



September
2019

**Welcome to
Reception**

With Miss Dunlavy



Welcome to Acomb First School

This presentation aims to provide you an introduction to Reception at Acomb First School and includes information that I hope you will find useful!

School Vision:

- Our vision for Acomb First School is to achieve the best quality education providing a culture of learning and discovery for all our children, in a caring and stimulating environment.
- We treat all children as individuals, valuing their talents and interests and celebrating all achievements along the way.



Welcome to Reception.

Timetable for Autumn Term 1

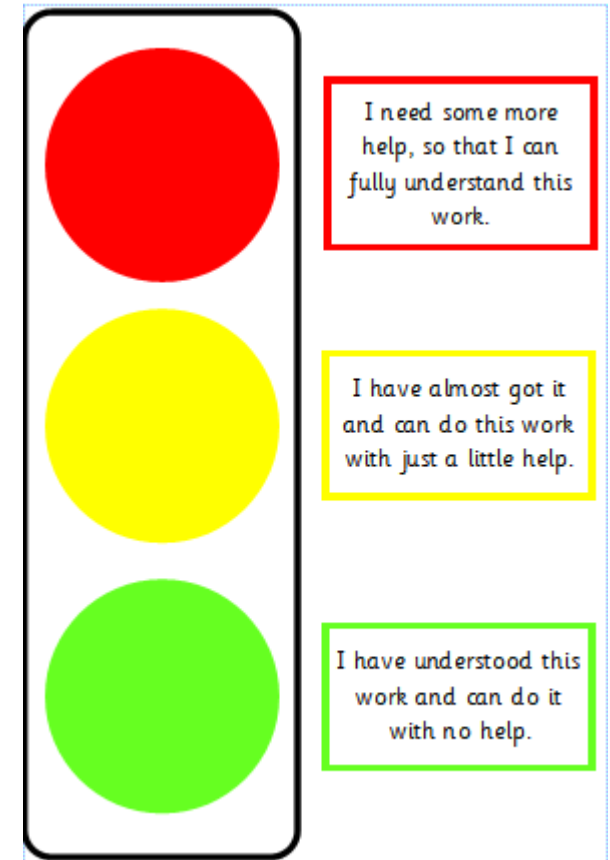
This is not what a typical week in Reception will look like at the beginning of term! Over the first half term (September - October) we will build up to a timetable that looks something a little like this. The children will have Phonics and Maths adult input every day (no more than 20 minutes sat on the carpet at one time) and opportunities to free flow both in indoor and outdoor provision throughout the day. Time spent on the carpet will be built up over time when the children are ready for it.

Monday	Registration 8:55 – 9:00	Phonics 9:05 - 9:30	Child initiated /Free Flow 9:30 – 10:30	Assembly 10:30 – 10:45	Playtime 10:45 – 11:00	Maths Input 11:05 – 11:30	Child initiated /Free Flow 11:30 – 12:00	Lunch and playtime 12:00 – 1:00	Registration 1:00 – 1:05	Music 1:00 – 1:30	Literacy 1:30 – 1:50	Child Initiated/Free Flow 1:50 – 3:00	Story 3:00 – 3:10	Home time 3:15
Tuesday		Phonics 9:05 - 9:30	Child initiated /Free Flow 9:30 – 10:30	Assembly 10:30 – 10:45		Maths Input 11:05 – 11:30	Child initiated/Free Flow 11:30 – 12:00			PE (CH) 1:00 – 1:40	Child Initiated/Free Flow 1:40 – 2:40	Circle Time/PSE 2:40- 3:00	Story 3:00 – 3:10	
Wednesday		Phonics 9:05 - 9:30	Child initiated /Free Flow 9:30 – 10:30	Assembly 10:30 – 10:45		Maths Input 11:05 – 11:30	Child initiated/Free Flow 11:30 – 12:00			Forest School 1:05 -3:00				
Thursday		Phonics 9:05 - 9:30	Child initiated /Free Flow 9:30 – 10:30	Assembly 10:30 – 10:45		Maths Input 11:05 – 11:30	Child initiated/Free Flow 11:30 – 12:00			Literacy 1:05 – 1:20	Child Initiated/ Free flow 1:20 – 2:40	Circle Time/PSE 2:40 – 3:00	Singing 3:00 – 3:10	
Friday		Phonics 9:05 - 9:30	Child initiated /Free Flow 9:30 – 10:30	Assembly 10:30 – 10:45		Maths Input 11:05 – 11:30	Child initiated/Free Flow 11:30 – 12:00			PE (MT) 1:00 – 1:40	Child initiated 1:40 – 2:40	Circle Time 2:40- 3:00	Story 3:00 – 3:10	

Life in Reception

During your child's time in Reception, they will..

- Enjoy coming to school and learning.
- Be encouraged to become more independent as they move towards more formal working.
- Learn through play and hands-on activities or discussions.
- Cover a variety of areas of learning (including understanding the world around them and art)
- Move towards End of Year Expectations which are known as Early Learning Goals.
- Complete baseline and end of year assessments.



Reading

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
Year 1 / Primary 2	5-6 years old	4	Light blue
		5	Green
		6	Orange
Year 2 / Primary 3	6-7 years old	7	Turquoise
		8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	
		12	Grey
		13	
Year 4 / Primary 5	8-9 years old	14	Dark blue
		15	
Year 5 / Primary 6	9-10 years old	16	Dark red
		17	
Year 6 / Primary 7	10-11 years old	18	
		19	
		20	

At the beginning of the year, children will be sent home with books that have no words. These are for the children to gain a solid understanding of how a book works and develop their comprehension skills.

Eventually your child will be sent home with 3 reading books each week

Book 1- A Book that matches the sounds (where possible) they are learning in school (RWINC phonics book or similar) this will support the decoding aspect of reading.

Book 2 – A book that helps build fluency and expression (Oxford Reading Tree story book or similar or a non-fiction book)

Book 3 – Children's free choice/library book- This book is to support the enjoyment of reading by sharing a book with a family member at home. This may be a book that your child can't read yet, or it may be a book that is really easy for your child to read, but they really enjoy. It could be a non-fiction book, a poetry book or their favourite children's book. This book is purely for the enjoyment of reading and can be read aloud to your child.

These books will only be changed if the reading record entry is signed by an adult (every Monday).

It is important that you read with your child as often as possible, 5 minutes a night makes a huge difference!

Reading

End of Year expectations:

Comprehension	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

d a d

Green words are words that your child can sound out phonetically (using their sounds) in order to read them.

s h e

Tricky/Red words are words that your child cannot sound out phonetically (using their sounds) in order to read them as they don't sound the same when they are said.

We will learn a new tricky word each week and I will send home the tricky word flash cards for you to practice recognising these with your child. Your child will be expected to read these words on sight by the end of Reception.

Writing

End of Year expectations:

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.

By the end of Reception, your child should write sentences independently that are phonetically plausible – that doesn't mean everything spelt correctly! For example, I eet bred. (I eat bread). The children will learn alternate spellings for different sounds at later points in the year (for example, u and oo both make the same sound) and will start to make the choice of which spelling is correct. Children are also expected to be able to spell some tricky red words in their writing and will be taught the spelling of these in our phonics lessons.

Please encourage your child to use their phonics knowledge whenever they are writing, even if it looks like gobbledegook!

One of the most important skills children learn in Reception is how to form their letters correctly. Please continue to encourage this at home.



Phonics

Reception are taught Phonics every morning. We will start with set 1 sounds at the beginning of the year, doing one sound a day and reviewing on a Friday. During their Phonics lessons the children will be taught to recognise and write the sound using the correct formation (using the rhymes shown opposite). They will also be taught how to blend (joining the sounds together to make a word) when reading and to segment (pick out the sounds they can hear in a word, e.g. d- o -g) when spelling.



How to pronounce the sounds!

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Letter Formation Rhymes

Maisey mountain mountain	Around the apple, down the leaf	Slither down the snake	Round his bottom, up his tall neck and down to his feet	Down the tower, across the tower	Down the body, dot for the head	Down Nobby and over his net	Down the plait and over the pirate's face	Round her face, down her hair and give her a curl
All around the orange	Curl around the caterpillar	Down the kangaroos body, tail and leg	Down and under, up to the top and draw a puddle	Down the laces, to heel, round the toe	Down the stem and draw the leaves	Lift off the top and scoop out the egg	Down the long leg	Down the head, to the hooves and over his back
Down his back, then curl over his arm	Down the body, curl and dot	Down a wing, up a wing	Down a horn, up a horn and under his head	Down up, down up	Zig-zag-zig	Round her head, up past her earrings and down her hair	Down the arm and leg, repeat the other side	

Maths

End of Year expectations:

Number	<ul style="list-style-type: none">• 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 up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns	<ul style="list-style-type: none">• 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.

In Reception, children will work primarily with concrete objects in order to gain a solid understanding of the concepts taught. They will move onto pictorial and abstract representations of these concepts when they are ready.

Maths is taught in a fun and practical way in order to keep the children engaged. They will work individually, in pairs or as part of a group and will be encouraged to have lots of discussions using mathematical language and reasoning skills.

We will be focussing on one number a week and incorporating other elements into that week of learning. For example, when doing the number 5, we will look at number bonds to 5, pentagons, etc. This ensures the children have a real in-depth knowledge of the number we are working on.

Other areas of learning

PE sessions will take place twice weekly with Mr Thompson and Mr Hill.

Music will take place once a week with Mr Reed.

The next two slides show other areas of the curriculum that the children will cover and the end of year expectations for each.

These other areas of learning will be taught in a range of ways. Children will take part in adult led sessions each week, however, they will also be covered during free flow and child-initiated time when myself, Miss Eames and Mrs Mapplebeck will work alongside them to question and extend their thinking.



Personal, Social and Emotional Development

Self-Regulation

- 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.

Managing Self

- 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.

Building Relationships

- 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.



Communication and Language

Listening, Attention and Understanding

- 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.

Speaking

- 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.

Understanding the World

Past and Present

- 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.

People, Culture and Communities

- 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.

The Natural World

- 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

Creating with Materials

- 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.

Being Imaginative and Expressive

- 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.

Physical Development

Gross Motor Skills

- 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.

Fine Motor Skills

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Just a reminder!

Please remember to send a named water bottle into school as the children are encouraged to drink water throughout the day.



Please remember to name all items of uniform so that any lost items of clothing can be returned to their rightful owner!

Forest school – Wednesday pm with Anna Gray.

The children need to come to school in warm clothes to go underneath their waterproofs for forest school. This includes a long sleeve top and sweatshirt, warm socks, joggers or leggings, hat scarves and gloves etc. They will also need to bring wellies in a bag (if they have them). Mrs Gray will be taking the children to Forest School every Wednesday afternoon with Mrs Mapplebeck in almost every weather condition so please make sure your child is prepared for all eventualities!

How can I help?

Tapestry!

Tapestry is a great way of communicating with me. If your child has done anything they'd like to share, pop it on Tapestry and we can have a look at it together.

Talk to me

Please come and talk to me before or after school if you have any worries, questions or concerns. Communication is key to your child's progress.



Independence

We want to encourage our children to be as independent as possible. Encouraging your child to dress themselves on their own in the morning, putting their own coat on, carrying their own belongings, washing hands, etc is a really great way of helping your child to be ready for school.

Reading

Read everything! Reading is one of the most important skills that your child will learn in Reception. Books are for enjoyment, as well as learning, so encourage reading as much as you can. Talk about what they've read, ask opinions, make predictions, visit the library. Reading doesn't just have to be the books we send home.



Thank You!

Have you got any Questions?

Don't forgot that the school website <http://www.acomb.northumberland.sch.uk/> is kept up to date with the latest news and events and has lots more information about our school.