



WELCOME TO RECEPTION!



RECEPTION TEAM

Seema Bibi
EYFS Lead



Katie Lawrie
Cygnet Class Teacher



Sultana Alam
Duckling Class Teacher



Sue Mehmet
NEO



Gemma Hussey
LSA

SCHOOL STAFF



Robin Warren
Executive Head
Teacher



Gregory Logan
Head of School



Raj Dharma
SENDco
Deputy Head Teacher



Cheryl Gustave
Safeguarding Lead
Assistant Head Teacher



Brian O'Flynn
Music Leader



Troy Utz
Specialist Teacher



Sara Alonso
Spanish Leader



Simeon Grant
Sports Coach

DAILY ROUTINE

	8.45-9.00	9.00-10.15	10.15-10.30	10.30-11.15	11.15-11.45	11.50-1.30	1.30-1.40	1.40-3.00	3.00-3.20	3.20-3.30
Monday	Soft Start	Free flow 9.15 -9.30 Handwriting Carpet Session Handwriting Focus	Snack Spanish Ducklings 10.15am	Free flow Handwriting Focus Spanish Cygnets 10.45am	PE and Music	Lunch	PE and Music			Ready to go home
Tuesday	Soft Start	Free flow 9.15 -9.30 Lit Carpet Session Literacy Focus	Snack	Free flow inside/outside	Phonics	Lunch	Free flow 1.30 -1.45 Math's Carpet Session Maths Focus		Story time	Ready to go home
Wednesday	Soft Start	Free flow 9.15 -9.30 Lit Carpet Session Literacy Focus	Snack	Free flow inside/outside	Phonics	Lunch	Free flow 1.30 -1.45 Math's Carpet Session Maths Focus Math's Focus		Story time	Ready to go home
Thursday	Soft Start	Free flow 9.15 -9.30 Lit Carpet Session Literacy Focus	Snack	Free flow inside/outside	Phonics	Lunch	Free flow 1.30 -1.45 Math's Carpet Session Maths Focus		Story time	Ready to go home
Friday	Soft Start	Free flow 9.15 -9.30 Lit Carpet Session Literacy Focus	Snack	Free flow inside/outside	Phonics	Lunch	Golden Achiever Assembly	Free flow 1.45 -2.00 Math's Carpet Session Maths Focus	Story time	Ready to go home

BOOK CHANGING DAY



**Book changing days
are on the parent
notice board.**

**This is also shown on
the first page of your
child's reading log.**

**On this day, children's
reading books will be
changed weekly.**

**Children will receive 2
coloured banded books
and 1 free choice book.**

**Please check your
child's book bag
everyday as there may
be letters and other
important information.**

PE

1

PE and Music will take place Monday afternoon.

2

Please bring children to school in PE kits – they will stay in PE kit for the day.

3

PE T-shirts can be purchased through SCOPAY.

DAILY PHONICS

- Daily Phonics will start with Phase 1.
- We use a Blossom Federation Phonics programme
- Phonics sessions will be within class until children are assessed and placed into smaller working groups.

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c	k	e	u	r
				
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DSR

- Starts Autumn 2
- 9.00-9.20am
- Reading with small group of children
- We will be running training sessions.
- Support needed!!!

OUTDOOR PLAY

- **CHILDREN WILL HAVE THE OPPORTUNITY TO FREE FLOW OUTSIDE EVERY DAY.**
- **THERE WILL BE A MIX OF DIFFERENT ACTIVITIES OUTSIDE INCLUDING GROSS MOTOR TOYS, CREATIVE, MATHS AND LITERACY RESOURCES, CONSTRUCTION AREA, SAND PIT AND A READING AREA.**
- **PLEASE LABEL ALL CLOTHES CLEARLY AND CLOTHING SHOULD BE WEATHER APPROPRIATE.**



- WE WILL BE COMPLETING THE STATUTORY BASELINE OVER THE NEXT FEW WEEKS.
- YOUR CHILD WILL WORK WITH A CLASS TEACHER TO COMPLETE THE ASSESSMENT.
- THE ASSESSMENT IS MADE UP OF DIFFERENT ACTIVITIES INCLUDING GAMES, COUNTING AND ANSWERING WORD BASED QUESTIONS.
- DATA FROM THIS ASSESSMENT WILL GO TO THE DFE AND ACT AS AN ON-ENTRY DATA FOR WHEN CHILDREN START SCHOOL.

BASELINE

Communication and Language Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Personal, Social and Emotional Development Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.	Physical Development Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.
Understanding the World Past and Present - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Expressive Arts and Design Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Mathematics Number - 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 - 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.
		Literacy Comprehension - 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 - 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 - 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.

- THIS DOCUMENT DETAILS ALL THE END OF YEAR EXPECTATIONS FOR RECEPTION CLASSES.
- WE WILL BE WORKING THROUGHOUT THE YEAR TOWARDS ALL THESE GOALS.
- TO ACHIEVE GLD (GOOD LEVEL OF DEVELOPMENT), A CHILD NEEDS TO MEET EXPECTATIONS ACROSS ALL EARLY LEARNING GOALS, ASIDE FROM UTW AND EAD.

END OF YEAR EXPECTATIONS

TRIPS

- Children will be offered opportunities for trips throughout the year.
- Trips will start locally starting with Daubeney Fields, Local Church and the library.

Please let us know if you can support with trips, e.g. days you might be available!