

Welcome
to Reception

Meet the Team

Phoebe Soteriades – Class Teacher

Frankie Hardy – (Mon – Fri) Teaching Assistant

Grace Ludlow – Class Teacher

Basak Yavuz – Teaching Assistant
(Mon - Fri)

Dexter Bush – Class Teacher

Koulla Pentinou (Mon – Fri) – Teaching Assistant

Coral Lowcock (Mon – Wed) Ratti Berrabah (Thurs, Fri) – Teaching Assistants

Laura Goodey – Class Teacher and Early Years Lead

Tracy Fensome (Mon – Fri) – Teaching Assistant

Francesca Hardy (Mon –Fri) – Teaching Assistant

Overview of the day

- Doors open 8.45am – registration 8.50am
- Whole class carpet session (Literacy)
- 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 carpet session (Maths)
- 13:00 – 14:30pm Explore and learn, inside and outside
- 2.50pm Whole class carpetsession/story time and goodbye
- Home time – 3.20pm

Characteristics of Effective Learning

Engagement

Playing and Exploring

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Motivation

Active Learning

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Thinking

Creative and Critical Thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

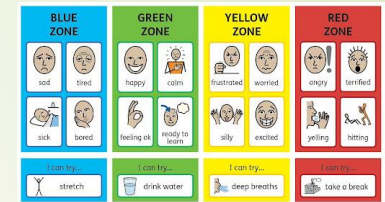
- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

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

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)

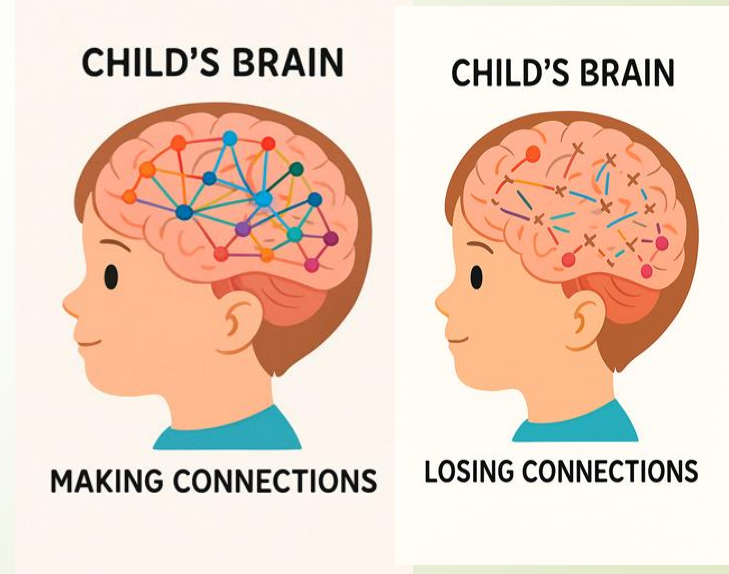
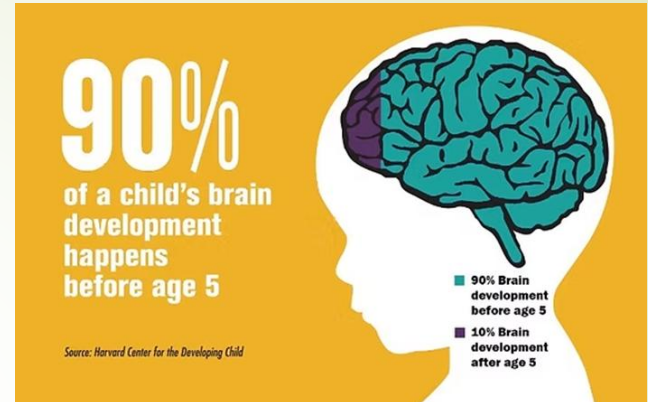


➤ Four specific areas through which the prime areas are strengthened and applied:

- **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.



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

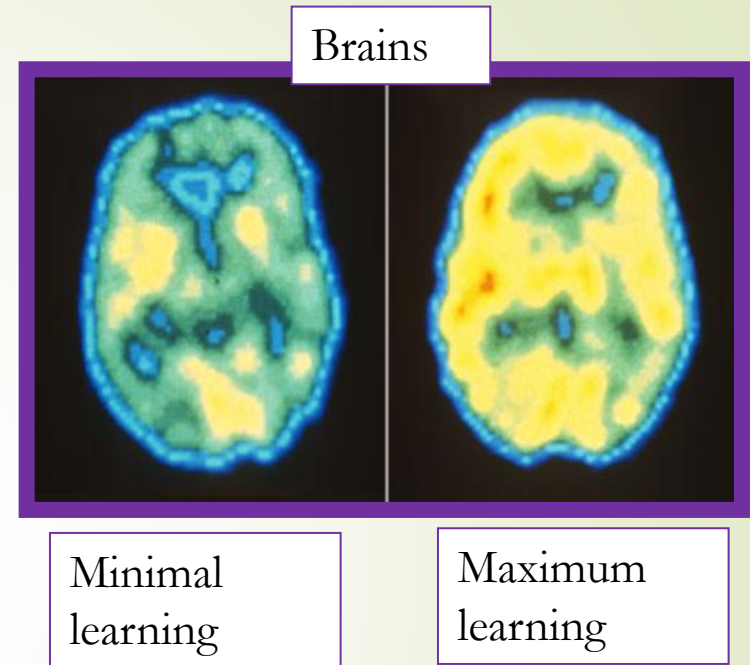
The Importance of Play

Over the years, there has been a lack of play which is now being linked to poor mental health, social anxiety and other learning difficulties. Children need the time to practice skills through their play with and without the intervention of an adult.

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.



Ikea, Unilever and Lego are starting the Real Play Coalition aimed at raising awareness about the importance of play. Kate Middleton has set up the Shaping Us campaign to highlight how early social and emotional development shapes adult mental health and resilience.

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.

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.



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 White Rose

Physical education

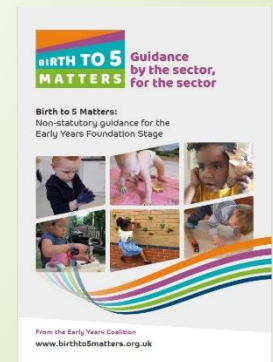
Tales toolkit- storytelling

Understanding the world
– seasons, nature, the world

Celebrations and cultural/religious events

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.
 - Half Termly Phonics checks,
 - 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!



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 or snacks 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

naeyc[®]

MESSAGE IN A BACKPACK™

Things Every Parent Should Know about Play

Laurel Bongiorno

Play supports children's learning in so many ways. Make sure your child has time to play to promote cognitive, language and literacy, physical, social, and emotional development.

Children learn through their play

Never underestimate the value of play! While playing, children learn and develop

- **Cognitive skills**—like choosing the blocks to build a tower as high as possible
- **Language skills**—like learning the vocabulary words they need for different play scenarios
- **Literacy skills**—like writing an appointment in a pretend dentist's office
- **Physical abilities**—like gluing a collage and running on the playground
- **Social skills**—like playing together in a pretend car wash with workers and customers
- **Emotional skills**—like waiting for a turn to be the pretend bus driver

Play is healthy

Play helps children grow strong and healthy. It also can help prevent child obesity through its active nature.

Play reduces stress

Play helps children grow emotionally. It is joyful and provides an outlet for anxiety and stress.



Play outside

Think about your own outdoor experiences of building forts, sledding in the winter, or playing with other children in the neighborhood. Make sure your children create outdoor memories, too.

Play and learning go hand in hand

Play and learning are not separate activities but are closely connected. Think about them as a science lecture with a lab—play is a child's lab.

Play is a child's context for learning

Children practice and reinforce their learning in multiple areas during play. For example, in playing restaurant, children write and draw menus, set prices, take orders, and play out roles. Play provides rich learning opportunities and leads to children's success and growth in self-esteem.

LAUREL BONGIORNO, PhD, is dean of the Division of Education and Human Studies at Champlain College, in Burlington, Vermont, and oversees the MEd in Early Childhood Education.

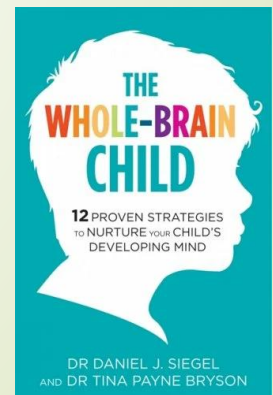
Message in a Backpack™ is available online in Spanish. Visit NAEYC.org/tyc to start reading now!

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Useful Links

<https://www.coffeeandtheory.com/play-based-pedagogy-unlocking-childrens-potential/?v=288404204e3d>



<https://www.naeyc.org/our-work/families/10-things-every-parent-play>

Hoş geldin

स्वागत

Bienvenue

Welcome!

Willkommen

مرحباً

Добро пожаловать

欢迎

!Powitanie

¡Bienvenido!

!خوش آمدید



Coleridge Families is our parent/carer and staff association.

- It is a registered charity, organising events and activities
- It raises funds and provides opportunities for our community to come together and connect
- You're automatically a member, at no cost
- New ideas and help volunteering are welcome
- Reps will share event info