Reception Welcome Meeting

Ickleford Primary School

Shared Values · Shared Aspirations · Shared Achievements

Staffing in Reception

- Mrs Seddon (Monday – Wednesday) and Mrs Hollis (Wednesday – Friday) are Reception Class Teachers
- Mrs Wright will be with the children on Wednesday afternoons.
- Mrs Shadbolt is the Class Teaching Assistant (Monday-Friday)
- Mrs Armstrong is our Learning Support Assistant.

The EYFS Curriculum

The Early Years Foundation Stage (EYFS) statutory framework is a government document that all schools and Ofsted-registered early years providers in England must follow. It sets standards for the learning, development and care of your child from birth to 5 years old. The standards ensure your child will learn and develop well and are kept healthy and safe.

- The EYFS framework outlines seven areas of learning and development.
- There are three prime areas of learning, which are particularly important for your child's development and future learning: Communication and language, Physical development and Personal, Social and Emotional development.
- There are 4 specific areas of learning through which the prime areas are strengthened and applied: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.
- We also use your child's needs and interests to plan challenging and enjoyable activities and experiences.
- The Characteristics of Learning; Childs curiosity and exploring through play, critical thinking, problem solving and persistence in face challenges.

This half term

Reception Autumn Term 1 – Curriculum Overview

The first half of Autumn term will be spent getting to know the children through the topic of 'Marvellous Me.' Future topics and provision will be planned around the emerging interests and needs of the children.

SUBJECT	1st Half Term	
Topic	Marvellous Me!	
Personal, Social, Emotional Development	•See themselves as a valuable individual. •Build constructive and respectful relationships. •Express their feelings and consider the feelings of others. •Identify and moderate their own feelings socially and emotionally. •Think about the perspectives of others. •Manage their own needs.	In circle times, the children have many opportunities to talk about their likes, dislikes, interests and family. We will celebrate the things that make us special and unique. We will create a display of the children's self-portraits to celebrate everyone in our class. The children will also develop their understanding about their emotions and how to regulate them, as well as managing their own needs and personal hygiene. We will be focusing on The Colour Monster to introduce the different emotions and help the children in their understanding.
Communication, Language and Literacy	•Understand how to listen carefully and why listening is important. •Learn new vocabulary. •Use new vocabulary through the day. •Ask questions to find out more and to check they understand what has been said to them. •Articulate their ideas and thoughts in well-formed sentences. •Describe events in some detail. •Engage in story times. •Listen to and talk about stories to build familiarity and understanding. •Listen carefully to rhymes and songs, paying attention to how they sound. •Learn rhymes, poems and songs.	Developing vital oracy skills is at the heart of all we do in Reception. The children will be learning and developing important speaking and listening skills through a range of stories, activities, songs and rhymes. We will explore and discuss lots of books which link to our learning in other areas. Focus books this half of term include: *The Colour Monster, The Dot, We Are All Different, Part of the Party and Anna Hibiscus' Family*. However, we read extensively in the classroom and we are guided by the children's daily book choices. We will practise important listening skills on the carpet and we will support the children to wait their turn to share an idea, focus on the person speaking by looking at them and sitting calmly.
Physical Development	**Gross Motor Development** *(through discrete PE lessons and Continuous Provision in our outdoor area)* Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Further develop the skills they need to manage the school day successfully: - lining up and queuing **Fine Motor Development:** •Develop the foundations of a handwriting style that is fast, accurate and efficient.	The children have 2 dedicated PE lessons a week. We will begin the term with just changing into trainers, but will work towards getting changed into PE kits as the children settle into their classroom routines. There will be a big focus on supporting the children with independent changing into their PE kits. This term, we will explore moving safely around the field / hall, experimenting with moving our bodies in different ways. We will practise adjusting speed and direction. The children will learn how to jump and land safely in different ways. As the children get to know each other, we will work on how to be a good partner in PE. Our dance unit 'Ourselves' will help the children learn to move with control, respond to the rhyme and move to the music. Within the classroom environment, the children have daily opportunities through their child-initiated play to develop their gross motor skills through outdoor exploration and climbing.

SUBJECT		
Literacy	•Read individual letters by saying the sounds for them. •Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. •Read a few common exception words matched to the school's phonic programme. •Form lower-case and capital letters correctly. •Spell words by identifying the sounds and then writing the sound with letter/s.	The children will be introduced to 3-4 phonic sounds a week, following the scheme 'Little Wandle.' They will build up their ability to link sounds to letters, naming and sounding-out the letters of the alphabet. We will focus of hearing and saying the initial sounds in words. The children will then begin to blend and sound out all of the sounds in three letter words so that they can read and spell them. The children will learn to form letters correctly when writing with a particular focus on writing their own name. Children will apply and develop their reading skills in adult-led reading practise groups 3 times a week; these groups will be set during the first half term. When we begin reading, children will bring home their reading practise book, which is linked to their phonics learning, and a library book of choice to enjoy. We aim to begin reading groups by half term. In Drawing Club we will explore a new book each week introducing exciting ambitus vocabulary. This term our secret codes will focus on mark making before progressing to initial sounds and CVC words.
Mathematics	•Count objects, actions and sounds. •Subitise. •Link the number symbol (numeral) with its cardinal number value. •Count beyond ten. •Compare numbers. •Continue, copy and create repeating patterns.	This half term, we will complete mathematics learning based on the theme 'Just Like Me,' following the scheme 'White Rose Maths.' We will provide the children with many opportunities for matching simple shapes and patterns that are more complex. We will encourage descriptive language and deeper thinking with questioning such as *'why do these match?'* and *'why do these not match?'* We will then extend this onto sorting and categorising based on different characteristics, making repeating patterns and seeing if we can spot the odd one out in a sequence. We will then move onto comparing measures of size, mass and capacity and we will be using literature to support comparative language, such as *'A Squash and a Squeeze' and 'The Button Box.'*
Understanding the World	•Talk about members of their immediate family and community. •Name and describe people who are familiar to them. •Comment on images of familiar situations in the past.	The children will have many opportunities to discuss and learn more about the people, places and special events that are important to them. The children will learn about the importance of Harvest in our local area and make bread for
	•Compare and contrast characters from stories, including figures from the past.	our Harvest Festival as well as singing a Harvest song. We will also explore other important Autumnal festivals, such as Diwali and fireworks night. Additionally, we will complete activities to explore how colours are made.
Expressive Art and Design	•Explore, use and refine a variety of artistic effects to express their ideas and feelings. •Create collaboratively, sharing ideas, resources and skills.	We will link our work in expressive art and design to other curriculum areas focussing on self-portraits and the celebration of uniqueness and individuality. We will create self-portraits. We use singing and music throughout the day to teach and reinforce routines, and across the curriculum to explore new concepts. We will continually plan and adapt creative activities based upon the interests of the children. The children will have the opportunity to focus on colour through the story of The Colour Monster with a great opportunity to do some colour mixing as well.

A Typical Daily Timetable

- 8.55 Fiddly Fingers (Pencil skills, cutting skills, maths activity, name writing or phonics activity, fine motor activity)
- 9.10 Register and morning song
- 9.15 Phonics
- 9.35 Active learning/1:1 or small group adult activities
- 10.15 Snack and story linked to literacy, maths or our current topic
- 10.30 Playtime with KS1
- 10.45 Maths/Drawing Club
- 11.00 Active Learning/1:1 or small group adult activities indoors and outside/Guided reading groups
- 12.00 Lunchtime with support from Year 6 buddy
- 1.00 Afternoon register and song
- Carpet session based on Literacy/ Knowledge of the World/Creative Development
- 1.30 Active Learning 1:1 or small group adult activities indoors and outside/Guided reading groups
- 2.45 Tidy up, get ready for home and story time
- *NB – In Autumn 2, we will begin to attend Monday Collective Worship. Throughout the Spring and Summer terms, we will gradually increase the number of collective worship sessions we attend each week.*
- We have 2 P.E sessions a week, one on Monday and one on Thursday (PE kits stay in school)

Snacks and packed lunches

- Daily fruit is provided by the Government for free – please do not send in any other snacks from home.
- Milk can be ordered via Cool Milk (Link on school website) for children to have with their fruit.
- All children are entitled to universal free school meals, which are ordered via the School Grid website.
- If your child opts for packed lunches, we politely request healthy packed lunches only please - no chocolate or sweets. Also please remember to send in realistic sized lunchboxes. A suitable amount of food for your child.
- We are a nut free school as we have children in school with life threatening allergies. So children must not have nut-based products in lunch boxes.
- Birthdays - following parent requests please do not send sweets into class. We will celebrate and make them feel special.

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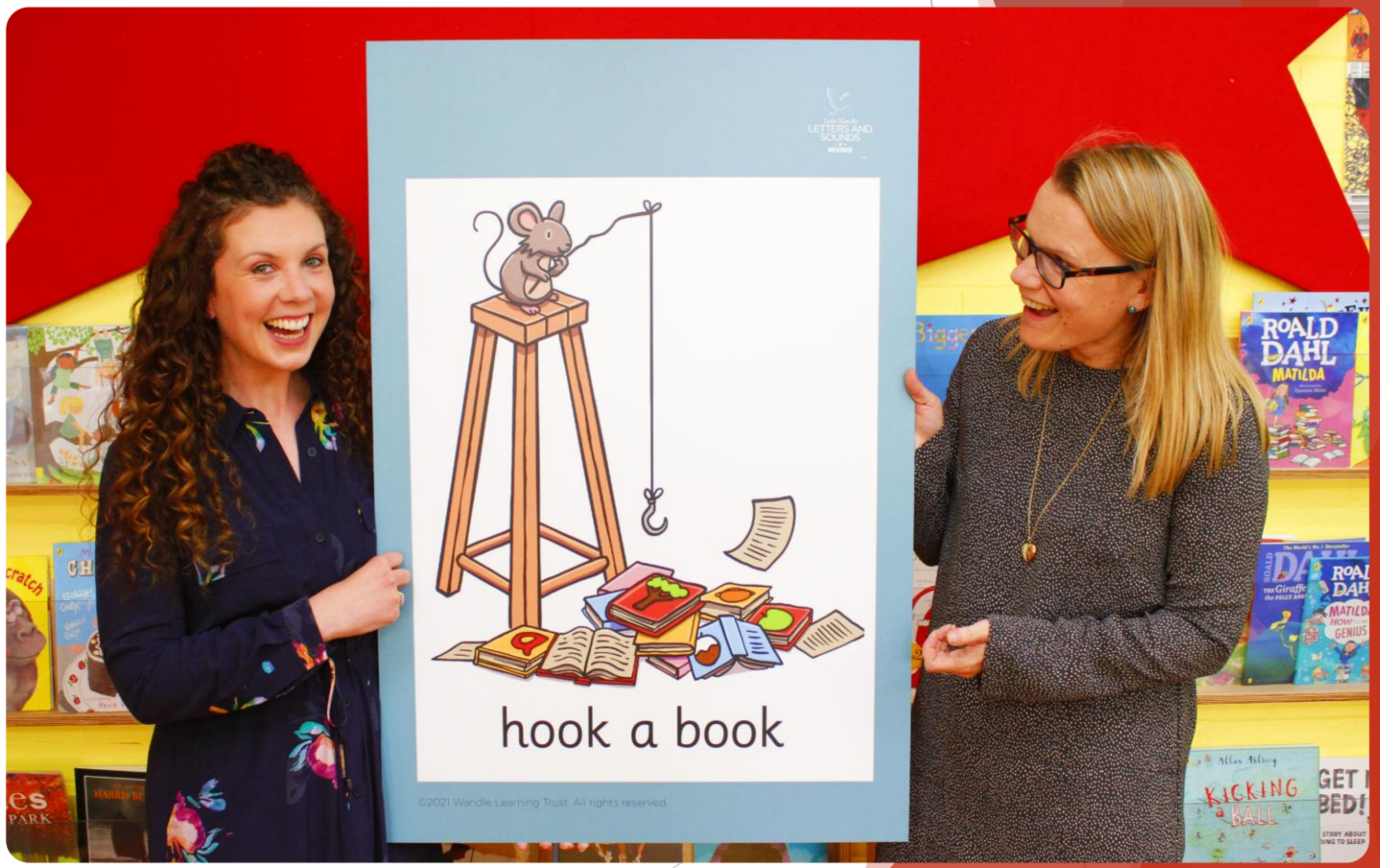
Phonics
Little Wandle Letters and Sounds Revised

Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



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Phonics is:

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

Terminology

- Phoneme
- Grapheme
- Digraph
- Trigraph
- Split vowel digraph
- Blend
- Segment

Teaching order

Phase 2 grapheme information sheet — Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	snake	Show your teeth and and let the **s** hiss out **ssssss ssssss**	Under the snake's chin, slide down and round its tail.
a a	astronaut	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	tiger	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	penguin	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	iguana	pull your lips back and make the 'i' sound at the back of your mouth **i i i**	Down the iguana'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 **nnnnn** sound **nnnnn**	Down the stick, up and over the net.

Phase 2 grapheme information sheet — Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j	jellyfish	Pucker your lips and show your teeth use your tongue as you say **j j j**	All the way down the jellyfish. Dot on its head.
v v	volcano	Put your teeth against your bottom lip and make a buzzing **vvvv vvvv**	Down to the bottom of the volcano, and back up to the top.
w w	wave	Pucker your lips and keep them small as you say **w w w**	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x x	box	Mouth open then push the **cs**/**x** sound through as you close your mouth **cs cs cs** (**x x x**)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of	Down and round the yo-yo,

R

Supporting your child with phonics

Phase 2 sounds taught in Reception Autumn 1

Phase 2 sounds taught in Reception Autumn 2

Phase 3 sounds taught in Reception Spring 1

R

Blending to read words

Gradually your child learns the entire alphabetic code:

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k ck e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo **oo** ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 **Phase 5** /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

R

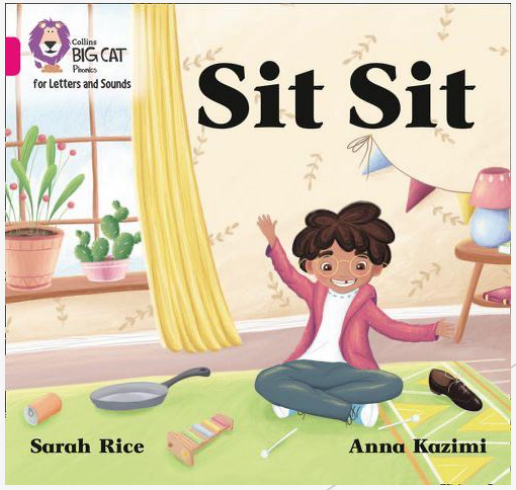
Spelling

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.

How do we teach reading in books?

Reading practice sessions are:

- timetabled two-three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



We use assessment to match your child to the right level of book

Little Wandle Letters and Sounds Revised Reception
Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat	man	hug	red	peck

Reading a book at the right level

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.

The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to…

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

Homework- Reading at home

- We will change books and provide new books different days.
- Please ensure your child returns their book bag, with their reading books and record to school, every day.
- We ask that you hear your child read every day – little and often, in a stimulus-free environment.
- Please write a brief note in the reading diary each time: we do the same
- Talking with your child about books and reading in general will help to build their enthusiasm for reading as well as develop their comprehension skills.
- Talk about the story and the characters, make predictions about what might happen.
- **Re-reading for fluency is key to help develop fluency, expression, comprehension and enjoyment.**
- Please help your child practice the letter sounds as much as possible. And encourage them to use their phonics to 'sound out' new words. Encourage them to think about what word may make sense.
- Let your child see you reading: magazines, newspapers, books etc.

Drawing Club!

Children love drawing

Children love clubs!

Drawing Club brings imagination to life

Vocabulary is introduced in a contextual way

Drawing develops motor skills and the mind

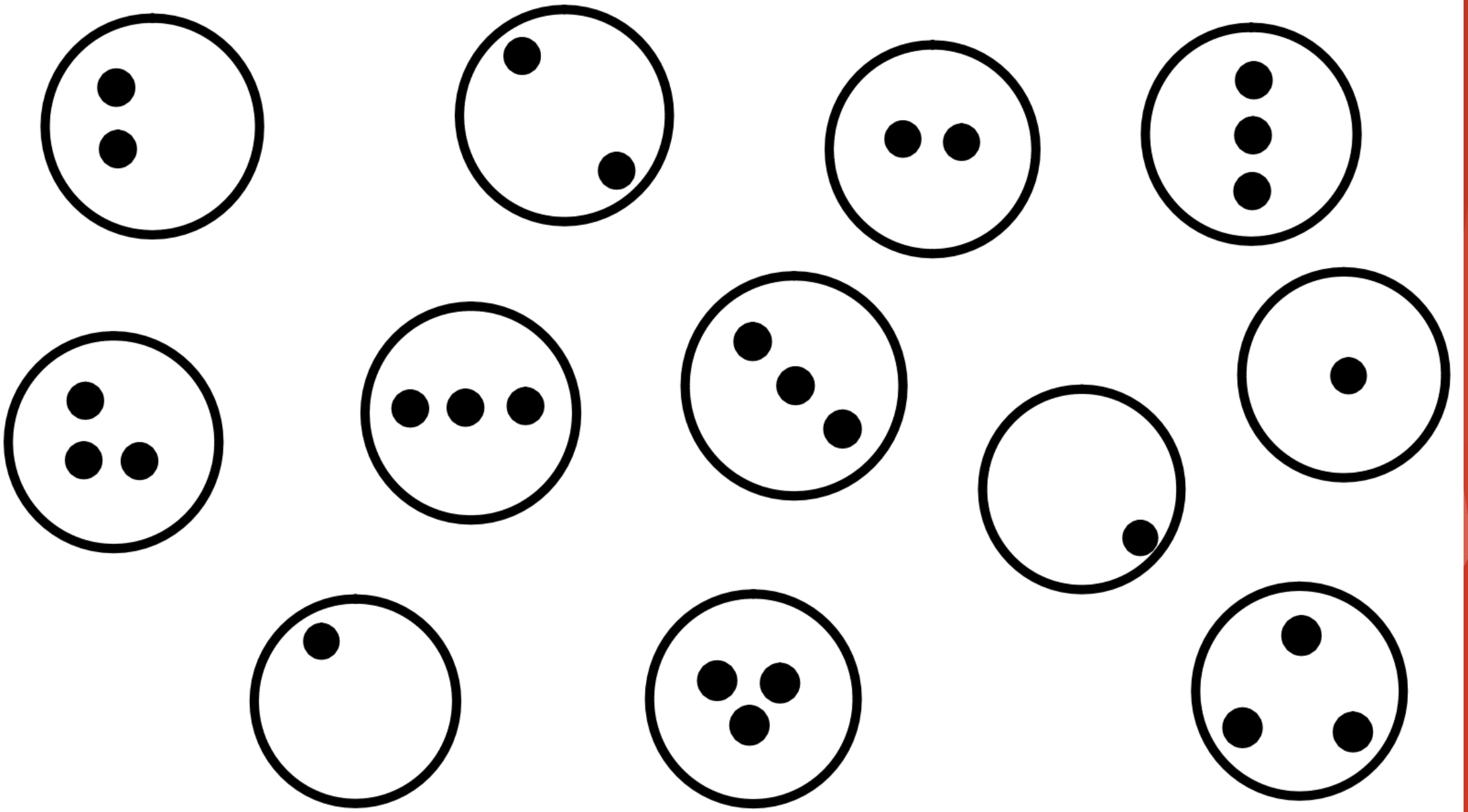
There is a huge impact on children’s confidence and joy

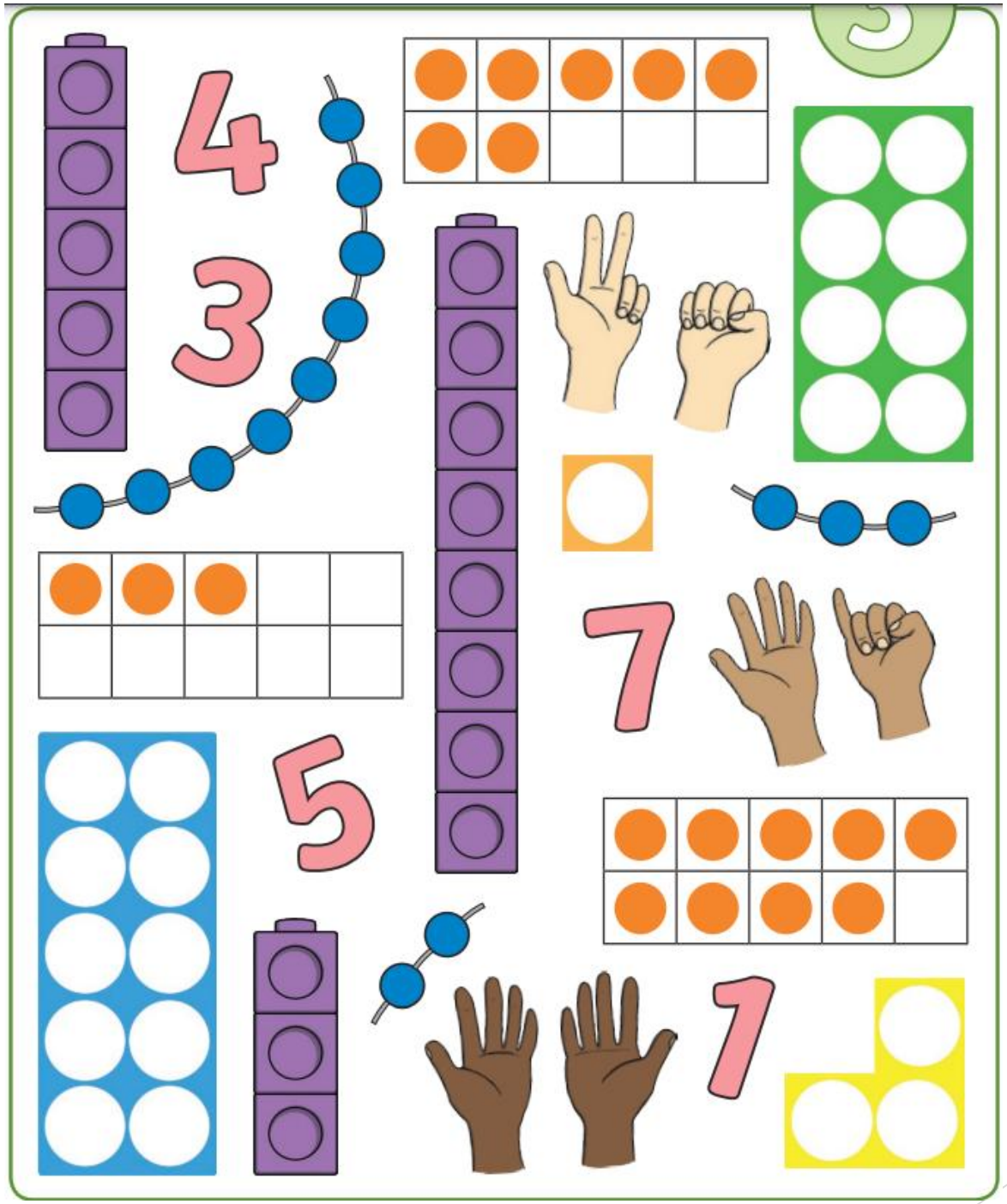
Don’t forget to ask what the ‘secret code’ does!

Mathematics

- The children have 4 – 5 teacher led maths lessons per week before working individually, in small groups or experimenting through play.
- We use programmes of study from White Rose Maths and explore many Mathermatical concepts through stories, whilst incorporating the children's interests.
- They will all use concrete maths equipment to aid their understanding, on the carpet, at tables and during continuous provision.
- The children are encouraged to talk during the activities, allowing them to rehearse good maths vocabulary.
- The children are taught to count through action songs, rhymes and games.
- We encourage them to use their numerical skills in every day life, counting: objects, (1:1 correspondence), steps, skips and catches. We count as much as possible.
- The children will be taught to add and subtract, using objects/maths resources and pictorial representations.
- They will be taught the names and properties of common shapes and encouraged to look for these in the world around us.

3
three
Around the tree, around the tree,
That's the way to make a 3.
twinkl





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Behaviour

We focus on creating a calm, nurturing and happy atmosphere which encourages positive behaviour and enables children to thrive.

With your support, we focus on promoting kindness, good manners, resilience, team work and respect for each other and our classroom. We use the whole school Values Education to further support behaviour.

Key areas are:

- Understanding, naming and regulating emotions
- Listening skills
- Attitude to learning
- Co-operation skills
- Positive relationships

Behaviour

- Model positive behavior-What I am looking for
- Modelling and encouraging all children to engage with classroom routines, like tidying and lining up. Praising success!
- Buddy system
- Golden rules.
- Values teaching & trophy
- Talking about emotions
- Stickers
- Special star/heart notes
- Class rewards-routines: fill the jar
- Calm corner and de-escalation techniques if a child if struggling – I can see you are upset / cross because… Let me help you.
- “Please stop I don’t like it”

Safeguarding, drop off and pick up Reminders

- In the morning, the playground the will be opened at 8:45 am.
- The bell rings at 8:55 am, when we will open the door to greet the children. Late arrivals must go via the front entrance.
- Please walk around the back of the other classes lining up as you exit the playground.
- At the end of the day please line up near our door along the path. We will dismiss the children one at a time.
- Please remember that the children are so excited to come home, so we like to dismiss the children first and answer any of your questions once they have all been dismissed.
- Parents must only access the school building via the front reception and sign in.
- Please do not bring scooters, bikes or trikes on to the playground at pick up or drop off, we have a bike shed at the front of school.
- No home toys or keyrings on bookbags in school please.
- Please park with consideration for our neighbours. Please do not park over driveways or the double yellow lines on The Green. Parking is permitted at Ickleford Cricket Club.

Uniform Expectations

- **Please ensure all uniform, P.E. kit, shoes and coats are clearly named.**
- Trainers for outside-that the children can fasten themselves
- Black school shoes for indoors- that the children can fasten themselves
- Plain black/grey/white socks or tights (can be red)
- Shirts/blouses need to be tucked in
- Hairbands need to be plain red/black/white or gingham red checks, no large flowers etc. attached
- Long hair must be tied up, no shaved patterns or hair colours
- No nail varnish or temporary tattoos
- No jewelry- Flat gold/silver stud earrings can be worn- taped over for PE

P.E. Kit - We will keep this on your child's peg for a half term, sending it home to be washed at the end of each half term.

- Trainers - to be kept in school for playtime and PE, that children can fasten themselves
- Black plain unbranded jersey jogging bottoms
- Black round neck sweatshirt (no hoodies for health and safety reasons)
- Black shorts
- Red PE Top
- Drawstring bag: Please no backpacks.
- A polite request – please dress children in their easiest clothes on Monday and Thursday, which are the days we will aim to change for PE. Please consider trousers and skirts with stretchy waistbands rather than buttons or belts. This helps us to slowly build the children's confidence and independence when changing themselves.

Please remember…

- Every child is important to us and we try to ensure that their time at school is happy and positive.
- We see our work as being in partnership with you.
- If you have a message that needs to be passed on to us, please leave a message with the office team via email or telephone. Mrs Maurello and Mrs Farrell will pass it on to us.
- If you need to let us know about a change in pick-up arrangements for your child – please email the office admin account prior to 24 hours notice, but for last minute changes please call the school office and let the office team know directly / leave a message.
- Please also contact the office team about any illness or attendance related messages.
- The mornings are busy with preparations, so after school is a better time to talk.
- If your concerns will take longer, please book an appointment, via the admin. email, for a mutually convenient time.
- Consents for photos will be sent by the office shortly. Please agree to these so that we can share class photos with you all.
- Please keep an eye out for any messages or information at the end of the day on our board outside our classroom.
- There will also be a googleclassroom weekly round up on a Friday, information to follow.

School Website

www.ickleford.herts.sch.uk

Important documents can be found on our website including:

- Detailed termly overviews of the curriculum for each year group
- Important school policies
- Payment arrangements
- Term dates and school events
- Club days and times

Smartphone free childhood

https://docs.google.com/presentation/d/1xrTy2RDDfUvCnoA6WF2HlTHdMXOkLNdnm0Kyee8erps/edit?slide=id.g3628a5e79a0_185_0#slide=id.g3628a5e79a0_185_0

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Any questions?