

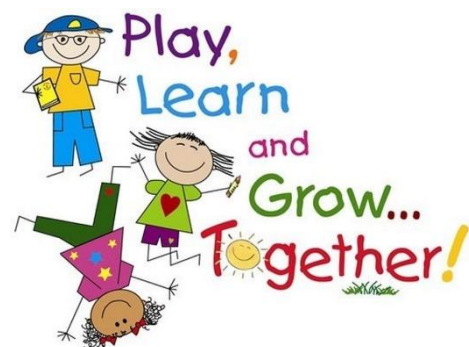


Welcome to Reception!



Class Teacher: Miss King  
Friday – Miss Stainer

Teaching Assistants: Mr Worrell



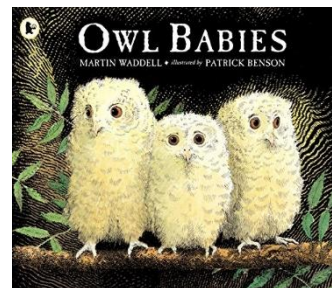
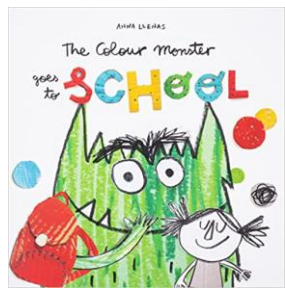
# Keeping you informed

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Every half term you will receive a curriculum newsletter to let you know what is happening via Parentmail; this will also be on the class page on the school website.

Our topic this term is: All About Me...

Here are a selection of the texts we will be using to drive our learning.





# The school day

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**Start of day:** 8:30 – 8:50

**Morning break:** 10:00 – 10:15

**Lunch time:** 11:45-12:45

**Afternoon snack:** 14:00 – 14:30

**End of day:** 15:20



# Timetable

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**PE is on Thursday.** The children will need to wear their PE kits on PE days.

**Show and tell is on a Friday afternoon.**

Library books need to be returned to school by **Monday** each week so that they can be changed on Tuesday.



# WVPS Curriculum

OUR CURRICULUM HAS BEEN DEVELOPED WITH

THREE DRIVERS IN MIND:

1. EXCELLENCE



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2. COMMUNITY



3. GROWTH





# WVPS Early Years Curriculum:

## Prime areas:



- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**

## Specific areas:



- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

Whilst we have topics and themes for each half term the learning will be driven by the children's interests.

The emphasis is on learning through play because 'play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems' (EYFS 2021).

At the end of the EYFS, there are **17 Early Learning Goals** that children are expected to achieve.

# 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.



# Tapestry

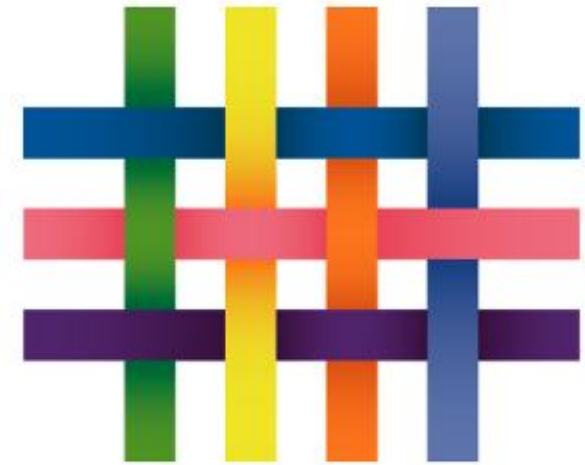
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A place to share learning, successes and achievements at school and home!

Weekly uploads which provide an overview of what we have been up to in class. Some individual observations to celebrate more personal achievements and successes.

## Why?

- 1. Reduced the amount of unneeded written recordings and assessment of children.**
  - This frees up more time for staff to spend directly with the children.
  - By taking away the need for constant recording, it helps to develop more natural play, conversations and interaction between adults and children..



**TAPESTRY**  
ONLINE LEARNING  
JOURNAL



# Stretch and Challenge

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At WVPS we strive to provide an environment in which **all children** are challenged in order for everyone to achieve their full potential:

Learners know what they are going to learn and what they need to do to be successful.

Learning is challenging, engaging and aspirational.

Questions extend learning and thinking.

Curiosity is valued; questions are encouraged.

Activities give learners a sense of autonomy to think critically, make decisions, take responsibility and manage risks.

Opportunities for collaboration and cooperation.

Develop skills

Praise is for effort.

Timely feedback which identifies next steps.

Help children to develop a positive approach and growth mindset.

# Topics

There will be a different topic taught each half term these are:

- ▶ All About Me
- ▶ Let's Celebrate
- ▶ A Ticket to Ride
- ▶ Amazing Animals
- ▶ Come Outside
- ▶ Fun at the Seaside



# Maths

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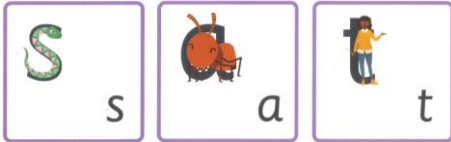
We follow the Mastering Number Programme developed by the National Centre for Excellence Teaching in Mathematics.

Our maths curriculum really focuses on the depth and understanding around number, shape and space, which sets a very strong foundation your child's maths journey.



# Phonics in Class R



- Daily Phonics lessons
- A video will be posted on Tapestry showing you the sounds they will learn each week.
- The focus sounds for the week will be stuck in your child's reading record. 
- There will be review weeks where we will recap on previously learnt sounds and words.
- They will read everyday in their phonics sessions.

**More information will be provided at the phonics meeting later on this term.**

# Reading Books



Reading books will be changed on a **Monday**.  
**Reading folders need to be brought in every day.**

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Your child will receive 2 books:

1. A decodable book (owl sticker) that they are expected to read 4 times. **They are no longer organised into colour book bands so please ignore the colours. They are in phases.**
2. A sharing book This will be a library book that is not fully decodable.

They will be collected in on a **Friday** for us to change ready to come home again on Monday. You can enjoy the sharing book with your child over the weekend.



# Reading Books



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- ▶ At first some of the books will at first have no words in them. We would like you to share these books and discuss what is happening in pictures/ the sequence of events with your child.
  - ▶ You could talk about who the characters are, what are they doing, why are they doing that etc.
  - ▶ Please record in the yellow reading record, the date when you read, the book and any comment you would like to put.

# Show & Tell

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Show and tell will happen every Friday afternoon starting Friday 13th September.

There will be one house colour every week, so every child will have a turn every four weeks.

Children are encouraged to bring in something that is special to them that they can talk about. This item must be placed in the show and tell box first thing Friday morning. If they do not have something to show, they are welcome to just talk about something instead. Or add photos to Tapestry.

This is a great opportunity to encourage the speaking and listening skills of the children in the class. If the children do not want to do a show and tell they will not be forced to! However, we hope that in time all children will take part.

# Behaviour and Relationships



This year we are launching a new Behaviour and Relationship policy. The policy focuses on a restorative approach which encourage pupils to be able to self-regulate and reflect on their behavioural choices in order to restore their relationships and carry on with their learning.

We will be having a big focus on forming positive relationships between the whole school community.

Our main behavioural expectations for the whole school are:

**We show everyone respect**  
**We are kind and show empathy for others**  
**We persevere**

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Pupils will earn dojo points for making positive choices and will work their way up the rainbow depending on how many points they get. When pupils are not making positive choices they will be gently reminded of the expectations by a staff member and may be given some strategies to get them back on track. If behaviour persist they may need to stay in for some of their break/ have time out to take part in a restorative conversation or activity with a staff member.

# Rewards

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- ▶ Stickers (scented ones too)
- ▶ Listening Wands
- ▶ Kindness Jar
- ▶ VIP's (Role models for the rest of the class)
- ▶ Golden Time
- ▶ Dojo points
- ▶ Star of the week
- ▶ Writing certificate
- ▶ Maths certificate





# Attendance

School attendance is a key priority for our school. We aim to ensure all children are in school at least 96% of the time.

Your support in ensuring your child is in school regularly is required.

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If children are unwell and therefore unable to attend school, please inform the school office via telephone immediately.

# Handwriting



- AS A SCHOOL WE ARE GOING TO BE HAVING A BIG PUSH ON PUPILS HANDWRITING AS THEY NEED TO BE WRITING NEATLY AND CURSIVELY BY THE TIME THEY LEAVE PRIMARY SCHOOL.

## **HANDWRITING EXPECTATIONS:**

- YEAR R: PUPILS WORK TOWARDS A PRINT LETTER FORMATION.
  - YEAR 1: PUPILS CONSOLIDATE THERE PRINT LETTER FORMATION AND WORK TOWARDS USING A PRE-CURSIVE LETTER FORMATION.
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- YEAR 2: PUPILS CONTINUE TO PRACTICE PRE-CURSIVE LETTER FORMATION AND START TO LEARN HOW TO JOIN LETTERS, INCLUDING TOP, BOTTOM AND DIAGONAL JOINS.

FURTHER SUPPORT WILL BE OFFERED TO PUPILS WHO HAVE SPECIFIC FINE MOTOR SKILL BARRIERS.

# Uniform



## Year-round, whole school uniform (ages 4-11)

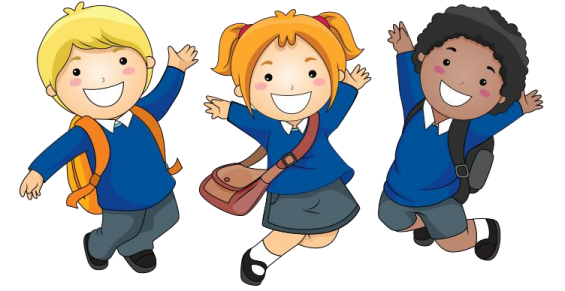
- White shirt, polo shirt or blouse (these are available with the school logo)
- Grey trousers (**not leggings**)
- Grey skirt/pinafore
- Royal blue jumper, cardigan or sweatshirt (sweatshirts and cardigans with school logo are available)
- Royal blue zip up fleece (available with school logo), for wearing outside
- Plain black school shoes with low heels
- Plain black/navy/grey/white plain coloured socks
- Plain black/navy/grey plain coloured tights
- Plain black cycling shorts may be worn under a skirt or dress

## Summer Options

- Pale blue gingham dresses (available with school logo)
- Plain black cycling shorts may be worn under a skirt or dress
- Smart grey tailored shorts
- Headgear - royal blue baseball hats (available with school logo), preferably plain white or royal blue brimmed hats

# Uniform

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## **Physical Education**

- Black PE shorts/skorts
- House colour T shirt
- Black plimsolls or trainers
- Black tracksuits may be worn outdoors for games during cold weather
- No leggings
- Shoulder length hair to be tied back.

## **Non-uniform days**

- Football shirts, cropped tops and hot pants are not permitted

# Communication

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I will be available in the morning and at pick up.

If you require a phone call or meeting, please arrange through the School Office.

I'm always happy to chat things through or answer queries.

Miss King