



# Welcome to Reception 2024





# Reception Teachers

Mrs Angus

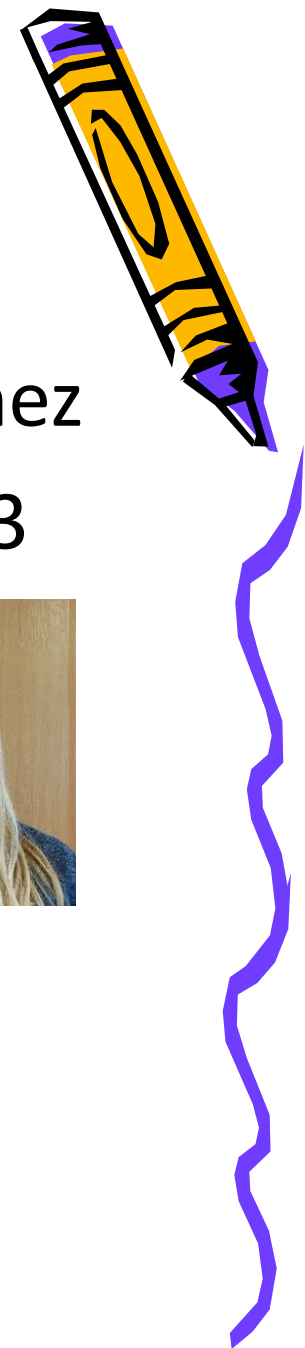
Class 1



Miss Pickering  
& Mrs Pavier  
Class 2

Mrs Nuñez

Class 3





# Shine Brightly Themes

We want to share some things about our wider curriculum. One of our sayings is 'We Shine Brightly' in lots of different aspects in school. To support this we have characters we use to engage the children. We have 5 themes with skills we want them to develop that we feel underpins everything we do.





Alongside that we have 5 Personal,  
Social, Health Relationship Themes.





# Self-Regulation and executive function

- This is now included in the revised EYFS Development Matters for the first time, showing this is a growing focus in the Early Years.

- **Executive function** refers to the set of skills that allow us to stay focussed, keep organised and get things done.

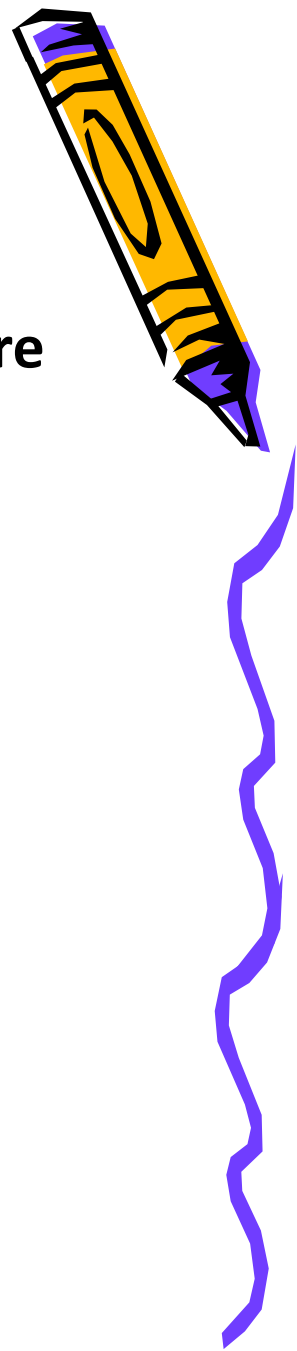
- includes the child's ability to:
- hold information in mind
- Focus their attention
- Regulate their behaviour
- Plan what to do next

- These abilities contribute to the child's growing ability to **self-regulate**:





- **Self-regulating-** How we understand and control our emotions (after all it is hard to stay focussed if we are feeling too sad or frustrated).
- Focus their thinking
- Monitor what they are doing and adapt
- Regulate strong feelings
- Be patient for what they want
- Bounce back when things get difficult



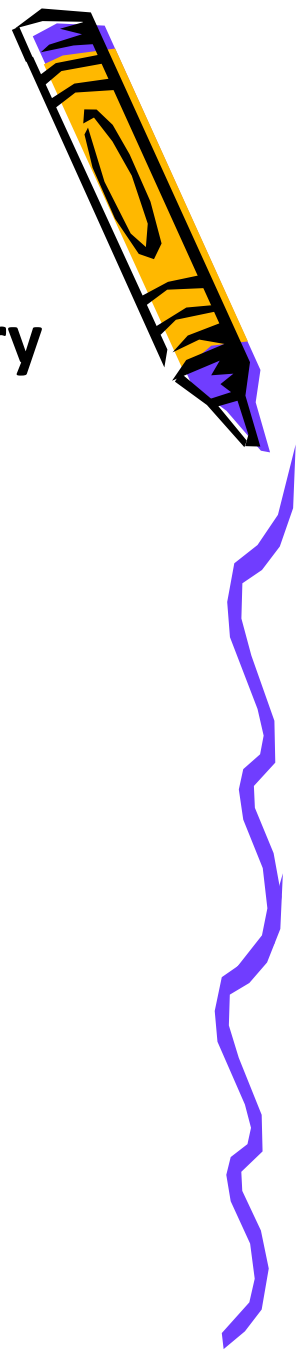


- Sometimes children develop self-regulation naturally from being around **self-regulated adults, playing and exercising**, being in nature, **eating healthy foods** and getting plenty of **sleep**.
- Sometimes however children are over stimulated, around adults who are stressed and dysregulated and aren't getting enough of the above mentioned. These children can struggle with attention, learning, impulse control and relationships.





**Research shows children with higher levels of self-regulation at the beginning of the school year achieve higher scores in reading, vocabulary and maths at the end of the school year.**



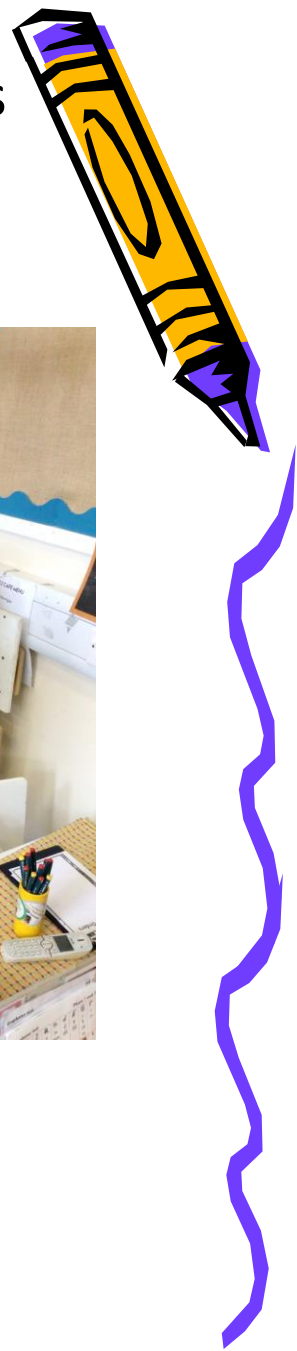


Language development is central to self-regulation.  
Children use language to guide their actions and plans.  
The children love acting out stories with the small  
characters.



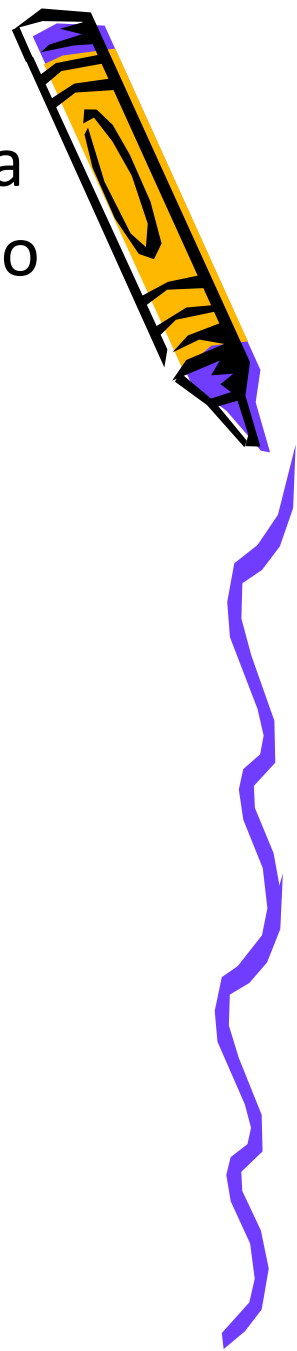


The role play areas encourage the children to act out roles and stories. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.





- Our curriculum is designed so that it provides a range of opportunities which enable children to develop self-regulation. Planning activities.
- The environment allows children to access resources independently.
- Some tasks and activities are open ended and flexible to accommodate the needs of the children.



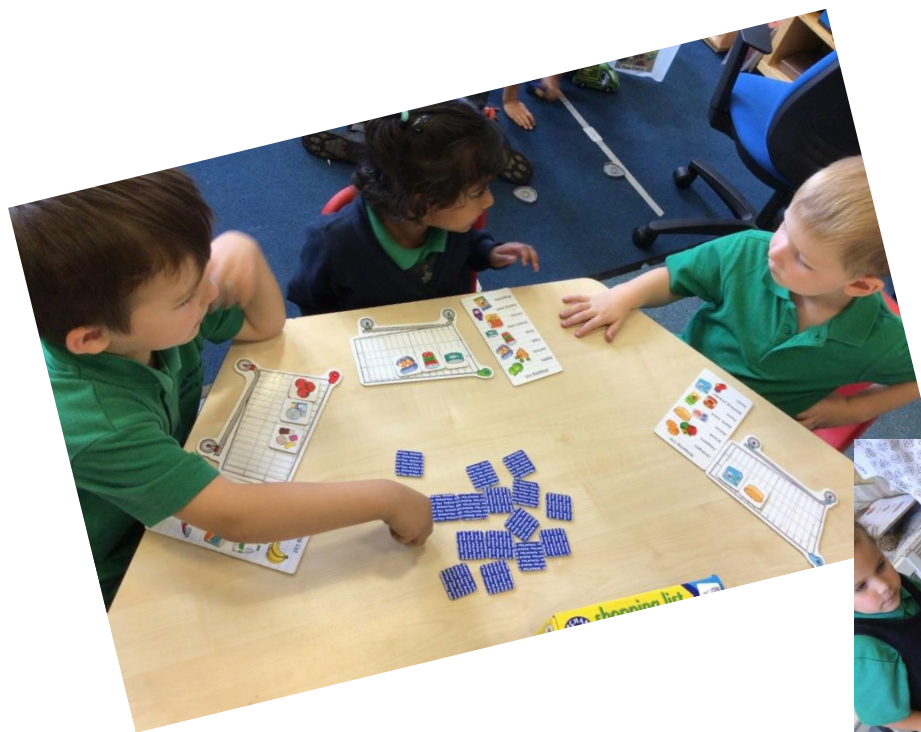


We encourage children to be confident to try new activities and show independence, resilience and perseverance in challenges.





We play lots of games to encourage turn taking, sharing and co-operation.







# What is the Early Years Foundation Stage?



The Early Years Foundation Stage (EYFS) is the stage of education for children from birth to the end of the Reception year.

It is based on the recognition that children learn best through playing and exploring and active learning.

Their early years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.





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

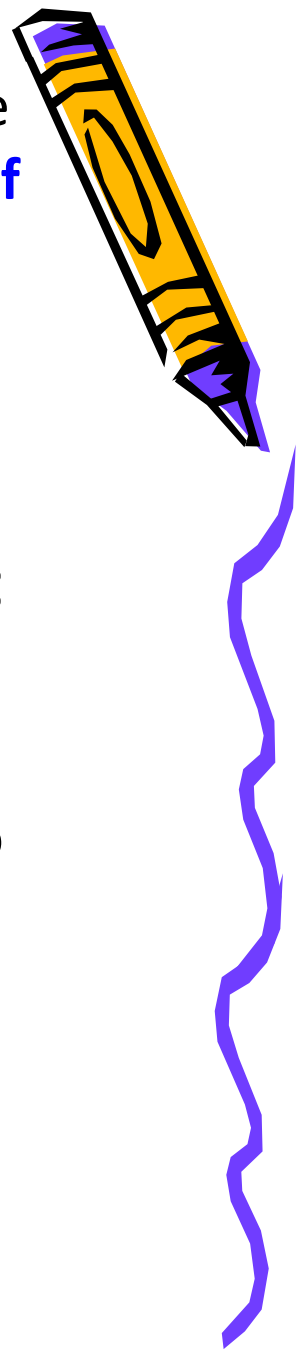
Children should mostly develop the **3 prime areas** first.

These are:

- 1. Communication and Language**
- 2. Personal, Social and Emotional Development**
- 3. Physical Development**

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

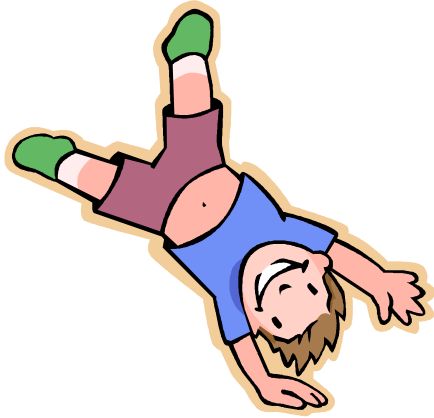
- 1. Literacy;**
- 2. Mathematics;**
- 3. Understanding the World; and**
- 4. Expressive Arts and Design.**







# Physical Development



The children will be learning to:

- move confidently and safely;
- develop strength, balance and co-ordination;
- use a range of tools, including scissors and a knife and fork;
- develop strength in their fingers;
- use a pencil effectively.





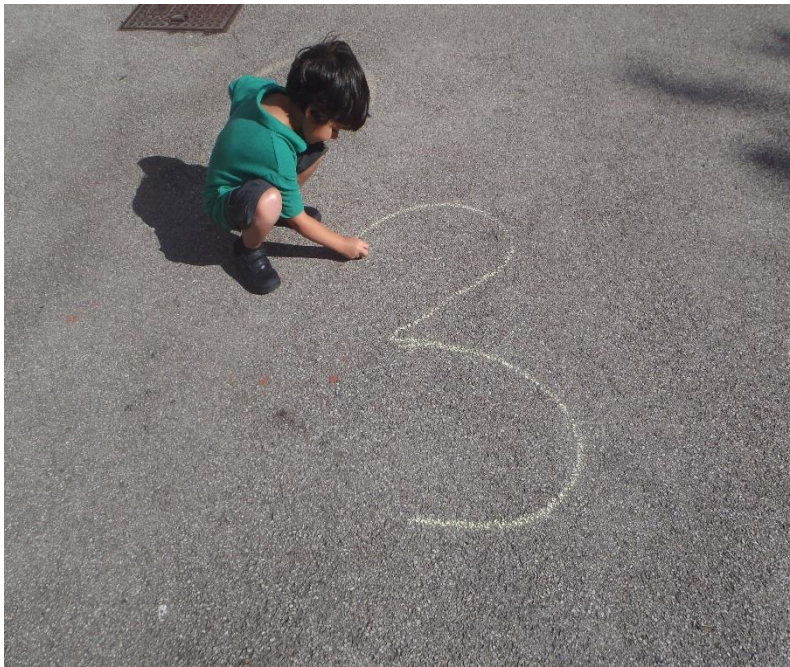
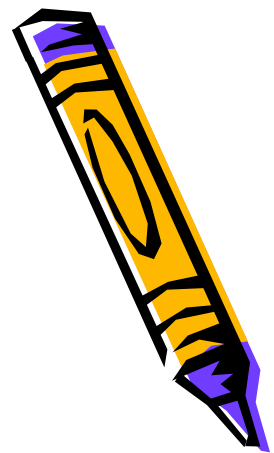


The children love to use the climbing equipment on the playground which is good for building strength in their arms and legs. The bikes help with coordination.





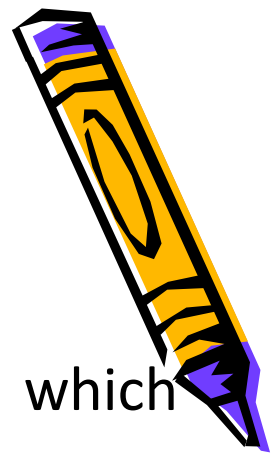
We do lots of chalking outside which helps the children develop their gross motor skills by making big circular movements with their arms.





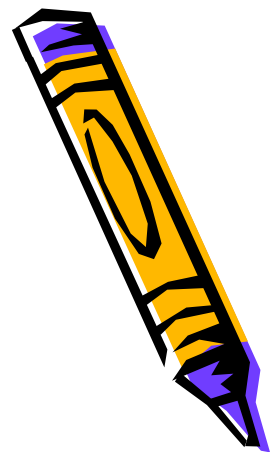
# Developing the strength in fingers to get ready to write

In order to write, children need to practise activities which strengthen their fingers. At school we have lots of resources which help, including threading, elastic band boards, small construction toys, tap a shape, peg boards and screwdrivers.





Construction sets are fantastic for developing strength in hands and for children's imaginary play. We have lots of different construction sets in school which the children enjoy using to build all sorts of models.





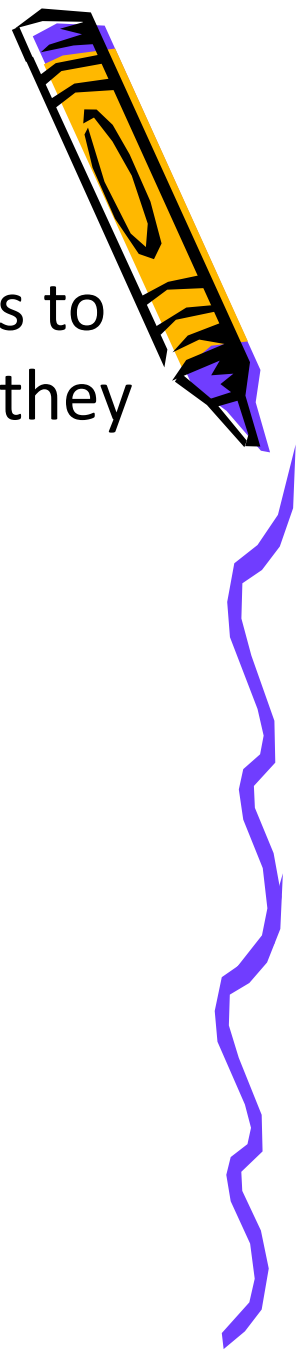
All of these activities are great fun for the children whilst developing strength in their fingers.





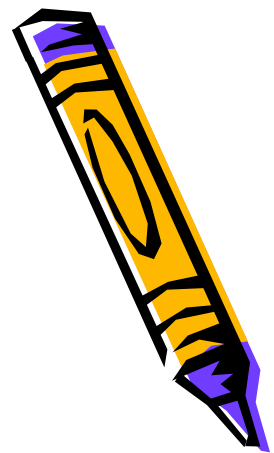
# Squiggle While You Wiggle

This incorporates music and large movements to help children develop the fine muscle control they need for writing.





# How you can help at home



If you would like some fun activities to help your child with their pre-writing skills at home please visit the website under:

**Curriculum Information –  
English – Writing.**





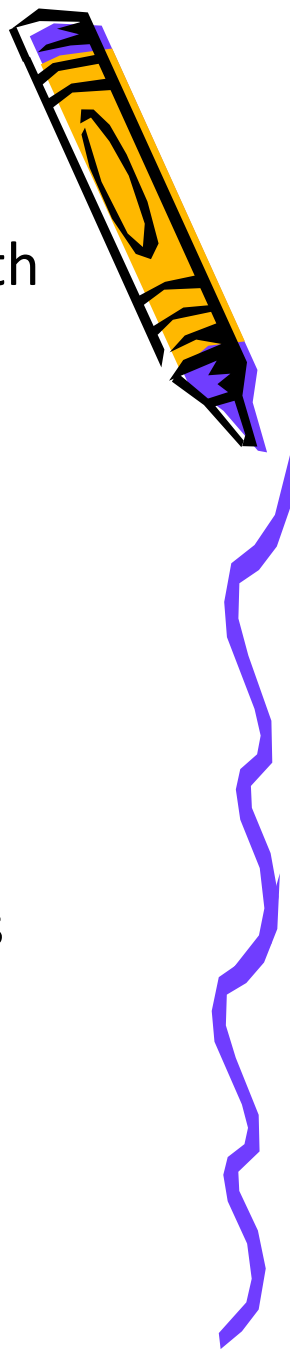
# Writing/Mark making





# Writing/Mark Making

- We encourage lots of mark making in school to begin with to get the children used to holding their pencil correctly.
- We have writing areas in every classroom where the children are encouraged to write independently and to make cards, envelopes and little books which they can take home.
- We have a dedicated handwriting session every week.
- We encourage writing in play, such as, in the role play areas, on clipboards, labelling their models, writing signs for their play.






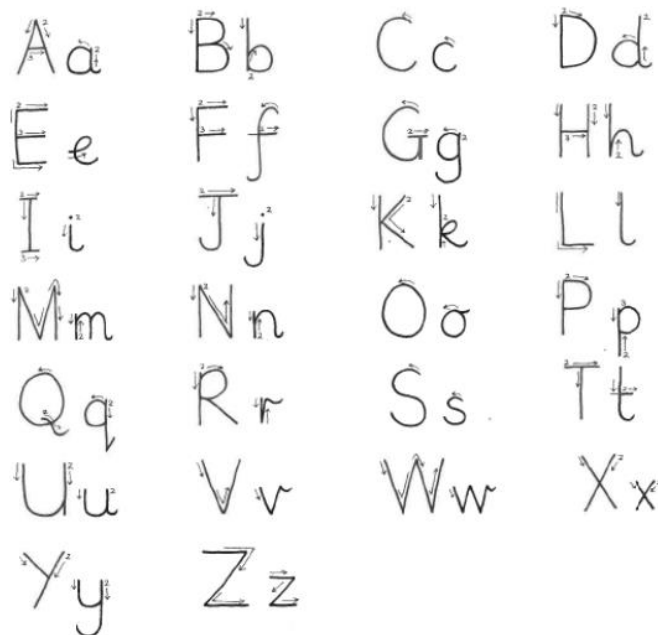


It is important that once the children start **writing** that we teach them to form the letters in the correct way. A copy of this sheet is on the website under **Curriculum Information-English-Writing.**



Letter formation for right-handed children

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
S s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Down the snake from head to tail.
a a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
t t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.

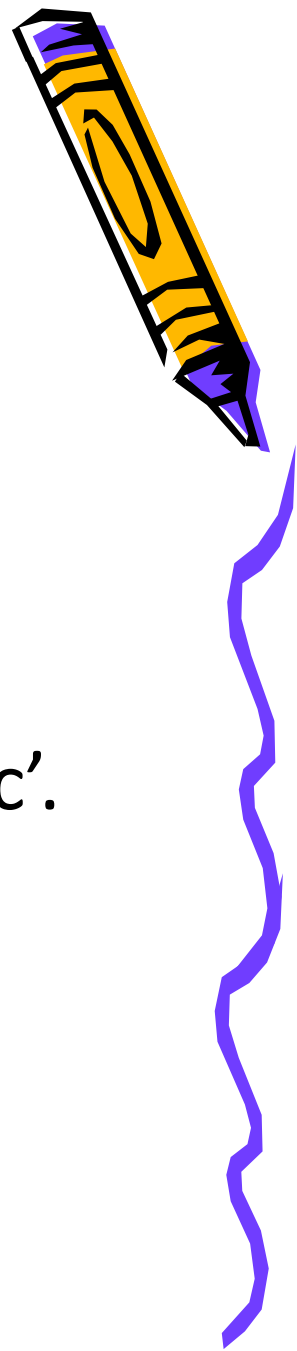




# Phonics

## Little Wandle Letters and Sounds Revised

In Reception the children are introduced to what each letter sounds like, e.g. 'a', 'b', 'c'.



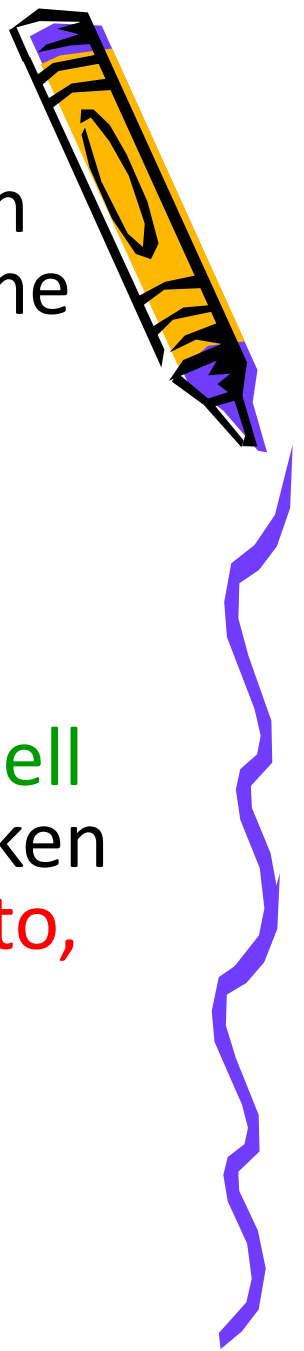


As the children learn the sounds we teach them to blend them together to read some simple words.

e.g. s - a - t

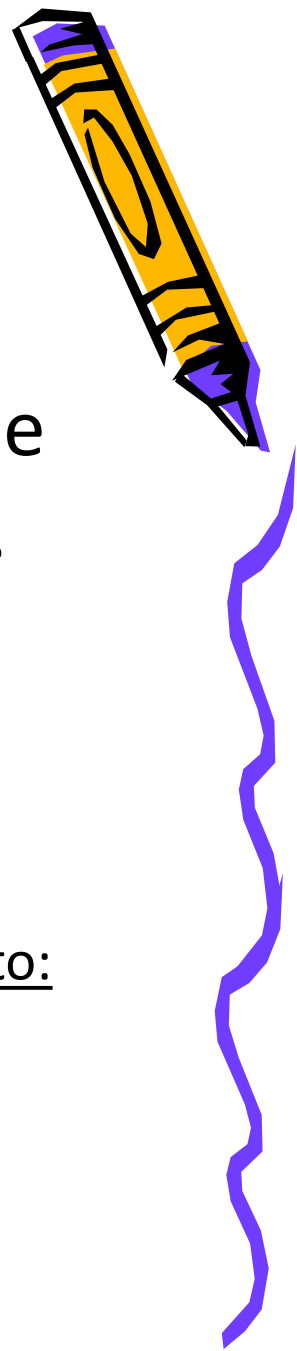
p - i - n

Alongside teaching them to blend simple words we also teach them to **read and spell** more common words that cannot be broken down. We call these **tricky words**, e.g. I, to, the, said.





Alongside teaching them to read we also teach them to segment the sounds to write words. This is where the children need to be able to hear the individual sounds in words.



e.g.            we say d-o-g  
                    the children write dog

At the end of the academic year children will need to be able to:  
read and write a simple sentence independently  
to reach the expected level.

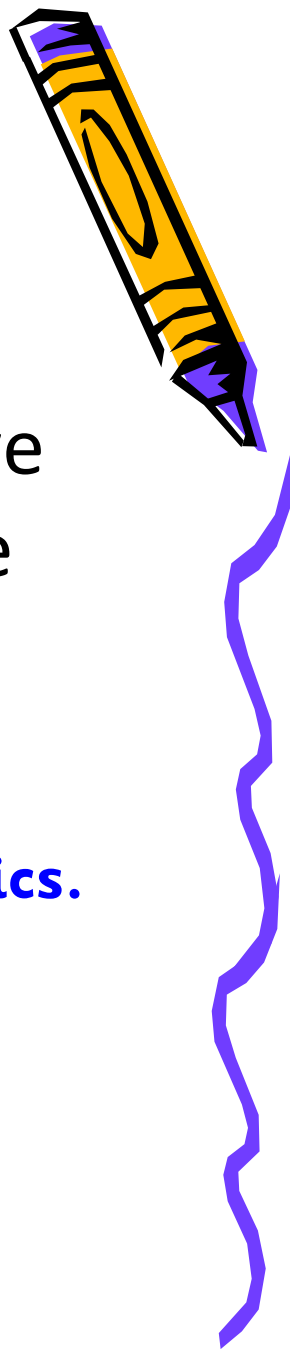




# Phonics

If you want to know more about how we teach phonics in school please visit the school website.

**Go to Curriculum Information – English – Phonics.**





# Reading

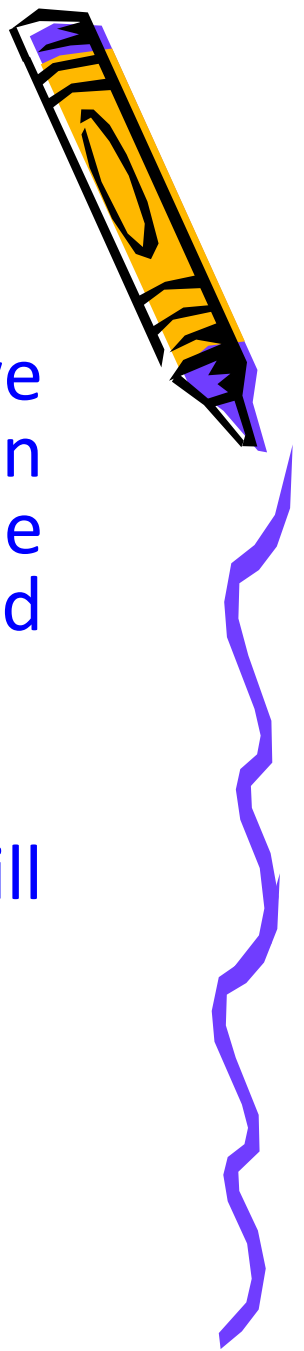




# Reading

As a school we prioritise reading and we believe that children who read regularly to an adult at home, make **greater progress** in the development of their reading and comprehension skills.

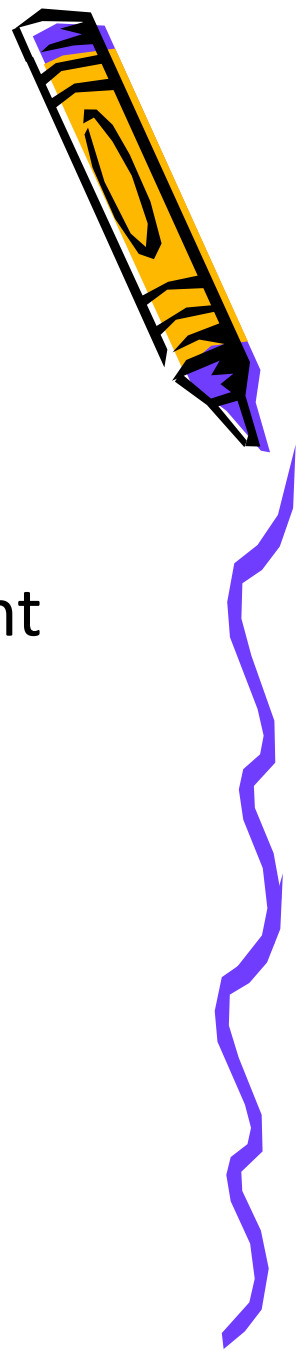
Any time you can spend practising reading will provide valuable support to their learning.





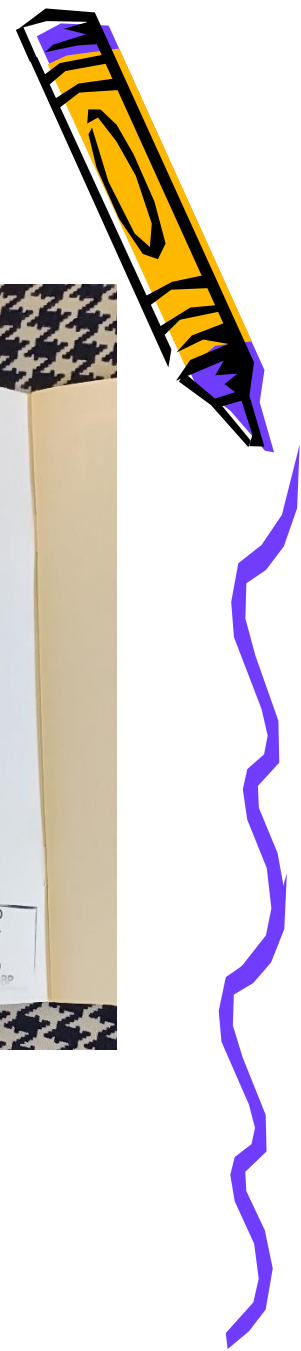
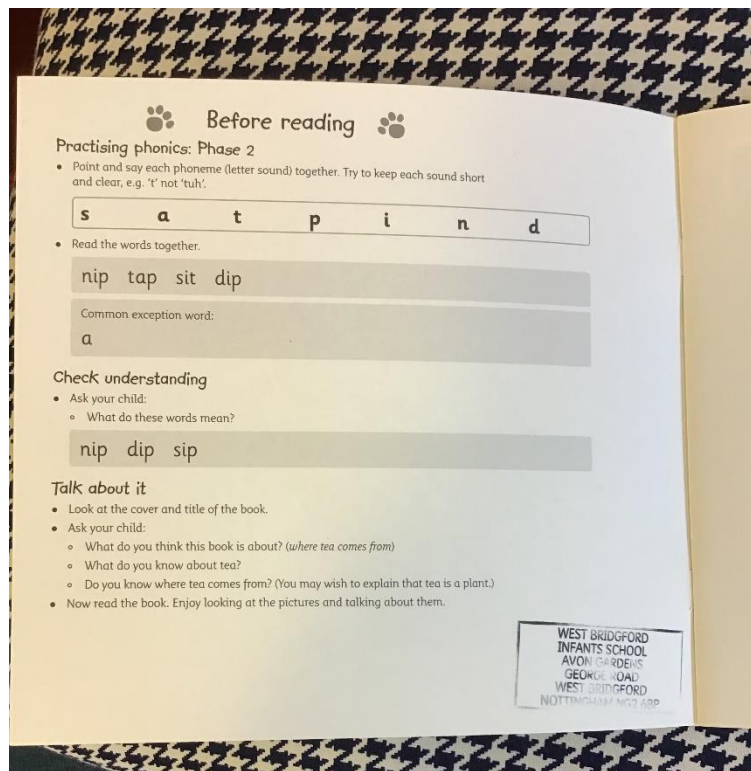
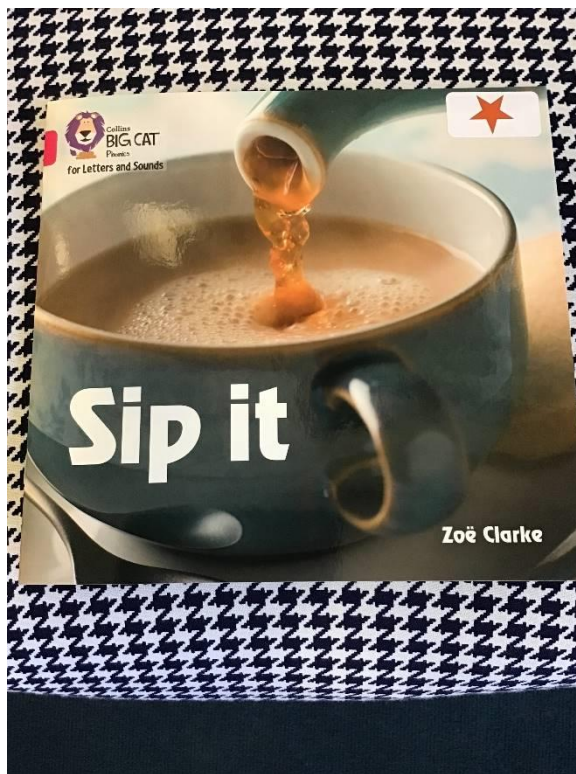
# Reading Books

- Our reading books are colour banded
- Children will receive 2 books a week
- One book will be a phonics book to encourage the children to practise the skills they are taught in phonics lessons, like blending.
- At the beginning of the reading book there are some activities to do before you start reading with your child.





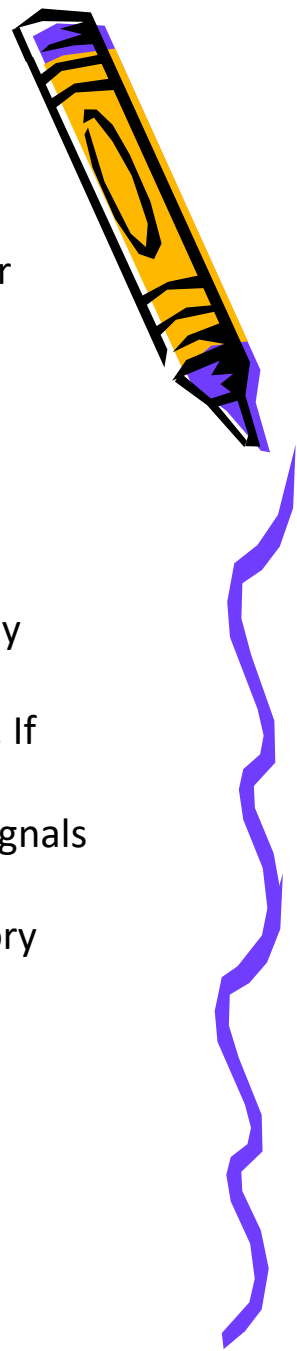
# Reading Books





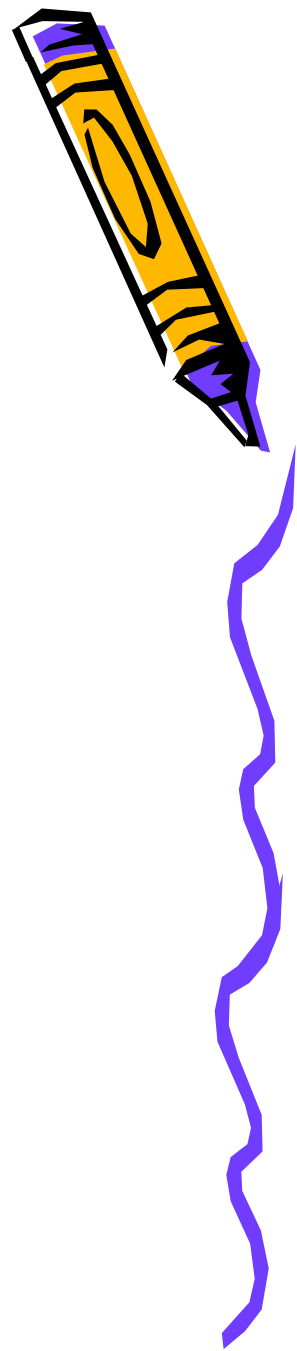
# Top tips for reading at home

- Please try and read with your child at least 3 times a week.
- Choose a quiet time. It only needs to be 5 – 10 mins. Little and often!
- If your child does try to 'sound out' words, encourage the use of **letter sounds** rather than 'alphabet names'.
- At first, share the book with your child, you could read one page and they could read another.
- Encourage them to point to the words.
- Re-reading their books is vital as they need to build up a bank of words that they can quickly recognise.
- Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part.
- Make reading an enjoyable experience. Try not to pressurise if your child is reluctant. If your child loses interest then do something else.
- Write in the reading record every time you read even if its just a smiley face as this signals to us you have shared the book.
- Read books to your child. Listening to stories and rhymes is a great way to model story language and get them interested in books.
- Visit the library and take out different types of books, like information books, poetry books, comics etc.





# Top tips for reading at home







# Everybody read!

Why reading to your child really matters





# Why read with your child at home?



**Reading a book and chatting about it has a positive impact on children's ability to:**

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.





# Why does reading together every day matter?



The number of books your child has encountered by the age of six is a positive predictor of their reading ability two years later.

This benefit comes from:

Adults reading to children and children enjoying books simply by looking at them and talking about them.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.





# Does it matter how we read with our children?

**Studies show that it's the enjoyment and chat that matters!**

The more you chat together about the book and things that interest your child, the more impact it has.

You don't even have to read the words on the page – talking about the pictures is just as important.

If you can read the words, then use your voice to make them come alive. It will help your child understand the book even better.





## Does it matter which language we use?

### Use your home language.

It is better for your child to hear expert talk from you in your language.

Many studies tell us it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.

This impact will translate to better language and comprehension for your child in English.





# What if they always want to read the same book?

**Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.**

Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words or phrases.

If you really want to mix it up, offer another book alongside the much-loved favourite!







A love of reading is the  
biggest indicator of future  
academic success!

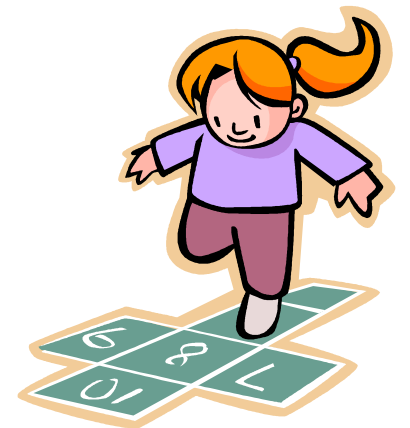




# Maths

The children will be learning to:

- begin to understand the number system;
- count, order and write numbers to 10;
- develop a deep understanding of numbers to 10;
- know the number bonds to 10;
- add and subtract numbers;
- even and odd number facts;
- understand mathematical language.



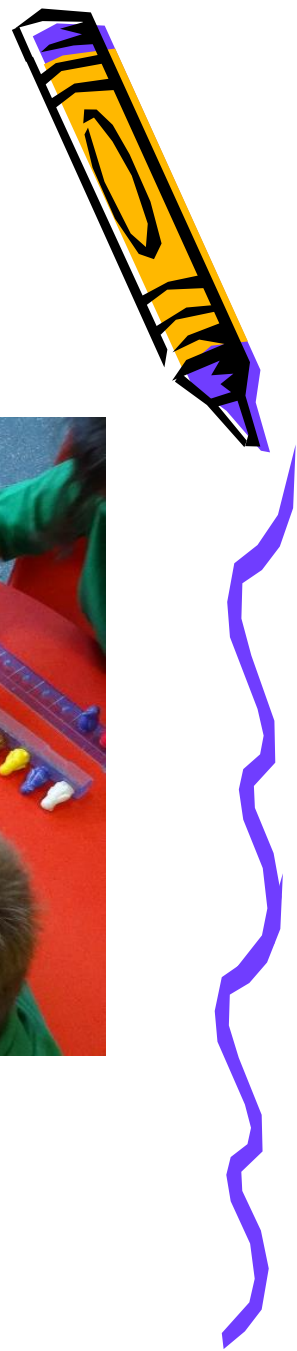


We use the outside to teach maths. We do number hunts, counting, ordering and making lots of models with different shaped construction.





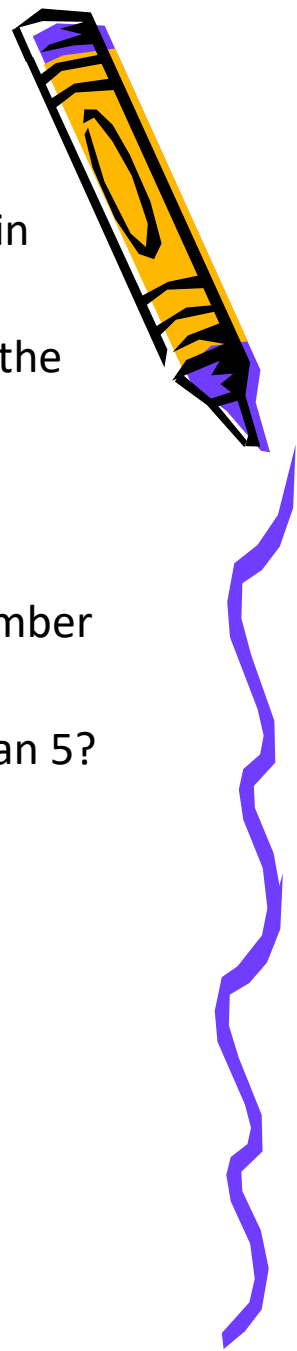
We have a maths area in each classroom where the children get to explore different number activities.





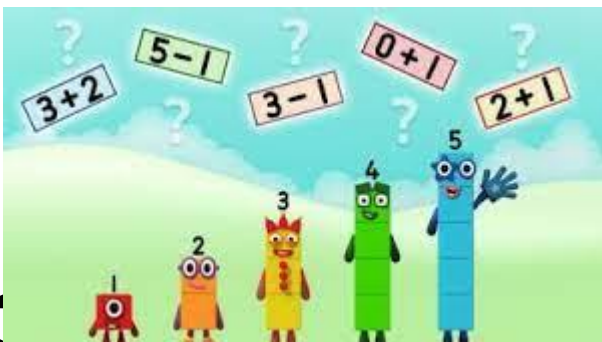
# How you can help your child at home with maths.

- Count things around the house e.g. cutlery when laying the table, coins in your purse, anything and everything!
- Sort and match items like socks, hair clips, buttons, lego pieces: What is the same? What is different? How many different ways could we sort them?
- Recite the numbers to 20 and beyond.
- Count backwards from 20 when walking down the stairs.
- Look out for numbers in the environment on road signs, front doors, number plates etc.
- Have a maths quiz in the car, what is 1 more than 8? What is one less than 5? What is  $2+2$ ?
- Play dice games or dominoes.
- Look for number games on apps or on websites, e.g. Cbeebies



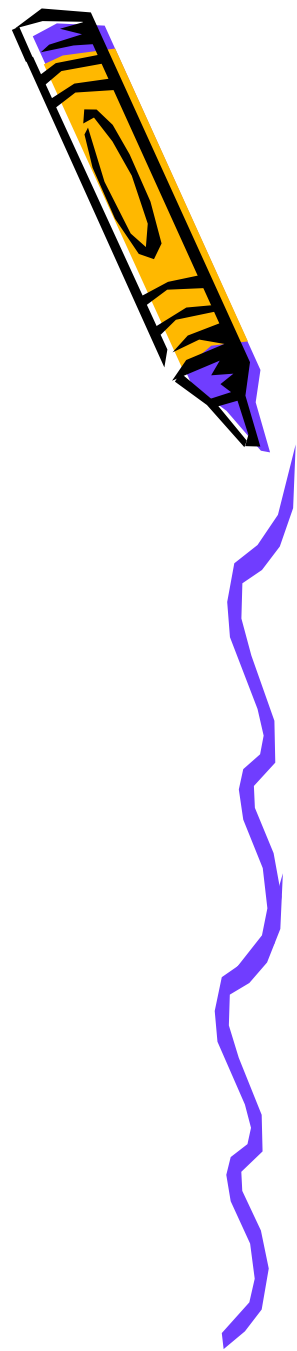


# How you can help your child at home with maths?



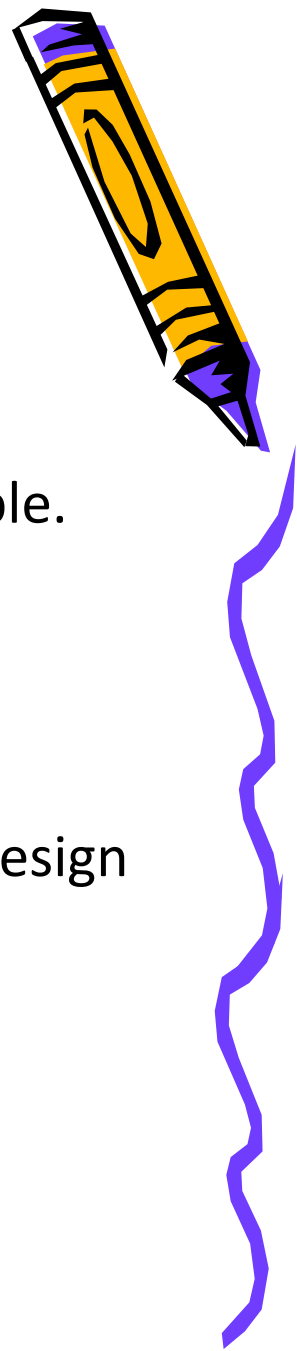


What is a typical day like in  
FS2?





# A Typical Day



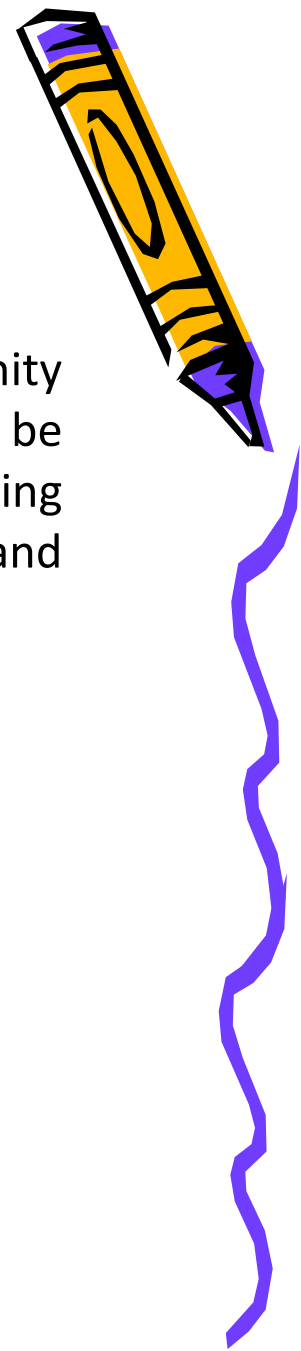
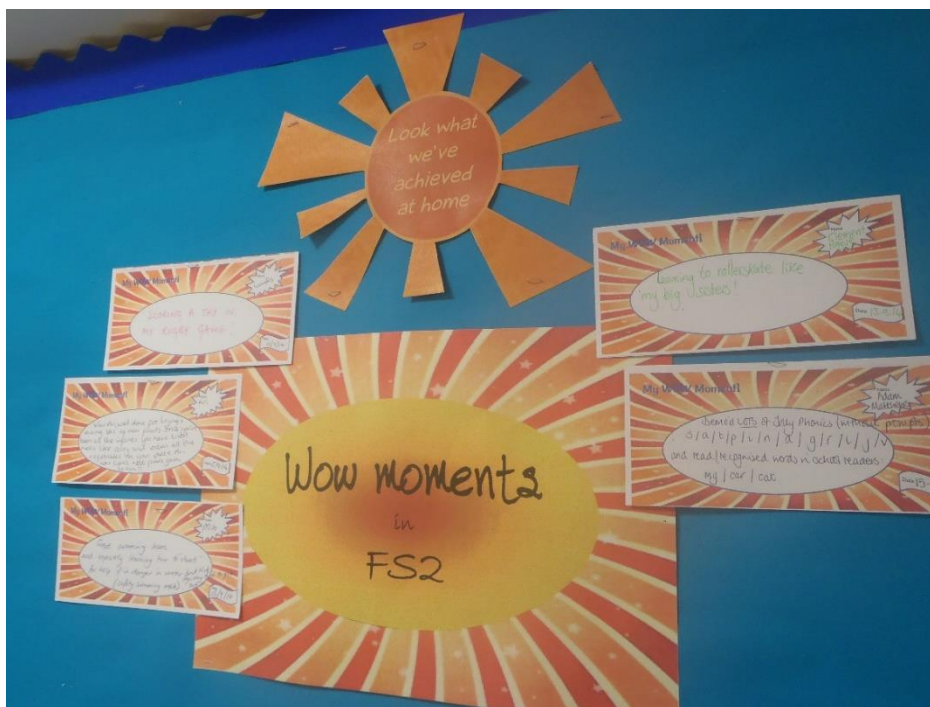
- Register
- Daily Phonics
- Outdoor Learning – We learn outside as much as possible.
- Milk & Fruit
- Maths or Literacy input
- 12.15pm Lunch in the hall then outside for play.
- PSED/ Understanding of the World/ Expressive arts & Design
- Assembly
- Playtime
- Story time





# Wow Vouchers

We will be giving out Wow vouchers next half term. It is an opportunity for you to tell us something your child has achieved at home. It could be anything from getting dressed all by themselves or getting a swimming badge. Something they are proud of! Please send these into school and we will display them.





# A virtual family bag

To encourage the children to talk confidently, we give out Virtual Family Bags. We ask that you email in 5 photographs showing things that are special to your child or their family. These could include items such as: favourite toys, things you have made at home, holiday photos, family interests and hobbies.

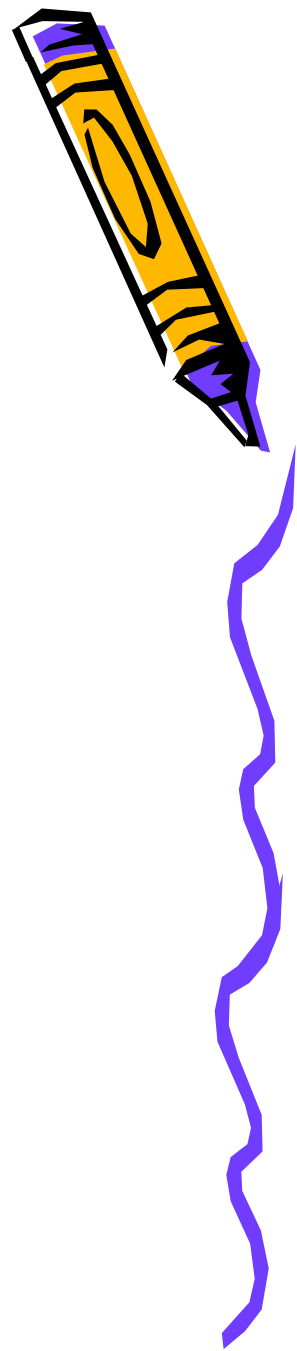
We will start this after half term and will let you know when it is your child's turn. Two children will be chosen at a time and you will receive a letter when it is their turn.

We love to hear about your children's interests at home and this is a great opportunity to find out more about them.



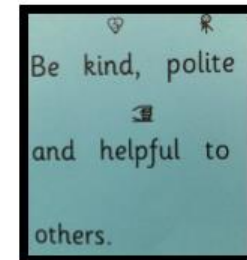
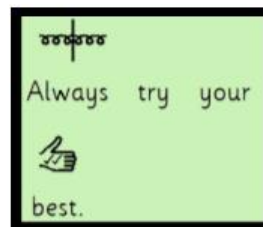
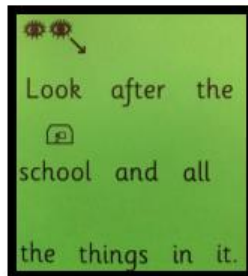


# A virtual family bag





# Our School Rules





# Behaviour in School

## Shining Star Class Chart

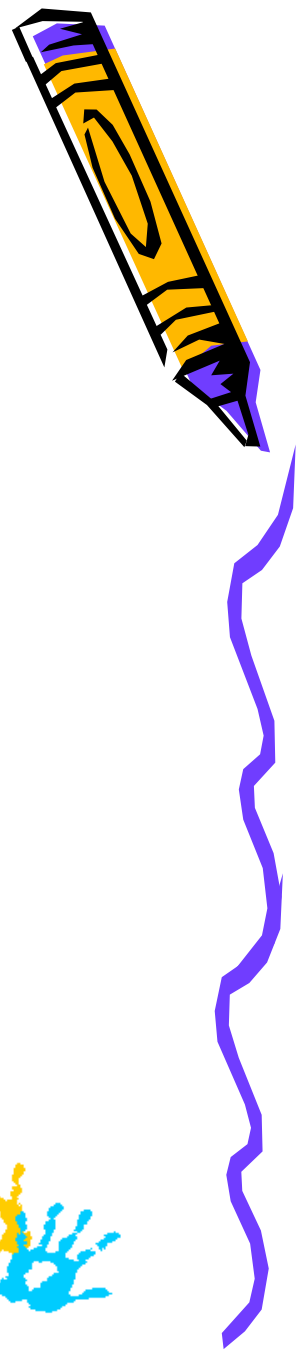
We always encourage positive behaviour around school. In every classroom there is a chart where everyone's name is on the star. If children do not follow the school rules they will be given a warning and their name will be moved down to the thinking cloud. If they are still not following the rules they will then be put on the sad face and will have to miss some of their playtime.





## How you can help us!

- Please send your child to school with a coat every day as they often learn outside and we go out in all weathers.
- Please ensure that your child's name is in all items of clothing including **hats and gloves!**
- Please encourage your child to get dressed by themselves and put their coat on and do it up. Please teach them how to get their jumpers off!
- Please make sure that your child brings their book bag everyday along with their reading book and reading record.
- **Please do not put water bottles in their book bag** as if they leak the books get wet! Please name the water bottles too.
- Please do not let your child bring in any toys from home. The children get very upset if they happen to get lost!
- Check out the **website on the class pages** to see what the children have been doing in school.





# How you can help us!



West Bridgford Infant School





# How you can find out what your children are learning about.

Go to the school website under **Curriculum Information** and there you will find our curriculum overview for the half term.





# How you can find out how your child is getting on?

If you have any questions or you need to let us know something about your child, please **email the school office** or leave a telephone message and the teacher will get back to you as soon as they can.

In the autumn and spring term there are parents evenings.

In the summer term you will get a written report explaining the progress your child has made. We continually assess the children against all the areas of the curriculum through ongoing observations.





Thank you for listening!

