

All About Reception Meeting Notes

- **Curriculum plans for parents:** The plan contains information about the learning objectives that will be covered in class and are sent home by e-mail every term.
- **Timetable:** In line with recommendations we aim for the children to be able to spend 50% of each day completing teacher-led activities and 50% of each day completing their own child-initiated activities. There is an equal weighting between the 7 areas of learning and most learning activities are completed practically with an emphasis upon learning through play. The children also have the opportunity to use both the indoor and outdoor classroom each day and in all weathers.
- **Learning Folders:** The children each have a learning folder in the classroom that will store any pictures, paintings, recording of learning activities, records, observations and learning diaries during the year. You are very welcome to look through these with your child at any time and discuss their achievements together. We include parents in the process of recording learning, by giving out 'wow' cards for you to complete when your child has impressed you by showing you a new skill or talent e.g. counting to 30, riding their bike, writing their name, getting dressed without help, recognising their sounds or tricky words etc. These 'wow' cards will then be included in your child's learning diary.
- **Reading:** Book bags need to be brought into school each day. Currently reading books are not being sent home. A library book will be sent home every Friday, so please ensure that your child has their library book in school on a Friday.
- **'Sound Pots':** The children will all have a pot in their book bags to learn how to recognise the phonetic sounds of the alphabet, and the letter blends that they make when there are 2 or more letters together e.g. 'sh'. The sounds will be added to their pots on a weekly basis after they have been introduced in class. When the children bring them home with the first 4 sounds inside, try to get them to recognise them, and then use them to make short words like 'sat' 'pat' 'at' 'taps' etc. and show them how we use the sounds to build up and read these words. This should be a quick daily activity, and if your child does not recognise the sound, then tell them the sound and move on quickly to the next one. As more sounds are added each week, continue to use them to practise the skills of blending and segmenting words that we are focusing on throughout the year, but by developing more challenging words.
- **Sight Words:** We will also add examples of 'sight words' that we would like the children to learn to read by sight, to their sound pots later on in the year, e.g. 'the' 'said' etc.

- **Reading books:** Reading books will be sent home when the children are ready to start reading independently. These reading books are changed in class when they have been read by your child and recorded as having been read 3 times in their reading records. We are reading books based on words that can be read phonetically and integrate well with the synthetic phonics scheme which we follow in school. These books were bought brand new last year, so do encourage your child to look after their book carefully. It is recommended that the children read every day at home if possible. Please write a comment in the reading record book, even if it is only to say that your child tried hard.
- **Literacy:** Examples of these learning activities include a daily phonic session, the children sharing big books as a class, completing phonic work and reading unseen texts in small groups with us (guided reading). This does have an effect upon the time that is available for us to hear children read individually. It is therefore crucial that the children receive this support at home. Any help that can be given by parents to hear children read individually in school, or help in other subjects, will be gratefully received however short.
- **Mathematics:** Examples of these learning activities include whole class circle time activities, playing counting games and singing number rhymes, and small group work. To help support your children with numeracy, please help them to play the maths games that they will bring home each week from Term 2 onwards. Please return the maths games on the following Monday as this is the only day of the week that they can be changed.
- **P.E.:** This year the children will be taught P.E. usually on Tuesdays and Wednesdays, but it is helpful if P.E. kits can be left in school for the duration of the term. Please could you check every so often that daps still fit and that items haven't got mixed up with those of other children. Could you also please check that all items are still clearly labelled as sometimes names do wear off or fall off. Please could you also write names somewhere inside your child's school shoes as lots of them wear the same styles. Stud earrings can be worn for P.E. but we have to cover them with Micropore tape, so you may prefer to remove your child's earrings on P.E. days. (Stud earrings and watches are the only types of jewellery that should be worn to school).
- **Personal, Social and Emotional Development:** The children will be introduced to the ideas of growth and change, and also to the concepts of male and female through our sex education programme, which includes watching the video 'Living and Growing Unit 1: Differences' during our class project on animals in the summer term.
- **Toys:** The children can bring one small toy into school each day if they wish. They must be able to fit inside their pockets, however. We do try to have time where the children can 'show' their objects related to the topic we are learning in class that they have brought in , but this is not always possible.

- **Tuck:** Once the children are five they have to purchase their own milk, or if they do not like milk, they can have their water bottle that they bring in from home. This drink needs to be a separate drink from the one in their lunch box. At tuck time the children may also bring a piece of fruit or a vegetable to eat. They will also be given a piece of fruit or a vegetable to try during the afternoon, which the school provides.
- **House points:** Your child has been placed in either Red, Blue, Yellow or Green house. If your child does something well in school they will be given a house point.
- **Golden Time:** On a Friday afternoon children are rewarded for good behaviour during the week and play special games for 20 minutes. Individual Golden Time is reduced when class rules are broken by any child, resulting in them losing minutes of their own Golden Time.
- **Paired reading:** This takes place on a Friday afternoon. Your child has been paired with a Year 3 reading partner of their choice, and they take it in turns to share their reading books with each other, with the Year 3 child offering support and encouragement.
- **Pupil Support Team:**
Mrs Liz Lester (Deputy Head) is heading up the Pupil Support Team.
This is made up of two Higher Level Teaching Assistants; Mrs Anne Appleyard and Mrs Jan Watson, Teaching Assistant Mrs Mo Parker and the Learning Mentor Mrs Jodine Arnold.
They may work with your children for a variety of reasons; to accelerate academic progress/develop life skills/support managing feelings/ medical needs and SENd. They liaise closely with your child's class teacher and may work with your child for a one off session or a period of weeks. They also work with parents/carers. If you would like more information, or you have any questions, please speak to Mrs Liz Lester.
- **Parent Helpers:** We are planning to do a school trip during Term 2, and will need volunteers to help with this, as we have a ratio of at least 1 adult to 3 children at any time when we take the class out of school. If you would like to attend trips or help in class, you must provide your details to the school office, so that the required checks for helping with children in school can be completed and returned beforehand. **If we cannot find enough people to help on our trips then they have to be cancelled, which is upsetting for us all, but particularly so for the children, as they miss out on opportunities to enhance their learning outside of the school environment that the older children in school are able to have.**