

Reception

Oakleigh House School



Introducing us

In **Reception** our aim is to provide all children with an exciting learning environment in an atmosphere of gentle encouragement and emotional warmth.

We lay the foundations upon which our children build their school career, and indeed, their adult life. We are committed to supporting and encouraging your child's development, providing our pupils with the very best possible start.



Our School Day

All Reception children are expected to attend school all day, gradually integrating with the main body of the school, joining in with school assemblies and break times. Children are challenged by a progressively more structured day to further extend their learning. School starts at 8.50am. For parents with work commitments who may wish to leave their children earlier, supervised care is available in our Early Bird Club held in our Reception room from 8.00am. It is

very helpful if parents leave as soon as their child has settled in order to create a calm start to the day.

After assembly/registration there is an opportunity to spend a few minutes together to discuss topics, events and news. Reception children have a fairly structured morning enjoying literacy and numeracy tasks, perhaps writing a recipe, holiday postcards, practising letter formation or spotting high frequency words. Practitioners work alongside the children with an emphasis on hands on learning; supporting and encouraging them to investigate and find out for themselves, for example how many spots does the ladybird have, show me that number on the number line, what happens if I add one more?

Morning sessions last until 10.00 when the children go outside for a play on the yard before having a healthy snack (fruit or vegetables) and water which is provided by school. After break the children continue with further activities until they have lunch at 11.40, served in the dining hall where staff are on hand to supervise, give help with cutting and gentle encouragement with eating when needed.

At 12.10pm children have the opportunity to use both play areas for an after lunch play. At 12.40pm the children return to their classes. A typical afternoon includes directed craft activities, modelling, drawing, printing and painting, construction apparatus and role play opportunities. During this time class teachers normally take the opportunity to read with individual children and monitor progress in this and other areas.

At 1.45pm, the children have a short play and an afternoon snack of milk and biscuits. Reception children are collected from the classroom at 3.00pm. After 3.30pm the children are taken to the Late Room (Dinner hall) where they can stay until 4.00pm. Please record any change of end of day collection arrangements in your child's school diary.

Our Reception curriculum

Your child will receive a broad and balanced curriculum based around the seven areas of the Foundation Stage. Whenever possible we will try and incorporate the outdoors into your child's learning.

Personal, Social and Emotional Development.

All children are encouraged to develop to the best of their own ability. We aim to foster an attitude of caring for others and their own environment. During the day they may work in small groups or independently, learning to share and take turns. Children are expected to be polite and considerate at all times.

Communication and Language

We encourage the development of speaking and listening skills through a variety of activities, including circle time and show and tell. Opportunities are given for children to develop vocabulary, expression and fluency through role play, story time and speech and drama, often based around our term's topics.

Literacy

Reading

In Reception we aim to foster a love of reading by having regular story sessions, sharing favourite stories and using information books. Reception children will be at a variety of different reading stages. Each child will have his or her own targets to achieve, learning letter sounds and high frequency words. We use Oxford Reading Tree and Jolly Phonics as the core of our reading development. Children will enjoy bringing reading books home to share with you.

Writing

Throughout their year, children will experiment with writing for a variety of purposes. In the early stages we teach letter formation using a lower case alphabet (please refer to the [alphabet formation sheet](#)). It is important that the children learn to hold their pencils correctly.



Phonics

Children will be encouraged to learn the letters of the alphabet which will help them learn to read and write independently. The focus will be on hearing initial and final sounds in a word, and then progressing to consonant-vowel-consonant words, cat, dig, dog, etc...



Mathematical Development

Children learn to count, recognise and write numbers 0 – 10, (see appendix) both in order and at random. Much of this early numeracy work is practical and oral. This is extended to numbers beyond 10 as appropriate. Concepts of addition and subtraction are taught this year. Practical work includes sorting and matching, weighing, measuring, time, money and shape. Appropriate mathematical language is encouraged throughout. In Reception we work from the Abacus Mathematics scheme.

The topics covered are:

Autumn term

- Numbers to 10
- 2D shapes
- length
- Addition
- Comparing
- Subtraction
- 3D shapes
- Time

Spring term

- Numbers to 20
- Addition
- Position
- Weight
- Capacity
- Counting and Money
- Ordering
- Direction
- Time

Summer term

- Numbers to 100
- Addition/subtraction
- Sorting 2d and 3d shapes
- Length
- Counting and money
- Ordering
- Time



Understanding the World

Young children develop ideas that will form the basis of future learning (History, Geography, Science, Design & Technology) by exploring their environment and the world around them. We give the children opportunities to talk about where they live, their environment, their families and events in their own lives. They have hands on experiences such as cooking, playing in the sand and water trays and going on school trips.



Physical Development

Physical development is about improving skills of co-ordination, control, manipulation and movement. The children have 2 weekly sessions of P.E., Games or music and movement. Children are encouraged to be independent when dressing and looking after their own things.

Within the classroom setting we provide a wide variety of experiences to develop their fine manipulative skills for example cutting, sticking, using a china tea set to pour water, using tweezers to pick up pom-poms, pencil control, play dough and sand and water play.



Expressive Arts and Design

This area of learning includes art, music, dance, role-play, imaginative play and drama. Reception children are able to participate in Speech lessons based on the LAMDA curriculum if desired, taught in small groups by an experienced and well-qualified speech teacher. Our Reception class has a role play area and a large selection of educational and stimulating toys. The children have regular music sessions with a music teacher and all children are encouraged to participate in school productions on the stage.



ICT Skills

The children will have regular sessions using ipads, developing simple ICT skills, such as using the mouse and using simple graphics programs. They will have experience of using digital cameras and they will develop an awareness of ICT equipment and what it is used for in the world around them.

Assessment

Reception are assessed at the beginning of the year using Baseline assessments. The tests help indicate a child's baseline ability in literacy, numeracy and PSED. Summative assessments are taken each term, Reception are assessed against the seven areas of learning of the Early Years Foundation Stage, the information gained helps to identify a child's strengths and their learning needs. Formative assessments are taken daily through the use of observations, photographs, post-it notes and recordings, these assessments inform the child's next steps in their learning.

Golden Time

Every Friday afternoon the children will have a period of time called 'golden time'. This will be a special time of the week when rewarded for their hard work and efforts. They have the opportunity to choose activities such as watching a dvd, toy time or free-play.

Birthdays

We celebrate any birthdays that have occurred during the week in our Foundation Phase Assembly. We also show any certificates or medals children have achieved in out of school activities, e.g. for swimming, ballet, karate etc. Could we please remind you that unless birthday invitations include all children in the class, they should be distributed outside school but we are happy to give out birthday invitations that include every-one.

Medicines and Illnesses

If your child is absent from school due to illness, a telephone call is appreciated. If your child has to be removed from school during the day for an appointment, a note should be given to the class teacher. If your child requires medication in school, all medicines and dosage details must be delivered to, signed for and collected from the school office.

Ways to help at home

There are many ways to help your child at home, but the most important thing to remember, is try to make the experience enjoyable and not a chore. Try to read books at home with your child and discuss them together afterwards. Your child will bring a reading book home regularly, please practise this book with them, encouraging them to sound out words they are unsure of, use pictures cues to help them and also by practising recognising the letters of the alphabet and early high frequency words. Please record any reading at home in your child's school diary.

The attached sheets show how letter and number formation is taught in school, please help your child to practise these at home. We use a lower case alphabet and a few capital letters in the early stages, such as the initial letter of your child's name and I, On and At.

Please read and write in the Home/School diary, these are checked every day and if there is anything you would like to inform us of these are a great way to communicate. There are plenty of opportunities to meet me both formally and informally to discuss your child's progress and I am always happy to answer any questions you may have.

Sarah Thomas

Handwriting Alphabet

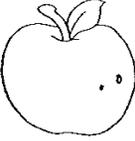
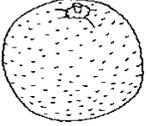
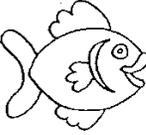
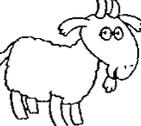
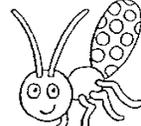
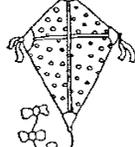
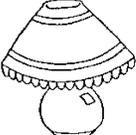
a b c d e f g

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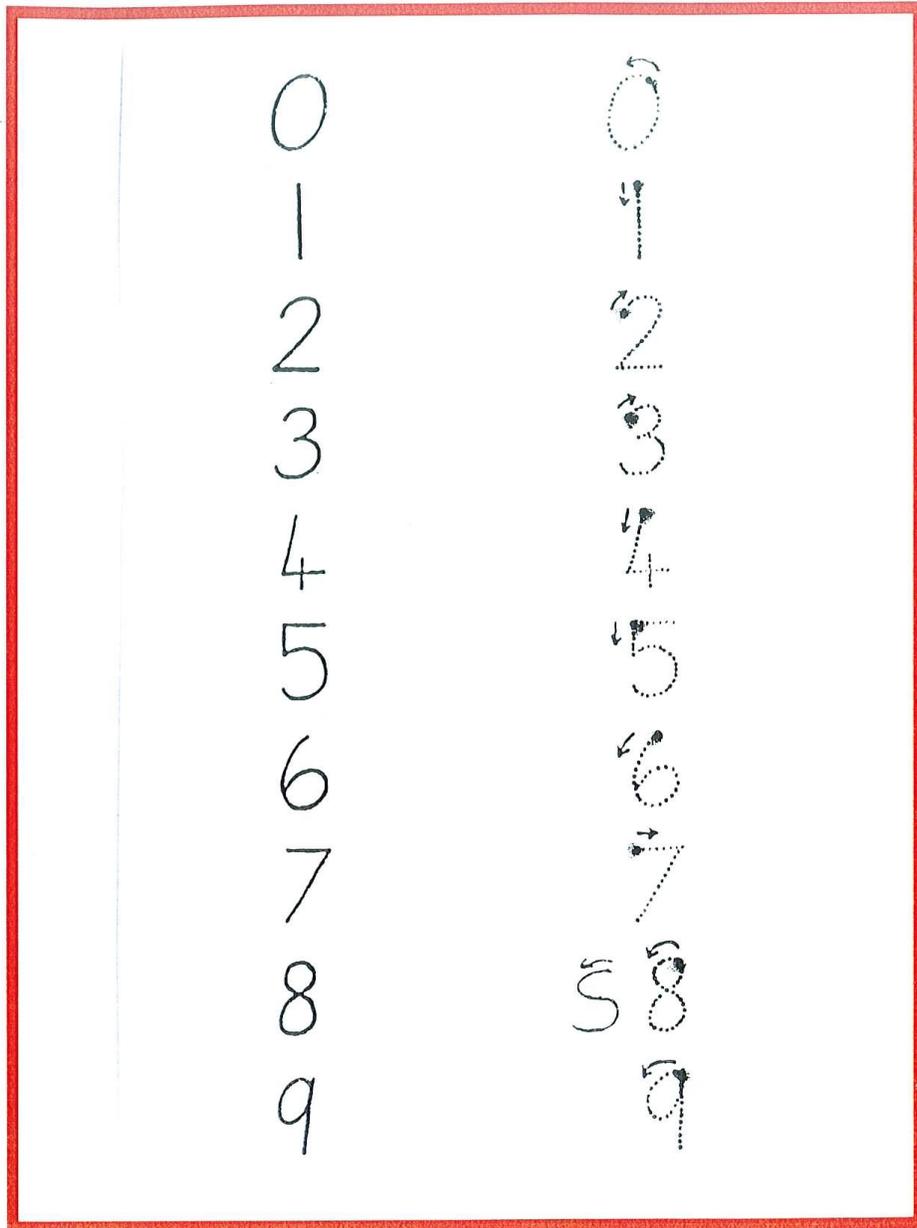
o p q r s t u

v w x y z

Phonic Alphabet

	a as in <u>apple</u>		n as in <u>nurse</u>
	b as in <u>bed</u>		o as in <u>orange</u>
	c as in <u>cat</u>		p as in <u>pencil</u>
	d as in <u>duck</u>		q as in <u>quilt</u>
	e as in <u>egg</u>		r as in <u>rabbit</u>
	f as in <u>fish</u>		s as in <u>sun</u>
	g as in <u>goat</u>		t as in <u>tap</u>
	h as in <u>hen</u>		u as in <u>umbrella</u>
	i as in <u>insect</u>		v as in <u>vest</u>
	j as in <u>jam</u>		w as in <u>watch</u>
	k as in <u>kite</u>		x as in <u>fox</u>
	l as in <u>lamp</u>		y as in <u>yacht</u>
	m as in <u>milk</u>		z as in <u>zebra</u>

Please avoid words that use different letter sounds such as "ice-cream" & "owl" and also avoid consonant blends such as "flower".
The phonic sound of 'x' is taught as a 'cs' sound and not as in "x-ray".



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