

Welcome to Reception's
Meet the Teacher meeting!



Reception Staff

- Mrs Young- RYE
 - Mrs Davies- RDM
 - Mrs Edwards- RYE
 - Mrs Brown- RB
 - Mrs Madely- RDM
-
- Miss Hayles
 - Mrs Moore Hill
 - Miss Smith
 - Mrs Pearce



Our School Vision

To be able to
communicate clearly
and confidently so
that their voice is
heard

To develop an
understanding of
their local
community as well as
their place in the
world and society

To be an active and
responsible citizen in
modern Britain

To value and nurture
themselves to be the
best they can be

To celebrate a
richness of diversity
and promote a
culture of inclusion

To show respect and
understanding of
different cultures and
viewpoints

Belonging



Our School Aims



+Ambition

'Excellence in all areas'

+Belief

'You can do it'

+Courage

'Be Brave'

Our Timetable

8.30-9.00- Name writing/ emotions/ weather/ days of the week/registration

9.00-10.00- Phonics time- whole class and small groups.

10.00-10.20- Maths

10.20-11.00- Independent learning inside and outside.

11.00-11.15- Literacy comprehension focus

11.15- 12.30- Prepare for lunch and lunch time.

12.30- 1.00- Second part of phonics/ P.E/ EAD/ Music/ Forest School

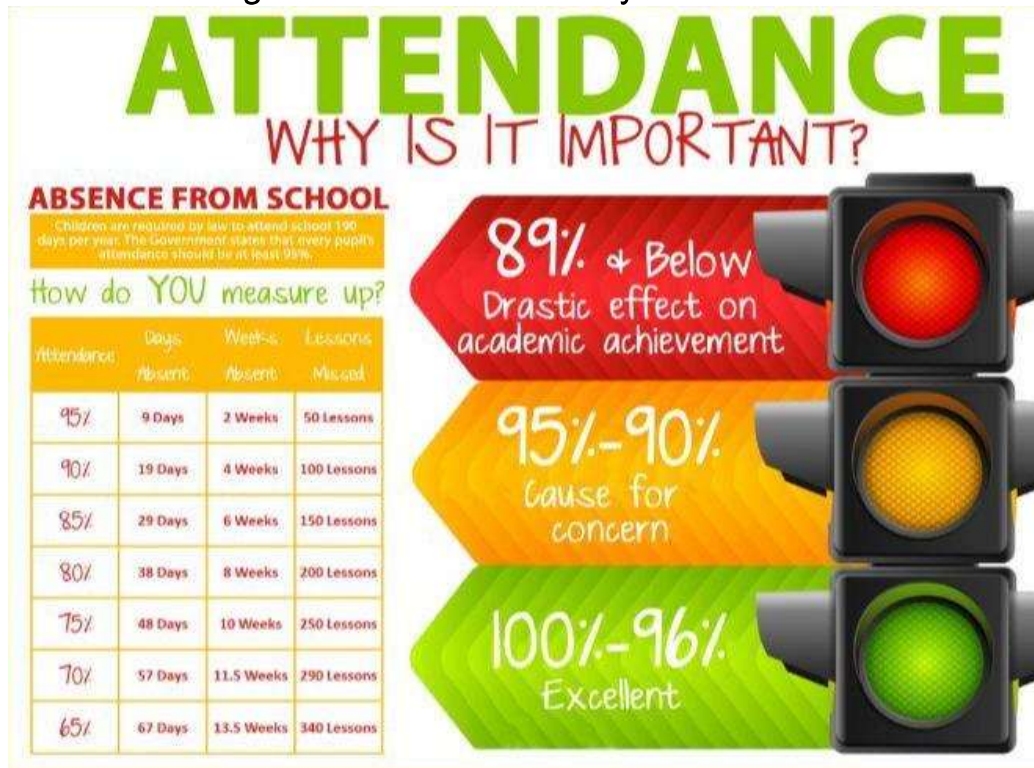
1.00- 2.15- Independent learning/ language work/ writing groups.

2.15- Adult input based on Understanding The World

2.30- 3.00- Fruit/ Milk/ Stories and prepare for home.

Attendance

- School starts at 08:30am and finishes at 3:15pm
- Learning starts as soon as they enter the classroom. Don't Miss Out!

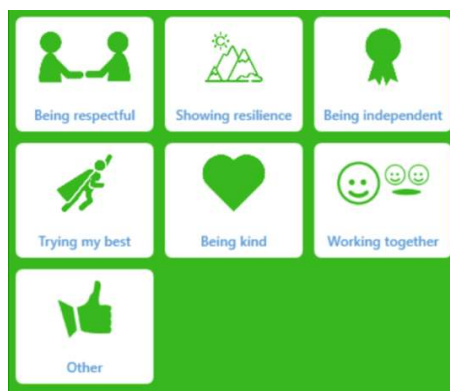


Classroom Behaviour Expectations

Houses



Class Dojo



Our Curriculum

WOODFIELD PRIMARY SCHOOL: CURRICULUM OVERVIEW: RECEPTION 2023						
TERM	AUTUMN 1 (7 weeks).	AUTUMN 2 (7 weeks).	SPRING 1 (7 weeks).	SPRING 2 (6 weeks).	SUMMER 1 (5 weeks).	SUMMER 2 (7 weeks).
Enquiry links	I Am Wonderful	Celebrations Colour and Light	Worldwide Adventure	Journey Over Time	Our Wonderful World	
Children will have opportunity in each half term to consolidate and explore previously explored skills within the provision.						
Hook into learning.	- Bring in bag 'all about me' first few weeks. - Families and their heritage. - Roles in society- 'Superhero like you' book - police officers dressing up. Police officers/ Dentist/ crossing patrol/ paramedics. - A 'superhero like you' day. - Autumn time- spotting the signs of Autumn.	- Religions – Comparison of cultures. - Visit to the Gurdwara. - Diwali celebrations- Dressing up/ Rangoli patterns/ henna/ food tasting.	- Festival/ a character travelling around the world- messages to the class. - Walk around local environment. - Google maps. - Chinese New Year celebrations (workshop).	- Black Country Museum/ Victorian workshop or Bantock (minibus?). Hook. - Church.	- Farm visit. - Animal man (in house visit). - Visit local library.	- Planting. - How to look after our planet. - Summer day across the phase
Possible experiences/coverage.	- Boundaries/ rules/ expectations/ communication/ PSED. - Introduce dinosaurs to link to Characteristics of effective learning.	- Bonfire Safety - Christmas Nativity. - Role play area linked to exploring food.	- Maps of the world. - Maps of local environments - Exploring globes - Exploring local grounds - Explore post cards	- Looking at images from the past- Link to Wolverhampton. - Discussing with parents/ grandparents. - Easter. - Springtime- spotting the signs of spring.	- Ethical bids sourced locally? - Butterflies - Metamorphosis. - Tadpoles - Eid celebrations. - Summertime.	- Transition - Sports day. - Planting experiences - Looking at different places around the world and how we care for our environment.



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High quality texts to read at the end of the day	Texts linked to PSED: - The Colour Monster, - Meesha makes friends. - Invisible string - Bucket Fillers (PSED display)	Texts linked to religions/ Artists: - Hats off Faith. - See Inside World Religions. - Diwali Story - Elmer - Vincent Van Gogh- Big Book. - Katie and the sun flowers.	Texts linked to UTW/ poetry/ modern. - Oi Frog - Smartest Giant in Town. - Snail and the Whale - Katie in London - Meerkat Mail - Paddington - Handa's Surprise- Link to Africa (UTW).	Traditional/ healthy eating/ Oral health focus - Elves and the Shoemaker - Little Red Riding Hood - Which food will you choose? - Oral health non-fiction - Tilda tries again.	Texts linked to seasonal change/ poetry: - Seasons come, seasons go, Tree. - Hairy McLary	Texts linked to looking after our planet/ historical figures: - The Lorax. - The Lion hunt - Little People Big Dreams- David Attenborough - Little People Big Dreams- Amelia Earhart. - Text linked to Refugee- in boxes ready
Core texts	- Goldilocks and the three bears (link to PSED focus and traditional) - A superhero like you (Link to UTW). - Ruby's worry. - Perfectly Norman.	- Little Red Hen My Food, Your Food (UTW) - The Nativity Story. - Non-fiction texts linked to Diwali, Bonfire night, Remembrance Day.	- Arctic Animals (UTW) - The Ugly Five - Nature Trail by Benjamin Zephaniah (link to our school grounds). - Goldy Lock and The Three Pandas (UTW)	Peepo - The Toymaker - Dagger - Non-fiction texts linked to Spring and Easter. - When I was Young. James Dunbar Martin.	- How do we know it is Spring? - Guess what is growing inside this egg? - Chicken Licken	- The Enormous Turnip (traditional) - Jack and the Beanstalk (traditional) <u>Whose</u> our new teacher? (transition text).

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Nursery Rhymes to know well by the end of the year.	Link to Charanga Pat a cake. 1, 2, 3, 4, 5. I'm a little teapot. The Grand Old Duke of York Hickory Dickory Dock Wind the bobbing up 5 Little Monkeys If you're happy and you know it The Hobby Cokey Row row row your boat				
Key vocabulary:	Anxious Worry Family Individual Special Lonely Feelings Taking turns Rules Roles Jobs Autumn	Same Different Choice Unique Grandparents Cousin Siblings Special places The same Different Care Respectful Festival Special Different Same Culture	Sea Land Globe World England City Town Landmarks Hot Cold Ice Artic Africa Equator Savanna Desert Rainforest Map	History Future Today Tomorrow Yesterday First Next After Before Change Artefacts Spring	Experiment Investigate Same Different Observe Grow Change Animals Habitats Life cycles Magnetic Freezing Melting Summer

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Literacy- specific area

Writing

Literacy – Writing
Literacy – Reading

Prior Knowledge - Development Matters – 3 – 4 Year Olds

- Use some of their print and letter knowledge in their early writing. For example; writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name
- Write some letters accurately.

	Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	ELG's	National Curriculum Links <i>Year 1 (for Literacy – Writing)</i>
Letter Formation	Write some letters from my name.	Write some lower-case letters correctly in a simple CVC word. Use a tripod grip.	Write most lower-case letters correctly in a simple CVC word sentence.	Write most upper- and lower-case letters correctly, in the correct context. Hold my pencil in a good tripod grip.	Write recognisable letters, most of which are correctly formed.	To form lower-case letters in the correct direction, starting and finishing in the right place. To start using some of the diagonal and horizontal strokes needed to join letters and to begin joining these letters by the Spring term. To form capital letters consistently and accurately.
Spelling Also see progression of skills – RWI	Start to orally segment single sound CVC words e.g. c-a-t within context. Say and hear the initial sounds in most words within context.	Identify known letters to match initial sounds (Set 1). Match Set 1 letters and sounds correspondence. Write CVC words and labels e.g. c-a-t.	Write CVC words using set 1 and some set 1 special friends. Write CVCC words and labels using set 1 and some set 1 special friends. Spell some tricky words (Red Storybook) in a sentence independently.	Write words using Set 1 and 2 sounds in simple sentences independently. Write Red Storybook tricky words in a sentence independently. Write some Green Storybook words in a sentence independently.	Spell words by identifying sounds in them and representing the sounds with a letter or letters	To understand which <u>letters</u> belong to which handwriting 'families' and to practise these.



Unit: I Am Wonderful

Autumn 1

Key Drivers: Understanding the world & Communication & Language

Numeracy:

- Numbers to 5- subitising up to 5.
- Comparing numbers up to 5.

Personal, Social and Emotional Development:

- Talk about feelings (happy, sad, angry etc).
- Choose what they need to complete a goal (short term).
- Start to follow instructions.
- Start to become more confident when things are new (dealing with the transition).
- Show an awareness of rules and how to behave in the classroom.
- Toilet themselves.
- Play with one or more children.
- Start to talk about the way they feel.
- Introduce children to our class wellbeing board and take children's photos to put onto the board.
- Read books with a focus on emotions such as Row's Roar, Perfectly Norman, Ruby's Worry, Colour Monster, Maxine Makes Friends, Invisible String and Bucket Filler.
- Introduce class rules.

Expressive Arts and Design:

- Start to join materials together.
- Explore art materials and colour mixing freely.
- Develop their own ideas for art.
- Start to develop their own stories linked to what they know through role & small world play.
- Use their imagination in play to help them role play and create small world set ups.

Opportunities inside and outside to explore colour mixing freely. Junk modelling within story and large junk modelling outside. Small world linked to children's interests and stories.

I Am Wonderful

Expressive Arts and Design. – Music

Remember and sing simple songs that are of an interest to me.

Start to match the melody and pitch of others.

Remember most of a nursery rhyme song to sing in a group.

Make up their own "ally" songs.

Practice core nursery rhymes each day before dinner. For a cake, 1, 2, 3, 4, 5, I'm a little teapot.

Music session once per week.

Communication and language:

Follow a one- or two-part instruction.

Enjoy joining in at group times and story times.

Talk to others and take it in turns to speak.

Express a point of view.

Use talk to share what they think.

Use a sentence of 4-6 words.

Use speech as a way of starting to express themselves.

Use social phrases.

Use of SHARC approach daily within provision.

Use of WellComm intervention. Planned vocabulary.

Understanding the world:

- Talk about the different jobs people do.
- Name some members of my family and talk about them.
- Talk about the roles of people in society.
- Talk about people in the community and their roles including jobs (Aut 2 stills but relevant to the topic).
- Talk about myself and some of the ways I have changed.
- Explore the world around me with all my senses.
- Be accepting of other differences.
- Can talk about what I can see outside using a wide vocabulary.
- Can change materials e.g. adding water to cornflour, mixing paints etc, and talking about what has changed.

Completes a simple program on electronic devices.

Have a superheroes like you day where children dress up as roles in society.

Have video from the police, paramedics, crossing patrol.

Children share All About Me bags discussing their family.

Share Forest School.

Explore inside and outside daily. Clasp in the tuff tray, paint mixing, water, sand, mud kitchen.

Start to complete games on TVS and iPad.

Physical development:

Can climb stairs using alternate feet.

Can develop movements (using age-appropriate bikes, scooters etc.)

Can work with others to manage large items.

Developed their upper arm and shoulder strength. They can crawl, tummy crawl, pull themselves up on a rope.

Show a preference for a dominant hand with a comfortable pencil grip.

Draw a picture with lines and circles.

Wash hand after they have been to the toilet.

Wash my hands before they have something to eat.

Exploring outside daily.

Bikes on certain days of the week.

Large scale construction.

Large net to crawl under.

Wipe marks when children enter the setting.

Literacy:

- Write some letters from my name.
- Start to orally segment single sound CVC words e.g. cat within context.
- Say and hear the initial sounds in most words within context.
- Hear and write some initial sounds using alphabet mat/visual clues for prompts.
- Write my own name.
- Talk about my favourite story that I share with family member at home or stories I have heard.
- Talk about my favourite story from home and answer what happens next question.
- Join in with familiar rhymes and songs (and some patterned stories).
- Say all the words to a nursery rhyme independently.
- Read the first 16 sounds.
- Say the sound for some letters (e.g. from my name or familiar names- Mum, Dad, etc.)
- Start to orally blend words within context.
- Introduce RWI lessons for new children and build on prior experience from nursery.
- RWI daily once baseline complete.
- Literacy times 3 times a week and story time daily.

Vocabulary linked to Understanding the world

Worry
Family
Individual
Special
Lonely
Feelings
Taking turns
Rules
Roles
Jobs
Autumn
Anxious

Parental engagement:

Class Dojo weekly
RWI portal links
Parent workshop phonics
Daily chat on the door
Home learning tasks
Reading diary

Core texts

- Goldilocks and the three bears (link to PSED focus and traditional)
- A superhero like you (link to UfW)
- Ruby's worry
- Perfectly Norman
- Ravi's Room



Characteristics of effective learning:

We promote playing and exploring, active learning and creating and thinking critically through all areas of our provision. The children use the language of this through our dinosaurs on display.

British values:

Mutual respect and tolerance: Children will make new friendships in their classrooms and respect all.

Rule of law: Children will be introduced to our class rules.

Individual liberty: We celebrate the fact we are all different and accept all children in my new class.

Democracy: Children have opportunity to choose where they would like to pursue their independent learning.

Our high-quality text choices:

- The Colour Monster
- Messha makes friends
- Invisible zebra
- Buster Fillers (PSED display)



Skills to revisit from nursery:

EAD: I can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together.

I mix paints together to make new colours, name the colours and begin to talk about the different shades such as light and dark. I use these in my own work.

LIT/ PD: I can write my name correctly.

I can link some phonemes to graphemes correctly and independently in my writing.

PD: I can run with spatial awareness & negotiate space successfully, adjusting speed or direction to avoid obstacles.

I can write my own name, which can be read by others and myself.

I know how to hold a pen or pencil in a tripod grip.

UfW: I talk about my family and ask questions about my friend's family and notice the difference between the two. I understand how families can be different.

Sinking and floating.

Num: Subitising to 3.

Enrichment:

Children will have opportunity to visit Forest school each week as well as being immersed into their learning. We will have experiences linked to the police, paramedics and the crossing patrol. A 'Superhero Like You' day.

Pupil premium:

Staff will analyse the new children and who is pupil premium in the class.

Outdoors:

Introduce children to the different zones such as the gross motor zone at the top of the playground and the learning zone where all children must walk.

Large scale junk modelling with masking tape/ Sellotape.

Painting on glass easels outside and rules on how to use the area.

Small world tyres with dinosaurs/ cars/ animals linking to child interest.

Role play people who help us clothes.

Home corner accessible.

Mud kitchen open- model use.

Water area open- model use.

Sand area open- model use.

Pens, pencils, white board pens, chalks in writing area model sounds introduced.

Wider context:

- To support children with English as an additional language we will say hello within the register in different languages.
- We will use gestures, Makaton and dual coding within the provision to help children with EAL as well as special educational needs.
- Staff are aware of children that require targeted language support, and this is delivered via the provision as well as 'WellComm'.
- Staff play nursery rhymes before lunch in different languages.
- One area of our provision is set up to directly meet the EEP needs of our focus children and they receive daily 1:1 tutoring for phonics.
- Targets in provision.

Important dates:

- P.E/ Forest School- Thursday AM



Ways to support your child's learning:

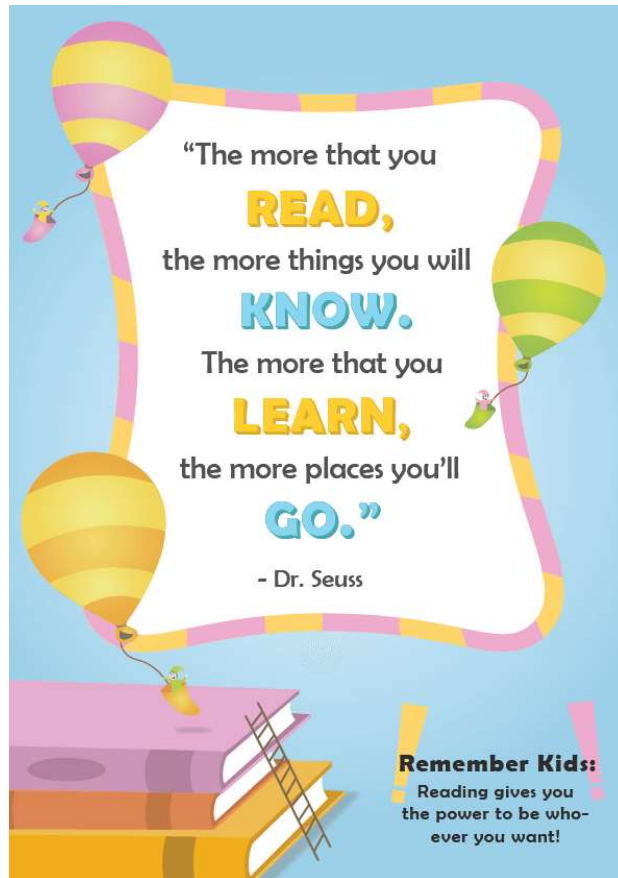
Listening to them read

Playing with them

Participating in workshops and home learning tasks.



Reading



Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment

Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).

Children who read at least 20 minutes a day are exposed to almost 2 million words per year.

Reading increases emotional intelligence, and consequently, your career outlooks.

Educational Visits/ Workshops/ Key Dates:

Tuesday 9th September (after school) – Meet the Teacher

Parents invited – come and meet your child's class teacher and ask any questions.

Tuesday 23rd September (9.00am) – Phonics Workshop

Parents invited – observe how we teach early reading and phonics.

Friday 3rd October (9.00am–12.00pm) – Police Visit

Children only

Tuesday 14th, Wednesday 15th & Thursday 16th October (9.45–10.45am) – Crossing Patrol Safety Sessions

Children only

Monday 20th October – Diwali Celebration Day

Children only

November (Date TBC) – Gurdwara Visit

Children only – awaiting confirmation

Tuesday 11th November (9.00am) – Maths Workshop

Parents invited – come and observe a maths session and how we teach number skills.

December (Date TBC) – Local Allotment Visit

Children only – awaiting confirmation

Thursday 11th (2.15pm) & Friday 12th December (9.00am) – Reception Nativity

Parents invited – details and tickets to follow.



Looking Further Ahead...

- | | |
|---------------------------------------|---|
| • | Tuesday 12th February – Writing Workshop (9.00am) |
| Parents invited | |
| • | Friday 13th February – Valentine's Day Card Making |
| Children only | |
| • | Monday 23rd February – Immersive History Day |
| Children only | |
| • | Week of 9th March – Mother's Day Card Making |
| Children only | |
| • | Tuesday 3rd March – Chinese New Year Experience |
| Children only | |
| • | Tuesday 19th March (9.00–10.00am) – Expressive Arts & Design Workshop |
| Parents invited | |
| • | Friday 20th March – Eid Celebrations |
| Children only | |
| • | Spring 2 (Date TBC) – Church Visit |
| Children only – awaiting confirmation | |
| • | Tuesday 14th April – Trip to Ash End Farm (£24 per child) |
| Children only | |

