



# Welcome to Reception



*The Sharples family ensures our children are resilient learners, healthy and aspirational citizens. We will create a love of lifelong learning that extends beyond the classroom as a result of an enriching curriculum. The school community will make a difference by fostering respect and tolerance of each other as unique individuals.*

## A message from Miss Gillespie

**Hello and welcome to Reception with Miss Gillespie, Mrs Pollitt and Mrs Gija.**



**Miss Gillespie   Mrs Pollitt   Mrs Gija   Mrs Slatter**

Reception is an important year during which the children continue to lay the foundations on which they will build as they move through the rest of the school. In Reception we like to follow the interests of the individual children and guide them making the next steps in their learning journey. Myself and the Reception team are look forward to guiding, supporting and joining the children on this journey.

## Expectations & Standards

### **Our Golden Rules**

We want our class to be successful and fun through listening and working hard together.

### **So we promise to...**

- Remember that we are all friends in Reception Class
- Share our toys nicely with the other children
- Look after our toys
- Have kind hands, feet and mouths
- Walk inside our classroom



## The School Day

When the children arrive at school they will be able to enter the classroom from 8.40am, The school day begins at 8:45am. The children will be greeted by Miss Gillespie or Mrs Pollitt, put their belongings in the cloakroom and begin their morning activities.

At 3.15pm the children will be dismissed from the Reception classroom door. A safe collection form goes out to parents annually so staff are aware of the arrangements for collection of the children. All children are required to have a password so that we can ensure the children are collected safely. Please ensure this information is communicated to the school office and they are made aware of any changes to this as the safeguarding of our children is paramount.

## **The EYFS Curriculum**

We have a curriculum that is child-centred and that is based upon the children's experiences and interests. We encourage active learning to ensure the children are motivated and interested. We take time to get to know children's interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum.

The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum.

### **The Prime Areas**

- Personal, Social and Emotional Development
- Physical Development,
- Communication and Language,

### **The Specific Areas**

- Literacy,
- Mathematics,
- Understanding the World
- Expressive Arts and Design

### **Communication and Language Development**

We provide an environment for young children to express themselves and speak and listen in a range of situations allowing them to develop their language and communication skills.

### **Physical Development**

We all know that young children often love to be active, but they also need to understand that continued physical activity as well as healthy food choices are important, and why.

### **Personal, Social, and Emotional Development**

This area helps to shape children's social skills and develops respect and an understanding of their different feelings. It also helps the children to regulate their emotions.

### **Literacy**

It's important for children to discover phonemic awareness – the ability to hear and identify different words and sounds, and also to start reading and writing. We do lots of activities to develop an early love of reading.

### **Mathematics**

Children need to be guided in developing skills with numbers and calculations, as well as being able to describe shapes, spaces, and measures.

### **Understanding the World**

This involves children making sense of things by observing and exploring the people and world around us. It also involves looking at how things have changed over time and comparing where we live to different places around the world.

### **Expressive arts and design**

Activities like drawing, playing with paint, instruments or role play all give children the chance to express themselves and learn new things.

## Characteristics of Effective Learning

We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

- **Playing and Exploring** – children investigate and experience things, and have a go
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions.

## Learning Through Play

Play underpins learning and all aspects of children's development in Reception. Through play, children develop language skills, their emotions and creativity, in addition to social and intellectual skills. Play takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. It is here they practise new ideas and skills, they take risks, show imagination and solve problems on their own or with others.

Within Reception, we value play and we provide safe but challenging environments that support and extend learning and development. We follow the children's interests in order to adapt the environment and ensure all children are making progress in all areas of learning.



## Year Group Maths Goals

In maths we work towards achieving two Early Learning Goals.

### **Number ELG**

Children at the expected level of development will:

- 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 ELG**

Children at the expected level of development will:

- 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.



## Year Group Literacy Goals

In literacy we work towards achieving two Early Learning Goals.



### **Comprehension ELG**

Children at the expected level of development will:

- 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 ELG**

Children at the expected level of development will:

- 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 ELG**

Children at the expected level of development will:

- 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.

## Assessment

Assessment is ongoing throughout the year through the observations that we make of the children within their learning.

Observation is the practice of looking at and listening to children to find out how they are developing, what they like doing and what they are learning through their play and the experiences on offer. It is important that parents and practitioners share what they know about these three things so that they can decide whether the child's development is at the expected stage,

Observation also provides opportunities to gauge children's needs and so more accurately plan next steps in their learning. Observations take place on a regular basis as part of daily routines. Discussing these with the child, their parents and team members gives a starting point for a holistic approach that will ensure that the child is always central to what is planned.

At the end of the year we report to parents to say whether the children are emerging (working towards the expected level) at the expected level or exceeding the expected level in all seven areas of learning

## Trips and Visits

In Reception we will enjoy a variety of trips to enhance our learning and enjoyment.

We will spend time becoming familiar with our school and the environment surrounding school. As part of our learning about Autumn we will go on a walk to the wooded area on our field looking for signs of Autumn.

We will spend lots of time outside in our Forest School area exploring and using the natural the environment to enhance our learning. Our activities will include observing seasonal changes, den building, mini beast hunting, and so much more.

We will visit Bolton library to promote a love for reading.

We will also have visits from the emergency services and people who help us to support our topic.

