



# 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 Mrs Bradshaw

**Hello and welcome to Reception with Mrs Bradshaw and Mrs Pollitt.**



**Mrs Bradshaw**



**Mrs Pollitt**

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 Mrs Pollitt 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 wait on the playground until 8.50am when they will make their way to the Reception classroom door. The children will be greeted by Mrs Bradshaw 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.

### **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.

### **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 everything from the places where they spend time to the technology and other things that they use.

### **Expressive arts and design**

Activities like drawing, playing with paint, instruments or technology 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 Early Learning Goal**

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

### **Shape, Space and Measure Early Learning Goal**

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.



## Year Group Literacy Goals

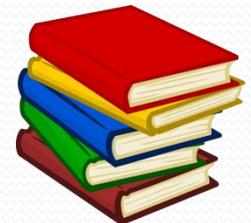
In literacy we work towards achieving two Early Learning Goals.

### **Reading Early Learning Goal**

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

### **Writing Early Learning Goal**

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.



## 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 enjoy a variety of trips to enhance our learning and enjoyment.

**Autumn:** We 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.

**Spring:** We will visit the Sealife Centre to find out more about creatures which live under the water. The fish there are a lot bigger than our fish in our classroom.

**Summer:** We will visit Smithills Farm or Famer Ted's to learn more about animals which live on a farm. We also look forward to petting the animals in animal's corner.

