

**Welcome**  
**to**  
**Reception**

# EYFS- Early Years Foundation Stage

- We create a nurturing and safe environment, children feel seen and heard.
- This is the bedrock of how children learn, they feel secure and safe to take risks - this carries through their whole education.
- Throughout their reception year they feel that school is a positive and happy place in which they belong.

# Meet the Team

**Elma Balkwill** – Class Teacher

(Monday- Wednesday)

**Andrea Horton** – Class Teacher

(Wednesday – Friday)

**Josephine Kessey**– Teaching Assistant

**Stuart Goodey** – Class Teacher  
and Year Team Leader

**Tanya Newman** – Teaching Assistant

**Judith Adams** – Teaching Assistant  
(Tuesday - Friday)

**Louise Mattocks** – Teaching Assistant  
(Monday)

**Jo Webb** – Class Teacher

**Tracey Fensome** – Teaching Assistant

**Toshiko Lisle** – Class Teacher

**Ayse Batuhan**– Teaching Assistant (AM)

**Nicola Emms**– Teaching Assistant (PM)

**Ruth Alford** – PPA cover in all classes

# Overview of the day

- Doors open 8.50am – registration 9am
- Short whole class session
- 9.15 – 11.00 Child led learning inside and outside
  - Fruit and milk – available
- 11.00 - Short whole class session (usually phonics)
- 11.40 – 12.40 Lunch and outdoor playtime
- 12.45 Short whole class session
- 13:00 – 14:30pm Child led learning inside and outside
- 14.50 Story time and goodbye
- 15.10 Home time

# In the Moment Planning

- Individualised teaching to suit the needs of each child.
- The classroom and outdoor environment allows children to follow their own interests.
- High quality, meaningful interactions from adults move their learning on.
- Adults use the child's interests to help to motivate them and teach them new things.
- During play, adults observe and assess the children continually. We plan ways to teach them in that moment – this ensures learning is purposeful and relevant for them.
- We then use these observations to help shape our whole class learning.

# 7 Areas of Learning

## ■ Three prime areas:

- Communication and Language (Listening, Attention and Understanding; Speaking)
- Personal, Social and Emotional Development (Self-Regulation; Managing Self; Building Relationships )
- Physical Development (Gross Motor Skills; Fine Motor Skills)

## ■ Four specific areas:

- Maths (Number; Numerical Patterns)
- Literacy (Comprehension; Word Reading; Writing)
- Understanding the World (Past and Present; People, Culture and Communities; The Natural World)
- Expressive Arts and Design (Creating with Materials; Being Imaginative and Expressive)

# Characteristics of Effective Learning

## **Playing and Exploring – engagement**

Finding out and exploring; playing with what they know; being willing to 'have a go'

## **Active Learning – Motivation**

Being involved and concentrating; keep trying; enjoying achieving what they set out to do

## **Creative and Critical Thinking - Thinking**

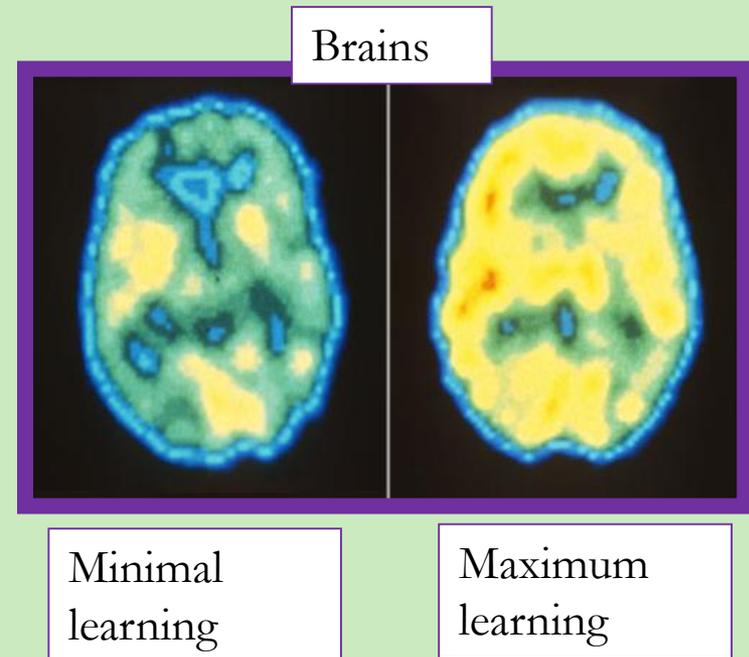
Having their own ideas; making links; choosing ways to do things

# The Importance of Play

- When a child is playing they become deeply engaged and involved in what they are doing – and this is when their brain is able to learn and develop.
- This is the perfect time for us to teach children and build upon their knowledge and interest.

Chief Executive at Lego: “children will lack the work skills they need in the future because they are not spending enough time playing.”

Ikea, Unilever and Lego are starting the Real Play Coalition aimed at raising awareness about the importance of play. BBC News – Katie Hope



# Learning through play

Play should be child led, imaginative and unstructured in order to learn problem solving skills and develop social skills.

Play can be messy with opportunities to use all senses.

Open-ended exploration where children can question and discover.

# Learning through play

Children should be allowed to challenge themselves and to take risks in their play.

Long periods of uninterrupted time for children to develop ideas, reflect and improve.

# Learning through play – process over product

- Sometimes your child's play will have a concrete end product which they might bring home – they may make a model or a picture, but it doesn't matter if it does not.
- If your child doesn't bring anything home and tells you "I just played," - don't worry!
- What matters most is the experience; the sharing, the discussion, the risk taking, the problem solving – this all has the most meaning in terms of their learning.

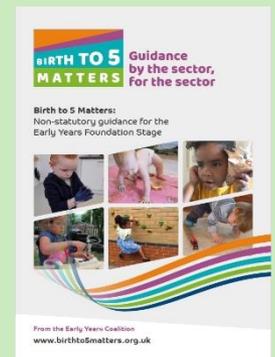
# Reading

- Later on in the term we will begin reading.
- Children will receive a book bag, please bring in on given day for us to swap reading books over.
- Each child will do a guided reading session in small groups each week with an adult (not necessarily on book swap day)
- Extra 1-2-1 reading will happen throughout week and with our Intervention TA.
- Children will bring home two reading books, one free choice book and a reading journal.

# Foundation Stage Profile and Assessment

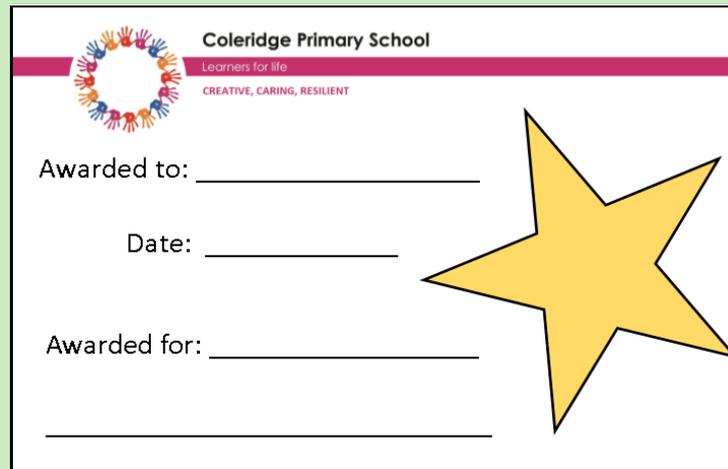
- Assessment – Learning Journey over the year, ‘focus week’ for every child where class team meet to discuss areas to work on beforehand, observing/working with your child in the moment every day, weekly whole team meetings to moderate
- The Statutory Framework has changed – much more of a holistic approach. There are ELG’s that we assess children by at end of year but we will not be using a ‘one size fits all’ to do this.
- We will be assessing your children according to age appropriate milestones using Birth to 5 Matters
- Parents will be informed about progress via:
  - Parents Evenings (3 times each year)
  - School Report at the end of the year

We are always available to chat at start and end of day!



# Core Values and Behaviour

- Creative
- Caring
- Resilient



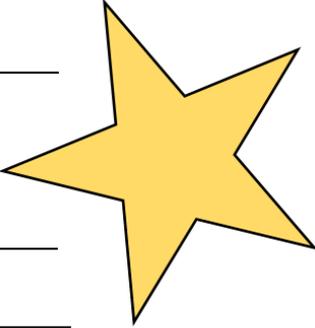
Coleridge Primary School  
Learners for life  
CREATIVE, CARING, RESILIENT

Awarded to: \_\_\_\_\_

Date: \_\_\_\_\_

Awarded for: \_\_\_\_\_

\_\_\_\_\_



# Weekly Overview

## Reception Weekly Overview Monday 27th September - Friday 1st October 2021

### The Colour Monster - by Anna Llenas

This week, we will be reading 'The Colour Monster' by Anna Llenas. We will use it as a starting point to discuss different feelings. We will talk about each emotion separately and think about what makes us feel that way. The story will lead to lots of discussions about what we can do to feel happy or calm, and how we can help ourselves and each other if we are feeling sad, angry or afraid. We will also be exploring how we often feel more than one emotion at a time.



### Letters and Sounds

Now the children are all in school full time, we are starting whole class, short phonics sessions. This week, these will focus on the sounds: **s** and **a**.

We will play lots of games to help the children to hear these sounds at the start of words, and to recognise the corresponding letter.

We will also be working with each child individually to assess their knowledge of letter sounds, to help us to plan for their learning. In a few weeks time, we will start to send home weekly reading books at each child's individual reading level.

This week will be our 'New Parents' evening on Tuesday 28th. It will be an opportunity for you to look around your child's classroom and listen to a presentation from our team on how we teach at Coleridge. We look forward to seeing you there!

## Reception Home Learning

### Summer 2

This term we will be thinking about summer time and holidays. We will also start to prepare the children for the transition into Year 1 by talking about what's different and the same, like in the home, preparing some for visiting the Year 1 classrooms and playground.

We will also be talking about the Muslim Festival, Eid.

**In Writing**, we are continuing to work on sentence writing. Isolating spaces between words, using a full stop at the end, and sounding out words independently.

**In Maths**, we are securing understanding of numbers to 20, including recognising and ordering these numbers. Knowing one more or one less, addition and subtraction.

### Cultures of Coleridge

Talk to members of your family to find out about where your family comes from. Was anyone in your family born in a different country or did they grow up somewhere else in the UK? Do they speak a different language? Try to find out some information about the music, weather, food and anything else you would like to share. You could bring in some music for your class to listen to or you could even cook some traditional food and bring it in to share with your class!



### Physical Development

Why is it important to exercise? Why is it important to warm up before we exercise? In preparation for Sports Day, we thought it would be fun to make up some warm-up exercises! Think of 3 different exercises to warm up different parts of your body. Can you teach them to your friends?

### Out and about...

#### Alexandra Palace!

We are lucky to live close to Ally Pally. Go and visit Ally Pally and have a look at the view. Which famous London buildings can you see? Which do you like best? Do you know anything about any of these buildings? Have a go at sketching some of the buildings you can see. You could also visit the Farmers' Market on a Sunday!

### Let's talk...

#### Moving on.....

We are fast approaching the end of the year. Think about what you have enjoyed this year. What have you got better at? What are you looking forward to in Year 1 and what will you miss about Reception?

# Home Learning

# Google Classroom

- Should have received log in details for it.
- Weekly overviews are put up every Friday
- Teaching staff can communicate to all parents any important information/events/requests
- Share photos of what we have been up to!
- Chance for you to upload pictures for teacher to see and interact with what is going in school. Not a communication tool, please arrange to speak to teacher with any concerns

# Useful information:

## Clothing

- Children have access to the outdoors in all weather, so please make sure they have appropriate shoes and clothing (including a coat)
- Children have independent access to paint, mud and other messy play - please bear this in mind when choosing clothes each morning!
- 4 and 5 year old children should be physically active for up to 3 hours each day. We encourage high levels of activity at school, both in the playground and in our weekly PE sessions – please make sure they are wearing clothes which are comfortable for them to move around in
- Please don't allow your child to bring in any toys from home.
- Drop off – please kindly leave after dropping your child off as it can be upsetting for some to see parents linger especially for those whose parents have already left. Also, please leave school grounds promptly at pick up.
- If your child is absent because they are ill, you need let the school office know before 9am. You can email or leave a message on the school answer phone.
- Later this term, we will be holding a Parents Evening and offering in person meetings for us to discuss how your child is settling into school.