



Loving Learning

A decorative graphic on the left side of the page consists of a vertical black line intersecting a horizontal black line. To the left of the vertical line are three overlapping squares: a blue one at the top, a red one in the middle, and a yellow one at the bottom. The horizontal line extends across the width of the page.

Welcome to Reception

September 2024



Aims of our welcome meeting

- **To introduce you to the Reception team**
- **To let you know about Reception routines**
- **To give you an overview of learning in Reception**
- **To answer any questions you may have**










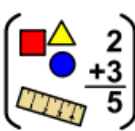




Polite Reminders !

- **Please wait outside your class entrance for your class teacher or TA.**
- **Magenta and Cherry class children . Please do not allow children to use the outside classroom resources or climbing frames.**

All in a day's work

- Visual timetable
- Structure of the day

 registration	 carpet	 activities	 story
 wash hands	 lunch	 playtime	 fruit
 reading	 maths	 milk	 outside

Essential school kit



Kindly provided by the PTA.

That they can look after themselves.



Please do not put a water bottle in your book bag and fill with water only please.



Fruit and milk

- If your child does not want to drink any of their milk we will try to send home in their book bag.
- Milk is free until your child is 5 but you must register with 'Coolmilk' and pay to continue this.
- All children are offered a piece of fruit which they need to eat independently (we do help a bit!)



PE

- **We are not holding discreet PE lessons at the moment, we will let you know in advance!**
- **This is because the children have access to two climbing frames and a range of PE equipment every day as part of the EYFS provision**



Learning in reception

We plan your children's learning from the revised 2020 EYFS curriculum.

Prime Areas

Personal, social and emotional development.

Communication and language

Physical development

Specific Areas

Literacy

Mathematics

Understanding the world

Expressive Arts and Design



How we learn...

- **The strength of our curriculum is that our children are encouraged to be independent, creative and confident learners.**
- **Our curriculum will reflect the children's interests – it may not look the same across the three classes, but the skills being taught will be the same. The children's next steps in their learning journey will be the focus.**
- **Our curriculum is broad and balanced, and looks to develop the whole child**

Coming up this year...

Autumn Term 1 Super Me and Harvest

- Harvest celebration 18th October (2.45pm)
- Learning reviews (Tuesday 22nd & Thursday 24th)

Autumn term 2 Light and Dark

- Diwali celebrations
- Bonfire night celebrations
- Christmas celebrations
- Learning to Learn Evening 19th November
- Trip to Warwick Arts Centre to see the Smed's and the Smoo's Thursday 5th Dec.

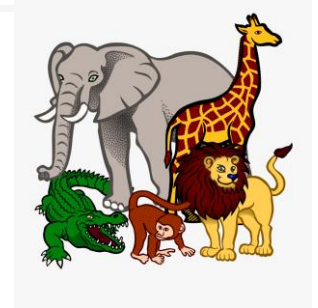




Coming up this year...

Spring Term 1 When I Grow Up

- Focus on careers within medical, STEM, Lifestyle, emergency services and transport
- Assessment information evening 23rd January



Spring Term 2 Once Upon a Time/Minibeasts

- Focus on traditional stories and stories from other cultures
- World Book Day
- Learning reviews (further information to follow)
- Easter celebrations (with a church visit)
- Internet Safety Day



Coming up this year...



Summer Term 1 Marvelous Minibeasts (continued)

- Focus on the natural world and Minibeasts
- Reception Trip to Ryton Pools tbc
- Sports Day 22nd May
- Sponsored Bounce 16th May

Summer Term 2 Oh I do like to be beside the seaside

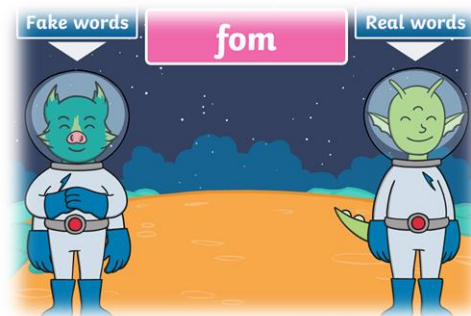
- Focus on what an island is and learning about the coas (lighthouses, pirates etc)
- Annual report
- Transition day for moving up



Phonics

Phonics
ee ur ow
wh y au

- Daily phonics session
- Technical language
- Real and Alien words
- Twinkl Phonics
- Follow- up phonics learning on tapestry



twinkl
phonics

TAPESTRY
ONLINE LEARNING
JOURNAL

Level 2 Actions and Mnemonics

<p>s</p>  <p>Make a snake's head with your hands and wiggle your body like a snake!</p>	<p>a</p>  <p>Pretend to bite into a crunchy apple.</p>	<p>t</p>  <p>Pretend to stir a teaspoon around a teacup.</p>	<p>p</p>  <p>Make one hand into a puppy's head and pat it with your other hand.</p>	<p>i</p>  <p>Flap your hands like an insect's wings.</p>	<p>n</p>  <p>Make your fist into a nut and tap it.</p>
<p>m</p>  <p>Yummy! Rub your tummy.</p>	<p>d</p>  <p>Pretend to play your drum kit.</p>	<p>g</p>  <p>Pretend to wrap your scarf like Gabi.</p>	<p>o</p>  <p>Pretend to squeeze a juicy orange.</p>	<p>c</p>  <p>Wiggle your finger like a caterpillar.</p>	<p>k</p>  <p>Pretend to spread your hand like a kite and fly it in the air.</p>
<p>ck</p>  <p>Make a duck's beak with your hands and pretend to pick up sticks.</p>	<p>e</p>  <p>Make an egg with one hand and tap it with the other.</p>	<p>u</p>  <p>Make one hand into an umbrella and sprinkle rain on it.</p>	<p>r</p>  <p>Move your arms like a robot.</p>	<p>h</p>  <p>Pretend to open the door of the house.</p>	<p>b</p>  <p>Pretend to throw and catch a ball.</p>
<p>f</p>  <p>Pretend to wave a magic wand.</p>	<p>l</p>  <p>Pretend to lick an ice lolly.</p>	<p>ff</p>  <p>Pretend to switch off the light.</p>	<p>ll</p>  <p>Pretend to ring a bell.</p>	<p>ss</p>  <p>Blow a kiss.</p>	

Every sound has a corresponding action and mnemonic which helps children to remember them. You can support your child by modelling the same sounds and actions at home.



Reading

- Lilac books (week 4)
- Worded books will be sent out in line with our Twinkl scheme.
- Individual reading and reading observations on tapestry
- Shared reading

Handwriting

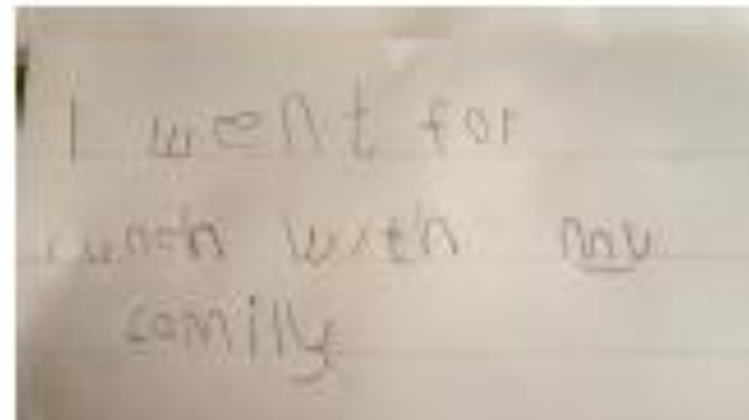
- Letters with rhymes for formation
- Resources



Down the leaf, up and over the nut.

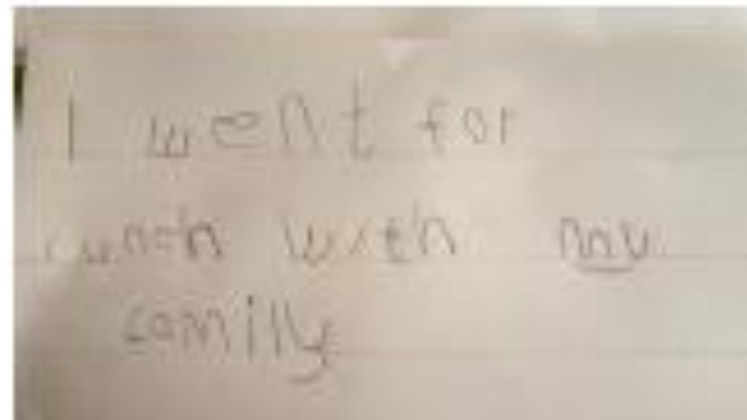


Around the egg and under the cup.

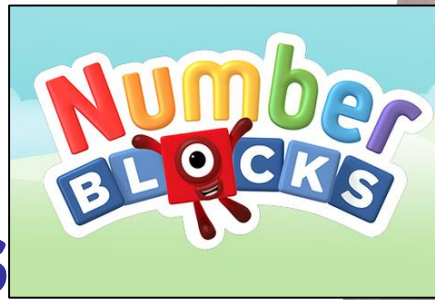


Writing

- There are always plenty of opportunities to mark make and write
- Fine motor, pincer grip, correct letter formation
- Nip, flip and grip



Mathematics



- Maths is everywhere!
- We teach using a maths 'mastery' approach
- We encourage creative thinking, making links and vocabulary
- Number and Shape, Space and Measure



Building Learning Power

RESILIENCE

Resilience is being ready, willing and able to lock onto learning.

Learning powers are:

- Absorption
- Managing distractions
- Noticing
- Perseverance



REFLECTIVENESS

Reflectiveness is about taking a longer term view of learning by planning and taking stock of what you have learnt.

Learning powers are:

- Planning
- Revising
- Distilling
- Meta learning



RESOURCEFULNESS

Resourcefulness is being ready, willing and able to learn in different ways.

Learning powers are:

- Questioning
- Making links
- Imagining
- Reasoning
- Capitalising



RELATING

Relating is about being ready, willing and able to learn alone or with other people using communication and empathy.

Learning powers are:

- Interdependence
- Collaboration
- Empathy & listening
- Imitation





Thrive

- **Telford Infant School is a Thrive school .**
- **Thrive is a whole school approach which supports the emotional wellbeing of all pupils.**
- **It is used in all that we do through our language and teaching.**
- **We have two licenced practitioners who work 121 with children when needed.**
- **For more information see the website**

Outdoor Learning

- **Forest Schools**
 - Autumn 1 – Crimson
 - Autumn 2 - Cherry
 - Spring 1 – Magenta
 - Spring 2 – Crimson
 - Summer 1 – Cherry
 - Summer 2 - Magenta
- **Outside reception classroom**





Supporting your child at home...

- **Tapestry**
- **Reading at home with own books**
- **Practise patterns and letter formation**
- **Look at signs and numbers in the environment.**
- **Sing nursery rhymes and reading poems**
- **Look for numbers, shapes and patterns**
- **Encouraging independence, particularly with self care (dressing)**



Tapestry



TAPESTRY
ONLINE LEARNING JOURNAL

- **Online learning journey**
- **Observations will be added by grown ups in school to capture significant moments and special experiences.**
- **Expectation that parents contribute too**
- **Tapestry challenges**
- **Downloadable at the end of the year**



Assessing your child's learning

September/ October 2024

- **Baseline Assessment – a statutory government baseline**
- **End of Autumn term (internal)**
- **End of Spring term (internal)**

June 2025

- **Early Years Foundation Stage Profile (statutory)**
- **Annual report**

Learning Reviews - October & April

Keeping in touch

If you have any questions, please do ask!

- Please email admin2326@welearn365.com and your message will be sent to your child's class teacher

Other places to check for information:

- Tapestry (please do not use this for general communications)
- Friday correspondence sent by email (newsletter, letters etc)
- ESchools app
- Website
- Learning Reviews
- Class whatsapp group

- Parent Pay – is how you pay for trips etc





How to get involved in our school community

- PTA (AGM on 26th September @ 6.00pm)
- Volunteer – reading, admin, helping children (but not in your child's class)
- Accompany us on learning visits (but can't be with a group with your own child)
- When I grow up topic



**Thank you for joining
us this evening**

**Together we will ensure that your child
has a brilliant year in Reception!**

**Any questions -please ask us in person
or email admin2326@welearn365.com**