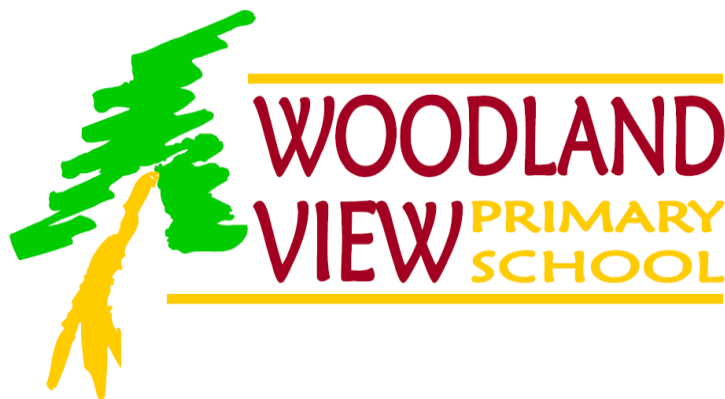


Welcome to Year



A guide for parents and carers
of children in Reception



<http://wvps.northants.sch.uk/>

Meet the team



Miss Lee



Miss Williams



Mrs Adamson



Mrs Livingstone



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Welcome to Reception

Starting school is an exciting, happy but emotional time for yourself and your child. We are here to support you and your child through this transition by building positive partnerships between home and school from the very beginning.

In our Reception classes the children will complete the final year of the Early Years Foundation Stage, providing children with secure foundations for lifelong learning. It builds upon the learning that children have already gained from their families and pre-school experiences and ensures children receive exciting learning opportunities tailored to their individual stage of development.

The Foundation Stage curriculum contains seven areas of learning and development; **Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding the World** and **Expressive Arts and Design**. The children in Reception explore a huge variety of activities which support their development across all areas of learning.

Our approach in Reception is based upon the principle that young children learn best through play. Play enables children to explore their ideas, invent their own goals, learn to interact with others, solve problems, consolidate and apply their learning, and so much more! These skills reflect the Characteristics of Effective Learning which thread through all areas of learning: Playing and Exploring, Active Learning and Creating and Thinking Critically.

Our Mission

We aim to provide the best possible education for all of the children; to promote a love of learning within a positive and stimulating atmosphere, fostering mutual care and respect; to nurture and challenge the whole child to their full potential; to develop high standards of curriculum attainment; to offer a range of opportunities for children to enhance their musical, creative and sporting talents; to encourage an understanding of the meaning and significance of faith, promoting tolerance and high moral values, supporting children on their emotional and spiritual journey; to be innovative, forward-thinking and to strive for continual improvement.

Above all

to make the experience at our school one of enjoyment, fun and happiness

An overview of the year

Term	Theme
Autumn 1	Ourselves 
Autumn 2	Here, There and Everywhere 
Spring 1	Let's Pretend 
Spring 2	Books and Stories 
Summer 1	Animals and Plants 
Summer 2	Seaside and Holidays 

These are the broad themes that we plan to explore each half term, though we are regularly guided by the children's particular interests and the experiences we plan are often based upon these.

Areas of Learning

Communication and Language

Listening and attention:

- Maintain their concentration and sit quietly during an appropriate activity.
- Listen to stories accurately, anticipating events and responding to what they hear.
- Listen carefully to what others say and respond appropriately.

Understanding:

- Respond to instructions involving several ideas or actions.
- Answer 'how' and 'why' questions about stories and their experiences.
- Follow a story without pictures or props.

Speaking:

- Express themselves effectively.
- Use past, present and future forms accurately.
- Use language to imagine and recreate roles and experiences in play situations.

Physical Development

Moving and Handling:

- Experiment with different ways of moving, negotiating space successfully.
- Handle equipment and tools safely.
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.
- Travel with confidence around, under, over and through when climbing.

Health and self-care:

- Know the importance of exercise and a healthy diet.
- Talk about ways to keep healthy and safe.
- Manage their basic hygiene and personal needs, including dressing and going to the toilet independently.

Personal, Social and Emotional Development

Making relationships:

- Initiate conversations with others, listen to and take account of what others say.
- Explain knowledge and understanding and ask questions.
- Take steps to resolve conflicts with other children.
- Play and learn cooperatively, taking turns and sharing fairly with others.

Self-confidence and self-awareness:

- Be confident to express their needs, wants, interests and opinions.
- Try new activities, initiate ideas and speak in a familiar group.
- Select and use activities and resources independently.

Managing feelings and behaviour:

- Talk about their own and others' feelings.
- Understand the consequences of their behaviour.
- Adjust their behaviour to different situations.
- Work as part of a group or class and follow the rules.

Literacy

Reading:

- Demonstrate an understanding of the elements of stories, such as main characters, settings and sequence of events.
- Read a range of familiar and common words and simple sentences independently.
- Learn to recognise the letter sounds and know the names of capital letters.
- Use their phonic knowledge to read words.
- Use vocabulary influenced by their experiences of books.

Writing:

- Hear the letter sounds in words and record these in sequence.
- Write their own names and other things such as labels and captions.
- Spell their word cards correctly, e.g. like, have.
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.
- Write sentences which they can read back.
- Begin to use full stops, finger spaces and capital letters appropriately.

Mathematical Development

Numbers

- Count reliably up to 20 everyday objects.
- Estimate how many objects there are in a group and check by counting.
- Recognise numerals 0 to 20 and place them in the correct order.
- Find one more or one less than a number from one to twenty.
- Explore adding and taking away through practical activities, beginning to use the technical vocabulary of 'add', 'subtract' and equals.
- Use language such as 'more' or 'less' to compare two numbers.
- Record their findings using marks they can explain.
- Use different methods to solve problems, such as doubling, halving, and sharing.
- Begin to use methods such as counting on from a number and using a number line.

Shape, space and measure:

- Use everyday language to describe size, weight, capacity, position, distance, time and money.
- Talk about, recognise and recreate simple patterns.
- Measure short periods of time using devices such as stopwatches and sand timers.
- Use the correct vocabulary to name and describe 2D and 3D shapes.
- Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.
- Order and sequence familiar events.
- Begin to explore how to tell the time, to the hour and then half past.

Understanding the world

People and communities:

- Talk about past and present events in their own and others' lives.
- Discuss similarities and differences between themselves and others and between families, communities and traditions.
- Understand that people have different likes and dislikes and be sensitive towards this.

The World:

- Discuss and compare the features of different environments.
- Make observations of animals and plants and talk about changes over time.
- Talk about similarities and differences in relation to places, objects, materials and living things.

Technology:

- Talk about the range of technology used in homes and schools.
- Select and use different types of technology for a particular purpose e.g. a camera to take a photograph.
- Complete simple software programmes and games independently.
- Learn how to log into the computers and access different programmes.

Expressive Arts and Design

Exploring and using media and materials:

- Dance, sing songs, make music and experiment with ways of changing these.
- Safely use and explore a variety of materials, tools and techniques.
- Experiment with colour, design, texture, form and function.
- Manipulate materials to achieve a planned effect.
- Select appropriate resources and adapt work where necessary.

Being imaginative:

- Create representations of events, people and objects by making models, drawing, painting etc.
- Introduce a storyline or narrative into their play.
- Play alongside other children who are engaged in the same theme.
- Represent their own ideas, thoughts and feelings in a variety of ways.
- Talk about their creations, discussing how and why they made them.

Uniform

School Uniform:

- Bordeaux Woodland View crew neck sweatshirt or cardigan with logo
- White Woodland View polo shirt with logo
- Dark grey trousers or skirt
- Black, appropriate, flat shoes

Summer variation:

- Yellow gingham dress
- Dark grey shorts

PE Kit:

- White or yellow t-shirt
- Burgundy shorts

Jewellery:

Children are allowed to wear small studs but no other jewellery. These must be removed for days when PE takes place or the children must be able to remove their earrings themselves. Children cannot take part in PE lessons if they have their earrings in due to health and safety.

Our lost property grows throughout the year at a very rapid rate - please ensure all PE kits, school uniforms, book bags and coats are clearly labelled with your child's name.

Behaviour- RESPECT

In Year R we expect children to...

- Follow the classroom rules that we agree together at the start of the year.
- Consider their actions towards others.
- Treat others as they themselves want to be treated.
- Be polite and always say 'please' and 'thank you'.
- Understand the consequences for their actions.
- Understand the meaning of the word 'sorry' and be able to explain why they are saying this word.
- Respect the classroom environment including books that are taken home.

Homework Top Tips

- ❖ Homework is an important opportunity to consolidate and extend learning, as well as providing a great opportunity for your child to share their experiences at school with you.
- ❖ Once the children are full time they will begin to bring home books from our reading scheme to share at home.
- ❖ We suggest you read daily with your child for 5-10 minutes. Please comment in your child's Reading Record about their progress at home. We will only change the reading books in their book bag once we know they have shared them with you at home.
- ❖ In Year R we provide children with letter sound cards in their book bag as the sounds are learnt. Please consolidate the learning of these sounds and practise building words with them, using the pure sounds.
- ❖ We also provide the children with word cards that coincide with the reading scheme and recommend you practise reading these by sight.
- ❖ Children will be set homework every 1-2 weeks which will help to consolidate the work that your child has completed in class. Once completed it can be returned to school in your child's book bag.
- ❖ A Curriculum Information Evening held in early October will provide you with more information about how you can support your child's learning at home.



Useful Websites

- ❖ School website: <http://wvps.northants.sch.uk/>
- ❖ BBC schools - http://www.bbc.co.uk/schools/websites/4_11/
- ❖ Cbeebies - www.bbc.co.uk/cbeebies
- ❖ Phonics games - <http://www.phonicsplay.co.uk/index.htm>
- ❖ Topmarks - <http://www.topmarks.co.uk/>