

Reception - Class Information

Number of children within the class: 30 reception aged children (4/5 year olds)

Adults working within the class:

Teacher:

- Miss Slater

Support staff:

- Mrs Gunn
- Miss Xavier (Working across both Reception and Nursery classes)
- Mrs Imran & Mrs Naveed (Shared part time)

Rewards and Sanctions

- As well as verbal praise, if the children show desired behaviour they may be rewarded with a sticker. If the staff are very impressed, we will also give out special rewards from our treat box and your child may also bring home a certificate.
- We will try to work towards a class target and if the children meet it they will have a group treat for example, games, dancing or special foods.
- **In Reception, if the children decide not to follow the rules/routines during the school day we follow the stepped approach to behaviour.**
- **1. Verbal reminder – “You’re talking”**
- **2. Verbal warning – “If you continue to talk, you are choosing to have some time out.” (We also refer to this as thinking time)**
- **3. Time out given – “You have continued to talk so you have chosen to have time out/thinking time” This will be recorded on the class behaviour management sheet.**
- **4. If behaviour is repeated your child will then be asked to sit in nursery for further thinking time.**
- **5. If behaviour continues senior leaders will be informed and lunchtime play will be missed. You will receive a letter home regarding behaviour and progress impact.**
- **Aggressive behaviour such as hitting or hurting other children will result in a number 4 and 5 straight away. We will also inform you if we notice continued low level patterns of behaviour. The full behaviour policy can be found on the school website.**

The areas of learning and development within the Early Years Foundation Stage

There are seven areas of learning and development.

- communication and language;
- physical development;
- personal, social and emotional development;
- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

Each area of learning and development will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

Planning

- Cross curricular **topics** will be identified each half term to interest and engage children in their learning. Children may have prior knowledge in a particular topic but **the skills and objectives taught will be age appropriate and differentiated to suit the learning stage of individuals within the class.**
- Sometimes, children may be asked to work in small mixed ability groups and sometimes the children will work independently depending on the learning intention.

Mathematics

- Our mathematics sessions are very practical. Songs, stories and rhymes support the children in their mathematical development. Some of the resources used within class may include: number fans, Numicon, sorting hoops, jigsaws, shapes, pegs & peg boards and 'real life' items such as money, clocks and familiar objects.
- Our whole school calculation policy can be found on the school website. Follow the tabs: parents- policies & school documents- curriculum policies.

Writing

Regular, purposeful writing tasks take place both indoors and outdoors.

It is very important to use a good pencil hold whilst writing (and drawing!)

The dynamic tripod pencil grip enables the fingers to move freely, thus forming letters smoothly.

The thumb, index and middle fingers control the pencil in the dynamic tripod pencil grip. Please see the attached photograph for the hold which your child should be aiming for.



Please also see the attached link for correct letter formation.

https://primarysite-prod-sorted.s3.amazonaws.com/stanleygrove/UploadedDocument/b8a937eb-8ec3-48bd-8b76-09f289a0fe30/alphabet_letter_family_a-d_posters.pdf

Phonics

Phonic sessions take place on a daily basis and the children are split into small groups depending on their learning stage. It is important that the children learn the letter sound in conjunction with writing the letter so that they make the link between the two elements. We use the 'jolly phonics' actions/songs to help the children remember the letters. These songs are available on Youtube.

Reading books – From next week, your child will bring home their reading book and a book chosen to read for pleasure every Friday. These should be returned each Thursday. Further information on how you can support your child at home with their reading will be sent out next week with their reading book.

Assessment

- As previously communicated via the Hub, the Reception children will complete the 'Reception Baseline Assessment' during their first 6 weeks of school – further information can be found at the following links:

assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1074327/2022_Information_for_parents_reception_baseline_assessment.pdf

nfer.ac.uk/media/4554/rba_pupil_data_privacy_notice.pdf

- Assessment is ongoing throughout the year; staff meet regularly to discuss the learning needs of each child. Staff will gain evidence of your child's learning and link their achievements to specific early years objectives. Each child has a phonics and a writing book and they will have a mathematics book later in the year. We document learning in a class book; this enables staff to spend more time with the children and (Based on the children's needs) regularly enhance our high quality provision.
- At the end of the reception year, an Early Years Foundation Stage Profile will be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile will reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.
- Each child's level of development will be assessed against the early learning goals at the end of the year. We will indicate whether children are meeting expected levels of development ("Expected") or if they are not yet reaching the expected levels ("Emerging") Please see the goals for each area below:

- **Communication and Language**

- **ELG: Listening, Attention and Understanding**

- Children at the expected level of development will:
 - - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
 - - Make comments about what they have heard and ask questions to clarify their understanding;
 - - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

- **ELG: Speaking**

- Children at the expected level of development will:
 - - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
 - - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
 - - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

- **Personal, social & emotional**

- **ELG: Self-Regulation**

- Children at the expected level of development will:
 - - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
 - - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
 - - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

- **ELG: Managing Self**

- Children at the expected level of development will:
 - - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
 - - Explain the reasons for rules, know right from wrong and try to behave accordingly;
 - - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

- **ELG: Building Relationships**

- Children at the expected level of development will:
 - - Work and play cooperatively and take turns with others;
 - - Form positive attachments to adults and friendships with peers;
 - - Show sensitivity to their own and to others' needs.

- **Physical Development**

- **ELG: Gross Motor Skills**

- Children at the expected level of development will:
 - - Negotiate space and obstacles safely, with consideration for themselves and others;
 - - Demonstrate strength, balance and coordination when playing;
 - - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

- **ELG: Fine Motor Skills**

- Children at the expected level of development will:
 - - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
 - - Use a range of small tools, including scissors, paint brushes and cutlery;
 - - Begin to show accuracy and care when drawing.

- **Literacy**
- **ELG: Comprehension**
- Children at the expected level of development will:
 - - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
 - - Anticipate – where appropriate – key events in stories;
 - - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- **ELG: Word Reading**
- Children at the expected level of development will:
 - - Say a sound for each letter in the alphabet and at least 10 digraphs;
 - - Read words consistent with their phonic knowledge by sound-blending;
 - - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- **ELG: Writing**
- Children at the expected level of development will:
 - - Write recognisable letters, most of which are correctly formed;
 - - Spell words by identifying sounds in them and representing the sounds with a letter or letters;
 - - Write simple phrases and sentences that can be read by others.
- **Mathematics**
- **ELG: Number**
- Children at the expected level of development will:
 - Have a deep understanding of number up to 10, including the composition of each number.
 - - Subitise (recognise quantities without counting) up to 5;
 - - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- **ELG: Numerical Patterns**
- Children at the expected level of development will:
 - - Verbally count beyond 20, recognising the pattern of the counting system;
 - - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
 - - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- **Understanding the World**
- **ELG: Past and Present**
- Children at the expected level of development will:
 - - Talk about the lives of the people around them and their roles in society;
 - - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
 - - Understand the past through settings, characters and events encountered in books read in class and storytelling.
- **ELG: People, Culture and Communities**
- Children at the expected level of development will:
 - - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

- - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- **ELG: The Natural World**
- Children at the expected level of development will:
 - - Explore the natural world around them, making observations and drawing pictures of animals and plants;
 - - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
 - - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- **Expressive Arts and Design**
- **ELG: Creating with Materials**
- Children at the expected level of development will:
 - - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
 - - Share their creations, explaining the process they have used;
 - - Make use of props and materials when role playing characters in narratives and stories.
- **ELG: Being Imaginative and Expressive**
- Children at the expected level of development will:
 - - Invent, adapt and recount narratives and stories with peers and their teacher;
 - - Sing a range of well-known nursery rhymes and songs;
 - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Additional notes:

- Please ensure that we have up to date contact details for your child and the school is kept up to date with any changes.
- Our PE day is on a Monday; please ensure that your child arrives to school in their PE kit on this day.

If you have any other questions, please do not hesitate to ask or email the school using the address below:
contact@stanleygrove.wakefield.sch.uk

Thank you.