

Well done Reception!

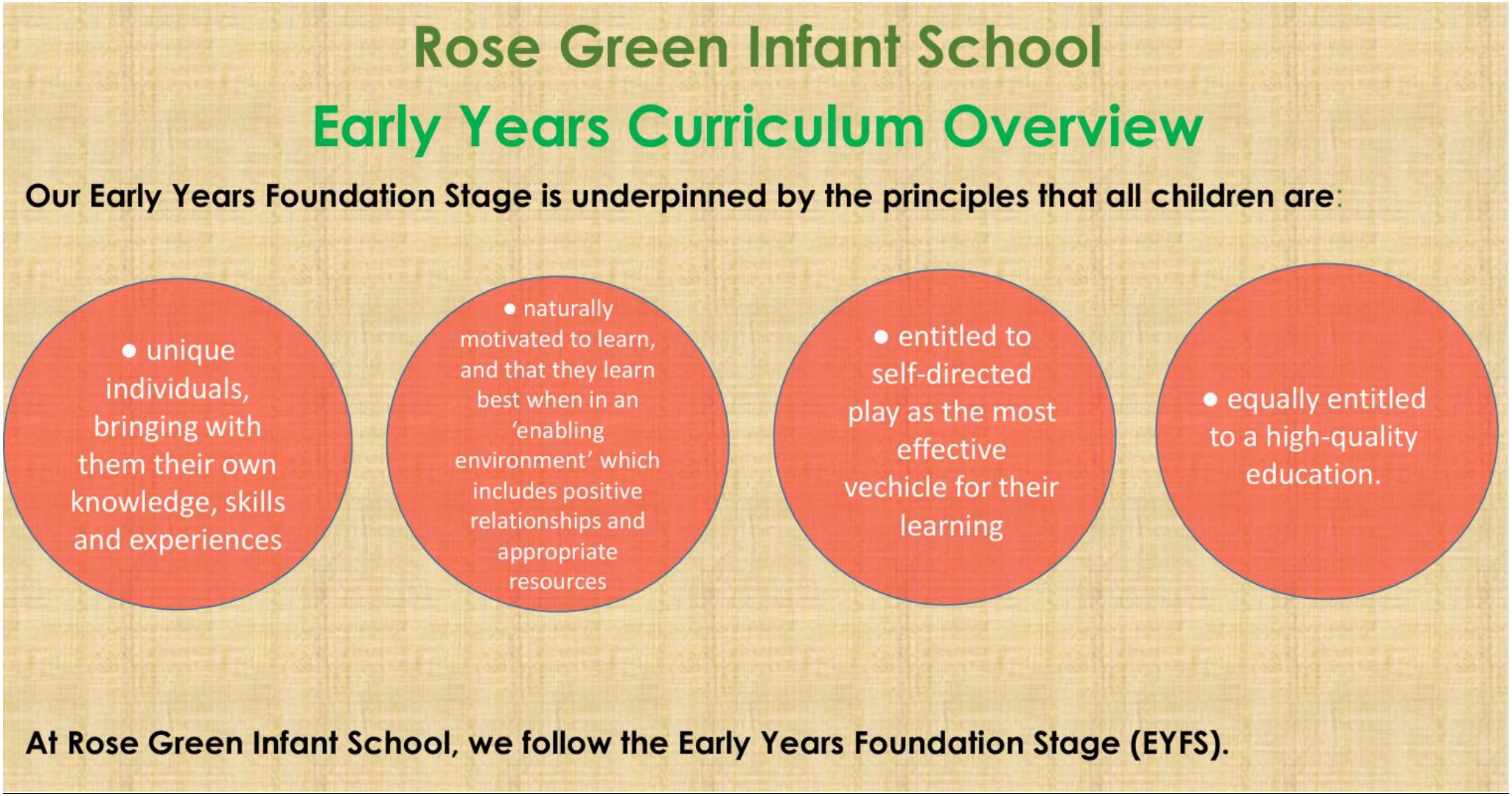
Well, what a half term we have had! We have made new friends, learnt about each other, got to know our new learning environment, started learning letter sounds and had lots of fun along the way! Well done to all of the children, you really have impressed us with how well you have settled in at Rose Green Infants. Next half term our theme is 'I wonder why we celebrate?' and we will be learning about celebrations including birthdays, Diwali and of course Christmas!

We have put together this information pack which will hopefully help you to understand what your child is up to while at school and also give you a few ideas about how you can support your children at home too.

Many thanks for your continued support.

Mrs Sugden, Mrs Edwards, Mrs McGahey and Miss Court

Our curriculum



Characteristics of Effective Learning

At Rose Green Infant School, we understand that children are intrinsically motivated learners. This motivation is described in the EYFS as the 'Characteristics of Effective Learning'. These are concerned with Engagement, Motivation and Thinking. We use these characteristics to guide our planning and curriculum delivery.

playing and exploring – **children investigate and experience things, and 'have a go'**

- Playing and Exploring describes how children are engaged in their learning by finding out and exploring; playing with what they know; and being willing to have a go.

active learning – **children concentrate and keep on trying if they encounter difficulties, and enjoy achievements**

- Active Learning describes children's motivation to learn by being involved and concentrating; keeping on trying; and enjoying achieving what they set out to do.



creating and thinking critically – **children have and develop their own ideas, make links between ideas, and develop strategies for doing things**

- Creating and Thinking Critically describes how children learn by having their own ideas, making links, and choosing how to do things. Our provision is designed to enable children's development of these characteristics to support the rest of their learning.

The EYFS has 7 Areas of Learning.

Prime Areas

"…centrally important for children's development and learning throughout the EYFS and beyond, and should receive priority attention to ensure strong foundations in development and learning."

Early Education (2012) Birth to 5 Matters: non-statutory guidance for the Early Years Foundation Stage.

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas

"…support children to know about and use these Specific areas, either informally as part of daily life or in planned activities, they give children access to the wide scope of shared cultural and intellectual life in modern society, and skills and knowledge to support them in their future learning."

Early Education (2012) Birth to 5 Matters: non-statutory guidance for the Early Years Foundation Stage.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Effective Teaching and Learning



At Rose Green Infant School, teaching and learning is based around the 7 areas of learning as outlined in the EYFS.

Our teaching and planning is informed by the observations and interactions we have with children. In our planning, we use the current interests, needs and next steps of the children so learning has context and is meaningful; alongside our progression of skills that ensure logical and systematic progression across the areas of learning. Our child-centred and responsive approach to teaching and learning in the Early Years means all children will be appropriately challenged and our provision will engage them.

- We use different ways of teaching to reflect the different ways children learn.
- The process of Learning is valued rather than the end product
- Children require space and time to repeat, practise and consolidate their learning
- Children learn actively and use their senses to develop an understanding of the world around them
- Previous knowledge and experience is built upon

- Open-ended questions and comments promote sustained shared thinking
- Children access continuous provision
- Children work collaboratively, sharing ideas and negotiating with others
- Development of self-confidence and self-esteem
- Children have opportunities to be curious, imaginative and develop their creativity.

Assessment



At Rose Green Infant School, ongoing assessment is an integral part of the learning and development processes. Staff play with, and observe pupils to identify their level of attainment, interests and learning styles. These observations and interactions are used to shape future planning.

We input children's level of development across the 17 early learning goals at regular intervals. We use our formative assessments, teacher knowledge and additional assessment tools to make judgements.

Within the first 6 weeks of starting school, children in Reception undertake the Statutory Baseline Assessment as outlined in the Statutory Framework for the Early Years Foundation Stage.

At the end of the EYFS (the end of Reception year), staff complete the EYFS Profile for each child.

The outline of your child's day

8:35am Doors open

8:50am Register and Carpet time (Drawing Club)

9:10am Classroom time

9:30am to 11am Free Flow (This is where the children can choose to play in any of the three classrooms or outside)

11:10am to 11:30am Phonics

11:45am to 12:15pm Lunch in the hall

12:15pm to 12:45pm Playtime on the big playground

12:45pm Register then Maths

1:05pm to 2:15pm Free Flow (On PE days this will only be the other two classes)

2:30pm Storytime

3pm Home time

Time for carpet sessions will increase through the year so Drawing Club, Phonics and Maths sessions will lengthen as the year progresses and the children are ready.

Teaching Assistant Changes

Miss Walpole, TA in Poppy Class, got married recently and her new name is Mrs Brammall. Miss Dingwall is going on maternity leave at half term and Miss Gent is the new TA in Bluebell. Buttercup Class will continue with Mrs Cooper on a Monday and Tuesday and Miss Lodge Wednesday, Thursday and Friday.

Phonics and Reading

Your child may already be coming home telling you about the letter sound (phoneme) they have learnt that day. Each Friday there will be a new sticker in your child's reading record which will explain the sounds they have learnt. It is really important to support your child to learn these sounds as well as continuing to share stories. Your child can change their book box book as often as they wish but we will prompt them once a week. As your child starts to read words they will be given a phonics book too. Please practise this as much as you can! They will then go onto 'ditty sheets' where they read short phrases and then progress to the longer reading books.

We will be assessing the children soon so that we can put them into new Phonics groups to enable us to target the children more closely. Your child may be taught phonics by another member of the Reception team. Here are a few explanations of some language your children will be using.



Fred Talk – Fred is a frog who helps them learn to read. He sounds out words then blends the sounds together. E.g. m-u-d, mud. You can practise Fred talk and blending at home. Make it into a game! Can you put on your s-o-ck…? Please get on your s-c-oo-t-er….

Phoneme – the sound

Grapheme – how the sound looks on paper. E.g. ee, ea, e-e

Diagraph – Two letters making one sound E.g. sh, th, ck

Trigraph – Three letters making one sound E.g. igh, ear, ure

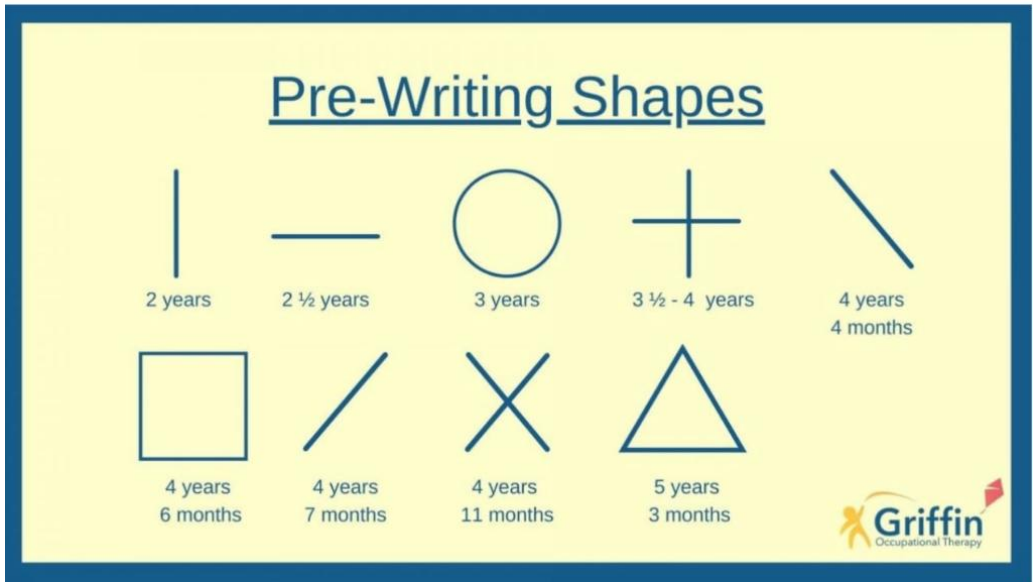
Red Words – These are ticky words that you can't sound out and you need to learn as a sight word. E.g. the, you

By the end of Reception, children should be able to demonstrate an understanding of stories and narratives read to them. They should be able to retell stories in their own words using a range of vocabulary and even begin to read books themselves that have simple sentences. It is important to read bedtime stories to your children. You can also model making up your own imaginative stories and give your children lots of time to practice their own reading either before bed or at a time that works for you and your family's routine. Please write down what you have been reading in your red reading record and make sure this comes to school with your child each day so we can see what they have been up to.

Learning to write

Writing always needs purpose and it needs to be fun! We want the children to develop confidence and a love of writing. Children love to write lists, take orders in a role play cafés, write cards and messages to others. As part of Drawing Club, we start the children with writing in a code as this encourages them to make meaning out of the marks they make as a pre cursor to writing.

Before children can write letter shapes, they need to be able to produce the pre-writing shapes, so we have been using these as our code marks this half term. They will then go on to make more adventurous codes that can include the graphemes they know once they have the knowledge/skill to do so. By the end of Reception year we will be encouraging them to write phrases and sentences – you will be amazed at the progress they will make!



When the children are ready, we will be asking them to learn to write the letter shapes correctly using the rhymes below. It would be brilliant if you could practise these at home once your child has mastered the pre-writing shapes.

They could draw them in paint, with chalk, in shaving foam, with pens – we don't mind! Get them to say the rhyme as they write it.

Read Write Inc. Phonics Handwriting phrases

OXFORD

Ruth Miskin Training

Use these handwriting phrases to help your child to remember how to form each letter correctly.

Always practise writing sitting at a table and write on paper using a sharp pencil.

1. Write the letter in the air as you say the phrase. Ask your child to practise in the air with you.
2. Help your child to say the phrase as they write the letter on paper.
3. Always praise your child for their efforts. Focus on correct formation rather than size.
4. Aim to practise with your child for a short time each day.

m	Maisie, mountain, mountain	
a	round the apple, down the leaf	
s	slither down the snake	
d	round the dinosaur's bottom, up its tall neck and down to the feet	
t	down the tower, across the tower	
i	down the body, dot for the head	
n	down Nobby, over his net	
p	down the plait and over the pirate's face	
g	round her face, down her hair and give her a curl	
o	all around the orange	
c	curl around the caterpillar	
k	down the kangaroo's body, tail and leg	
u	down and under, up to the top and draw the puddle	

b	down the laces to the heel, round the toe	
f	down the stem and draw the leaves	
e	lift off the top and scoop out the egg	
l	down the long leg	
h	down the head to the hooves and over its back	
r	down its back and then curl over its arm	
j	down its body, curl and dot	
v	down a wing, up a wing	
y	down a horn, up a horn and under its head	
w	down, up, down, up	
z	zig-zag-zig	
q	round her head, up past her earrings and down her hair	
x	down the arm and leg and repeat the other side	

Maths

We use Numberblocks to support the children's mathematical understanding and we spend time learning how each number can be made using smaller numbers. This really helps with learning number facts. You may hear your child talk about subitising which is knowing how many without counting. For example, if you looked at 4 objects you would see that there are four without the need to count. We are also learning to count carefully and accurately and this includes counting an amount given to them or taking an amount from a larger group. At home you can encourage your child to count their toys, the fruit in the fruit bowl or the shoes in the hallway. We don't mind but the more they practise, the better they will get. You can also count the steps you do from the car to the house or count going up the stairs!

PE

After Christmas your child can come to school in their PE kit on their class PE days. After half term we will be spending a bit of time in the hall on PE days so that the children get used to the space while playing games as a class. We also spend a lot of time every day in Free Flow developing our gross motor skills. This includes riding our bikes and scooters, balancing and climbing.

Tuesday – Buttercup

Wednesday – Bluebell

Thursday – Poppy

Please Note - Health and Safety : The only earring permitted in school are small studs which should be taken out or covered with medical tape on PE days. We discourage any other forms of jewellery on a daily basis because the children are always active and bracelets and necklaces can cause injury.

Wellies

We will be opening the mud kitchen after half term and if your child would like to play in there then wellies are essential. We will also be visiting the woods so would like everyone to have a pair of wellies in school. Please name them and place them on the racks outside Poppy Class. There is coloured tape on each one to show which class is which (Blue – Bluebell, Yellow – Buttercup, Red – Poppy).

Wanted!

If you are having a clear out, we are always after donations of toy cars, jigsaw puzzles, plastic boats and tea sets.

We have a dressing up trunk in Buttercup and would love some generic clothes such as small waistcoats, costume jewellery, small bags, fun slippers, hats and gloves. We try to avoid character dress up as this limits the imagination and adventure and it's great to see where different items of clothing take our children's adventures.

To enhance our home corner, it would be great if you have any food tins with lids to extend the children's play such as small cake tins, flour tins or tea, coffee and sugar canisters. Also, small bunches of artificial flowers/plants, recipe books, toy hoover, mantle clock, toy birthday cake, wallets/purses, table mats/coasters, lamp (child-safe, no lightbulb). If you have anything else you think would work do please let us know as we may not have considered all options.

We also need a constant supply of junk modelling materials for the children to create their wonderful models with. Nothing larger than a cereal box though please.

Show and Tell

After half term we will begin our 'Show and Tell' Fridays up until Christmas. This is an opportunity for your child to bring in something special to share with the rest of the class. The concept behind this is to build the children's confidence with talking to others, developing their vocabulary and practising listening and attention skills. We also use the opportunity for the children to ask questions in response to the information they have heard.

It is not necessary for every child to bring something every week. We ask that items are small enough to fit in a book bag and encourage the sharing of certificates, photographs, handmade crafts, medals, hobbies, holiday souvenirs etc rather than something they have grabbed quickly before they leave for school that the children often find hard to talk about as they are less meaningful.

Class Bears

Starting on Friday 6th November we will start sending our class bears home for the weekend with one of children in the class. You are welcome to add photos or draw pictures to enable your child to share what they and the bear and they have been up to!

Celebration Assembly and Our Five Words

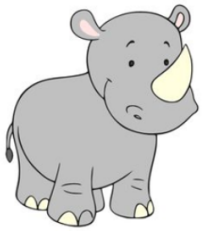
On Friday 13th November the Reception children will join the rest of the school in Celebration Assembly where two children are chosen by their teachers because they have shown behaviours linked to one of our school values. The two children wear a badge for the following week which will need to be returned on the Friday ready for the next assembly.

What does it mean to be RESPONSIBLE?



- Having control over your own actions and choices
- Caring about yourself, others and the environment
- Thinking about actions and consequences
- Being honest and truthful
- Being a good example and role model
- Helping others

What does it mean to be RESILIENT?



- Knowing what you find tricky and practising those things
- Not giving up
- Having a 'have a go' attitude
- Seeing mistakes as learning opportunities
- Accepting corrections to improve
- Being a brave and confident learner and helping others be this too

What does it mean to be MOTIVATED?



- Having a good attitude to learning
- Challenging yourself to do your best
- Not giving up, even if it is tricky
- Being enthusiastic
- Encouraging others to try their best and keep trying
- Wanting to improve what you can do
- Knowing your next steps and acting on them

What does it mean to be INDEPENDENT?



- Knowing what you can do to try and help yourself if you are stuck with your learning
- Making your own good choices about your learning
- Thinking and acting for yourself

What does it mean to be CREATIVE?



- Being brave to have a go at tackling problems
- Trying different ways to solve problems if it doesn't work first time
- Using your imagination
- Exploring new ideas and not doing the same as everyone else
- Finding ways to be 'unstuck' in your learning

Contacting Us

As always, please do feel free to email us directly if you have any questions about the information included in this booklet or any concerns about your child. Email addresses for each of the teachers are below.


Bluebell Class Mrs Sugden csugden@rosegreeninfant.school Mrs Edwards sedwards@rosegreeninfant.school


Buttercup Class Mrs McGahey hmcgahey@rosegreeninfant.school


Poppy Class Miss Court ecourt@rosegreeninfant.school