

# Welcome to Meet the Teacher.....



# Welcome to Reception

- Reception Blue– Mrs Creswell (Foundation Stage Leader)
- Reception Yellow– Mrs Lyons and Mrs Afaq
- Teaching Assistants: Mrs Cross, Miss Divito , Mrs Eccles
- The class teachers plan together to ensure continuity and progression.
- The teaching assistants work alongside the teachers and all the children in Reception
- They also help to deliver letters and sounds in small groups and work with intervention groups

# Areas of Learning

- The Foundation Stage encompasses years 0-5 of a child's life.
- Learning in both the Nursery and Reception years is through child initiated play, adult- modelled activities and direct teaching.
- The classrooms are organised into areas of continuous provision which have been adapted this year following current Covid guidance.  
e.g. water, role play, writing, maths, small world, small and large construction, creative and malleable play
- These areas of continuous provision are reflected in the outdoor environment where learning takes place on a daily basis.
- It is in these areas that the children are given opportunities to explore the prime areas (Personal & Social, Communication & Language and Physical Development) and the specific areas of learning ( Literacy, Numeracy, Understanding the World and Expressive art & design) as identified in the Foundation Stage curriculum.

# Assessment

- Assessment in the Foundation stage, is through observations, short recorded individual assessment and group assessments.
- These observations inform teachers ' planning and provide the 'next steps' for your child's learning.
- Assessment evidence is collated in your child's Early Year's record, which is now primarily electronic. We are using a software programme called 2Simple which links to the whole school tracking system.



- We use the '2 simple' app to record all our observations and photos.
- All observations and learning notes are stored in the school tracking system which follows each child's progress through school.

# Phonics -Letters and Sounds

We follow a phonics scheme which is in line the government's letters and sounds scheme

- There are 6 phases

Reception children are expected to cover phase 2-4

Year 1 children are expected to cover phase 4-5

Year 2 children are expected to cover the year 2 spelling programme

- However children progress at different rates and work at a level appropriate to their learning still ensuring the children are challenged.

We use our highly trained TA's to help us deliver the program.

- Letters and Sounds takes place 4 times a week for half an hour; it follows a similar pattern everyday to ensure it is systematic and it is multi- sensory:
  - we play games, dance, sing songs; use whiteboards.

# Phonics – Supporting home learning

- The following are helpful in supporting your child with phonics at home:-
- [www.gov.uk/government/publications/letters-and-sounds](http://www.gov.uk/government/publications/letters-and-sounds)
- [Oxford Owl Phonics](#)
- [www.ruthmiskin.com](http://www.ruthmiskin.com)



# Reading



- Due to Covid restrictions , we are unable to send home an individual reading book. However, each child will have their own book to keep in school and will read with an adult twice a week.
- To help support reading at home please have a look at the following websites :
  - <https://www.myhouserocks.co.uk/listings/storytime-with-nick/>
  - [Oxford Owl Phonics](#)
- Reading happens all the time in a classroom – we ask the children to participate in shared reading of the big books at the beginning of the lesson; read labels around the classroom; read worksheets or word banks which help when the children are doing their work.
- We also teach children to read through ‘guided reading’ This is when a group of children of similar reading ability will read the same book – all have a copy. It is an ideal opportunity to ensure all the reading techniques are emphasised and the comprehension of the story/ non-fiction / poetry is really understood by the children.

# Maths

- We are working very hard to develop the children's mathematical understanding so they can continue to develop within the required expectation as they progress through the school.
- We make maths fun, practical and meaningful.
- If you want to help your child at home with their maths work then mental maths is the ideal opportunity. Ten minutes every day – in the bath; at the tea table; in the car is really beneficial. For example try playing number recognition games with house and bus numbers or car registration plates; set the table and count objects on the table or sets of toys. Can they say the number before or after a given number and copy a repeating pattern? Number songs are also great for practising ordering. The more confident a child is with mental maths the stronger the foundation is for their mathematical understanding.
- There are also useful website links :
  - <https://www.mathematicsmastery.org/free-resources>
  - <https://www.bbc.co.uk/cbeebies/shows/numberblocks>
  - <https://www.topmarks.co.uk/maths-games>

# P.E.

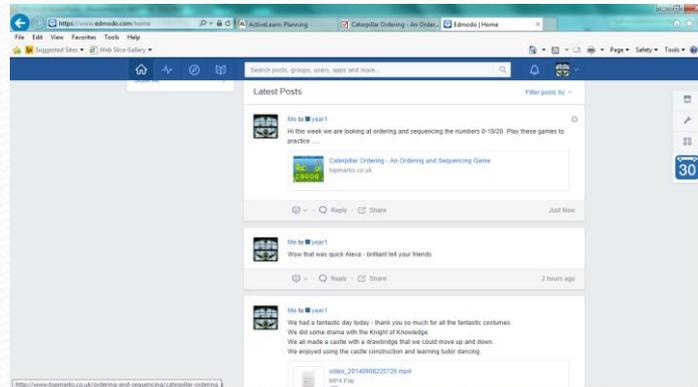
- Unfortunately we are unable to teach indoor P.E. at the current time. We intend to do some kids yoga indoors and practise gross motor skills outdoors. P.E. kits are not needed for this.
- For more information on P.E. please visit our website.

# Edmodo

Edmodo is a great way of communicating with parents and sharing what the children have been doing in school. It allows both parents and teachers to view and post photos and information to the class group only (no one outside the class group can see these posts) You can also send messages or queries through the messenger page.

As we are unable to speak to parents at drop off and pick up, it is vital that all parents sign up to this app.

You will receive a letter via email/parentpay with instructions and a code about how to sign up to Edmodo. You will need to log on immediately as the code expires after 2 weeks.



# We Only Reach for The Highest

Our school statement is 'We Only Reach For the Highest' and we have high expectations of all children both in behaviour and attitude to learning.

The Worthy Way encompasses all aspects of our school ethos and the moment children start school we model our behaviour policy through the Worthy Way

## **Worthington Way**

We are gentle – we don't hurt others

We are kind and helpful-we don't hurt  
anybody's feelings

We listen-we don't interrupt

We are honest –we don't cover up the  
truth

We work hard – we don't waste our  
time or others'

We look after property – we don't waste  
or damage things

# Rewards and Sanctions

- We encourage good behaviour through positive reinforcement
- When children follow the Worthy Way they are given praise and stickers and class reward points.
- If children are not following the rules, they will be given a gentle reminder and clear guidance about how they could make better choices. If the behaviour continues they will be given a warning of time out followed by a short 4-5 minute time out period away from any action.

We appreciate that this is an anxious and difficult time for us all and we hope the information provided is useful.

If you have any concerns or questions please contact us via Edmodo which we check on a daily basis.

We look forward to working with you and your child throughout the year.

From the Early Years Team

