



Welcome to Reception

Year R Teachers:

Mrs Hines (Mon, Tues, Weds)

Mrs Allen (Thurs, Fri)

Year R Teaching Assistant:

Mrs Croxford

Our Curriculum

Our Curriculum Following the Early Years Foundation Stage Curriculum in Reception and the National Curriculum from Years 1 to 6, the school is able to provide a wide range of activities but places the greatest emphasis on making sure that all children are at a good level of literacy and maths by the time they leave our school at age 11. We value these basic skills because they form the building blocks of future learning. The curriculum is planned in a very integrated and applied way, where many subjects are practically linked in a topic-based approach, focussing on the children's needs and interests.

Early Years Foundation Stage Curriculum

Prime areas:

- *Personal, Social and Emotional Development

- *Communication and Language

- *Physical Development Specific Areas:

- *Literacy

- *Mathematics

- *Understanding the World

- *Expressive Arts and Design

Each of these areas are treated with equal importance. Children will be assessed in these areas when they start school and then again at the end of the Reception year. We use an online recording and tracking system called Tapestry. Each child will have their own 'Learning Journey' which includes observations, photographs and assessments based on what they have been doing at school. Parents are able to access this at home and leave their own observations and comments.

Mathematics

In Reception, Mathematics is taught throughout the curriculum in a practical and exciting way. The children are encouraged to explore Number, Number Patterns, Shape and Measure in their independent choosing time as well as having focussed teacher led sessions. As they progress through the year the children will be given a Maths book to use in their focussed work.

For more information on Mathematics please follow the link below:

[Mathematics at DSJ](#)

Mathematics Early Learning Goals

These are the Mathematics Early Learning Goals that the government expect children to be achieving by the end of Reception:

Number

- Have a deep understanding of number 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 to 5 (including subtraction facts) and some number bonds to 10, including double facts.



Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is great than, less than or the same as the other quantity.
- Explore and represent patterns within numbers to 10. Including evens and odds, double facts and how quantities can be distributed equally.

Please support your child weekly with the home/school partnership maths tasks and the KIRF challenges and when they are sent home. You may also support your child with any key aspects above as you wish.

English

Writing

Writing, and the progression of writing, is hugely important. Children are given a wide range of opportunities to explore and develop their writing skills in Reception. We have a dedicated 'Finger Gym' to develop the children's fine and gross motor skills, this is integral when developing early writing skills. They are supported in how to use a pencil effectively. Children are given a wide range of opportunities to experiment with writing in the independent choosing time as well as focussed writing sessions with an adult. We also use 'Word Aware' to develop the children's language skills. It encourages children to learn and use new words when talking, but also in their writing.



Spelling and Reading



We aim to provide children with the necessary skills to communicate creatively and imaginatively, therefore enabling them to succeed in the wider world. We recognise the importance of a systematic approach to the teaching of reading and writing throughout the school, including a progressive and engaging high-quality Phonics programme. We follow Little Wandle Letters and Sounds Revised in EYFS and Key Stage 1 to teach phonics and reading skills. From Year 2 we teach Essential Spelling. Weekly sheets will go home to allow you to support your child with their phonics learning, these will reflect what has been learnt in the classroom that week.

As part of this programme, children will read with an adult three times per week. These books are then sent home for children to practise their reading skills. We also send home 'reading for pleasure' books which are books aimed to promote an enjoyment for reading, these are books to share and enjoy together, we do not expect the children to be able to read them independently.

For more information on phonics and reading please follow the link below:

[Reading & Phonics at DSJ](#)



Literacy Early Learning Goals

Comprehension



- 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.

Word Reading

- 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.

Writing

- 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.



Reception Curriculum

In the EYFS we plan each term around a topic, however the learning that may take place in these topics may vary year on year depending on the ability and interests of the class.

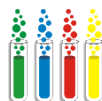
The topics we explore are:

- **Term 1- This is Me**
- **Term 2- We love stories**
- **Term 3- Superheroes**
- **Term 4- A right royal knees up**
- **Term 5- Amazing Africa**
- **Term 6- Sun, Sea and Afternoon Tea**

Surviving in Reception

The Teachers

Mrs Hines (EYFS Leader) teaches on a Monday, Tuesday and Wednesday. Mrs Allen teaches on Thursday and Friday. Mrs Croxford, the teaching assistant, works in Reception full time. Both teachers meet for the last hour of the school day to plan, prepare and assess together (PPA time). This hour is covered by the Y1 teacher, Mrs P.



Independence

We promote independence in Reception, as the children are now at 'big school'. We encourage the children to:

- *dress and undress independently
- *put their coat on by themselves
- *eat with a knife and fork
- *use the toilet independently- including wiping
- *wash their hands
- *tidy up



To support this, please take a look at our 'How to help your child at home' booklet that we send out during your child's induction and is available to view on the website.

Educational Visits & Workshops



We enjoy getting out and about in Reception class.

In term 1 we like to go on a walk around the local area, looking for significant buildings and recognising familiar places.

In term 2 we visit Stibbington Education Centre and take part in a Nativity Day.

In term 5 we go on a bus to the Sea Life Centre in Hunstanton and have a play on the beach!

We also have lots of visitors and experiences come into school

throughout the year. Take a look at the website to see some examples of what we get up to.

Home/School Partnership

In Reception the children follow the Parent/School Partnership for home learning and this sheet can be viewed on the Reception Class

page of the school website. We encourage parents to take an active interest in helping their child at home.

Weekly phonics sheets will be sent home to show parents what the children have been learning in phonics that week and enable them to practise at home.

Other Essentials

School Uniform

Our school uniform is smart and attractive and very popular with both children and parents. We have a policy in school not to allow jewellery. No necklaces, rings or earrings to be worn, apart from studs (Not in PE - please see PE Kit section). This is largely a health and safety issue. If your child is to have their ears pierced, please can parents ensure that it is done in a longer school holiday as the children will have to be able to take them out themselves for PE and swimming. Staff are not allowed to do this for them. It is also against school policy for children to have dyed hair or hair styles that are out of the ordinary.

- Grey trousers (girls and boys)
 - Grey skirt or pinafore
- Polo shirt (jade green) with logo
 - Sweatshirt (navy) with logo
 - Cardigan for girls (navy)
- Grey socks/tights (white in summer)
 - Summer blue checked dress
- Smart black shoes - no trainers or boots

PE Kit - The school PE kit is navy shorts, white t-shirt with logo and trainers. Children can wear navy jogging bottoms and jumper in colder weather.

Children are encouraged to bring water bottles into school so they can keep hydrated throughout the school day. Please ensure that your child's bottle is clearly named and only contains water.

Earrings are not permitted in PE and **MUST BE REMOVED BY THE CHILD** in line with 'Safe Practice: in Physical Education, School Sport and Physical Activity'. Please see:

[Safe Practice: in Physical Education, School Sport and Physical Activity](#)

Parents in Reception class are asked to remove children's earrings before they come to school on PE days.

Contact Details

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