



Welcome to Reception

September 2023

Miss Small (Nursery)

Miss Wilkinson (Reception)

What does a week look like in Nursery?

Nursery Timetable

Nursery Morning Session	8:50-9:00am	9:15-9:20am	9:20 – 9:30am (Flexible)	9:30 – 10:20am	10:25 – 10:35am	10:35 - 10.45am	10:45 – 11:35 am	11:35 – 12:00 am
Monday	Soft Opening	Registration Wake up, shake up	Literacy (Core Book)	Learning Environment	Launchpad to Literacy	Milk, snack and story	Learning Environment	Reading Pleasure / Circle time activity
Tuesday	Soft Opening	Registration Wake up, shake up	Literacy (Core Book)	Learning Environment	Launchpad to Literacy	Milk, snack and story	Learning Environment	Reading Pleasure / Circle time activity
Wednesday	Soft Opening	Registration Wake up, shake up	Maths	Learning Environment	Launchpad to Literacy	Milk, snack and story	PE - Yoga	Reading Pleasure / Circle time activity
Thursday	Soft Opening	Registration Wake up, shake up	Maths	Learning Environment	Launchpad to Literacy	Milk, snack and story	Learning Environment	Reading Pleasure / Circle time activity
Friday	Soft Opening	Registration Wake up, shake up	Learning Environment		Forest School			Achievement circle time (Star of the week)

Nursery Afternoon Session	1:00-1:05pm	1:05-1:15pm	1:15-2:00pm	2:00-2:30pm	2:30-2:50pm	2:50-3:00pm
Monday	Registration	Focused Learning Activity	Learning Environment		Dough Disco	Reading Pleasure / Closing Circle
Tuesday	Registration	Focused Learning Activity	Learning Environment		Yoga	Reading Pleasure / Closing Circle
Wednesday	Registration	Focused Learning Activity	Learning Environment		Squiggle whilst you wiggle	Reading Pleasure / Closing Circle
Thursday	Registration	Focused Learning Activity	Learning Environment		Dough disco	Reading Pleasure / Closing Circle
Friday	Registration	Forest School		Learning Environment	Achievement circle time (Star of the week)	

What does a week look like in Reception?

Reception	8:50-9:00 am	9:00-9:10am	9:10 – 10:00am	10:00 – 10:20am	10.20am- 11.30am	11:30 – 11:45am	11:45 – 1:00pm	1:00-1:20pm	1:30 – 2:45pm	3:00 – 3:15pm
Monday	Soft Opening	Registration Wake up, shake up	Read, Write, Inc.	Literacy	Learning Environment	Maths	Lunch	EYFS Carousel Balance Bikes/Art - KK Music - ES Dance - AD KW - SEND interventions	Reading for Pleasure / Closing Circle	
Tuesday KW in Year 1	Soft Opening	Registration Wake up, shake up	Read, Write, Inc	PE - 10.00am - 10.45am Snack and story (10.45am) Learning Environment		Literacy	Lunch	Maths	Learning Environment	Reading for Pleasure / Closing Circle
Wednesday ES ECT (fortnightly)	Soft Opening	Registration Wake up, shake up	Read, Write, Inc.	Literacy	Learning Environment 11 - 11:30am - Yoga	Maths	Lunch	Focused Learning Activity (UTW/EAD/P SHE)	Learning Environment	Reading for Pleasure / Closing Circle
Thursday ES PPA	Soft Opening	Registration Wake up, shake up	Read, Write, Inc.	Literacy	Learning Environment 11:00-11:30am Library	Maths	Lunch	RE	Learning Environment	Reading for Pleasure / Closing Circle
Friday KW PPA	Soft Opening	Registration Wake up, shake up	Read, Write, Inc.	Literacy	Learning Environment	Maths	Lunch	Forest School	Achievement circle time (Star of the Week)	

Time in the Learning Environment



Phonics and Reading






























Phonics is the ways we teach children to read. This begins in Nursery where we follow the Launchpad for Literacy skill development to teach pre-phonetic skills. This included auditory, visual and fine motor skills.

From Summer term in Nursery and throughout the rest of Reception, we follow the Read, Write, Inc. reading scheme.






















At the beginning of the scheme the children are introduced to one sound per day. They will practise saying, reading and writing the new sound. The sounds are taught in a particular order and each sound has a handwriting 'mantra' to support with formation.

Your child will be assessed half termly and moved into the appropriate group for their reading level.

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk

My Sound Mat

								
Maisey mountain mountain	Around the apple, down the leaf	Slither down the snake	Round his bottom, up his tall neck and down to his feet	Down the tower, across the tower	Down the body, dot for the head	Down Nobby and over his net	Down the plait and over the pirate's face	Round her face, down her hair an give her a curl
								
All around the orange	Curly around the caterpillar	Down the kangaroos body, tail and leg	Down and under, up to the top and draw a puddle	Down the laces, to heel, round the toe	Down the stem and draw the leaves	Lift off the top and scoop out the egg	Down the long leg	Down the head, to the hooves and over his back
								
Down his back, then curl over his arm	Down the body, curl and dot	Down a wing, up a wing	Down a horn , up a horn and under his head	Down up, down up	Zig-zag-zig	Round her head, up past her earrings and down her hair	Down the arm and leg, repeat the other side	

Reading

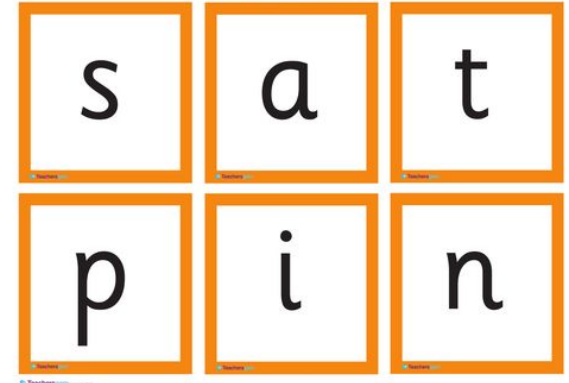
As they begin to recognise the sounds taught we will begin to introduce 'Fred Talk'. Fred only takes in sounds and the children are encouraged to blend the sounds together to make the word. (s-a-t becomes sat). You can support your child at home by using 'Fred Talk' and encouraging them to listen carefully to hear the word.



Sound cards

As we learn each of the sounds in Reception, they will be sent home in your child's reading folder. You can;

- Flash the cards
- Make simple words together, such as, tap, pin, mat.



These need to be kept in your child's reading folder so they can be added to each week for you to continue to practise at home.

How can I help my child at home?

Nursery

Your child will be sent home with a reading for pleasure book each week, which is selected by your child from our school library. This is to aid in promoting a love of reading for your child. This can be read regularly throughout the week. Please record a short message in your child's yellow reading record.

Please bring your child's reading folder into school every Wednesday in order for their books to be changed and returned to you each Thursday.

How can I help my child at home?

Reception

Reading

Your child will be sent home with a reading for pleasure book each week, which is selected by your child from our school library. This is to aid in promoting a love of reading for your child. This can be read regularly throughout the week.

As children make progress in their phonic skills they will begin to bring home which is matched to their current reading level. It is important that children read as often as possible at home as well as school and we expect all children to read at least 3 times per week at home. This needs to be recorded on each occasion by parents in your child's yellow reading record. Books will be changed on Thursdays.

Homework

- Sounds cards will be sent home at the end of each week with the new sounds children have learnt.
- Throughout the year activities will be uploaded to Seesaw for you to carry out together at home.



Homework Project

Each half term a homework project will be set on Seesaw.

This will be set during the first week of each half term and due in for the final week of the half term. Children can complete this activity in a range of different ways including adding pictures to Seesaw, drawing pictures, or making models ect.

This project may also include practising and developing skills to help children develop their independence.

How will I know what my child is doing in school?

- Seesaw - please engage as much as possible!
- Newsletters
- Twitter and Facebook
- Parents' Evening
- Opportunities to visit the Early Years unit

Engaging in school life has a positive impact on outcomes for children.

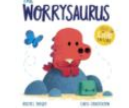

How will I know what my child is doing in school?

Termly overviews will be uploaded to Seesaw.

Overviews include;

- The core books the children will be reading and retelling for the half term.
- A breakdown of what we want them to know by the end of the term for each area of learning.
- How you can support at home.
- Opportunities to come into school.

Reception
Autumn Term 1
2023-24

Core Values	Core Books	Enrichment Activities	Influencing the home learning environment
Inspiration Excellence Empathy Collaboration	Worrysaurus by Rachel Bright  Pumpkin Soup by Helen Cooper 	<ul style="list-style-type: none"> - Yoga - Bikeability - Autumn walks - Making pumpkin soup - Celebrating Halloween <p>Circle Time</p> <ul style="list-style-type: none"> Looking after the classroom Sharing Feelings Families In response to needs of cohort 	<p>Events</p> <ul style="list-style-type: none"> - Read, Write, Inc. Meeting - 'Stay and Read' session <p>Read, Write Inc Formation sheets and pack of letter sounds Library books Learning shared via Seesaw Promotion of Family Hubs</p> <p>Targeted interventions/support as identified</p>

	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
What do we want children to know and do by the end of this half term?							
Learning Intent	Follow classroom routines. Follow classroom expectations. Define what makes me special. Build vocabulary around	Follow adult cues to listen Know behaviours for successful listening. Participation in predictable texts. Recall a range of simple	Stack, align and balance blocks of different shapes and sizes. Thread, peg, and complete sew on cards. Cut along straight lines.	Read Write Inc. Set 1 single letter sounds. Write most letters from names independently. Use marks or some letters for meaning.	Complete baseline assessments. WRM: Just like me! Compare amounts of objects using language	Talk about families and family members. Describe and represent the home in 2D and 3D, naming rooms and parts of the building. Know what our house	Breakdown into sections specific to Art. - Linked to Y1 skills. Draw familiar people from memory, with some attention to detail. Explore different types

What else will my child do in Early Years?

- Forest Fridays
- Bikeability
- Music
- Yoga
- School Trips or visitors to school



What should my child wear for school?

- Children must wear school uniform, consisting of: a white polo shirt, grey trousers/skirt and a school jumper/cardigan. Blue gingham dresses are allowed. **Wearing leggings is not permitted.**
- Children must wear **plain black** shoes/trainers to school and socks which they can fasten independently (no laces)
- PE kit should comprise of plain navy blue shorts/joggers and a plain white t-shirt.
- Children should not wear any form of jewellery other than a watch. **No earrings should be worn.**
- Children should not wear any form of hair colouring/dye unless given permission by school staff as part of a charity/celebration event.
- Long hair must be tied back at all times for health and safety reasons and to help to avoid the spread of head lice.
- Pupils are discouraged from attending school with 'outrageous/extreme' hairstyles and accessories (such as Mohicans, shaved patterns and overly large hair bands/clips) as this can cause disruption to learning.

Forest Friday

Each Friday, every child should come to school wearing their white polo top and jumper along with jogging bottoms or long trousers suitable for the outdoors. Children will also need a pair of wellies (which can be left in school) and a waterproof coat. We carry out Forest Friday regardless of the weather so please ensure your child is suitably dressed each week.

What should my child bring with them to school every day?

Water bottle – Water only please!

A spare set of clothes which can be left in a named carrier bag on your child's peg or within their bag.

Reading record and book (Reception)

P.E. Kit left on peg in separate bag (Reception)

Reception Baseline

The reception baseline assessment is an interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin in reception. The assessment will measure your child's progress from reception to year 6. The information and data gathered from this is accessed by the DFE, and will not be shared with the school, the teachers and you, as parents. During this assessment, a member of staff will be able to spend quality 1-1 time with your child, getting to know them and if they need any further support in certain areas. When your child reaches year 6, you will be able to see the progress your child has made throughout their school journey. If you wish to read further on the reception baseline, then you can find a useful parent booklet here;

<https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents>

Who can help me from the school community?

- Class teacher first – Miss Small (Nursery), Miss Wilkinson (Reception)
- SEND - Mrs MacAndrews
- Safeguarding lead, Attendance - Mr Henderson
- Before and after school club, music lesson, clubs - School office
- Friends of Stobhill - Mrs Bush
- Mr Henderson's door is always open
- Stobhill Link