

New parents' meeting

Welcome to Reception

2023-2024

On behalf of the Staff, Governors, children and parents, it gives us great pleasure to welcome you and your family to our school community.



Welcome



Mrs Hellings
Head Teacher



Mrs Casling
Deputy Head
Teacher

Reception Team



Teaching staff



Mrs Bowman – Class Teacher (RB class)
& Early Years Lead



Miss Curtis – Class Teacher
(RC class)

There are 2 classes in Reception. 30 Children in each class.

- ❖ RB class (Mrs Bowman)
- ❖ RC class (Miss Curtis)

Each class is supported by teaching assistants

Nursery / Pre-school



Nursery/Pre-school

- Non statutory guidance
- Play based learning and pedagogy
- Characteristics of learning
- 7 areas of learning
- Continuous provision



Early Years Framework



Broken down into 7 areas of learning.

Prime areas

- (1) Communication and Language
- (2) Physical Development
- (3) Personal, Social, and Emotional Development

Specific areas

- (4) Literacy
- (5) Mathematics
- (6) Understanding of the World
- (7) Expressive Arts and Design



We will be holding an EYFS curriculum meeting in
September
(date to be confirmed)

At the end of the year we assess against the Early Learning Goals

Early Learning Goals

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.

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.

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.

Mathematics

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 up 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 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.

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.

Literacy

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

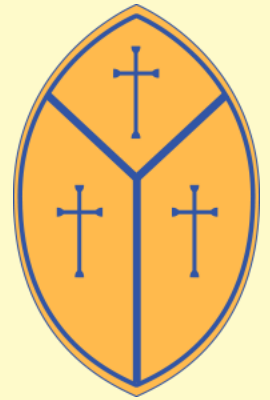
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Reception



Over the year our Early Years curriculum looks like this...

- Quality indoor and outdoor learning focusing on all areas of the curriculum.
- Fun and exciting learning related to our themes.
- Practical, real-purpose, hands on experiences.
- Mixture of child-initiated and adult led activities.
- Enrichment and trips to embed learning.



Our learning environment



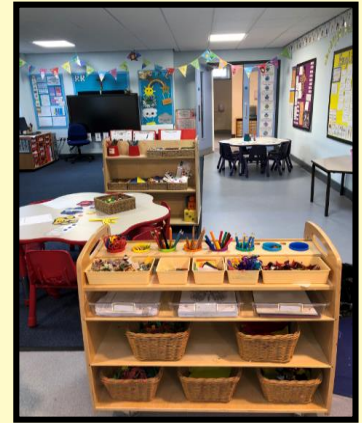
There are lots of different areas, indoors and outside, for children to explore and develop their learning.



Our learning environment



- Developed around children's interests.
- Encourage independent learners through practical activities
- Free flow inside-outside



Continuous provision for children to access:

Mark-making

Construction

Small world/brick

Sand



Water

Music



Creative

Maths

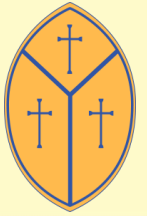
Role play

Investigation

Outdoors

Reading area

A day in Reception



8:50-9:00- Self register, on the carpet, days of the week song, teacher register

9:05-9:40 - Maths or Literacy whole class teaching

9:40- Adult led group work and access to provision (inside and out)

11:00 - Whole class phonics

11:30 - Tidy up, songs.

11:45-1.00- Lunch

1.00- 1:15- Register

1:15-1:30- Curriculum input/whole class teaching

1:30-2:30- Child Initiated learning/adult led focus groups

2.45 Shared readers

2.55 Fruit and milk, story

3.20- Home time

Timetable



	8:50-9:00	9:00-9:30	9:30-10:45	11:00-11:30	11:30-1:00	1:00-1:30	1:30 - 2:40	2:40-3:00	3:00-3:20
Monday <i>Reading books returned. Two reading books sent out on a Monday.</i>	Registration (including days of week, date, morning prayer etc.)	Special story	Learning through play (focus activities)	Maths	Lunch	Home School Books/Show and tell	Learning through play	Milk & Fruit	Story time
Tuesday		Phonics	Learning through play (focus activities)	Maths		RE	Learning through play	Milk & Fruit	Rhyme World
Wednesday		Phonics	Yoga	Maths		Understanding the world	Learning through play	Milk & Fruit	Vocabulary (special story)
Thursday		Phonics	Learning through play (focus activities)	Maths		PE	Learning through play	Milk & Fruit	Story time
Friday		Phonics	Learning through play (focus activities)	Maths		PSHE	Learning through play	Milk & Fruit	Story time

~ Music ~ Assembly

Literacy & Phonics

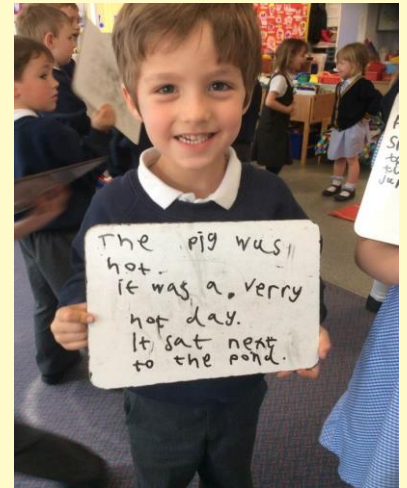


Success for All
Phonics



We have a focussed phonics lesson daily, including letter sounds, blending to read, segmenting to spell and letter formation. We will have information evenings in September/October (dates to be confirmed.)

Reading Books – children will bring home two reading books per week which coincide with their phonics knowledge. Please read as often as possible and always keep the reading book in their book bag so adults in school can also read with your child. Your child will also be given a reading record book.



We take a Mastery approach to the teaching of Maths.

The aim of using a mastery approach is to equip all the children with a deep, secure understanding of number which they can apply to problem solving and reasoning. Using the White Rose Maths Hub alongside NCETM we teach maths with a number a week focus. Throughout reception we focus on a deep understanding of numbers to 20, addition, subtraction, doubling, halving and sharing. We focus on applying mathematical skills and understanding practical problems using concrete and pictorial representations. Maths is everywhere within the environment and the children have lots of opportunities to extend and apply their problem solving skills within their play. Numberblocks is an excellent resources we use alongside teaching.



School Uniform



Boys

Grey tailored trousers/long or shorts

White polo shirt

Navy sweatshirt with Holy Trinity logo

Grey Socks

Black School Shoes – not trainers please



Girls

Grey skirt or Grey tailored trousers

White polo shirt

Navy sweatshirt with Holy Trinity logo

White socks – blue or grey tights

Black school shoes/black sensible boots – not trainers or fashion boots please

Summer blue and white check dress (optional)



On hot days – your child can wear a sunhat to school (named) and wear sun cream.

PE Uniform



Please bring your child to school in their PE kit (and appropriate layers) on PE Days. **Reception – Thursday (TBC)** This won't start straight away, we will let you know when it does and what day it will be.



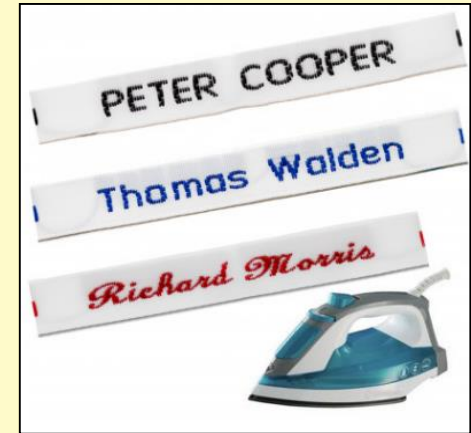
- Gold T-shirt (with or without school logo)
- **Plain** navy tracksuit bottoms
- **Plain** navy hoodie or sweatshirt/Holy Trinity logo hoodie
- **Plain** navy shorts
- Short white socks
- Trainers
- Long hair should always be tied back for PE lessons and jewellery (earrings) removed.

Please label all items of PE Kits using sew in labels and name stickers.

Uniform continued



Please label all items of school uniform using sew in labels or name Stickers/stamps.



Important Dates



- **Staggered intake** will begin on Thursday 7th September (youngest first) and it is our intention for all children to be attending full time from Friday 15th September

We will email you with your child's start date

2023 SEPTEMBER						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

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Half day



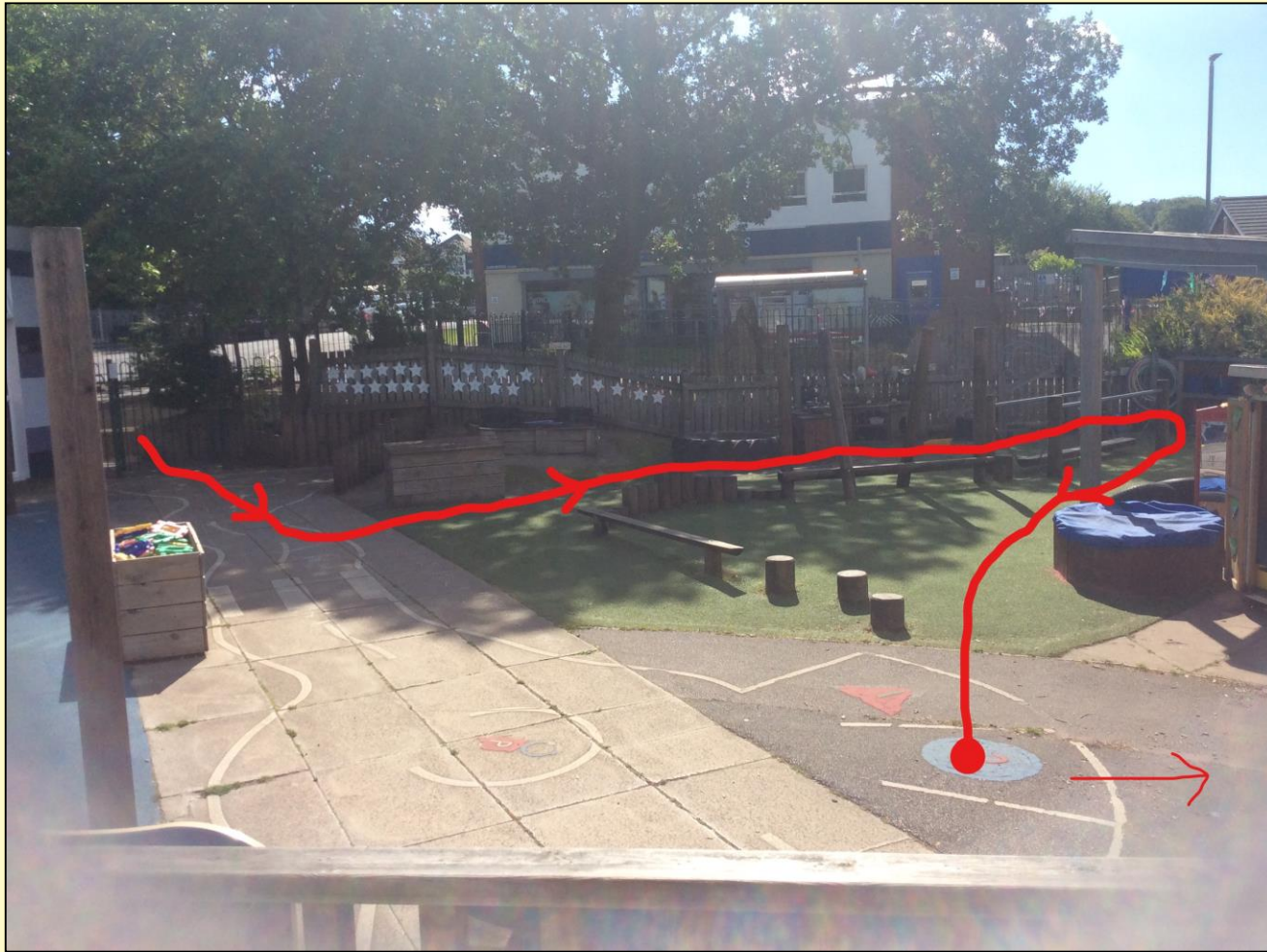
- Every child will begin by completing a half day (including staying for lunch).
- On your child's first half day please come into school via the school office and we will take you and your child down to the classroom. We will show you around the classroom and will then ask you to say your goodbyes.
- Please collect your child by coming in via the office gates and then coming through into the Reception outdoor area. Collection will be 12.30pm.
- The following day your child will start school on a full time basis.

Full day

- Entrance to school is via the large school gates opposite the zebra crossing (*not via the school office*).
- Line up on the playground.
- We open the gates at 8.50am
- Please stay on the playground and say your goodbyes. The children will come into the reception play area and walk up the reception ramp and into the classroom Independently.



End of the day



At pick up time (3:20) please enter Reception outdoor area via school office gate and form a line around the outdoor area. When you get to the front, say your child's full name and we will call your child to come to you. Please bare with us while we get to know you.

It is vital you inform us if someone different is collecting your child. If we are unsure your child will remain at school until we can contact you.

Things to bring on the first day

- **Suitable coat** (it is likely to get muddy, sandy and wet!)
- **Pair of wellies** in a drawstring bag
- **Photo for peg** (please bring this on stay and plays where possible)
- **Clear water bottle** labelled with your child's names, filled with water (to be brought in everyday)

Your child will receive a Holy Trinity book bag on their first day

Your child's book bag will come to school each day and we will use it to send home reading books, letters, pictures etc.

Parents as partners

- ❖ Stay and play sessions
- ❖ Educational visits where parent-helpers are invited
- ❖ Sports days
- ❖ Whole school events
- ❖ Teddy bears picnic
- ❖ Harvest festival. Nativity
- ❖ Regular school newsletters and half termly reception curriculum newsletter
- ❖ School Twitter account
- ❖ Curriculum information evening
- ❖ Phonics information evening
- ❖ Join our PTA (Parent Teacher Association). PTA Facebook group (contact Hannah Furlong)
- ❖ Parents evenings
- ❖ End of year report

Tapestry



- Method of parent communication in Reception
- Observations of child initiated learning.
- Photos of classroom activities
- Share themes and useful information

We will create tapestry accounts at the end of July.

A Tapestry guide will be uploaded onto the school website

Getting ready to learn



Speaking and listening

- Taking turns to talk
- Listening for short periods
- Holding a conversation



These habits will help children to build up relationships, negotiate resources, extend play.

Behaviour

- Boundaries/following rules and instructions
- Consistent routines – particularly when it comes to sleeping/bedtime
- Manners (please and thank you)
- Sharing

We need your support to reinforce rules at home. We are also here to support you too.

Getting ready to learn (continued)

Personal skills

- Use a knife and fork to eat
- Use the toilet independently
- Dress and undress independently (including coat and shoes)
- Confidence to seek adult support when needed

Numbers skills

- Counting daily/saying number names out loud
- Looking for number in the environment (buses/doors/shop fronts)
- Counting and sorting toys/games



Getting ready to learn (continued)



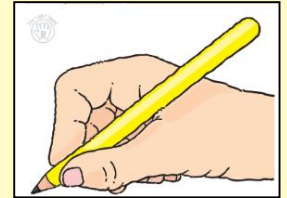
Early literacy

- Developing a love of books
- Turning the pages
- Recalling information from books



Mark making

- Fine motor skills (colouring/threading/playdough/cutting skills)
- Write some or all of their name
- Gross motor skills (climbing equipment/large drawing – water and paint brushes on concrete)



Admin

School dinners – All children Reception – Year 2 are entitled to free school meals. If your child has any allergies please complete the form within your pack and return to the office as soon as possible. You will select your child's lunch via Sims a week in advance.

Tapestry – You will receive a Microsoft form to consent to the online learning journal Tapestry. Please complete this as soon as possible so we can use it throughout summer to support your child's transition into school.

Communication – Please ensure school have the correct contact details for you, including email.

Milk – Children under the age of 5 are entitled to free milk at school. To access this you must register with 'Cool Milk' (information sent) and they deliver the milk to us. If you still wish for your child to have milk at school when they turn 5, payment is made through Cool Milk. We received updated milk lists from Cool Milk directly.



Additional – If you have any concerns or information which you think will support your child's transition into school, please share it with a member of the reception team.



If you have any further questions
please email
info@holytrinity.leeds.sch.uk

