

Welcome to Reception

- Class Name: Ducklings
- Teachers:
 - Mrs Read (Monday-Thursday)
 - Miss McCauley (Wednesday AM, Friday)
- TAs:
 - Mrs Walton
 - Mrs Green





Key Messages

- Please ensure your child wears correct uniform and footwear everyday (*see school website for more details*)
- Please label all school uniform (including PE kit)
- No earrings to be worn for PE, and long hair should be tied back
- Water bottles need to come in to school everyday, clearly labelled (*water only please*)
- If your child brings a packed lunch please provide a healthy lunchbox, and NO NUTS due to allergies in school.
- Free School meals available for all children in KS1 – please order this through ParentMail.
- Free fruit provided by school.
- Milk – Please check with CoolMilk and sign up if you would like your child to have milk at school.
- Birthdays – children can bring in sweets to share – we will help them to give them out at the end of the day, they cannot be eaten in school.
- Read ParentMail regularly and let the office know of any changes of contact details.



Attendance

- Learning starts when doors open at 8.40am (Morning work)
- Children to come in independently.
- Please make dentist and medical appointments outside the school day wherever possible.
- If your child is ill, please contact the school office by 9:00am on day 1 at the very latest.



Timetable



- School starts promptly at 8.45am and ends at 3.15pm.
- Doors open from 8:40am
- PE day – Friday – come to school wearing PE kit.
- Welly Wednesday – provide suitable clothes for the weather e.g. welly boots, coat, hat, gloves scarf etc.

Resources

- Water Bottle – only water
- Book Bag – reading diary and books.
- Lunch (if not having school dinner)
- Hat (summer)
- Coat



Behaviour and Rewards

Some of the approaches we use are:

- Rainbow names – Sunshine and Thunder cloud
- Class Reward points
- Sunshine Certificates
- Praise Postcards
- Pupil of the Week – will be celebrated each week in Friday celebration assembly.
- Stickers.
- Phone call home.



Communication

- Question/worries/positives/celebrations.
- We are always available on the door in the morning and afternoon, however we have limited time to talk in the morning as we need to start teaching ASAP.
- Direct contact with teachers is best.
- Messages can be sent via Tapestry.
- You can also email or telephone the school office who will pass on the information to us.







- Everyone's accounts have been activated by the Reception team.
- Please log in regularly to see what your child is learning in school. We will share next steps for learning to help you support them at home.
- We also welcome observations from home to help to contribute to your child's learning journey through Reception.
- If you are having any problems with Tapestry please speak to a member of the Reception team.

Our Curriculum

- *Termly Curriculum Overviews on website*
- *Regular updates on Tapestry*

| Reception Termly Overview - Autumn 2023 (Term 1) | | All About Me |  |
|---|--|---|---|
| <p>Personal, Social and Emotional Development (PSED)</p> <p>Unit: Me and My Relationships (SCARF)</p> <p>PSED lessons will cover 'All About Me', 'What makes me special', 'Me and My Special People', 'Who can help me' and 'My feelings.'</p> | <p>Communication and Language</p> <p>The children will develop their listening and attention skills through playing with their friends, listening to stories, and by following simple instructions.</p> | <p>Mathematics</p> <p>White Rose Scheme of work: Getting to know you & <u>Just</u> like me!</p> <p>We will be learning the skills of sorting and <u>matching</u> and comparing and ordering. We will also be recognising and creating simple repeating patterns.</p> <p>We will also focus on the key skills of counting:</p> <ul style="list-style-type: none"> • Stable order • One-to-one correspondence • Cardinality | |
| <p>Literacy</p> <p>Key Texts:</p> <p>'Harry and the Dinosaurs go to School' by Ian Whybrow, 'Colour Monster' by Anna Llenas, 'The Rainbow Fish' by Marcus Pfister, 'Monkey Puzzle' by Julia Donaldson, and 'Peace at Last' by Jill Murphy.</p> <p>Phonics / Reading*</p> <p>Children will have opportunities to share stories with adults and their peers. They will learn that print carries meaning and that in English we read from left to right. They will answer questions and discuss the books and stories they read as we start to develop early comprehension skills. As a class we will learn and sing nursery rhymes and become aware of sounds in words (phonemes) and start to segment and blend sounds together in our daily phonics sessions.</p> <p>Writing*</p> <p>Writing opportunities will always be included in all play, and children will be encouraged to write their names or labels in the context of their play.</p> <p>We will be introduced to the correct letter formation for writing in our daily 'Kinetic Letters' lessons.</p> |  <p>Physical Development</p> <p>Children will be encouraged to use a range of equipment such as scissors, pencils, <u>crayons</u> and chalk to develop dexterity and to use them with increasing control. As part of our 'Kinetic Letters' lessons, we will build our core strength with daily exercises and develop the correct pencil hold to get ready for writing.</p> <p>PE Unit: First PE (See Knowledge Organiser)</p> <p>RE Unit: Which places are special and why?</p> <p>We will be discussing which places are special to us and why. We will begin to understand why it is important to have special places in our community.</p> | <p>Understanding the World</p> <p>The children will talk about the lives of people who are familiar to them and talk about significant events such as birthdays. They will learn about some different occupations such as vets, the police or doctors and nurses. We will start to look at the season of Autumn and will use the book 'Leaf Man' by Lois Ehlert to help us think more about and look at the changes happening around us.</p> <p>Expressive Arts & Design</p> <p>The children will explore colours and how they change. We will be painting self-portraits, thinking carefully about our personal features and characteristics and how we can represent these through art. There will be opportunities to develop imaginative role play in our home corner and small world play areas.</p> <p>Music Unit: Exploring Sound</p> | |

Vocabulary

- A child's vocabulary is one of the most important areas of learning for us all to develop.
- A child's vocabulary needs help to develop.
- Sharing books and talking using more sophisticated language can help this.
- Encourage your child to ask what different words means. Praise them for doing this.
- Look for new words in books, on television and in the environment.

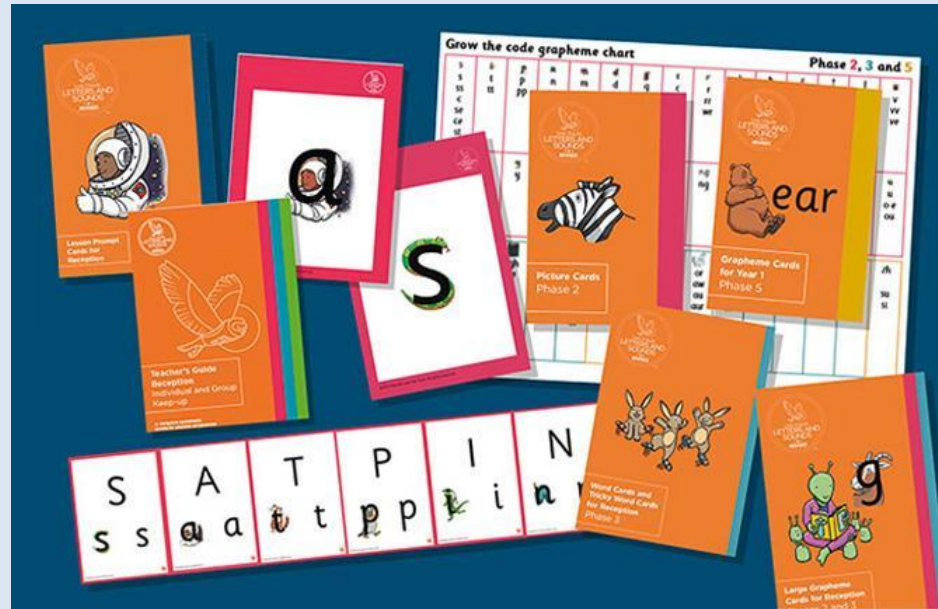






Phonics – Little Wandle

We use Little Wandle Letter and Sounds Revised as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



“

Phonics is:

making connections between the sounds of our spoken words and the letters that are used to write them down.

”



Phonics – Little Wandle

- We will have daily phonics lessons which introduce the letters and sounds.
- We usually teach four new sounds a week.





Phonics – Little Wandle

- Blending sounds to read words.



How we teach blending

Phonics at Home

Each week your child will bring home 2 books



- Reading book
- Sharing book

We will also send home a phonics information sheet
So you are aware of our learning in school that week.

More support and information for parents can
be found here:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

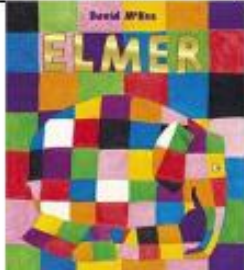
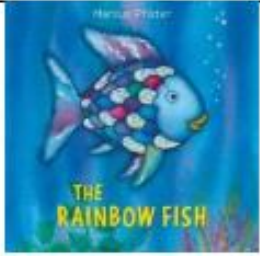
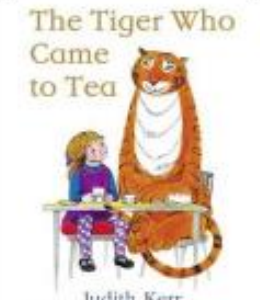




| Phase 2 grapheme information sheet | | Autumn 1 | |
|------------------------------------|---|---|---|
| Grapheme and mnemonic | Picture card | Pronunciation phrase | Formation phrase |
| s s |  | Show your teeth and let the s his out s s s s s | Under the snake's chin, slide down and round its tail. |
| a a |  | Open your mouth wide and make the 'a' sound at the back of your mouth a a a | Around the astronaut's helmet, and down into space. |
| t t |  | Open your lips, put the tip of your tongue behind your teeth and press t t t | From the tiger's nose to its tail, then follow the stripe across the tiger. |
| p p |  | Bring your lips together and push them open and say p p p | Down the penguin's back, up and round its head. |
| i i |  | Pull your lips back and make the 'i' sound at the back of your mouth i i i | Down the igana's body, then draw a dot (on the leaf) at the top. |
| n n |  | Open your lips a bit put your tongue behind your teeth and make the n n n sound n n n | Down the stick, up and over the hat. |
| m m |  | Put your lips together and make the m m m sound m m m | Down, up and over the mouse's ears, then add a flick on the nose. |



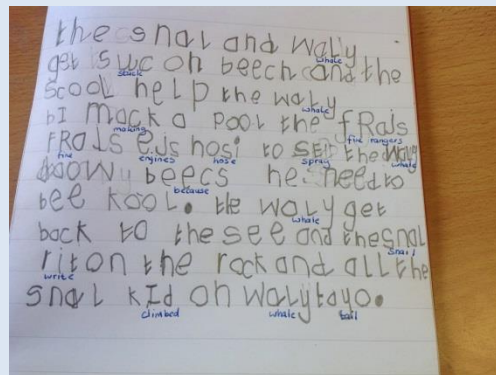
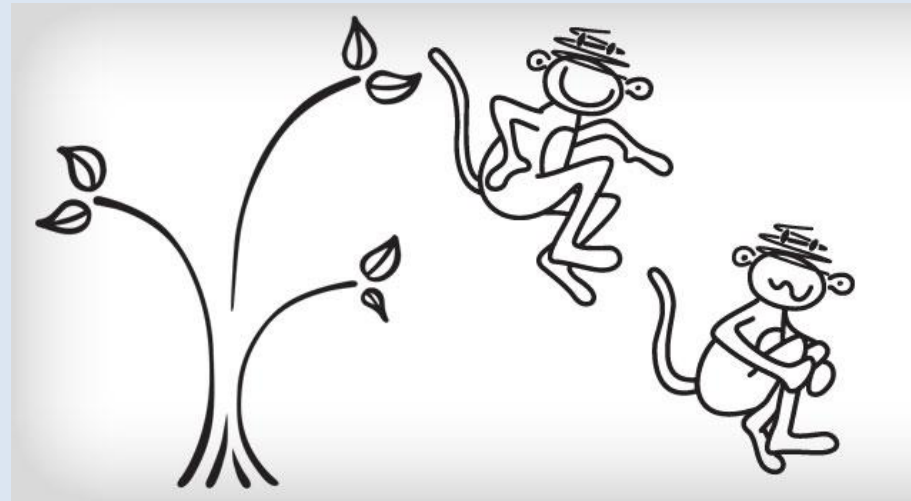
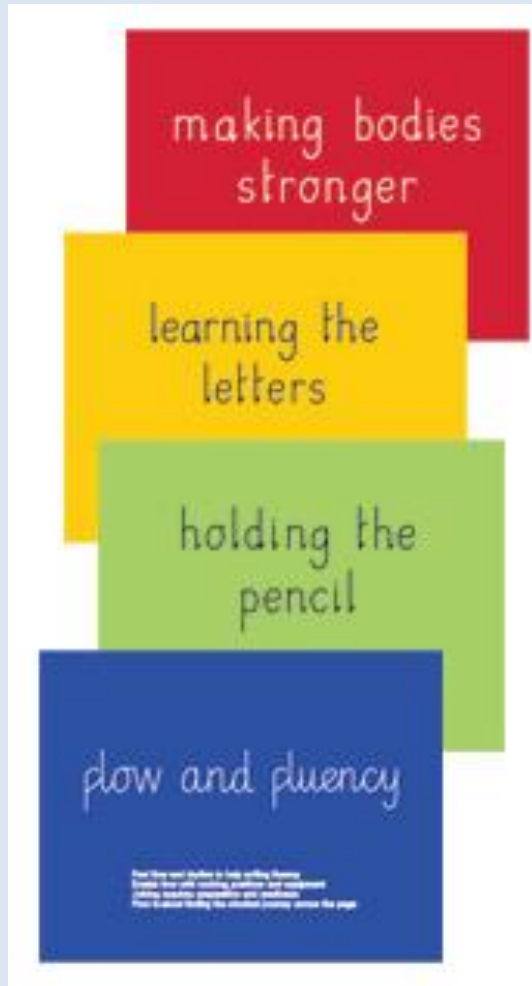
100 books to read before you leave Silverstone CE Primary School:

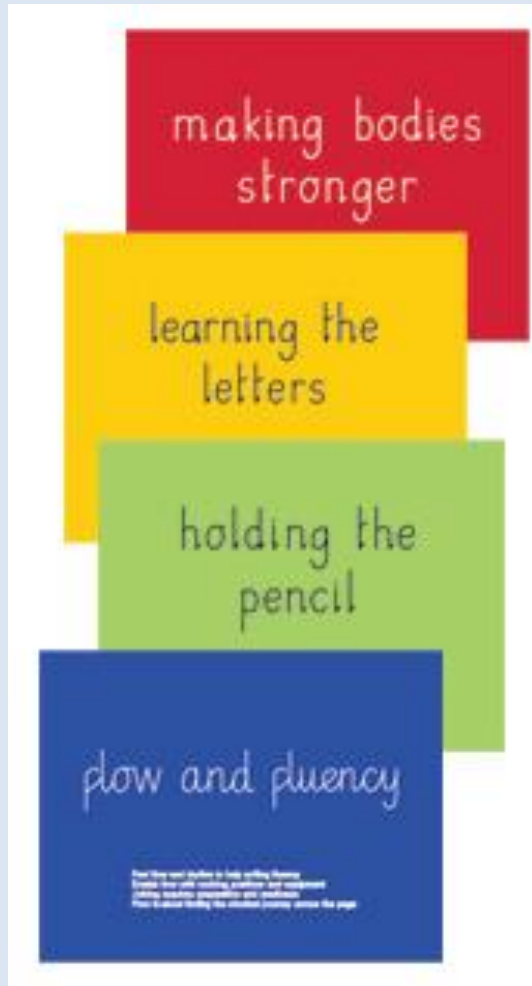
Reception

| | | | | | |
|--|--|---|---|---|---|
|  <p>Elmer by David McKee</p> |  <p>The Rainbow Fish by Marcus Pfister</p> |  <p>You Choose by Nick Sharratt & Pippa Goodhart</p> |  <p>Supertato by Sue Hendra & Paul Linnet</p> |  <p>One Springy Day by Nick Butterworth</p> |  <p>On the Way Home by Jill Murphy</p> |
|  <p>Dogger by Shirley Hughes</p> |  <p>The Tiger Who Came to Tea by Judith Kerr</p> |  <p>Zog by Julia Donaldson</p> |  <p>Things that go! by William Bee</p> |  <p>Wriggle and Roar! Rhymes to join in with by Julia Donaldson & Nick Sharratt</p> |  <p>The Body Book by Hannah Alice</p> |

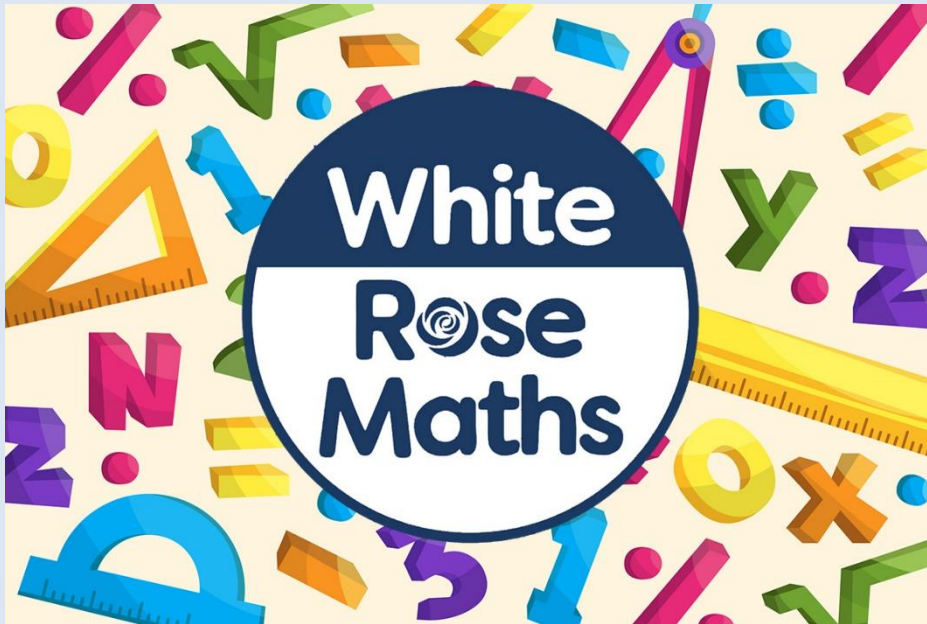
Kinetic Letters

making hand-writing easy for everyone





- The children are taught letter formation through the Kinetic Letters programme.
- Two monkeys – Brave Bounce and Scared Skip, teach the letter formations in letter family stories.
- This involves using big movements first to learn the sequence of moves.
- We write lying down to help strengthen our bodies.
- Sand trays and whiteboards are used in Reception to help practise letter formation.



- Daily maths lesson
- Maths in continuous provision – opportunities to practise skills & challenges.

- Home learning
- Counting
- Subitising
- Comparing





Children's Responsibilities...

- Self care skills – putting their coat on, toileting, wiping their nose, washing hands etc.
- Morning routines - putting book bags, coats, lunch boxes into the correct places in the morning and washing their hands.
- Collecting belongings at the end of the day ready to come home.

Parent's Responsibilities...

- Read regularly with them at home and encourage them to read.
- Talk to them about their learning (what did you learn today....)
- Complete homework with children e.g. phonics practise, name writing, reading books.





Thank you for reading this
information. If you have any questions,
please email-

office@silverstone.pdet.org.uk

We look forward to a successful year
ahead! 😊

