

Welcome
to
Reception

Meet the Team

Phoebe Soteriades – Class Teacher



Basak Yavuz – Teaching Assistant
(Mon - Fri)



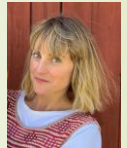
Jo Webb – Class Teacher



Koulla Pentinou (Mon – Fri) – Teaching Assistant



Coral Lowcock (Mon – Wed) Lisa Stockhom (Thurs, Fri) – Teaching Assistants



Dexter Bush – Class Teacher



Deborah Rivet (Mon- Fri until 1pm) Marie Charalambous (Mon – Fri 1pm – 3.30pm) – Teaching Assistants



Frankie Hardy – (Mon – Fri) Teaching Assistant

Laura Goodey – Class Teacher and Early Years Lead



Tracy Fensome (Mon – Fri) – Teaching Assistant



Overview of the day

- Doors open 8.45am – registration 8.50am
- Whole class session
- 9.15 – 11.00 Explore and learn, inside and outside
Fruit and milk available
- 11.00 Whole class session (phonics)
- 11.30 – 12.40 Lunch and outdoor playtime
- 12.45pm Whole class session
- 13:00 – 14:30pm Explore and learn, inside and outside
- 2.50pm Whole class session/story time and goodbye
- Home time – 3.20pm

Characteristics of Effective Learning

Playing and Exploring

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

Active Learning

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

Creative and Critical Thinking

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

The classroom, both inside and outside, is planned and resourced by teachers to ensure children always have these opportunities.

Continuous provision

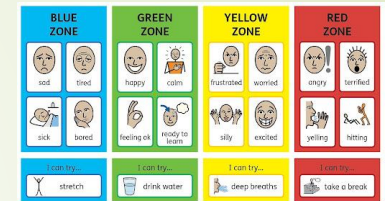
Adult interactions

Our five Core Values **Resilient, Inclusive, Aspiring, Creative, Caring**

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) Zones of Regulation used
- **Physical Development** (Gross Motor Skills; Fine Motor Skills)

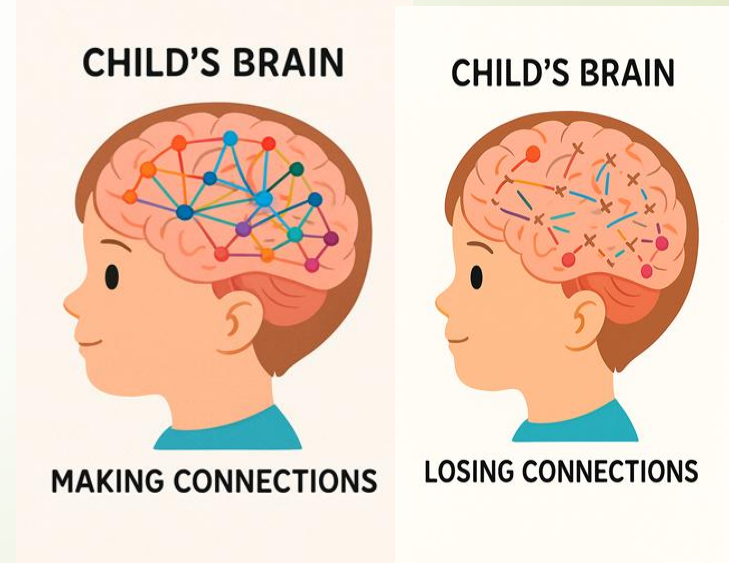
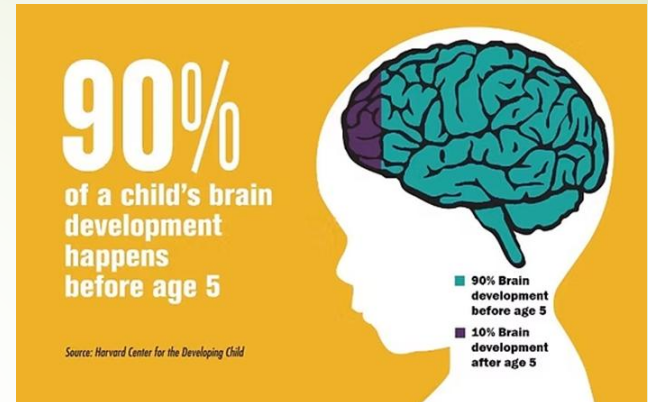


➤ Four specific areas through which the prime areas are strengthened and applied:

- **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)

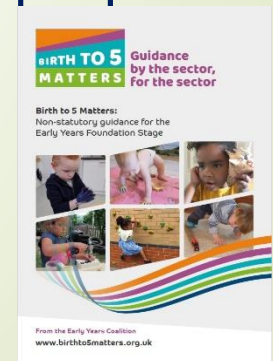
Child Development

- Between the ages of birth - 7 years old the brain goes through the most changes. They are born with 100 trillion cells but no connections. By age 2 they make 700 connections per second. If opportunities aren't given for these connections to be made this has a direct impact on the child's learning and mental wellbeing. <https://www.firstthingsfirst.org/early-childhood-matters/brain-development/>
- Some see the Early years as the time when children get ready for the 'real learning' when they start school, however neuroscience tells us that the experience children have early on shape the way they learn in the future.
- There have been some new studies which also show that young children exposed to too much screen time can affect brain wiring connected to language, literacy, imagination and self regulation. Children naturally seek challenge, therefore they need experiences that challenge them.
- Repetition is vital for allowing children to develop brain connections.
- With this in mind it's the positive experiences and environment that we provide that help allow for these connections to be made.



Foundation Stage Profile and Assessment

- Assessment – ‘focus week’ for every child each term, class team meet to discuss areas to work on beforehand. Observing/working with your child every day. Weekly whole team meetings to reflect, assess and plan.
- 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 the start and end of the day!

Interactions

- Individualised teaching to suit the needs of each child.
- 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 based on our knowledge of that child.
- We then use these observations to help inform the child's next steps, the class team meet weekly to discuss children's progress. We identify what the children need to make progress in areas of learning and make plans to support this in the following week.
- All of this information helps us plan whole class activities based on the children's interests



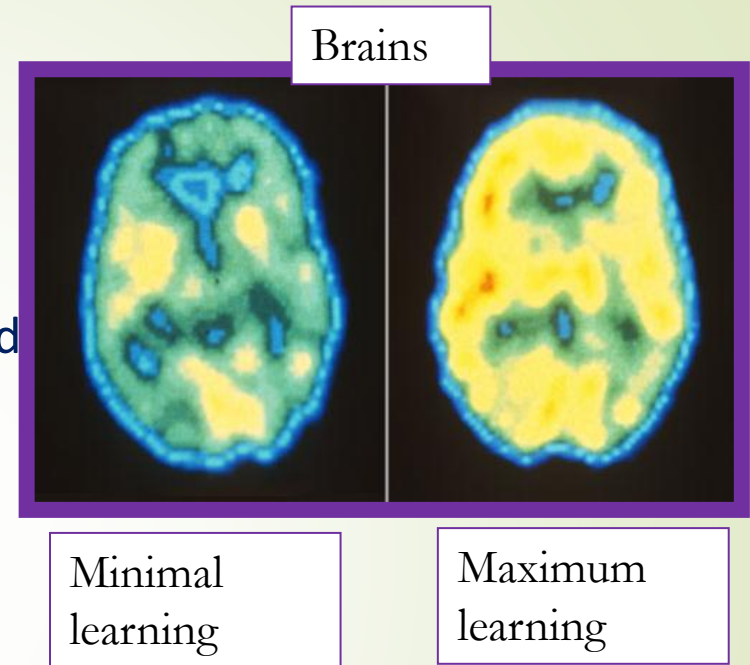
The Importance of Play

The Leuven Scale is used to observe child's engagement. This is linked to their emotional wellbeing. When a child is playing they become deeply engaged and involved in what they are doing, 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.

Many misconceptions about what play is.

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities – Article 31 of the UNCRC



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.



s of uninterrupted time for 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.



Adult led learning

Teaching staff plan weekly adult led learning that takes place during carpet session and in small groups.

Literacy- focus texts are used to explore all areas of the curriculum e.g. geography, science, history, art

Maths- using NCETM

Physical education

Tales toolkit- storytelling

Understanding the world
– seasons, nature, the world

Celebrations and cultural/religious events

Natural Thinkers

Our outside area is a classroom- adults plan activities and children have opportunities to learn in the same way as inside the classroom.

We want to provide opportunities for children to engage with nature- dig mud, build dens, find and identify insects, plant vegetables and watch them grow, look after the environment and experience seasons.



International Organisation of Standardisation- requirement for councils, schools and leisure providers to 'consider the benefits of allowing a degree of risk and challenge' - Play England

Reading

- Children will receive a book bag before half term, 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 for children who need more support
- Children will bring home two reading books, one free choice book and a reading journal.

Phonics

- Phonics is taught daily
- We use Little Wandle scheme of work to teach phonics
- The reading books children are sent home with will correspond to the letter sounds or words that children are secure with- we want children to be able to read them and feel confident.
- Phonics gets children reading and decoding words but it is not the only part of reading.
- We want children to love books, stories, reading things in their environment and see it as something they can do!
- It is equally as important for you to read books to them.

An inclusive setting

Anti-Racist School Commitment

Celebrating different families

Books, resources, toys and displays reflect our children's identities and experiences

Encouraging parents/ carers to get involved in school life- e.g. reading books or teaching songs in home language or join Coleridge Families.

Learning about and experiencing the many religious and cultural celebrations that our school community has.

Parent Hub

- You 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

Parent WhatsApp groups



The school does not wish to try and micromanage parent discussions outside the gates, but please can we ask you to approach the school if you have any issues or concerns rather than taking to WhatsApp to discuss them with other parents in an open forum. Unfortunately, we have found that these sorts of discussions can sometimes lead to misinformation and exacerbates issues rather than improve them for those concerned.

Please talk to school staff in the first instance if you have any concerns about your child

Attendance & Punctuality

Daily attendance at school is vital for your child to achieve their full potential.

Missed days of school, and lateness, can really add up over the course of year and negatively impact your child's learning. →

Children can still attend school with minor coughs & colds. The **NHS** have a website page called '**Is my child too ill for school**' which outlines if you should send your child to school or not.



The Importance of Being on Time

- Arriving on time helps your child start the day calmly and confidently.
- Even being just a few minutes late can feel unsettling for a child, as they may walk into a lesson already in progress.
- They risk missing the very start of the lesson, when key instructions or introductions are given.
- Late arrivals disrupt the whole class. The teacher often has to stop & repeat instructions, which takes valuable learning time away from every child.
- A smooth, punctual start ensures the best learning experience for all children.

Useful information:

- 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
- 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.
- Please visit the school website for any info you may need

