruit times'. Make fresh water available in t</li> </ul>

**CLLD LANGUAGE FOR COMMUNICATION**  
**LA-** Maintains attention, concentrates and sits quietly during appropriate activity.40-60  
**U-** Responds to instructions involving a two-part sequence Listens and responds to ideas expressed by others in conversation or discussion.40-60  
**S-** Introduces a storyline or narrative into their play. Links statements and sticks to a main theme or intention. Uses language to imagine and recreate roles and experiences in play situations. 40-60

- Choose stories with repeated refrains, dances & c taking
  - Start up helicopter stories and group story telling
- Use opportunities to stop and listen carefully for environment long, short, high, low. Plan regular short periods when individual experience or describing something.
- Show children how to use language for negotiating
  - Support children's growing ability to express a wide range of experiences.
  - Encourage conversation with others & demonstrate active listening to others & using expressions. Use stories to focus on "did the boat tip over?"

**LITERACY**  
**R :** Continues a rhyming string (also W). Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Hears and says the initial sounds in words 40-60  
**W:** Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Can segment the sounds in simple words & blend them together. Writes own name and such things as labels and captions 40-60

Clap out children's names and new vocabulary for c to hear sound discrimination. Simultaneously go over the SET 1 sound. Read familiar texts and big books regularly, paying attention to group.  
 Develop knowledge of environmental print (packaging, labels) Adult to demonstrate text directionality and model book handling. Use photos of children and families as a prompt for talk with children. Introduce L&S sounds and Fred Talk  
 Play Fred Talk, I spy and name games at circle time.  
 Play with Alphabet and relate letters to children's names.  
 Talk to children about the letters that represent the sounds of other familiar words.  
**W:** Model writing so that children can see spelling in action. Model how to segment the sounds (phonemes) in simple words represented by letters (graphemes). \* See physical also.

**MATHS N:**  
 Recognises some numerals of personal significance. Recognises numerals 1 to 5.  
 Counts up to three or four objects by saying one number name for each item.  
 Counts actions or objects which cannot be moved.  
 Counts objects to 10 & beginning to count beyond 10.Counts out up to six objects from a larger group.40-60  
**SSM** Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Uses familiar objects and common shapes to create and recreate patterns & build models. Orders /sequences familiar events. 40-60

Draw attention to where numerals are in and outside the context etc e.g. in P.E. Warm up.  
 Encourage number language in play (i.e. contextual)  
 Learn number rhymes daily using props e.g. 5 speckled frogs, hammers 10 fat sausages/green bottles; elephants; one more correct  
 Demonstrate representing how many, then use clipboards  
 Talk about shapes in and out using every day and mathematical language. Play 'what shape is a'...? to introduce names and properties of shapes. Whole class games using positional language. E.g. 'Where is the...?'  
 Talk about who is in front /behind in the line & whom you are following. Provide a changing variety of construction toys; observe children's play. Refer to visual timetable and talk about what is happening. Show and talk about money and the cost of things.

**KNOWLEDGE AND UNDERSTANDING**  
**P&C** - Enjoys joining in with family customs and routines. 40-60  
**TW** Looks closely at similarities, differences, patterns & change. 40-60  
**Tech:** 40-60: Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.

Provide large range of resources for children to experiment with flour, paint & dyes, sawdust, gravel.  
 Sorting and matching everyday objects during tidy-up time. recorder headphones.  
 Free construction; make large and small bridges, houses, boats. Talk about different cultural and religious occasions as they arise. Use ICT suite class computers and laptops to practice the themes. Support children to use the mouse and gadgets used.

**EXPRESSIVE ARTS AND DESIGN**  
**EUM&M:** Begins to build a repertoire of songs & dances. Explores the different sounds of instruments. Explores what happens when they mix colours.  
 Experiments to create different textures. Understands that different media can be combined. Constructs with a purpose in mind using a variety of resources 40-60  
**BI:** Creates simple representations of events, people & objects. Chooses particular colours to use for a purpose. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. 40-60

Adult to model play in role play area, (home corner, shop etc) using actions and words to engage and motivate children.  
 Provide resources for mixing colours, joining things together. Have a 'holding bay' where models and works can be retained to.  
 Make display backgrounds; id boards, Introduce and explore world music; build up repertoire of familiar songs. Portraits. First drawings of children and family, school, 1<sup>st</sup> painting. Encourage imagination through the provision of pictures, paintings, poems, music, dance and story. Provide curtains & dressing up.