



CURRICULUM NOTES – 2011/2012

RECEPTION

Welcome to Reception at Hall Grove. The children have had a happy and smooth start to life at school and we are really pleased with the way they are settling in. The last week has been spent getting to know their new friends, exploring the classrooms and their new surroundings. We are here to support the needs of every child and are very much looking forward to a successful year ahead.

This curriculum pack is to inform you about the learning that takes place in Reception and to explain how you as parents can help your children achieve their full potential in the first year of school. We believe that the most effective learning comes as a result of a three-way partnership between parent, child and teacher. Therefore, we look forward to establishing a close and successful relationship with you.

Enclosed in this pack you will find the following information related to our talk:

- curriculum information
- routines and procedures
- class timetable
- WOW cards

On our website you can also find supplementary information on:

- activities for supporting Communication, Language and Literacy including a list of High Frequency Words (HFW)
- activities for supporting Problem Solving, Reasoning and Numeracy
- activities for supporting fine motor development
- activities for supporting all other areas of the curriculum
- a booklet of letter sounds (Jolly Phonics) and the order in which we teach them
- letter formation for handwriting
- our planning overviews for each term (which are subject to change depending on the interests of the children).

This can all be accessed at www.hallgrove.surrey.co.uk in the Academics link at the top of the home page and then Early Years Resources.

THE CURRICULUM

Reception is the final year of The Early Years Foundation Stage (EYFS).

The EYFS is based around four themes; each theme is linked to an important Principle:

A Unique Child

- Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships

- Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments

- The environment plays a key role in supporting and extending children's development and learning.

Learning and Development

- Children develop and learn in different ways and at different rates. The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing the six areas of learning.

All of these areas are equally important and depend on each other. They are delivered in a cross-curricular way through a balance of adult-led and child-initiated activities in both the indoor and outdoor classroom. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS. The children's learning is planned for individually. Support within the EYFS and extension beyond this curriculum is given to children where it is needed.

- *Personal, Social and Emotional Development (PSED)*

Children are provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; a positive disposition to learn and emotional well-being to help them to know themselves and what they can do. This is crucial for all aspects of life and will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others.

- *Communication, Language and Literacy (CLL)*

The children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write is supported and extended. Opportunity and encouragement is given to use their skills in a range of situations and for a range of purposes, developing the confidence and disposition to do so. The key linguistic skills will develop confidence in communication, speaking and listening in a variety of settings and purposes. The children will have a wide range of books read to them and read simple texts for themselves, plus writing for a variety of purposes.

- *Problem Solving, Reasoning and Numeracy (PSRN)*

A broad range of activities are provided in which the children can explore, enjoy, learn, practise and talk about their developing understanding of Problem Solving, Reasoning and Numeracy. They are given the opportunity to practise and extend their skills in these areas and to gain

confidence and competence in their use. They will use key mathematical skills and logical thinking. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures. The children will explore practically with opportunity for discussion and simple forms of recording.

□ *Knowledge and Understanding of the World (KUW)*

Developing their knowledge and understanding to help them to make sense of the world is achieved through encountering creatures, people, plants and objects in their natural environments and in real-life situations, undertaking practical 'experiments' and working with a range of materials and tools safely. Foundations are developed for Science, Design and Technology, History, Geography, RS and ICT.

□ *Creative Development (CD)*

Children's creativity is extended by the provision of support for their curiosity, exploration and play. This is fundamental to successful learning and enables children to make connections and extend their thoughts, feelings and understanding. They are encouraged to explore and share their thoughts, ideas and feelings through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics and design and technology; it also draws on the aesthetic and creative aspects of all subjects.

□ *Physical Development (PD)*

This is developed through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They are supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. Alongside this, activities are carried out to promote an understanding of the importance of physical activity and making healthy choices in relation to food encouraging a positive feeling of well-being. The children will also develop simple evaluation skills when considering their performance and that of their peers.

The Outdoor Classroom is an integral part to your child's learning in Reception. We place great emphasis on the importance of working outdoors. In addition to outdoor areas immediately near the classrooms, the children will have weekly walks to spend a session in the outdoor classroom. Their learning will evolve from making their own decisions, taking risks, becoming leaders through initiating their own ideas and being in a natural environment.

Termly and weekly planning overviews are on the school website and displayed outside the classrooms. We work towards establishing a combined plan, incorporating the children's ideas as well as those of the teachers. There is also a white board beneath the displayed plan for any activity suggestions you may have too. Do have a look at these plans, and the timetable attached, so you are aware of the structure to your child's day and their routines. They also give detail of the activities the children will be taking part in each week.

Reading

In the first term the children are heard to read individually several times each week. Additional group reading sessions, and the introduction to Guided reading will take place weekly in the Spring term, alongside individual reading sessions. Children select their own independent reading books from a variety of fiction and non-fiction texts, which are appropriately graded according to their reading ability. Your child will bring home a reading record comment book with their reading books each day. We will comment regularly each week when we hear your child read in school and will inform you of their progress in these comments. Please use this book to tell us about times you have shared a book with your child at home or when they have read to you.

Taking home a weekly class library book also gives them the opportunity to select and share a 'real' fiction or non-fiction book at home.

Daily phonics sessions enable the children to get a grasp for the sounds that individual and groups of letters make. These are then used to establish early word segmentation and blending for reading and writing.

Assessments of the children are made on a daily basis to enable us to plan for their next steps in learning. Each child has a 'Learning Journey' to track the progress they are making alongside the Early Years Foundation Stage Profile. 'Special Books' are compiled with the children to record pieces of work over the course of the year. These also include records of observations made and some photographs. Digital photography is an integral part of capturing attainments in your child's learning. An individual 'digital' folder containing photographs of their practical experiences and achievements is maintained throughout the year and then will be transferred to disc for you to keep. These records of your child's learning are accessible to you at any point you wish to see them.

We also ask for your input with significant achievements the children make at home. Simply use the attached 'WOW cards', or download them from the school website, to write a sentence to explain what they have done (www.hallgrove.co.uk in the Academics link at the top of the home page and then Early Years Resources). They could reflect any areas of their learning from personal and social to creative or knowledge and understanding. Here are a few examples of what you could include...

- has counted to 50 and can spell cat, dog and mum
- helped prepare the dinner, setting the table and chopping the vegetables
- was very thoughtful when he...
- has been reading over the weekend and used fantastic expression when pretending to be the giant
- created a picture of her favourite toy today using her paints
- designed and made a vehicle to transport his teddies safely
- explored what happens when...

The children continually self assess their own performance through verbal communication when working on an adult-led task and through colouring a self-assessment grid on independent tasks. This ensures they are aware of what each activity is helping them to learn and encourages them to reflect on whether they feel they completed it with a good understanding or need more practise.

On entry to Reception the children will work alongside their teacher to complete an initial assessment of their learning using Performance Indicators in Primary Schools (PIPS). This is a computer-aided assessment which is then extended and carried out again at the end of the year.

If you have any assessments or reports from your child's nursery then please do pass these on to the class teacher.

SCHOOL ROUTINES

School Arrival Time and the Class Register

At the beginning of the year it always takes a bit of time for everyone to settle into the normal drop off /collection routine. The Pre-Prep doors open at 8.15am. The Reception children are expected to arrive between 8.30 and 8.45am. Children arriving between 8.15 and 8.30 will be supervised by a member of the Reception teaching staff in their classrooms. Please note that for Health and Safety reasons children cannot be left unsupervised in corridors before 8.15am.

Children self-register as they come into school. The Class Register is then completed at 9am. If you arrive at school after 9 o'clock, please go to the school office to inform the school secretary, Mrs Sandra Bath, of your arrival, so that she can register your child.

Home time

The procedure for going home at the end of the day is well established and it is very important for you to follow it and thus ensure the safety of your child. Please arrive by 3.10pm to collect your child. If you arrive earlier please park up at the A30 end of the drive (before the barrier) and wait until the time that children come out onto the drive before joining the queue of cars. Please do not park on yellow lines. You may park either at the top of the drive before the barrier (A30 side) and walk down, or use the turning circle. Children must be closely supervised at all times, and they are your responsibility once they have left their teachers. Extreme care is to be taken crossing the drive to parked cars, small children held firmly by the hand.

If your child is attending TASC (the after school club) or is being picked up by somebody else, please write a note or a short letter to the teacher to explain this and say who will be collecting them that day. If you need to make different arrangements during the day, please ring and let the school secretary know as soon as possible. Please ensure that your child is picked up promptly. Children who have not been collected by 3.20pm and have no details of a late collection will remain with the teachers in their classroom.

Behaviour

The self register 'apples on a tree' also double up as our behaviour record. Praise and encouragement is given at all times and clear rules and routines are established from day one of school. On the occasions where a child displays unacceptable behaviour they are given a warning. If they then need to be spoken to again their apple tumbles to the base of the tree. They are given opportunities to get the apple back on the tree. All children with an apple on the tree at the end of the day receive a sticker.

The children also work as a class to collect pebbles in the pot each day. They can be awarded a pebble by any teacher or assistant for good work or behaviour. Once all pebbles have been collected the class select their own celebration, for example playing an extra activity on the large interactive whiteboard or having an extra 5 minutes at play.

Playtime /Snack / Lunch

Morning and afternoon breaks are tailored to suit Reception daily routines. Reception children go to lunch at 11.40am. There is a 30-minute playtime immediately after lunch (12.25pm – 12.55pm). During the morning children are given a drink of milk or water and a piece of fruit to see them through to lunchtime. Fresh water is always available throughout the day. All children have school lunch, where a wide variety of food is available, including a daily vegetarian option and a salad bar. A copy of the menu for each week will be posted on the school website. Kitchen staff, teachers and teaching assistants are all on hand throughout the lunch period to supervise and help the children. If your child has special dietary requirements, please make sure that you have indicated these on their medical form.

Protective Clothing and PE

Please ensure your child has the correct uniform and that all items are clearly named. When the cold weather arrives later this term, children will need a coat suitable for wearing at playtime. Named Boiler suits and named wellington boots are also required for playtimes. We would appreciate it if you could provide your child with the appropriate clothing as soon as possible, if you have not already done so.

Games and PE lessons take place in the morning on Mondays and Tuesdays. Please ensure your child comes to school in the relevant kit and brings their uniform to change into at school on those days. There will be no swimming until the Summer term.

Assemblies

There are two assemblies each week: Wednesday at 8.45am and Friday towards the end of the day. Wednesday assembly starts after October half term and is with the other years in Pre-Prep. Friday assembly is a 'Celebration Assembly' where all the children in Reception get the opportunity to share examples of good work and comment on what they feel their peers have achieved in the 'Celebration Star'. Good behaviour is celebrated for those children who have not had their apple of the tree that week. Reception also performs their own Class Assembly in the Summer term. More precise details will be sent out to you nearer the time.

TASC (The After School Club) and various other clubs

This takes place in the portacabin at the bottom of the drive near the barrier. The children booked into TASC are taken immediately after their lessons to TASC by a teacher or a teaching assistant. If you wish your child to attend TASC please see the school secretary.

A timetable for after-school clubs is published each term. If you wish your child to participate in one of these clubs then complete and return the form to the school secretary.

Parent Help in School

By the end of the Autumn term, once the children are thoroughly settled, we are very keen to invite parents, grandparents, aunts, uncles and childminders into school to help in the classroom. A timetable will be displayed each half term for you to sign up as and when you may be available. If you have an area of expertise or a special interest that you would like to come and talk to the children about then please let us know.

Activities at home

The aim of 'homework' in the Reception year is to enable parents and children to share what we are learning in class at home. The school website has suggestions of activities to support children in all areas of their learning. Word lists and phonics activities are sent home each week to support what the children are learning in school. These are designed to be fun for the children to complete in their own time at home.

Throughout the year the children will have the opportunity to take home class writing and number bears. These are accompanied with specific activities to share with the family.

Communication with parents

Each child has a communication book which should come to school with them in their book bag every day. This book serves two purposes. It is a means for you to communicate to the teacher any organisational information you cannot pass on verbally. It is also there for staff to inform you of events that are not posted in the school calendar or newsletter.

Once each term we will give you written feedback about the development your child is making, with a full academic report at the end of the year. This report will outline their progress against the EYFS profile. We will also be asking for termly feedback from you and the children about how you feel their learning is progressing. The children will simply illustrate and comment on what it is they feel they are good at in school and what they would like to develop further. There will then be space for you to make comment.

Please do not hesitate to make an appointment or come to see us after school hours if you wish to discuss any issues concerning your child, or if you would like to see their profile. Such meetings provide the teachers with invaluable information, especially now at the beginning of the school year, when the children are in the process of settling in. For those of you who are unable to make an appointment then please make use of the communication book or parent comment box on the notice board outside Miss Gent's classroom to convey any concerns or constructive ideas you may have.

Individual Parent Interviews will be held on Tuesday 11th and Thursday 13th October, when we will be able to tell you how your child has settled into Reception and discuss general progress. An appointment sheet will be produced in advance. A second set of interviews will take place in the Spring term.

We will keep you informed of all events with letters and notices in the weekly school newsletter and on our Parent Notice Board outside the classrooms.

Special events

On Friday 21st October it is the school's Grandparents' Afternoon. Look out for more details about this in the school newsletter.

The Pre-Prep Nativity will be held at 2.00pm and at 7.00pm on Thursday December 8th. Details of the part Reception will play and the costume your child will need will be given before the half-term holiday.

There will be out of school trips for Reception in the Summer term. Details of these will be given nearer the time.

We would like to thank you for your help and co-operation in ensuring a happy start of term for the children and look forward to working with you all this year.

Philippa Gent, *Head of Reception*
Samantha Tomlinson, *Class Teacher*
Sarah Parsons, *Teaching assistant*
Catherine Parsons, *Teaching assistant*