

West Bridgford Infant School



Where Bright Ideas Shine

RECEPTION

WEST BRIDGFORD INFANT SCHOOL

AN INFORMATION EVENING FOR PARENTS - SEPT 2025

MEET THE TEAM

Mrs Angus

Class 1



Miss Gilbert

Class 3

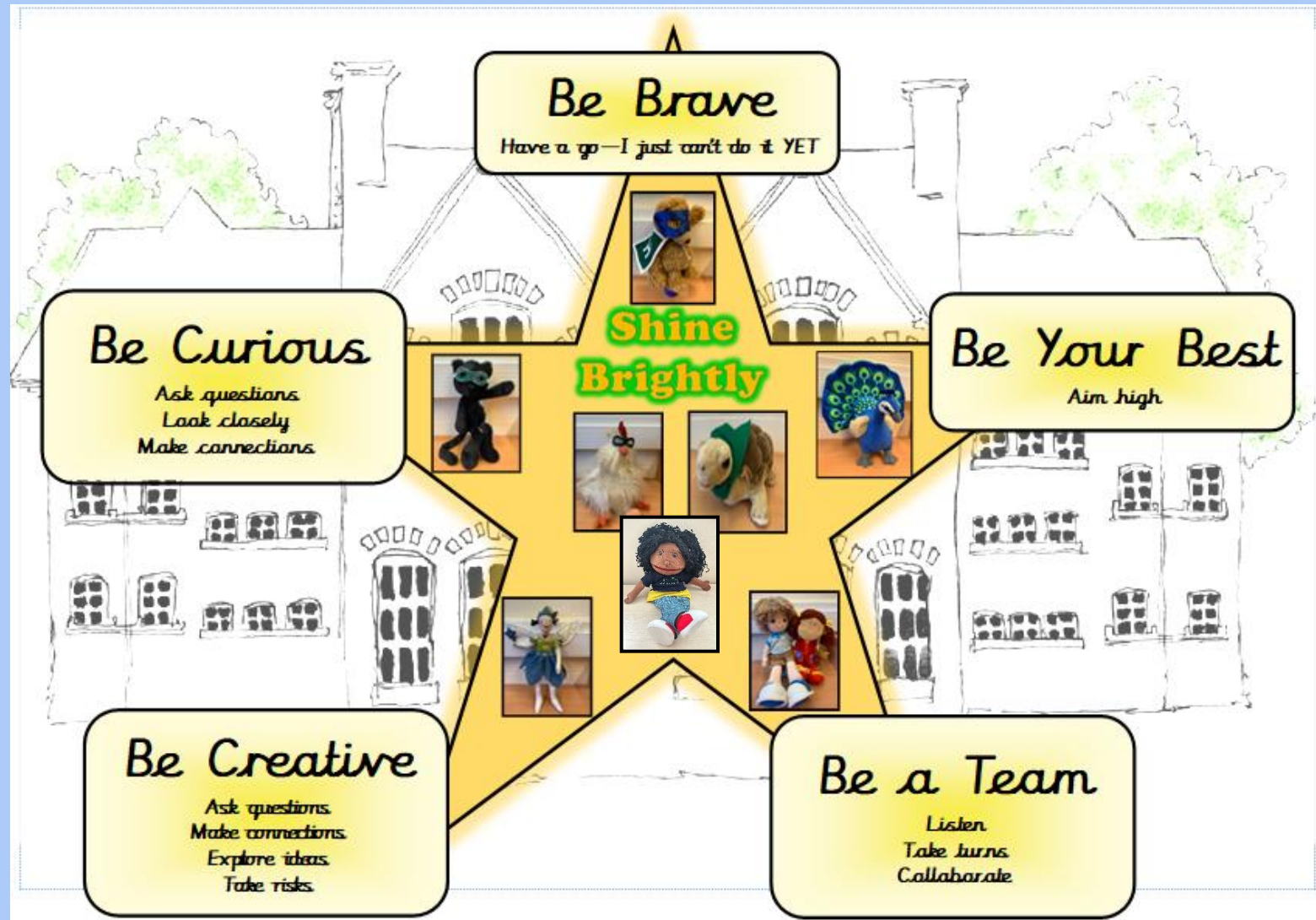


Miss Pickering & Mrs Pavier

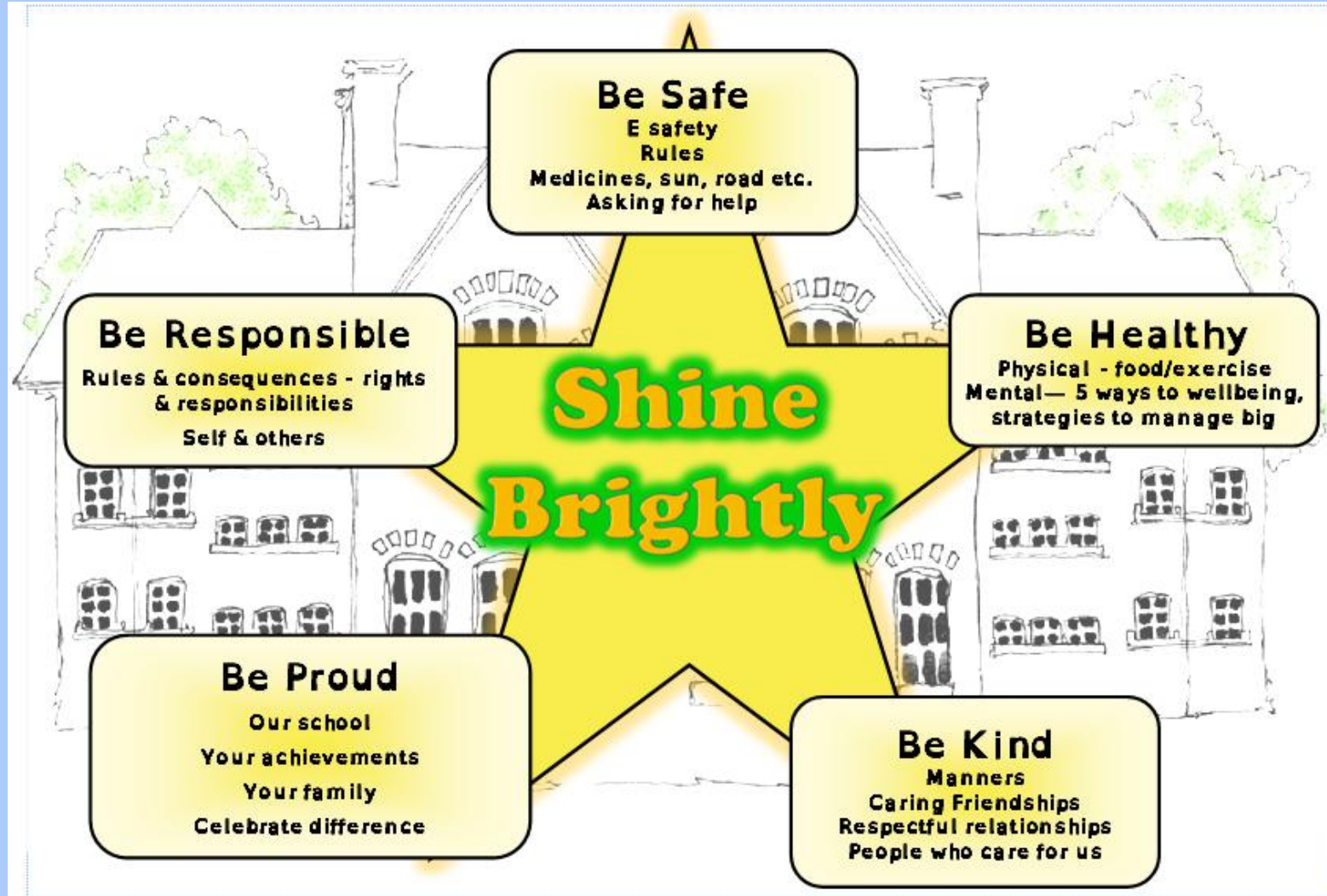
Class 2

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.



- 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).



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.



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:

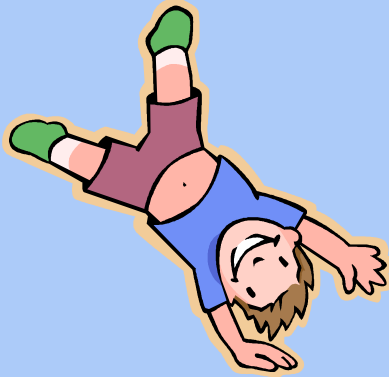
- 1. Communication and Language**
- 2. Personal, Social and Emotional Development**
- 3. Physical Development**

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:

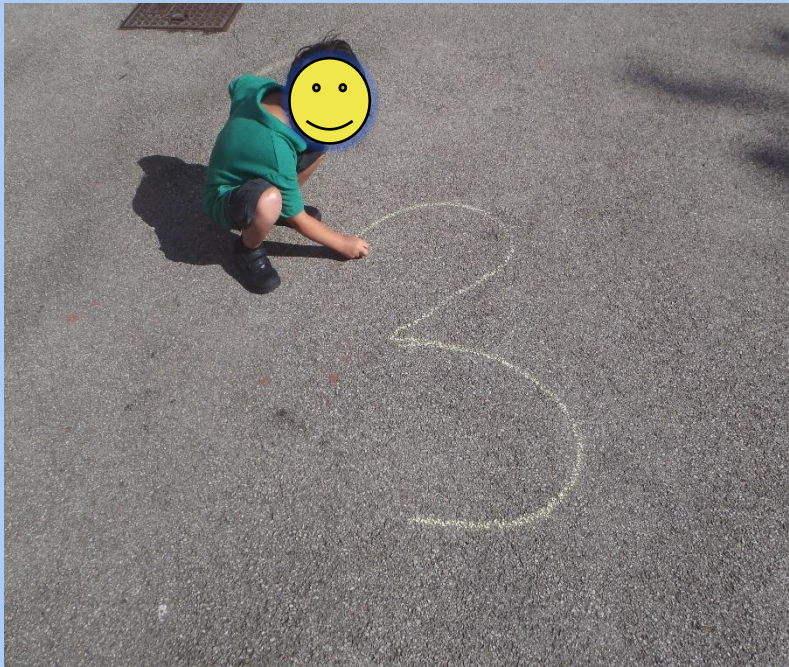
- move confidently and safely;
- develop strength, balance and co-ordination;
- use a range of tools, including scissors and a knife and fork;
- develop strength in their fingers;
- use a pencil effectively.



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.

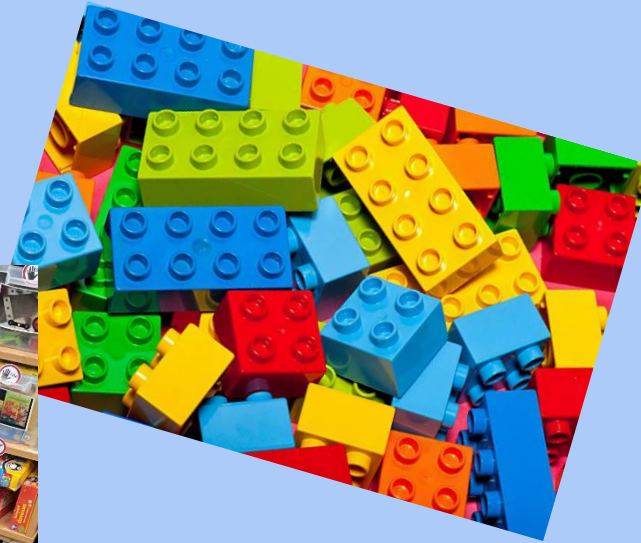


DEVELOPING THE STRENGTH IN FINGERS TO GET READY TO WRITE

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.**

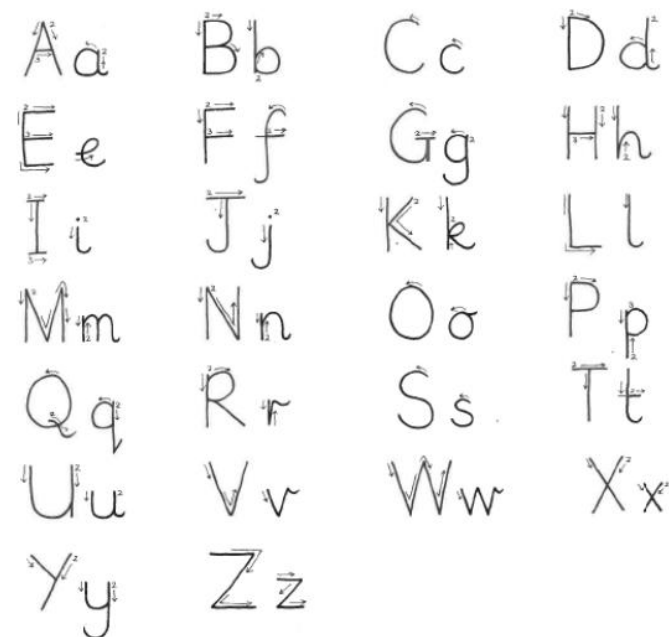
WRITING/MARK MAKING



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.**

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.

Letter formation for right-handed children



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 dog

the children say and write the sounds they hear d-o-g

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

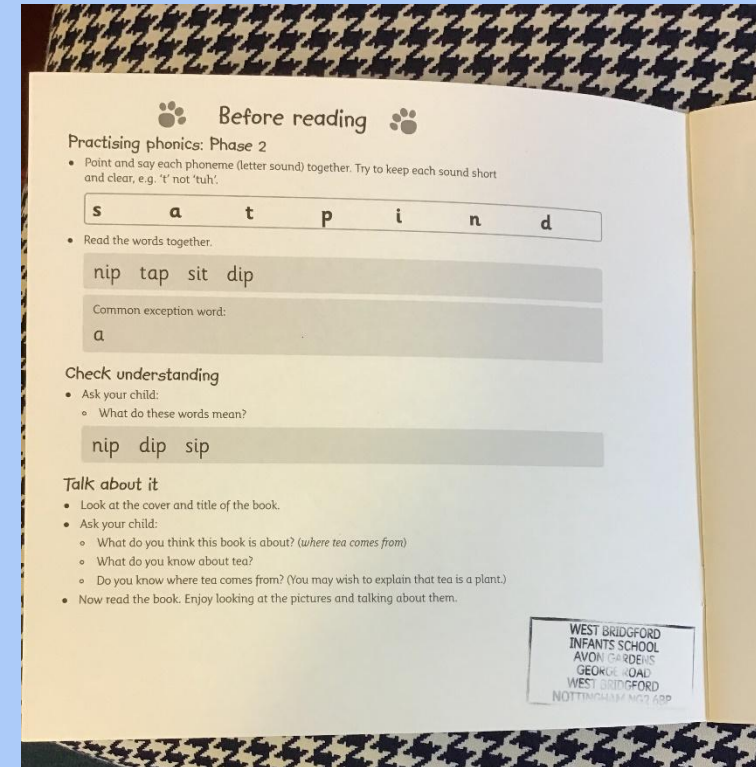
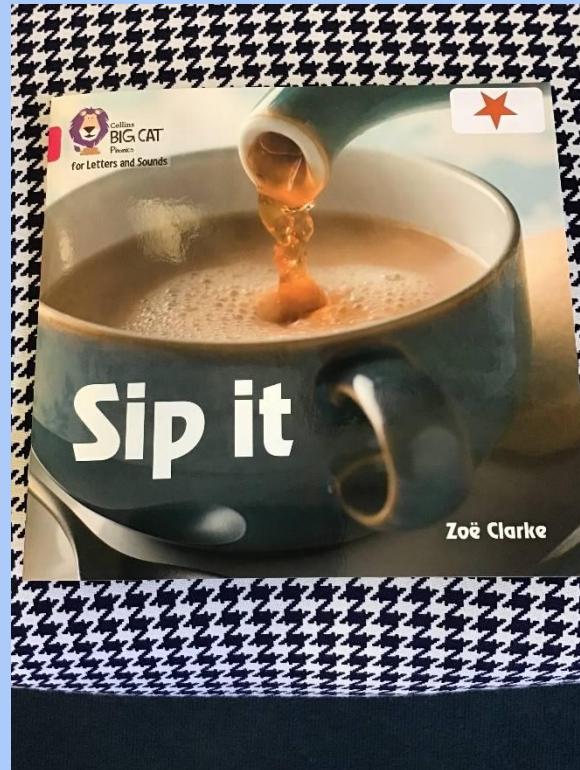
As a school we prioritise reading and we believe that children who read regularly to an adult at home, make **greater progress** in the development of their reading and comprehension skills.

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

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

MATHS

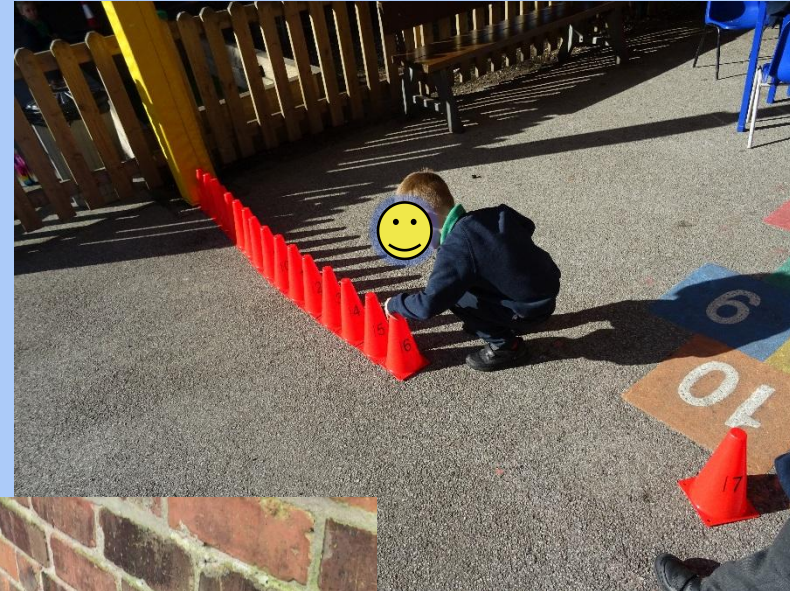
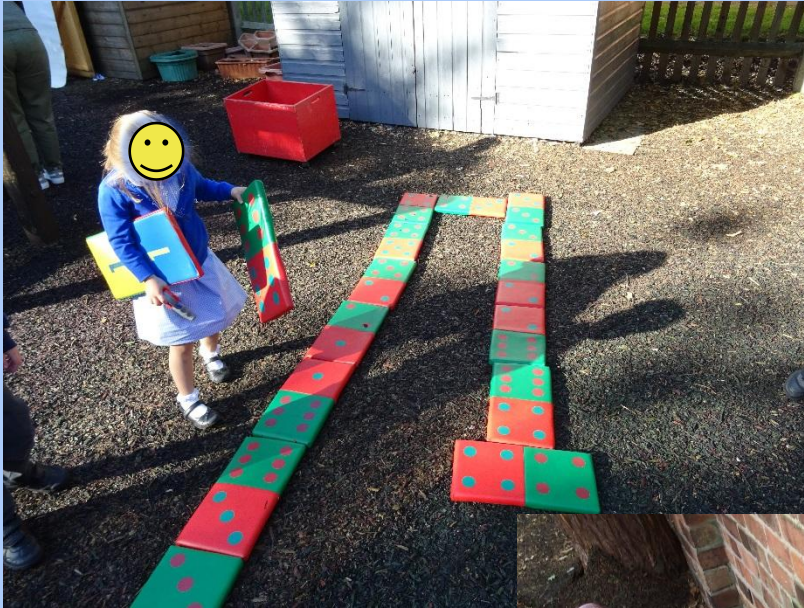


The children will be learning to:

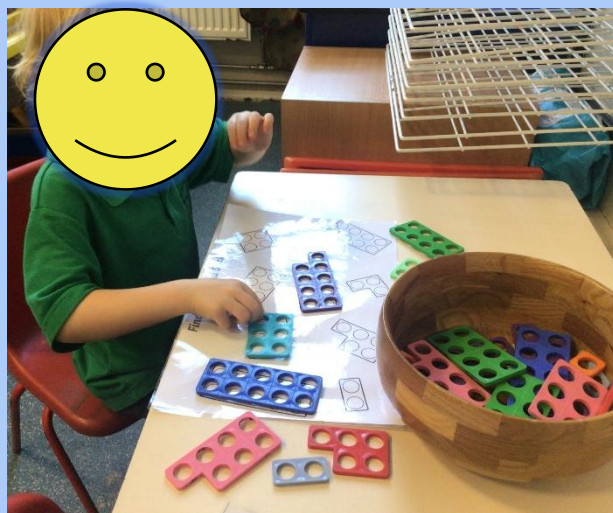
- begin to understand the number system;
- count, order and write numbers to 10;
- develop a deep understanding of numbers to 10;
- know the number bonds to 10;
- add and subtract numbers;
- even and odd number facts;
- understand mathematical language.



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?



WHAT IS A TYPICAL DAY LIKE IN FS2?

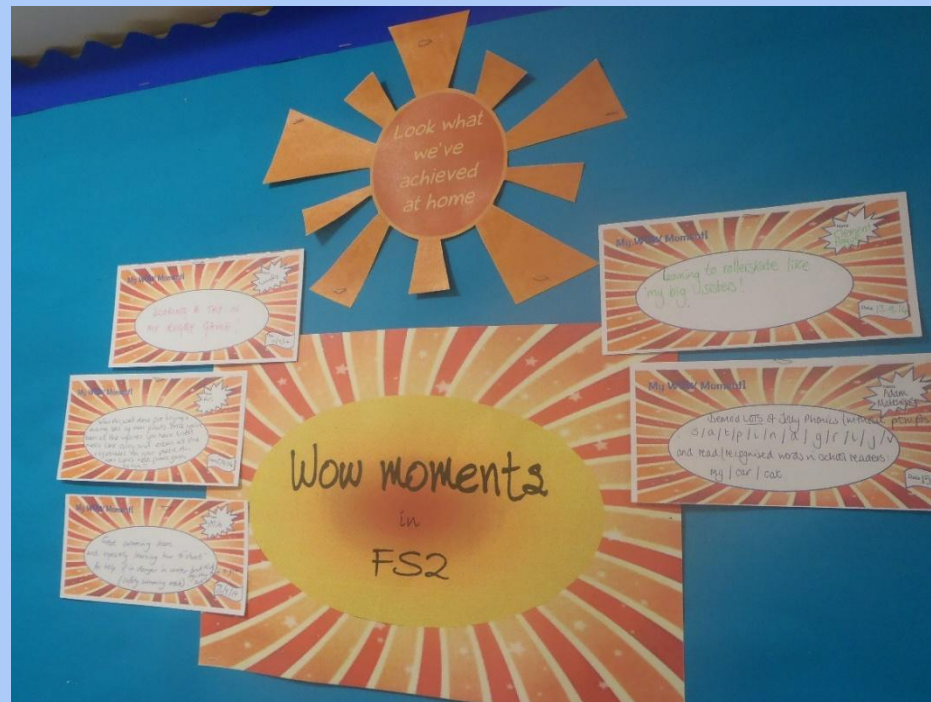


A TYPICAL DAY

- 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.



OUR SCHOOL RULES



Rewards and Behaviour

- Each teacher uses a reward chart and stickers to reward good behaviour. Each class has a Star Jar where the class work together to earn rewards. On a weekly basis, we take part in a whole school Shining Star Assembly where children's achievements are celebrated in front of the whole school.

HOW YOU CAN HELP US!



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.



CLASS DOJO



Along with the Newsletters that are emailed to you, Class Dojo is the main way we communicate with you about what is happening in class. We aim to share some aspects of the children's learning with you via Dojo each week.

Messages can be sent directly to teachers via Class Dojo. However, sometimes we won't see messages straight away or may not be able to reply straight away. If you have an urgent message, the best way to let us know, is via the school office.



**THANK YOU FOR
LISTENING!**

