

September 2016



Welcome to our Reception Curriculum Meeting



Reception Classes 2016/2017



- Miss J. Ellis (RJE) with Mrs S. Colvin
- jenny.ellis@downsend.co.uk



- Miss A. Grimstone (RAG) with Miss R. Goldsmith
- anita.grimstone@downsend.co.uk



- Mrs J. Barber & Miss C. McInnes (RJB) with Miss S. Corrigan
- jessica.barber@downsend.co.uk
- catherine.mcinnnes@downsend.co.uk



Daily Routines

- Breakfast from 7.30am, Early Start from 8.00am
- Come into the classroom at 8.30am
- Unpack bag - snacks, book folder etc
- Registration at 8.50am
- Assembly
- Morning Break time 10.35-10.55am
- Lunch break 12.00-1.30pm
- End of the school day 3.30pm
- Late class until 4.00pm in Reception classrooms
- Extended Day until 6.00pm



Weekly Routines

- Mondays: Children to bring in PE kit and swimming bag. Music with Mr Bristow
- Tuesdays: Forest School with Mr Bristow. Dance and Drama with Mrs Thomas
- Wednesdays: PE skills/Games with Mr Evans. French with Madame Roscoe
- Thursdays: Dance and Drama for RJB. Swimming with Mrs Langham
- Fridays: Gym with Mr Evans



Uniform

- Winter uniform looks like this

Long trousers for boys and grey pinafores and blouses from October half term - Scarves and hats are available in Downsend colours.
Grey or red tights for girls.
Please send girls in socks on swimming days



All the children will need a Downsend fleece to wear outside and a cagoule or black Downsend coat. Blazers **MUST** be worn to and from school regardless of the weather.

Uniform

PE kit looks like this

PE kit in black bag. Fleece and black joggers for the winter. Children need to be independent at changing into their PE kit. On Friday children will wear PE kit at school all day.



Swimming kit looks like this



Swimming kit in red bag. Red or black swim hats – a little powder sprinkled inside helps. Goggles are permitted. Every bit of clothing named please (even underwear and socks! We will be swimming on Thursdays.

Forest school kit

At Forest school children have lots of fun but do get muddy! They need wellies, a waterproof and waterproof trousers in school. We will be having Forest School lessons on a Tuesday afternoon.



How will the children learn?



- In reception we will continue to learn using the EYFS profile statements that your children have already been learning both at home and school. Reception is the last year of the 'Early Years'.
- The children will be exposed to a variety of stimulating, suitably challenging and fun activities in a positive learning environment, both indoors and outdoors.
- There will be an emphasis on activities that the children have chosen to do within the topic umbrella.
- An individual approach will be taken as children are all unique. Children may be grouped to make the best use of resources and expertise
- There will be a practical approach to learning through play and hands on activities which expose children to ideas and concepts at their level.
- This will include taking the children on topic related visits and inviting visitors to come to Leatherhead Pre-prep

Areas of learning

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development

Children should mostly develop the 3 prime areas first. These are:

- 1. Communication and language
- 2. Physical development
- 3. Personal, social and emotional development.



- As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

1. Literacy

2. Mathematics;

3. Understanding the world; and

4. Expressive arts and design.



Phonics

- We follow the Read Write Inc programme.
- We introduce 2-3 sounds a week and the children practice saying them, reading them and writing them.
- We then use this sound knowledge as we read and write
- Children are taught cursive handwriting.



Help support your child in Phonics -
workshops on Thursday 22nd September @
3:30pm or 5:30pm in RJE



Reading

- We like to spend the first 2 weeks getting to know what the children know and then put them onto the school reading scheme
- Books may be picture books at first, then decodable ones, progressing to books with more high frequency words in them
- Children will learn high frequency words in sets of 10 at a time.
- Daily reading makes such an impact on your child's progress.



Maths

- Practical 'hands on' maths allows the children to develop a deeper understanding
- Begin with counting and understanding the need for secure, accurate counting so that we can add and subtract.
- Develop a strong understanding of number and quantity.
- Help support your child in Maths - maths workshop on Thurs 13th October @ 7:30pm

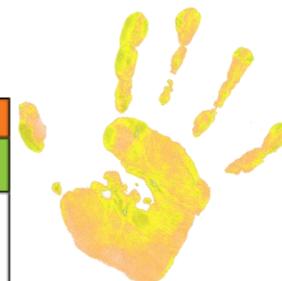


Monitoring Progress

Each of the 7 areas of learning has its own set of Early Learning Goals which determine what most children are expected to achieve by the end of Reception.

Mathematics: Numbers		
A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
<ul style="list-style-type: none"> • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. <p>Early Learning Goal Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<ul style="list-style-type: none"> • Make books about numbers that have meaning for the child such as favourite numbers, birth dates or telephone numbers. • Use rhymes, songs and stories involving counting on and counting back in ones, twos, fives and tens. • Emphasise the empty set and introduce the concept of nothing or zero. • Show interest in how children solve problems and value their different solutions. • Make sure children are secure about the order of numbers before asking what comes after or before each number. • Discuss with children how problems relate to others they have met, and their different solutions. • Talk about the methods children use to answer a problem they have posed, e.g. 'Get one more, and then we will both have two.' • Encourage children to make up their own story problems for other children to solve. • Encourage children to extend problems, e.g. 'Suppose there were three people to share the bricks between instead of two'. • Use mathematical vocabulary and demonstrate methods of recording, using standard notation where appropriate. • Give children learning English as additional language opportunities to work in their home language to ensure accurate understanding of concepts. 	<ul style="list-style-type: none"> • Use a 100 square to show number patterns. • Encourage children to count the things they see and talk about and use numbers beyond ten • Make number games readily available and teach children how to use them. • Display interesting books about number. • Play games such as hide and seek that involve counting. • Encourage children to record what they have done, e.g. by drawing or tallying. • Use number staircases to show a starting point and how you arrive at another point when something is added or taken away. • Provide a wide range of number resources and encourage children to be creative in identifying and devising problems and solutions in all areas of learning. • Make number lines available for reference and encourage children to use them in their own play. • Big number lines may be more appropriate than counters for children with physical impairments. • Help children to understand that five fingers on each hand make a total of ten fingers altogether, or that two rows of three eggs in the box make six eggs altogether.

Regular parents meetings will inform you of your child's progress towards the ELG. By the Spring term your child's teacher will have spoken to parents if there is an area of specific need that is holding them back so you can practise at home.



Monitoring Progress

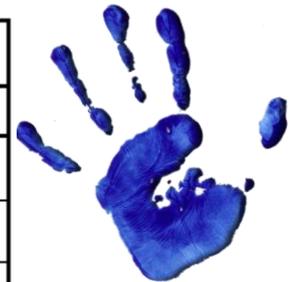
At the end of the year your child will be marked according to this early learning goal (ELG) if they have achieved it (expected), gone beyond it (exceeding) or haven't made it just yet (emerging)

Early Learning Goal

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

		Aspect	Attainment against the Early Learning Goals		
			Emerging	Expected	Exceeding
Communication and Language		Listening and attention		√	
		Understanding	√		
		Speaking			√

When we observe and assess your child we will be making notes on how they learn. This evidence forms part of the children's profile which then allows us to make a judgement on if your child has reached what is expected by the end of Reception. Some children are exceeding what is expected and others are working towards what is expected.



Characteristics of Effective learning and the end of year profile



- The characteristics of effective learning are when we look at how a child learns. Are they engaged, motivated and thinking?
- The three characteristics of learning are: Playing and exploring, active learning and creating and thinking critically.
- In Reception we are aiming for all children to be creating and thinking critically. We encourage them to be problem solvers, to not just look at the adult to explain the solution, but for them to think and explore by trial and error and then from experience, considering what has worked in the past.



Sharing information



- There will be a settling-in report issued on our first Parent's Evening which takes place in the Autumn Term.
- A progress and target report will be issued on our Spring Term parent's evening
- A full report will be issued at the end of the Summer Term
- If you have any questions please don't wait until parents evening.



How you can help

- Reading to your child and looking at picture books together.
- Encourage 'froggy' pencil grip to aid writing development.
- Playing simple games like 'snap' and jig-saw puzzles.
- Encourage independence when eating, dressing etc.



Partnership with parents

- Please keep an eye out for email updates which are sent out regularly via School Comms.
- Please use message books for daily communication.
- Please do speak to us if you have any concerns. We are usually available in our classrooms at 3:30 or you can telephone to make an appointment if you prefer.
- Please read the weekly newsletters.



Any questions?

