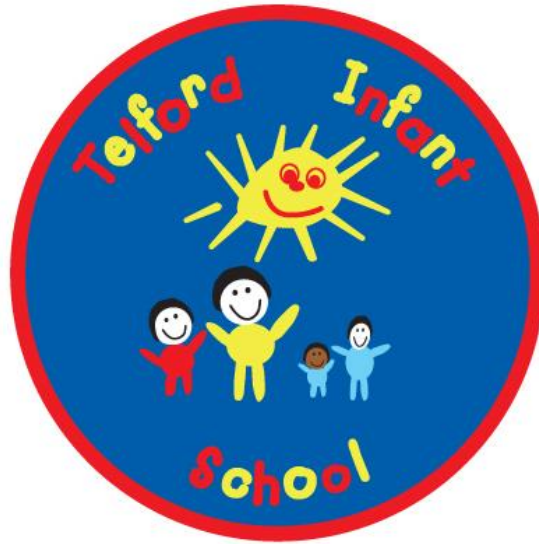




Loving Learning



Aims of our welcome meeting

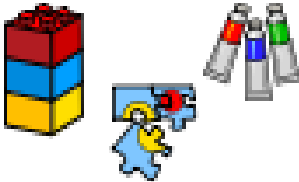
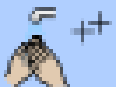
- **To introduce you to the Reception team**
- **To let you know about Reception routines**
- **To give you an overview of learning in Reception**
- **To answer any questions you may have**

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.**
- **Drop off is from 8.45 - 8.55 - after this doors are locked.**

All in a day's work

- Visual timetable/Structure of the day

8:45 - 8:55am	9:10 - 9:15am	9:15 - 9:45am	9:45 - 10am	10:00 - 10:15am
Drop off  9am  Registration 	Wake and Shake 	Dough Disco  Phonics 	Ready, Steady,   Go, Playtime  	Wash hands, Fruit    and Circle Time 
10:15 - 10:35am	10:35 - 11:35am	11:35 - 11:45am	11:45 - 12pm	12 - 1:10pm
Maths or  Literacy  Learning 	Continuous Provision 	Tidy up Time   	Story time  Wash hands 	Lunch time  

General Reminders

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!)



Autumn 1 – Crimson

Autumn 2 – Cherry

Spring 1 – Magenta

Essential school kit



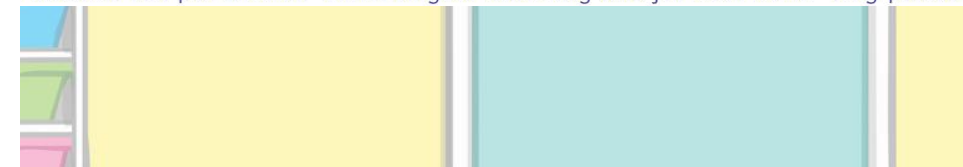
That they can look after themselves.



Kindly provided by the PTA.



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



PE Uniform – this is not needed yet!



- White top and navy shorts or skirt
- Black/navy tracksuit top and bottoms
- Trainers



We will let parents know when PE kit is needed

Learning in Reception

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

EYFS Prime and Specific Areas

Prime Areas

Communication
and Language



Physical
Development



Personal, Social
and Emotional
Development



Specific Areas

Literacy



Mathematics

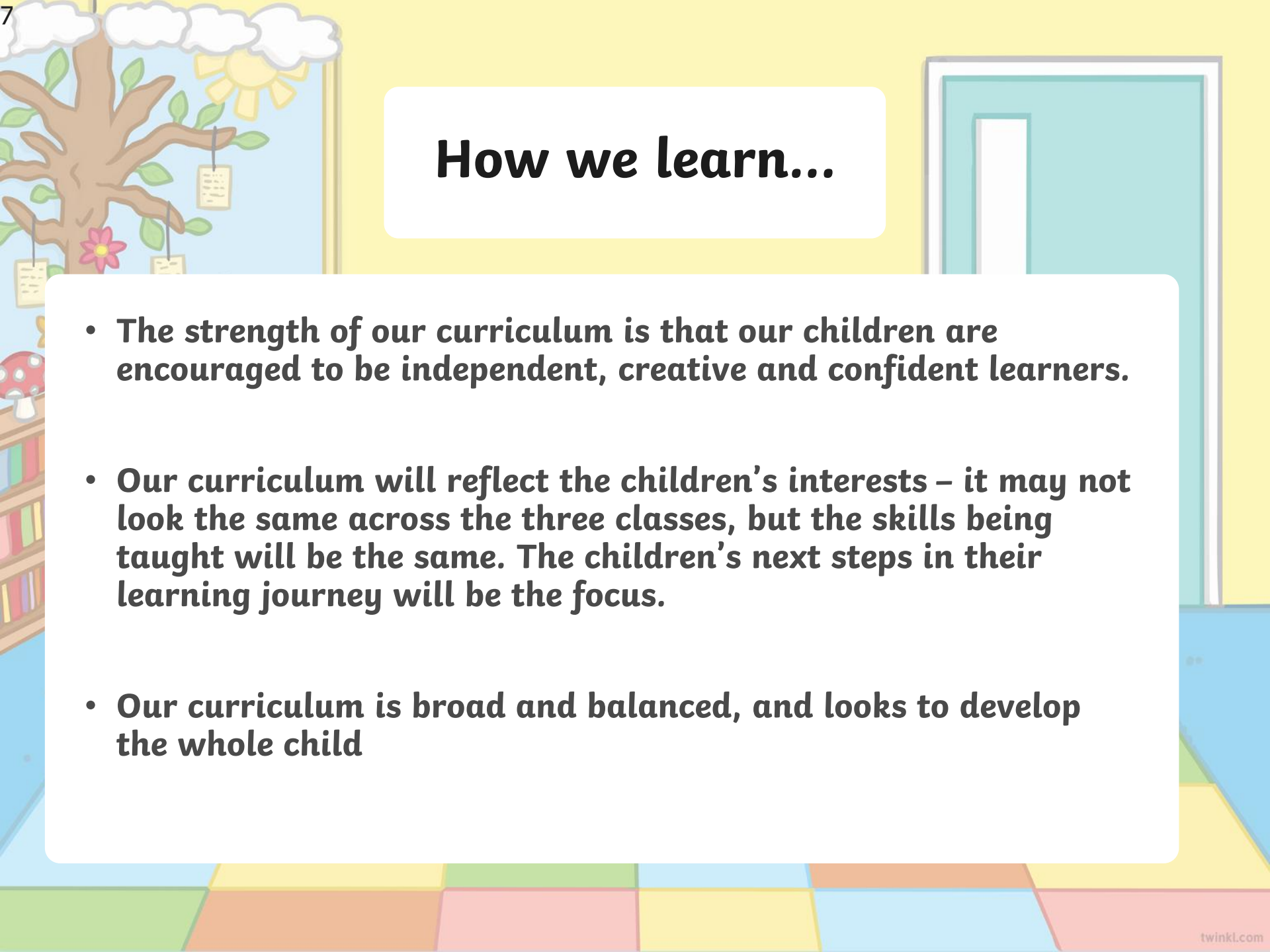


Expressive Arts
and Design



Understanding
the World





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**

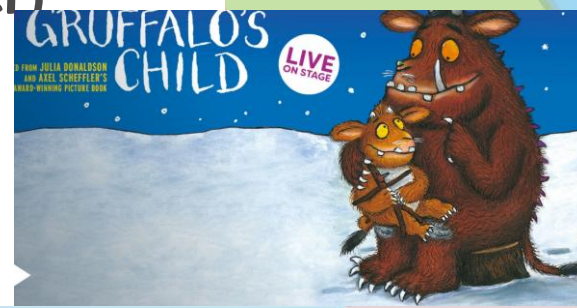
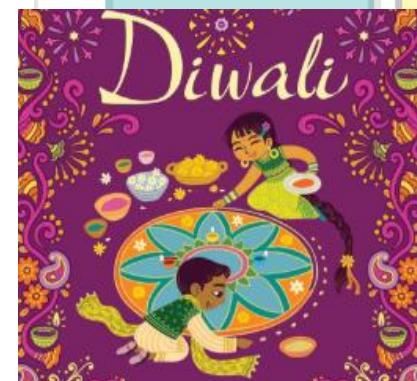
Coming up this year

Autumn Term 1 Super Me and Harvest

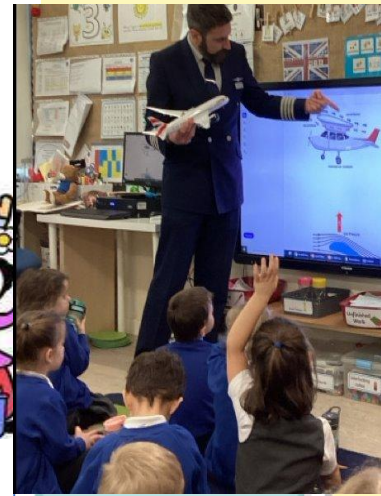
- Harvest celebration 14th/15th/16th October (2.45pm)
- Learning reviews (Tuesday 20th & Thursday 22nd)

Autumn term 2 Light and Dark

- Diwali celebrations
- Bonfire night celebrations
- Christmas celebrations (Grandparent Glitter Day, Friday 27th November)
- Trip to Warwick Arts Centre to see the Gruffalo's Child- Thursday 3rd December
- Class Nativities (Mon-Wed 14th –16th December)



Coming up this year.



Spring Term 1 When I Grow Up

- Focus on careers within medical, STEM, Lifestyle, emergency services and transport



Spring Term 2 Once Upon a Time

- 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



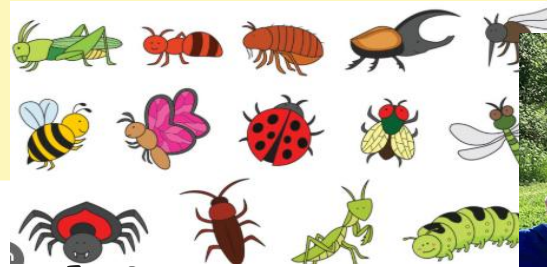
Coming up this year...

Summer Term 1 Marvelous Minibeasts

- Focus on the natural world and Minibeasts
- Reception Trip to Ryton Pools 12th May
- Sports Day 27th May
- Sponsored Bounce 30th April tbc

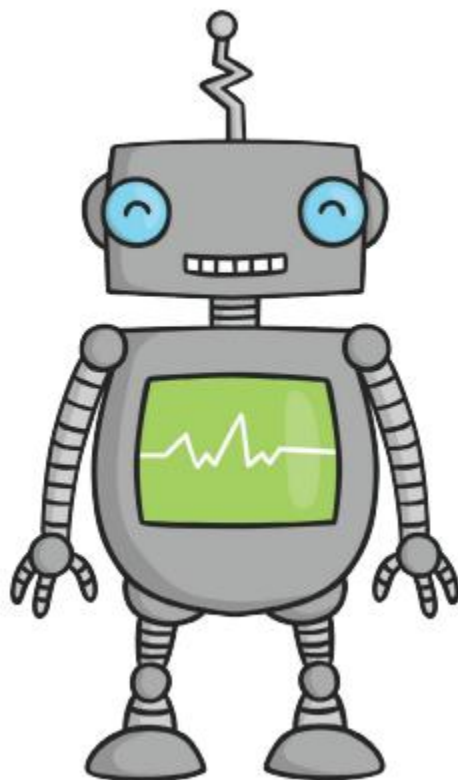
Summer Term 2 Oh I do like to be beside the seaside

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

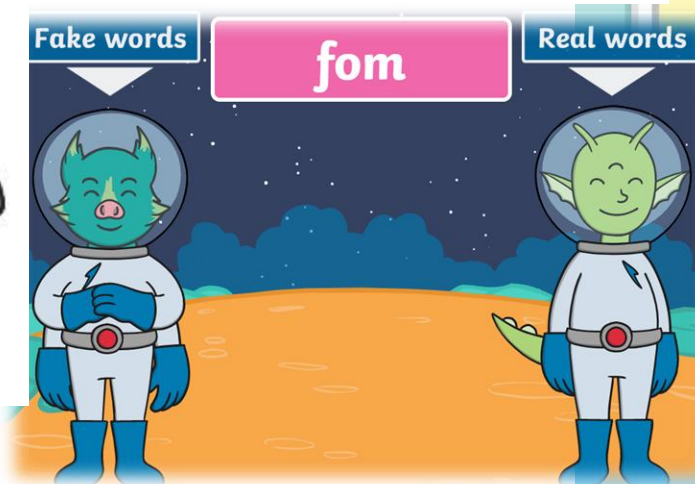


Phonics

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



Phonics
ee ur ow
wh y au



Level 2 Actions and Mnemonics

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

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.
- At first we start with individual reading and when ready will be move to guided reading groups.
- All reading observations are put on Tapestry



Handwriting

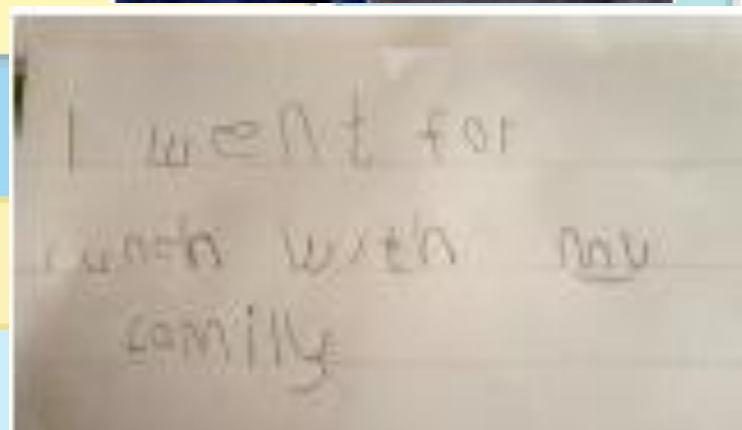
- This is introduced as we teach phonics.
- Letters with rhymes for formation



Down the leaf, up and over the nut.

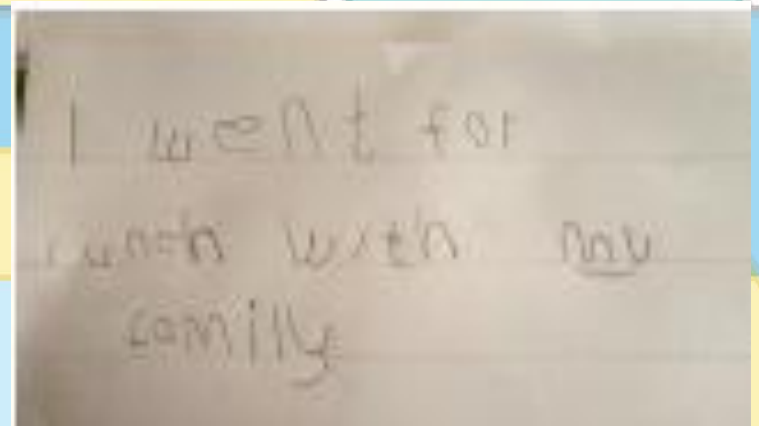


Around the egg and under the cup.



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



Assessing your child's learning

September/ October 2026

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

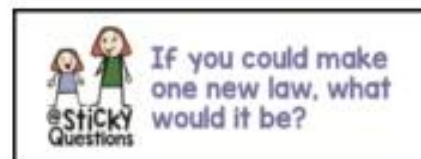
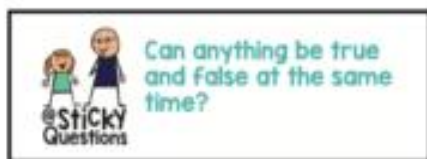
June 2027

- **Early Years Foundation Stage Profile (statutory)**
- **Annual report**
- **Learning Reviews - October & April**

Sticky Questions



Sticky Questions



It will support the children's oracy development which is a key building block for learning in all subjects. Evidence shows that children with good oracy skills achieve more in their learning overall.

Every Friday, all the children will go home with a sticker on their jumper. The sticker will have a question on it which is age-appropriate and designed to prompt rich conversations between you and your child at home.

The discussion will carry on at school on the Monday, drawing on ideas from home.

<https://www.thephilosophyman.com/stickyquestions>

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



The background of the slide is a colorful illustration of a child's room. On the left, there is a tree with green leaves, a yellow sun, and a pink flower. A bookshelf with colorful books is visible. On the right, there is a light blue door. The floor is covered with a pattern of colorful squares in shades of blue, green, yellow, and orange. The text "Let's help every child thrive" is prominently displayed in the upper center, with the word "thrive" in a large, bold, black font. To the right of the word "thrive" is a colorful, multi-colored swirl logo.

Let's help every child

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**

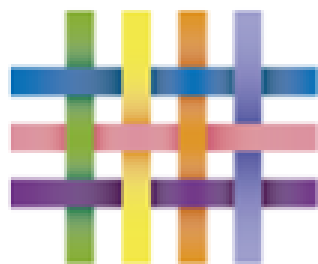


Supporting your child at home...



- **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)**

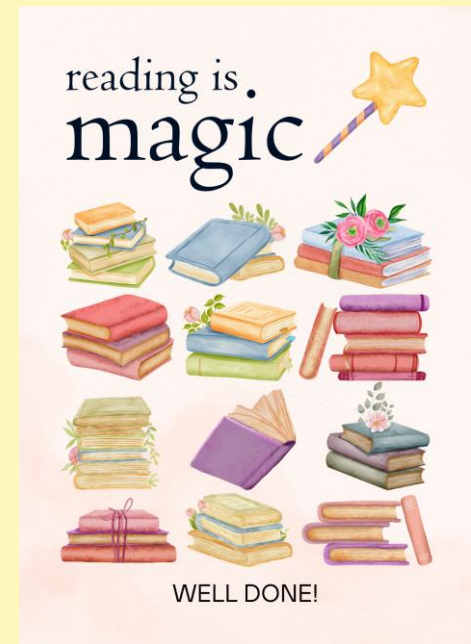




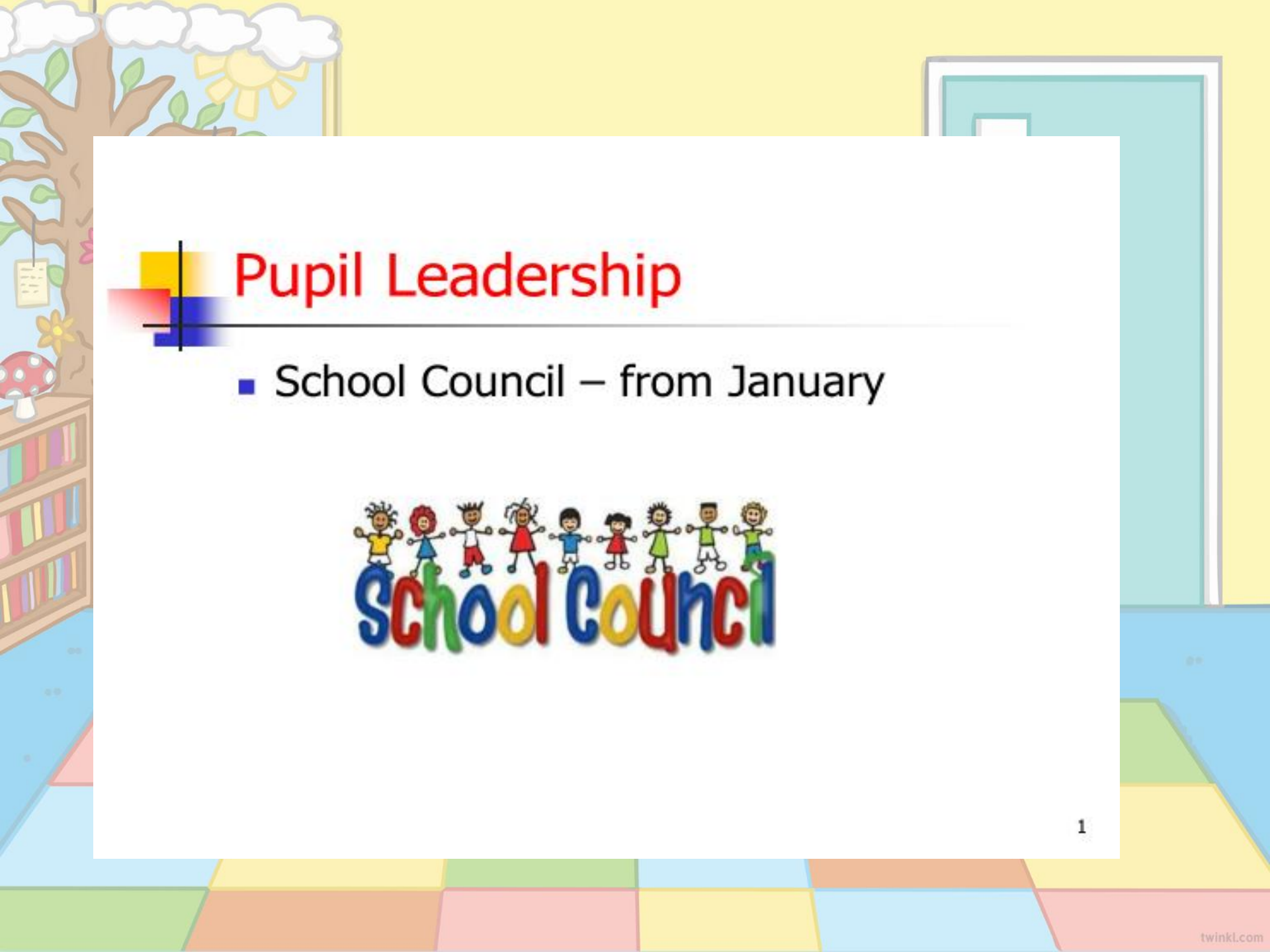
TAPESTRY

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**



- Copies of the books for the '100 Books Challenge' are in the library for children to borrow.
- Every child will receive their own '100 Book Challenge' list to tick off the books as they read them.
- The books can be read in any order
- Children will receive a certificate when they have read all 100 books.



Pupil Leadership

- School Council – from January

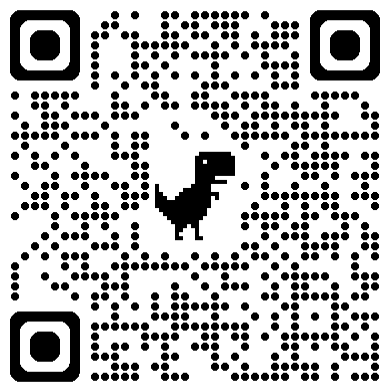


Online Safety

Children are made aware of our online safety rules early on in Reception.

Common Sense Media

This is a really useful website to check if you want to find out more about suitability and see age-based reviews.



Online Safety

iPad and online safety rules





Carry the iPad with 2 hands.



Sit down with the iPad.



Share the iPad carefully.



Stop when a grown up asks you to.



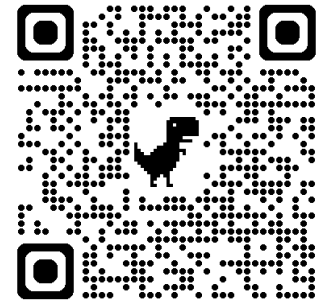
If something online upsets you tell a grown up.



Do not share passwords or personal information.



Only use websites when you have asked a grown up.



What are parental controls?

Parental controls allow you to block and filter upsetting or inappropriate content. They work across your WiFi, phone network, individual apps and devices.

Parental controls can help you to:

- plan what time of day your child can go online and how long for
- create content filters to block apps that may have [inappropriate content](#)
- manage the content different family members can see

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>

How to get involved in our school community

- PTA (AGM on 24th 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!



Parent Teacher
Association



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





Thank you
for joining us!

**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**