



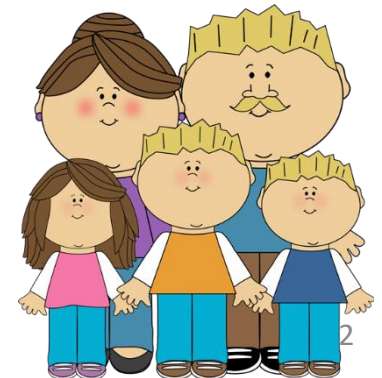
# Welcome to Reception 2021 2022



# Aims of this Presentation



- Covid 19
- Reception Baseline Assessment
- Transition into Reception
- E-Safety
- Overview of the Foundation Stage
- Phonics
- Characteristics of effective learning
- Our school
- Your child's day at school
- Home Learning



# Covid'19



- We are following the latest statutory Government guidelines relating to on-going COVID safe measure in school.
- Children will no longer be assigned 'class bubbles' and parents are welcomed back on site.
- We will retain the following safety measures;
- Extra hygiene measures – washing/sanitising regularly
- Well ventilated classrooms and communal areas
- Outside learning
- Voluntary testing for all staff twice a week
- Maintain staggered start time at 9:00-9:10AM
- Visitor disclaimer forms to minimise risk of infection
- PPE available to staff – particularly for close contact care

# Reception Baseline Assessment



The Reception Baseline Assessment is a statutory, interactive 1:1 assessment that will take place in the first 6 weeks of your child being in Reception.

It is designed to monitor progress from the start of Reception to the end of Year 6.

It is not a high pressure, must pass assessment with judgements but simply a starting point.

No preparation is needed.

Teachers are conducting their own assessments too.



# Foundation Stage - Reception



**Mr Joshua  
Twyford**  
*Reception  
Leader, Class  
Three Teacher*



**Ms Charlie  
Crocker**  
*Class Two  
Class Teacher*



**Mrs Fiona  
Smith**  
*Class One  
Teacher*



**Miss Jones**  
*Learning  
Support*



**Ms  
Mascarenhas**  
*Nurture  
Support  
Mentor*



**Mr Daniel**  
*Learning  
Support*



**Miss Nicole**  
*Learning Support*



**Miss Roberts**  
*Learning  
Support*



**Mr Hamish  
Elsden**  
*Teacher*

# Transition to Reception...



- The primary focus of this half term will be getting the children settled into a new environment. Many have missed lots of time in nursery and our priority is for them to feel safe and happy. We will be putting an extra focus on the prime areas – Personal, Social and Emotional Development, Physical Development and Communication and Language.
- The children will be supported to maintain and improve their hygienic practices and routines throughout the school in regard to COVID-19
- We will be teaching simple, age appropriate strategies to support the children's mental health and well-being and this will be called 'Our Daily Pause'. This will include taking part in Circle Time and breathing exercises.
- Independence – Toileting, using cutlery, dressing etc.



# E-safety



- We continue to educate all pupils on the importance of staying safe when using the internet. To enhance this, please think about some of the following ideas at home:
- Maintain open discussions with your child and encourage them to talk to you about their internet use: for example who they're talking to, services they're using, and any issues they may be experiencing.
- Give your child strategies to deal with any online content that they are not comfortable with – such as turning off the screen, telling an adult they trust and using online reporting facilities.
- Consider using filtering software to block unwanted content. In addition to filtering, remember that discussion with your child, and involvement in their internet use, are both effective ways to educate them about the internet.
- Familiarise yourself with the privacy settings and reporting features available on popular sites, services and apps.
- Familiarise yourself with the age ratings for games and apps and ensure that any apps your child uses are age appropriate.
- Encourage your child to use nicknames (where possible) instead of their full name online, to protect their personal information, and create strong passwords for every account.
- Please visit: <https://www.childnet.com/parents-and-carers> for more information and support

# Reception at Park Hill Infants



At Park Hill Infants School we want our children to have the best possible start to school. We aim to build meaningful relationships with the children in order to understand their wants and needs then shape the learning accordingly.

We want to give our children the skills to play, communicate and develop strong friendships.

Our curriculum is sequenced in a progressive way and provides a variety of learning experiences across all 7 areas of the Foundation Stage.

## Parental Interaction

It is important for teaching staff and parents to have strong and respectful partnerships.

Consistency is key to embed learning.

You will receive clear information about your child's progress.



# Foundation Stage



There are 7 areas of the foundation stage which are then broken down into sections. Each section has Early Learning Goals (ELGs) which are used at the end of Reception. A child working at the expected standard will meet the ELGs.

## The Prime Areas

Three areas are particularly important for building strong foundations for future life and learning.

These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

## The Specific Areas

Your children will also be supported in the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## Characteristics of Effective Learning

- Active Learning
- Playing and Exploring
- Creating and Thinking Critically

# Communication and Language



## Listening, Attention and Understanding

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Engage in story times.
- Retell a story
- Learn how to answer different question types e.g. Who, how, when, what

## Speaking

- Speak in well formed sentences.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.

## How to support at home

- Engage in extended conversations
- Don't shy away from new vocabulary
- Read lots of stories (use silly voices)
- Think out loud
- Model routines e.g. "Good morning, how are you?"
- Ask questions
- Sing songs and nursery rhymes

# Personal, Social and Emotional Development



## Self-Regulation

- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.

## Managing Self

- Try new things
- Show resilience and perseverance in the face of challenge.
- Know right from wrong
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

## Building Relationships

- Build constructive and respectful relationships.
- Think about the perspectives of others.
- Play with one or more other children, extending and elaborating play ideas.

## How to support at home

- Model good routines
- Highlight different emotions
- Positive praise
- Think out loud
- Play games – Board games eg. Snakes and Ladders
- Play dates and get out and about

# Physical Development



## Gross Motor

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Develop the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Throwing, catching, rolling

## Fine Motor

- Develop their fine motor skills so that they can use a range of tools safely and confidently eg. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use a comfortable grip with good control when holding pens and pencils.
  - Palmer grip
  - Tripod grip

## How to support at home

- Get out and about
- Build hand strength
- Promote independence when dressing/undressing

# Literacy



## Comprehension

- Have extended conversations about stories, learning new vocabulary.
- Answer questions about what they have read or listened to eg. Why did this happen? Who are the characters? What do you think will happen next?

## Word Reading

- 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 tricky words appropriate to their phonics phase.

## Writing

- Name writing
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

## How to support at home

- Read, read, read and more reading
- Question throughout reading
- Highlight phonemes, digraphs and trigraphs
- Highlight tricky words
- Practice name writing
- Promote writing/mark making
- Large shoulder, elbow and wrist movements

# Phonics



Over the course of the year the children will learn all phase 2, 3 and 4 sounds through daily sessions in class.

We are following the Little Wandle Letters and Sounds phonics programme.

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

- All children take part in a 15-20 minute class phonics session everyday.
  - If a student requires further support, they will receive targeted daily interventions with teaching staff in class to secure the phonetic learning.

# Phonics



- Phonics teaching enables children to read and write.

Phoneme – Single letter sound – s, a, t, p, i, n

Grapheme – Written letter

Digraph – 2 letters that make one sound – ow, oi, ch

Trigraph – 3 letters that make one sound – igh, air

Tricky word – A word that cannot be sounded out

Grapheme Phoneme Correspondence (GPC) – Linking the two

- We learn 4 phonemes/digraphs a week then revise them on a Friday starting with phase 2.
- The children will also learn specific tricky words
- Initial, medial and final sounds  
f o x

## At Home

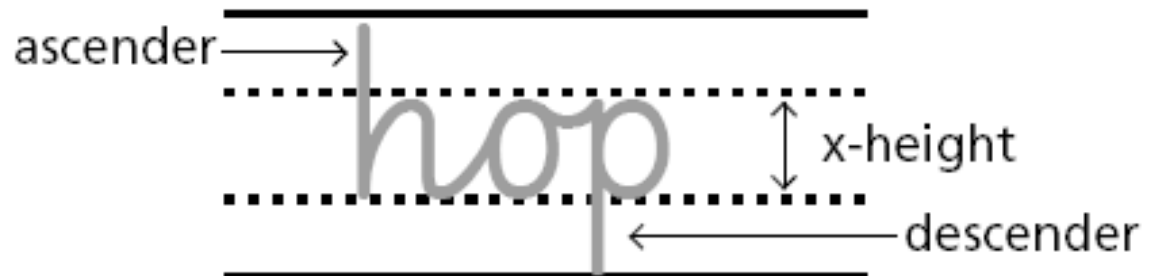
- Sticker Charts
- Handwriting sheets
- Praise all efforts
- Sounding out
- Oral blending
- Blending

# Handwriting



We use the Nelson handwriting scheme and teach correct letter formation as part of our daily phonics lessons. Each Friday your child will receive 4 handwriting sheets to practice at home.

- Grip – Palmer, tripod
- Hand strength
- Pinch and push
- Lower case letters
- No letter starts at the bottom
- After Christmas handwriting book

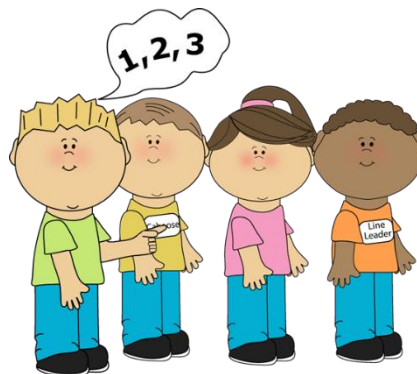
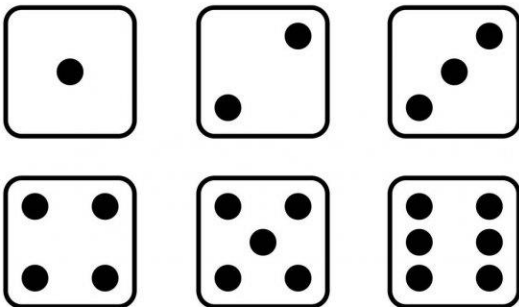




# Mathematics

## Number

- Subitise – Knowing an amount when you look at it.
- Understand numbers have a value.
- Count beyond ten.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Automatically recall number bonds for numbers 0–5 and some to 10.



## Numerical Patterns



- Compare quantities using language: 'more than', 'fewer than'.
- Count objects, actions and sounds.
- Explore the composition of numbers to 10.

## Space, Shape and Measure

- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Compare length, weight and capacity.
- Name common 2D and 3D shapes and begin to identify their properties.

# Understanding the World



## Past and Present

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

## People, Culture and Communities

- Talk about members of their immediate family and community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.

## The Natural World

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.

## How to support at home

- Get out and about for trips
- Experience different environments
- Explain new words linking to all the above
- Talk about how we care for the environment



# Expressive Art and Design



## Creating with Materials

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Painting
- Drawing
- Sketching
- Junk modelling
- Clay

## Being Expressive and Imaginative

- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Play instruments with increasing control to express their feelings and ideas.
- Listen and dance to music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Develop storylines in their pretend play.

## How to support at home

- Model creating storylines during pretend play.
- Listen to different music
- Sing and dance
- Go to pantomimes or shows



# Characteristics of effective learning – How your child learns



- **Playing and exploring** – children investigate and experience things, and 'have a go'
- **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things



# Our School Values



Our school values were developed by our whole school community.

They are **respect**, **honesty**, **positivity**, **kindness** and **courage**.

Children are taught what these values mean and to demonstrate them in everyday life, treating others as they would want to be treated themselves.

# Superskills for learning



In order for all children to achieve their full potential we encourage the use of our 'Superskills for Learning'. Please promote these skills at home so that children can use them in all areas of life.

A 'super-learner' is always...

Creative, reflective, confident, resourceful and curious.

A 'super-learner' always...

Takes risks, makes connections, collaborates, communicates and perseveres.

# Growth Mindset



Children are encouraged to never give up, to try their best and believe in themselves.

They will be taught to view mistakes as an opportunity to develop in all areas of school and home life.

Children will learn that effort creates success and in turn be proud of their efforts and accomplishments.



# Learning Journeys

- Reception staff constantly monitor, observe and record your child's learning carefully. These observations are recorded in an individual and unique 'scrapbook' belonging to your child. These 'Learning Journeys' show your child's progress and special learning moments during their time in Reception.
- Children 'Self Assess' their own learning. They look back through their learning journey and make comments on what they have achieved. This is completed on a self assessment sticker.
- There will be opportunities at open classrooms for you to view your child's 'Learning Journey' and celebrate your child's learning.




# Parent Participation



Parents contribute to their child's learning journey by completing 'Wow moment' stickers. These are specially important this year given that we cannot allow parents/carers on site. Every child should have parental contribution in their learning journey.

Please don't be shy to ask for more stickers if you need them...


WOW Moment! (A note from home)


Signed: \_\_\_\_\_ Date: \_\_\_\_\_




WOW Moment! (A note from home)  
Arjun did dress up  
all by himself except  
shirt buttons :o)

 Signed: P.H. Vant Date: 2/11/17


WOW Moment! (A note from home)  
Saffron peeled the  
carrots for dinner by  
herself.

 Signed: S. Onel Date: 2/11/17

WOW Moment! (A note from home)  
Saffron did the  
buckles on her shoes  
by herself.

 Signed: S. Onel Date: 1/11/17

WOW Moment! (A note from home)  
Arjun draw a nice boat with  
all necessary parts and he  
explained about that all  
parts, what that parts  
can do & how its  
work!!

 Signed: P.H. Vant Date: 2/11/17



# Parent Participation

- Open classrooms – A chance for you to read their learning journey and see the classroom.
- Terrific Tuesdays – 20 minutes each Tuesday for you to work with your child.
- Curriculum workshops – 1 hour themed workshop with around 3 or 4 activities.



# Reading books and diaries



- Your child will read with an adult at least twice a week in school.
- Each week your child will come home with 2 reading books.
- I will match their reading ability – colour banded.
- I will be a book to promote the enjoyment of reading and will require support to read or listen to.
- Re-reading a story develops reading ability and confidence.
- Children will move through the levels as their word reading and comprehension develops.
  
- Lilac books do not have words
  - Talk about the pictures
  - Talk about what is happening on each page
  - Make guesses and predictions based on what you can see

# Home Learning



## Phonics

Monday to Thursday your child will receive a sticker with the sound they learned that day to add to their sticker chart. Please help them practise saying the sound and hearing it in words.

## Reading

Every week all children will receive two books to share at home. Encourage your child sound out unfamiliar words and talk about what they have read to check their understanding. They will have the opportunity to read with a member of school staff at least twice a week. Please keep their reading books in their books bags so we can change them. Your child will have set days they receive new books. The children will have access to Reading Eggs a fun, interactive, online resource to help with phonics and reading.

## Class Mascot

Each class has a cuddly mascot. Each child will get to take this mascot home once in the year and add to its diary. You can write add pictures and decorate (whatever you have access to) to describe what you did with the mascot eg. go to the park and play on the slide and swings.

## Handwriting

Each Friday we will provide a handwriting sheet for each sound we have taught. Please insert them into the wallet and use the drywipe marker. Don't write onto the paper sheets directly so they can be used repeatedly.



## Mathletics

All children are given the opportunity to access this online Maths learning. Ensure you return your completed agreement! Once we have received this, your child can be allocated a unique username and password to access the site.

## High Frequency Words

You will be provided with a list of common words that will help your child in their learning. It would be helpful to practise these at home so that your child becomes more confident using them in their school life!

# A Day in the life of..



9.00-9:15 Self Registration and Early Morning Work

9.30 Whole class learning session

9:45 Children choose their own learning. Focused group activities take place with adults. Inside and outside learning.

10:30 Fruit time

11:30 Whole class learning session followed by choosing their own learning.

12:00-1:15 Lunch and outside play time

1:15 Whole class learning session.

1:30 Children choose their own learning. Focused group activities with adults. Inside and outside learning.

2:45 Whole class learning session

3:00 Tidy up time.

3:15 Recap the days learning, story time, circle time.

3:30 Home Time.

Routines can change depending on the learning and children's wants and needs.



# What else goes on at our school?

- Access to the 'Toast Bar'
- Formal PE lessons once a week – Changing after Christmas

## First Aid

If your children bumps themselves during the school day, one of our trained first aiders will attend to your child.

If the bump / mark is to the head area, you will receive a text or phone call.

Please do not be alarmed!

This is for information only – if there was an emergency, rest assured we would call you and explain the situation in full detail.



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Thank you!