

Dane Ghyll Primary School



Reception Class Booklet

2017-2018

Curriculum

In Reception Class we follow the Foundation Stage Curriculum which leads on to Key Stage 1 of the National Curriculum. The Early Years Foundation Stage is organised into seven Areas of Learning, to provide a secure foundation for future learning. Within each Area of Learning there are Early Learning Goals, which the majority of children are expected to reach by the end of Reception.

The Prime Areas

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

The Specific Areas

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

We endeavour to provide a balance between adult led activities and children making purposeful choices about their play activities (child-initiated). The value of play is of great importance to young children's learning. Play is central to their learning and development. Young children learn by doing things for themselves, by exploring and investigating, by watching and listening, talking and discussing, creating and communicating - in other words playing. Play activities are provided to support learning, to extend and challenge children's thinking so that the children's learning experiences are the best they can be. Wherever possible we try to follow the children's interests when planning topics of work and embed the learning and skills within these interests. In this way, we aim to achieve high levels of engagement from the children and therefore deeper learning and understanding.

Learning Journeys

The children's progress and development is tracked carefully across the Reception year in a variety of ways. One of these being through the use of their personal 'learning journey'. Learning journeys note skills and progress for each child by way of photographs, videos and observations and at Dane Ghyll are provided securely through the online platform of Tapestry. This allows you, as parents, to not only view and comment on your child's learning in school, but also contribute to their learning journey with experiences from home that are a valuable part of their development. Please see the letter in your pack for more information.

Induction

Group visit to the school

This is for me to start to get to know the children and yourselves and for the children to get to know myself and my teaching assistants, Mrs. Fryer and Miss Johnston. It gives the children and you opportunity to see the classroom and the school environment. The children will have chance to get an idea of what school will be like in September. On the visit there will be lots of activities for the children to try both inside the classroom and outdoors (weather permitting).

Home Visit

The home visits are an important part of starting school. The purpose of the home visit is:

- For me to see you and your child in their own environment
- For you to ask me questions
- To provide information about starting school
- Collect the Personal Information and Home to School forms
- Collect information for our records

The home visits will take place on Tuesday 5th September 2017, Wednesday 6th September 2017 and Thursday 7th September 2017. I have all the children's home visits to cover in 3 days, so please try to be flexible.

Arrangements for September

After the home visit and prior to starting school full time, your child will be expected to attend school for one day as part of a small group of children. This allows Reception staff to begin to build relationships with the children, to find out about their strengths and interests and to help the children as they begin to learn routines. Group visits will take place over 5 days, commencing on Friday 8th September. You should have been provided with the date your child should attend within your pack.

Children will start full time on Friday 15th September 2017.

Independence

When the children start school we like them to be able to:

- Go to the toilet by themselves (including flushing, wiping and washing hands).
- Put on/take off their coat. Try to use a zip (help will be given if necessary).
- Hang coat on peg
- Sit and eat dinner sensibly using cutlery.
- Attempt to dress / undress for P.E. – will be taught routine in school but practice at home will help (help will be given as needed especially with buttons, ties, shoes).

There is a sheet of other skills that will help to prepare your child for starting school inside your pack.

Reading

We request that you support the school by reading with your child on a regular basis; it is so important that they get off to a good start with this.

To start with, the children's early reading skills will be assessed and the children generally start on Level 1 of the Ginn Reading Scheme. We hear the children read individually twice a week.

There are two groups for reading. Groups 1 + 2 read on Monday and Thursday, with Groups 3 + 4 reading on Tuesday and Friday.

Some of the books your child brings home will have flash cards to go with them – please practice these regularly.

As well as reading the words in the books please also talk about the story, ask questions, look at and discuss the pictures, predict what might happen next and describe characters.

Understanding and discussing the content of the book is really important.

With the children's reading book I will also send a reading record. This is for you to make comments on how your child is getting on at home with their reading.

The first time your child takes a reading book home I will send a letter containing all the relevant information.

The Ginn Reading Scheme is only a basis for the children's reading. Lots of other reading activities take place in the classroom e.g. guided reading, sharing big books and story time. Children should also be encouraged to read a wide range of books at home.

In the Spring term the children will be given the opportunity to borrow a book from our library. These are changed on a weekly basis.

P.E.

The children will do P.E. on Tuesday and Thursday. They must wear the school P.E. kit which is kept in school in a drawstring bag on the child's peg.

During the Autumn and Spring terms the children will work in the hall in their bare feet.

Trainers will be required for the Summer term only, when the children will do P.E. outside.

Please note no jewellery is allowed for P.E and long hair will also need to be tied back.

Labelling Clothing

Please ensure all of your child's clothing is labelled clearly. This not only includes your child's uniform and P.E kit but also any additional clothing such as coats, hats, scarves and gloves that are regularly removed and are at risk of being misplaced/lost.

Water Bottles

Water bottles are not permitted in Reception Class or in any of the other infant classrooms. The children instead have free access to a water fountain inside the classroom that provides cold, fresh water.

We ensure that all children are confident in using the water fountain and in hot weather we make sure that all children take regular drinks and stay hydrated.

Communication and Absences

Please let us know if your child is going to be absent from school for any reason. This will allow us to keep our records up to date.

The school telephone number is 01229-830201.

If you wish to discuss anything regarding your child, then please feel free to arrange an appointment, either directly with myself or via the office for a time after school.

Morning times are very busy with getting the children into the classroom, settled and registered and as such, are not the best time to discuss any issues properly.

That being said, if your child is suffering from anything, which is likely to affect them during the day, then please do let us know.

I look forward to meeting you and your child next week. I hope he/she will have a very happy, enjoyable and successful time at Dane Ghyll School.

Miss T. Dawson
Reception Class Teacher

Outline of Skills/Work to be Covered in Autumn Term

Personal, Social and Emotional Development

- Making friends and establishing relationships
- Classroom and school rules
- Developing independence
- Circle Time
- Effects of Seasonal change
- Harvest
- Divali
- The Nativity Story

Communication and Language: Literacy

- Speaking and listening in a variety of situations
- Reading through Ginn 360 reading scheme and other schemes, guided reading, big books, story time.
- Phonics - Letters and Sounds Phases 1 & 2
- Nursery rhymes, action rhymes, rhyming words
- Stories
- Labels and captions
- Reading games
- Writing – learn to write/ practice writing name
- Begin to write for various purposes
- Mark making & imaginative writing in role play area
- Gross and fine motor control
- Handwriting – begin to learn correct formation of letters

Mathematics

- Number rhymes
- Sorting
- Matching
- Counting games
- Shape – solid and flat
- Number work to 10
- Number Zoo Stories
- Time – sequencing familiar events, days of the week

- Repeating Patterns
- Recognising and forming numbers to 10

Understanding the World

- Ourselves – differences/similarities now and as a baby, in the future
- Individual differences
- Body parts
- Senses
- Class computers/Ipads
- Baking bread
- Build models from a variety of construction kits
- Sand and water play
- Experiencing various joining techniques to make things
- Threading (fine motor)
- Study immediate area around school – local housing and facilities
- Different types of homes
- Visit Children's Ward at Furness General Hospital

Physical Development

- Gymnastics – travelling, awareness of body parts
- Gross Motor Development
- Dance
- Outdoor play
- Learning to dress/undress independently
- Spatial awareness

Expressive Arts and Design

- Different line patterns
- Brush/tool control
- Cutting
- Self portrait
- Leaf Printing
- Clay Modelling

- Sensory play/exploration
- Christmas card
- Modelling using various malleable materials
- Singing songs and rhymes
- Using percussion instruments
- Moving in time to music
- Maintain a steady beat

Outline of Skills/Work to be Covered in Spring Term

Personal, Social and Emotional Development

- Maintaining good relationships
- Continuing to develop independence skills
- Making choices in their learning
- Christian ceremony of Baptism
- Comparison with a Hindu naming ceremony
- Special times in other world faiths
- The Easter Story
- Effects of Seasonal change
- Circle time
- Exploring feelings

Communication and Language: Literacy

- Speaking and listening in a variety of situations
- Reading through Ginn 360 reading scheme and other schemes, guided reading, big books, classroom and school library.
- Ginn 360 Comprehension work
- Exploring Fiction and Non-fiction
- Listening to taped stories
- Phonics –Letters and Sounds Phases 2&3
- Spelling simple words
- Rhyming words
- Reading games
- Writing - for various purposes
- Handwriting activities
- Imaginative writing in role play area
- Use of personal wordbooks
- Engaging with stories, making deductions and predictions.

Mathematics

- Number work
- Calculating - Addition and subtraction
- Position and movement vocabulary
- Time – o'clock
- Developing mental Maths skills
- Weight
- Length
- Introduction to money
- Shape games
- Recognition and formation of numbers

Understanding the World

- Moving – people, animals, vehicles
- Forces – pushes and pulls
- Materials – sorting, similarities, differences
- Simple investigative work
- Weather and Seasons
- Planting Potatoes
- Class computers – using a variety of software
- Learn names of parts of the computer
- Using ipads to take photographs and record information.
- Technology to listen to stories
- Exploring uses of everyday technology
- Build models that will move from a variety of construction kits
- Cutting and sticking activities
- Sand and water play
- Experiencing various joining techniques
- Jobs people do in school and the community
- Visits from the Community Police and/or the Fire Service
- Play imaginatively in class.

Physical Development

- Gymnastics – balancing – floor and apparatus work
- Dance Games – using small games equipment
- Keeping fit and healthy
- Traditional playground games

Expressive Arts and Design

- Paintings – exploring colour and texture
- Observational drawing
- Pastel pictures
- Hand printing
- Modelling using malleable materials
- Geometric and repeating patterns
- Multicultural patterns
- Songs and sounds
- Musical instruments to accompany singing
- Performing for others.

Outline of Skills/Work to be Covered in Summer Term

Personal, Social and Emotional Development

- Maintaining good relationships
- Continuing to develop independence skills
- Making choices in their own learning.
- Feelings, moral issues
- Review achievements since starting school
- Effects of Seasonal change
- Circle time
- Bible stories
- Transition to Year 1

Communication and Language: Literacy

- Speaking and listening in a variety of situations
- Phonics – Letters and Sounds Phase 3
- Reading through Ginn 360 reading scheme and other schemes, guided reading, big books, classroom and school library.
- Ginn 360 Comprehension work
- Reading for information
- Making deductions and predictions
- Spelling simple words and attempting more complex ones using phonological knowledge
- Rhyming words
- Reading games
- Writing - for various purposes
- Handwriting activities
- Imaginative writing in role play area
- Use of personal wordbooks

Mathematics

- Number work to 20 (& beyond)
- Addition and Subtraction
- Volume and Capacity
- Doubling and halving
- Time – o'clock
- Money
- Shape games
- Maths Trail
- Problem solving
- Recognition and formation of numbers
- Patterns (in shape and number)

Understanding the World

- Living things
- Essentials for living – humans and animals
- Life Cycles
- Caring for Pets
- Simple investigative work
- Weather and Seasons
- I pads for recording
- Programmable Toys
- Exploring everyday technology
- Build models from a variety of construction kits
- Cutting and sticking activities
- Sand and water play
- Use various joining techniques to make things – caterpillar, clock
- Threading
- Simple maps
- Likes/dislikes of our local area
- Compare differing locations – village, town and city
- Following simple routes and tracks

Physical Development

- Games skills – using small games equipment – travelling, sending and receiving
- Playing simple games
- Athletics
- Outdoor play
- Keeping fit and healthy
- Effects of exercise on bodies

Expressive Arts and Design

- Painting of animal, seasonal picture and pictures of own choice
- Bubble/ pattern printing
- Animal songs and sounds
- Musical instruments to accompany singing
- Own creations – planning, putting ideas into action & evaluating effectiveness