

WELCOME TO RECEPTION



Introduction to the Reception Team

We would like to welcome you and your child to Reception. In Reception, our teachers are:

Mrs Nisa - Year R Leader and RN class teacher

Mrs Arsene – RA Class teacher

Miss Dahir– RD Class teacher

Miss Luffman – RL Class teacher



Introduction to the Reception team

Some of the other adults who support us in Reception include:

Miss Charman - TA

Miss Thompson - TA

Mrs Islam – EYP

Miss Hussey – TA

Miss Ward - Inclusion TA

Mrs Gidda - Inclusion TA



Our Expectations

Claycots School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline and self-regulation. It echoes our core values with a heavy emphasis on the principles of Ready, Respectful and Safe developed by the behaviour expert Paul Dix.

A community that is:

Ready to learn; Respectful of themselves and others; Safe in school

We are committed to a partnership approach to promoting positive behaviour and interventions that support staff and learners.



At Claycots, we are...

- ▶ **Ready**
- ▶ **Respectful**
- ▶ **Safe**



Ready Respectful Safe

Children will:

- Work to the best of their abilities and allow others to do the same by being focused and engaged in their learning
- Treat all staff and pupils with respect and show good manners
- Follow instructions of school staff
- Take care of property and the school environment
- Ensure that interactions with staff and their peers are positive

Parents will:

- Support their child in adhering to the principles of Ready, Respectful, Safe
- Ensure that the agreement made in the Home-School Agreement is upheld
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that their child has good attendance (97% or above) and is in school on time
- Inform staff of any medical or other needs that may hinder their child's attendance
- Ensure that their child attends school in full uniform



Rewards

- ▶ **Recognition boards** – Our recognition boards are designed by each of our teachers to reflect the theme of their classrooms. We focus on simple targets each week and expect all children to meet these targets by the end of the week. For example, good sitting, good looking and good listening. The children will move across from not having met the target to having met it. This will be celebrated with the whole class and we ensure that children receive the praise they deserve.



Rewards

- ▶ **Certificates** – Once Reception children are ready, they will attend a weekly assembly where they have the opportunity to receive a Headteacher certificate, nominated by their class teacher. This will celebrate one child in each class that has embodied the Ready, Respectful and Safe values.
- ▶ **Post cards, phone calls & text messages home.**
- ▶ **House points and stickers.**



House Teams

BRAY LAKE



DORNEY LAKE



JUBILEE RIVER



RIVER THAMES



If you don't know which house your child is in, please contact the class teacher who will be able to tell you.

School Uniform

- ▶ Plain white cotton shirt (with a turn down collar)
- ▶ School tie
- ▶ A V-Neck school jumper or school cardigan (both with the Claycots logo)
- ▶ Black or grey skirt/trousers
- ▶ White or grey socks or grey tights
- ▶ Flat black school shoes must be worn
NO TRAINERS



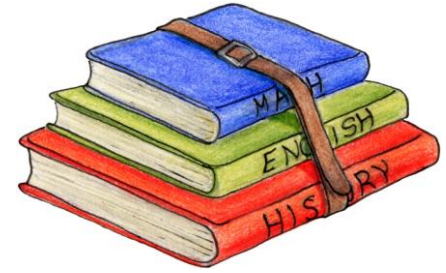
P.E. Kit

P.E. lessons for Reception children are on Tuesday mornings. Children should come to school in their P.E. kit on this day. They do not need to bring in additional school uniform.

- ▶ House team coloured T-shirts (with logo) - Bray (red), Dorney (blue), Thames (yellow) and Jubilee (green)
- ▶ Bottle green or black jogging bottoms (especially during the colder months)
- ▶ Bottle green or black shorts
- ▶ Black plimsolls or non-marking trainers



What does the curriculum look like?



Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me.	In to the woods/ Christmas.	People who help us. Planting and growing.	Mini-beasts Life cycles	Farm animals	Sand and sea Pirates
Text	Rosie's walk Funny bones We're going on a bear hunt	Room on the Broom Stickman The Gruffalo	Bob baby Non-fiction people who help us texts. Supertato	Elmer and the rainbow Jack and the Beanstalk	The very hungry caterpillar Tadpole's Promise Harry and his bucketful of dinosaurs.	Superworm What the ladybird heard Billy's bucket
Cultural Capital: trips, visits and experiences	Home visits Staggered start	Park visit Christmas performance	Firefighters, police, paramedic, etc visitors.	Living eggs- hatching ducklings or chicks?	Trip to the farm	Summer picnic for parents
Celebrations	Discuss previous celebrations- Eid in the Summer holidays.	Christmas Diwali Halloween	Mother's day Easter Chinese New Year World book day	Personal celebrations and milestones- birthdays	Father's day Eid	Sports day
Communication, Language & Literacy	Talking about ourselves and what our likes/ dislikes are Discussing our families Rhyming words Role playing in CP. Story table/boxes Listen to stories and recall events Join in with retelling of we're going on a bear hunt using story map. Circle time to support listening and recall skills- share about our weekends and play educational/word aware/ musical games.	According to needs and interests based on Autumn 1.	According to needs and interests based on Autumn 2.	According to needs and interests based on Spring 1.	According to needs and interests based on Spring 2.	According to needs and interests based on Summer 1.

<p>Physical Development</p>	<p>Finger gym. Manipulating play dough to develop finger strength. Use ribbons in the outdoor area for big movements. Chalk – big mark making. Big paint brushes – big movements. Writing names. Big blocks in construction area outside. Also, use of bikes.</p>	<p>According to needs and interests based on Autumn 1.</p>	<p>According to needs and interests based on Autumn 2.</p>	<p>According to needs and interests based on Spring 1.</p>	<p>According to needs and interests based on Spring 2.</p>	<p>According to needs and interests based on Summer 1.</p>
<p>PSED</p>	<p>Starting school. Separating from parent / carer. What I enjoy doing at school. My family and people who live in my house. Making friends. Being kind and gentle. Sharing toys and taking turns with others. Establishing the school/class rules and routines and building confidence.</p>	<p>According to needs and interests based on Autumn 1.</p>	<p>According to needs and interests based on Autumn 2.</p>	<p>According to needs and interests based on Spring 1.</p>	<p>According to needs and interests based on Spring 2.</p>	<p>According to needs and interests based on Summer 1.</p>
<p>Understanding the World</p>	<p>Feeling and describing different textures. Talking about their homes and family. Discuss festivals and how we celebrate them.</p>	<p>According to needs and interests based on Autumn 1.</p>	<p>According to needs and interests based on Autumn 2.</p>	<p>According to needs and interests based on Spring 1.</p>	<p>According to needs and interests based on Spring 2.</p>	<p>According to needs and interests based on Summer 1.</p>
<p>Expressive Art & Design</p>	<p>Introduction to playdough and junk modelling, supporting children in use of tools. Music with TS. Use of different materials to create the same outcome (sticks, bricks, straw). Goldilocks song. 5 a day dance. To use tools with increasing control and safely.</p>	<p>According to needs and interests based on Autumn 1.</p>	<p>According to needs and interests based on Autumn 2.</p>	<p>According to needs and interests based on Spring 1.</p>	<p>According to needs and interests based on Spring 2.</p>	<p>According to needs and interests based on Summer 1.</p>



Technology	Exploring toys. Resources with buttons	iPADs– how to take photographs Using a simple educational app	iPAD– how to make a video Using an educational app independently Using a keyboard/ mouse	Using technology for a purpose– project Creating and printing your work	Technology in everyday life Internet safety	Completing a simple program
PSHE & RHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Music	Playing repeated rhythms Singing familiar/ common nursery rhymes Body percussion	Moving in time to music/ rhythms	According to needs and interests based on Autumn 2.	According to needs and interests based on Spring 1.	According to needs and interests based on Spring 2.	According to needs and interests based on Summer 1.

What does the curriculum look like?



Year R shared Reading texts 2020-2021

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	2week Nursery books 6 weeks	7 weeks	6 weeks	6 weeks	6 weeks	6 weeks
English Text	Who will be my mother? Hairy Bear Meanies Just like Jasper The Hungry Giant Night and Day	The meanies come to school Mr Big goes to the park The giant Sandwich Mr Big has a party - 2 weeks This is the Bear- 2 weeks (We are going on a leaf hunt)	Wishy washy In the street Mr Big is a big help This is Bear and scary night Time of the Day How to grow a Hyacinth	Mud walk (farm animals) Splishy Sploshy My Mum The three Billy goats gruff - 3 weeks	Life as a Butterfly The Hungry Giant soup The ginger bread man - 3weeks This is the Bear and picnic lunch Handa's Hen/ A duck egg	How to grow a sun flower My Dad is beautiful The Pirate Feast A Meanies party Mr Big goes on a Holiday

What does a week in Reception look

like?

	08:30 -09:00	09:00 -9:20	09:20 -09:40	09:45 -11:00	11:15 -11:45	11:45 - 12:15	12:15- 12:40	12:45- 14:00	14:00- 14:20	14:20- 14:50	14:50-15:10
Monday	Morning challenge Registration	Phonics	Shared reading	Free flow CP activities within classrooms Outdoor area	Lunch in the big hall.	Outdoor play- Reception outdoor area	Afternoon register Maths input	Free flow CP activities within classrooms Outdoor area	Additional phonics	Snack and story time	Home time routine 15:15 dismissal
Tuesday	Morning challenge Registration	Phonics	Shared reading	Free flow CP activities within classrooms Outdoor area			Afternoon register Maths input	Free flow CP activities within classrooms Outdoor area	Additional phonics	Snack and story time	Home time routine 15:15 dismissal
Wednesday	Morning challenge Registration	Phonics	Shared reading	Free flow CP activities within classrooms Outdoor area			Afternoon register Maths input	Free flow CP activities within classrooms Outdoor area	Additional phonics	Snack and story time	Home time routine 15:15 dismissal
Thursday	Morning challenge Registration	Phonics	Recap of shared reading, summary	Free flow CP activities within classrooms Outdoor area			Afternoon register Maths input	Free flow CP activities within classrooms Outdoor area	Additional phonics	Snack and story time	Home time routine 15:15 dismissal
Friday	Morning challenge Registration	Phonics	Shared writing	Free flow CP activities within classrooms			Afternoon register Maths input	Free flow CP activities within classrooms Outdoor area	Additional phonics	Snack and story time	Home time routine 15:15 dismissal

Reading

Reading is one of the most important skills you can help your child develop. Some of the ways in which you can support them include:

- ▶ Listening to your child read regularly.
- ▶ Reading to your child. In Reception, children enjoy being read to and this is a great opportunity to model good reading.
- ▶ Ask your child questions about what they have read, they need to develop an understanding of the text to support their comprehension skills.
- ▶ Write a note when you have heard your child read in their homework diary.



Homework

Homework will be given out by the teachers when required. Your child will also have access to:

- ▶ Bug Club (to support with Reading)
- ▶ Mathletics (to support with Maths)
- ▶ A weekly reading book (once we begin phase 2 phonics)
- ▶ A half term matrix grid of cross curricular activities (this is due in the last week of each half term and should be done in the Homework books unless it is a practical activity). You can also include photographs and stick in items, e.g. leaves you collected on a leaf hunt.



Year Group reminders

Water bottle

- ▶ We ask that your child has a sports cap water bottle in school everyday. This must **only be filled with water and not juice/squash/fizzy drinks. We encourage children to make healthy lifestyle choices.**

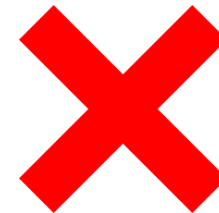


Healthy packed lunches

- ▶ We promote healthy eating and would like to encourage you to do the same. Please ensure your child has a healthy packed lunch if they are not having school dinners.



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If your child is unwell

As we move further into the Autumn Term children will be developing colds, coughs and other illnesses, common in the winter months. The symptoms associated with many of these common illnesses may be similar to those associated with coronavirus and you may be concerned about differentiating between these and coronavirus.

If your child is unwell, the school cannot advise you on whether or not they should stay at home. Instead, you need to make the decision based on the symptoms they are displaying.

At school, we are encouraging children to reduce their risk of spreading colds by following Catch it, Bin it, Kill it, and washing their hands regularly throughout the day. Clearly any absence from school has an impact on children's education and we want to minimise this where possible.



A COVID symptom guide

Signs and Symptoms	Cold	Flu (Influenza)	COVID-19 (Wuhan Coronavirus)
Fever	Mild if present	Often	Often
Fatigue, Tiredness	Occasional, mild	Common	Occasional
Sneezing	Common	Infrequent	Infrequent
Body Aches	Common	Common	Occasional
Headache	Very infrequent	Common	Occasional
Sore Throat	Common	Occasional	Occasional
Stuffy or Runny Nose	Common	Occasional	Infrequent
Diarrhoea	No	Occasional	Infrequent
Watery eyes	Common	Common	Infrequent
Cough	Mild	Dry cough	A dry cough, often severe
Shortness of Breath	No	Rare	With mild/moderate infection
Difficulty Breathing* (*Needs oxygen or ventilator)	No	In severe infections*	Common in severe infections*

Working Together ...

If you have any concerns, we want to work with you to offer reassurance. If you would like to speak to us, please phone the school office to arrange a phone call.

In the first instance, you should always speak to:

1. Class Teacher
2. Year Leader – Mrs Nisa



