

Reception Parents Handbook



Much Hadham

Contents

Daily Routine

The Foundation Stage

Communication and Language

Physical Development

Personal, Social and Emotional Development

Buddies

Golden Time

Stars

Literacy

Stages of Reading Development

Reading books

Sound and word cards

Library books

Some ways you can help your child to read

Writing

Some ways to help your child write

Mathematics

Some ways to help your child with mathematics

Understanding the World

Some ways to help your child with understanding of the world

Resources

Buddy walks

Expressive Arts and Design

School Administration

What should my child bring to Reception?

Collecting your child from school

Signing in and out

Late for registration

Time off during term time

Sickness

Other information

Homework

Queries and questions

Toilet Management

Parents Evening

Helpers

Resources

Phoneme flash cards

Reception Key words

Handwriting sheet

Daily Routine

Time	
8.45 - 8.55 am	Children are delivered by an adult to their classroom
8.55 am	Registration - if for any reason your child is late you <u>must</u> sign them in at the school office
9.00 - 9.20 am	Table Top Activities / Phonics
9.20 - 9.50 am	Adult led task e.g. Guided Reading
9.50 - 11.20 am All children must bring water in a named bottle	CIL (Child Initiated Learning) / Rolling Snack time Fruit or vegetables are provided for each child.
11.20 - 11.45 am	Adult Directed Activities e.g. Guided Maths
11.45 - 12.00 noon	Preparation for lunch (toileting, hand-washing etc.)
12.00 - 1.00 pm	Lunchtime Children with packed lunches sit in the hall to eat whilst those who have school lunches line up to collect their meals. Please ensure that packed lunches have <u>no nuts, sweets or fizzy drinks</u> . The teacher and staff help where necessary. Once your child has finished their lunch they must ask a member of staff if they can leave - this is to ensure that your child is eating enough and to encourage them to eat where necessary. They then go out to play.
1.00 - 3.15 pm	CIL and Adult Directed Activities
3.15 pm	Collection from Reception Classroom by adult known to school. The children will collect their belongings and wait to be handed to their parent or guardian. If your child is being picked up by another adult please inform the teacher/school office. If you are late for any reason your child will be in the classroom with their teacher or taken up to the School Office in order to contact you.

When you ask your child, "What did you do today?" we hope they will say they played. This means they will have enjoyed learning; as much of it is done through play activities.

The Foundation Stage

Your child will be following the Foundation Stage Curriculum which is made up of 7 areas of learning and development consisting of 3 prime areas of learning development and 4 specific areas of learning.

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development (PSED)	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific Areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

These subjects may be taught together or separately, but the most important part of the Foundation Stage is instilling a feeling of enthusiasm for learning and curiosity of the world, and having fun!

Early Years Foundation Stage (EYFS) includes Nursery and Reception who follow similar curriculums. Year 1 and Year 2 are known as Key Stage 1. Years 3, 4, 5, 6 are known as Key Stage 2.

Personal, Social and Emotional Development

Key Objectives

- Continued to be interested, excited and motivated to learn
- Be confident to try new activities, initiate new ideas and speak in a familiar group
- Maintain attention, concentrate, and sit quietly when appropriate
- Respond to significant experiences, showing a range of feelings when appropriate
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others
- Have a developing respect for their own cultures and beliefs and those of other people
- Form good relationships with adults and peers
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously
- Understand what is right and wrong, and why
- Consider the consequences of their words and actions for themselves and others
- Dress and undress independently and manage their own personal hygiene
- Select and use activities and resources independently
- Understand that people have different needs, views, cultures, and beliefs, that need to be treated with respect
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

PSED is taught continuously.

Buddies

Each Reception child is paired up with an older child (a Year 6 pupil) who will help and look after them throughout their time in Reception class. This assistance normally occurs in the playground, but the older children visit the Reception once a week to allow them to share their work and activities.

'Stars'

The child or children who have done particularly well during the week are awarded Star of the Week during Friday's Sharing Assembly.

Physical development

Key Objectives

- Move with confidence, imagination and in safety
- Move with control and coordination
- Travel around, under, over and through, balancing and climbing equipment
- Show awareness of space, of themselves and others
- Understand the importance of keeping safe and managing risks
- Can attend to own toileting needs by themselves
- Can dress and undress independently
- Recognise the importance of keeping healthy and those things which contribute to this
- Recognise the changes that happen to their bodies when they are active
- Use small and large equipment
- Handle tools, objects, construction and malleable materials safely and with increasing control.

Some skills are taught specifically during PE but Physical Development is also incorporated into many other subjects. Please ensure your child's name is on all their PE kit. The kit stays at school for each half term unless it specifically needs cleaning. Please put the PE kit in a small bag as there is very little space on the class pegs. Children are encouraged to change independently.

Communication and Language

Key Objectives

- Interact with others, negotiating plans and activities and taking turns in conversation
- Enjoy listening to and using spoken and written language, and regularly turn to it in their play and learning
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions
- Listen with enjoyment, and respond to the stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems
- Extend their vocabulary, exploring the meanings and sounds of new words
- Speak clearly and audibly with confidence and control, and show awareness of the listener, for example by use of conventions such as greetings, 'please' and 'thank you'
- Use language to imagine and recreate roles and experiences
- Use talk to organise, sequence and clarify thinking, idea, feelings and events.

Literacy

Key Objectives

- Hear and say sounds in words in the order in which they occur
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Explore and experiment with sounds, words and texts
- Retell narratives in the correct sequence, drawing on language patterns of stories
- Read a range of familiar and common words and simple sentences independently
- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions and where, who, how and why
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions
- Write their own names and other things such as labels and captions and begin to form simple sentences and more extended text sometimes using punctuation
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Literacy is a crucial aspect of the Foundation Stage and we work closely with Parents to aid their child's learning as much as possible in this area. Due to the varying ages and abilities of each individual child, they may be working at differing Reading Stages.

Stages of Reading Development

1. Telling a story using the pictures and elaborating on a story read to them by an adult
2. Learning the **sound** each letter in the alphabet makes (see Jolly Phonics sheet)
3. Once they have a good sound knowledge they can begin to apply it to phonetically plausible words (c-a-t, l-o-g)
4. Remembering the shape of the word without needing to 'sound it out' (sometimes called tricky words)
5. Learning Reception Keywords (see Keyword sheet)
6. Using letter sounds, word knowledge, picture cues, grammatical sense and 'reading on' to decipher text in books.

Reading books

Your child will have a Reading Book and Reading Record. These will be used by both you and the adults within the school. It is essential to hear your child read regularly, **preferably every day**. When you hear your child read please record this in their reading record and initial it, so we can change the book for them. Your comments help us greatly and any queries you have will be answered within this record. Please ensure these books are always in school. Any message or additional tasks for your child will be added to this record and it can also be used if you wish to send the teacher a message.

Sound and word cards

Please help your child to learn the correct sound (and action) in response to the sound on the card (Jolly Phonics). After the children have learned all their sounds confidently they will have word cards. Please practise reading and writing these words; it really helps them to retain the knowledge.

Some ways you can help your child to read:

- Remember to be encouraging and positive whenever your child reads
- Choose the right time to hear your child read, try to avoid times when they are tired
- Talk to your child about what has happened in their book and what they think will happen next
- Ask them to retell it in their own words
- Why did the character behave that way, what would you have done?
- When they have finished the story discuss what might happen next, what adventure might they now have? You could write down their ideas to help enforce the close connection between reading and writing
- Cut up a comic strip and discuss with your child what may happen next, or happened before, and put it back in sequence
- Eye spy. This can be extended to collecting objects that start with a particular letter. When they are confident you could play "I spy with my little eye something ending with t" etc
- Singing rhymes and discussing which word doesn't fit - cat, sat, dog, mat. You can make up new versions of old rhymes 'Hickory dickory dock, the mouse ran up the clock, the clock struck eight.....'
- Visit the local library or book shop - this is great as a treat or reward. They will enjoy you reading their stories, though make sure you point to the words as you read them, to enforce left to right, top to bottom reading

- If your child finds a word challenging play a 'word hunt' in the book or around your house. You could write the word on paper and hide 10 of them around the house, then help your child find them with clues etc
- Make a challenging word or letter out of play dough, cooking dough, collage, or write it in paint, sand, chalk or magnetic letters
- Use alphabet cards with a letter on each, to play SNAP, find the letter, spelling, focusing on tricky letters. This activity can also be extended to incorporate words
- Have an alphabet frieze and challenge them to find the letter 'tiger' starts with etc. This can be extended to them spelling simple words i.e. pin or jog, using their sound knowledge, on the alphabet frieze like a large computer keyboard
- Play races to find different parts of books - Cover, author, illustrator, blurb, third page etc
- Your child may wish to act out familiar stories or their reading book. Write out the story and then read it. This always assists their understanding of writing being connected to reading.
- Look at and read Non-fiction books on their favourite hobbies etc. They could then make their own, like a scrap book with pictures (the internet is great fun for this) and your writing or your child's writing, if they are confident enough
- Read 'Environmental Text' to your child (signs, advertising, shopping lists) - you can pretend to struggle with words for them to assist you
- Re-read a familiar book to your child missing out words, ask them to guess what word fits, different suggestions are great, these show understanding and need for the sentence to make sense
- Write a shopping list for your child to help read
- Write instructions to get to a friend's house and let them help you read it
- Labelling some items around the house - door, bed (in lower case unless it is the start of a name)
- Name labels at meal time will help your child read their, and their family's names

Writing

Writing is very closely linked to reading; it is the natural progression from reading and drawing. Children enjoy writing to communicate with others and this purpose is crucial when learning. When they see adults write lists, instructions and reminders it helps children understand further the purpose of writing as not only a means of storytelling. We do follow hand writing patterns (see handwriting sheets) but appreciate all efforts to write and record ideas from the children.

Some ways to help your child write:

- Let them have fun with their writing; it doesn't need to be too tidy
- Write a story your child has told you, talking through what you're doing, sounding words out and going left to right etc. Try to work mainly in lower case as this helps your child practise these before moving on to different shapes
- Encourage them to make their own labels, books, cards, posters. These can be brought into school or given to friends or relatives to give their work purpose
- Let them use a simple word processor programme on a computer to help them put letters together to make words. The fact that these can be easily deleted encourages them to have a go
- Make a simple dictionary with a picture they have drawn and the word underneath. These can be specific to your child i.e. a picture of a dinosaur (cut out or their own drawing) and 'dinosaur' written underneath...
- Write a letter to relatives, friends etc
- Writing implements always available - paper and pens that they can use easily.

Mathematical Development

Key Objectives

- Say 1, 2, 3, 4....up to 20
- Count up to 10 objects
- Recognise the written numbers 1 up to 9
- Use words to compare things, such as more, less, greater, smaller, heavier, lighter
- Find 1 more or less than any number from 1 to 10
- Add 2 small groups of objects (with a total of 10 or less)
- Count how many are left when some objects are taken away
- Make simple patterns and talk about them
- Name shapes such as circle, square, triangle, rectangle, cube, cone and sphere
- Use words to describe where things are, such as over, under, above, below, on, in, next to, beside

- Use mathematical ideas and methods to solve practical problems.

Mathematics is taught through practical activities and games. Like all aspects of learning when given a purpose it helps the children to understand its importance.

Some ways you can help your child with Mathematics:

- Play lots of games - Snakes and Ladders, playing cards, SNAP, dominoes, memory games, skittles, Connect 4, scoring games (such as football, help with number recalling)
- Counting rhymes - "1, 2, 3, 4, 5 once I caught a fish alive", "10 green bottles", "10 in the bed" etc
- Cooking - this helps with comparing weights, reading numbers in recipes, 3 dimensional shapes, ("the cake is a cylinder..") as well as the knowledge that some substances change when you combine them
- Playing shop - this helps with addition when you combine the costs of 2 items and the value of each coin (if this is 6p and you have 10p can you buy it? How much will you get back?)
- Treasure hunts - hiding 7 particular items in the garden etc. - "you have found 5 how many more are left?"
- Telephone numbers - learning their own helps to enhance the importance and necessity of numbers and ringing relatives themselves using a telephone (of course with permission)
- Using CD players and letting them choose their own track, moving through the tracks to get to the one they want
- Birthdays. It helps to have a calendar so they can establish the month and that each day has a special number, then they can work out how long it is until their birthday
- Clocks - these can help them know television, bed, bath times, things they would like to know. Both analogue and digital clocks have numbers on them. They can also help with challenges - "How many jumps can you do in a minute?"
- Gardening - comparing heights of plants, counting petals, collecting 10 stones, estimate the number of flowers on a plant, is this leaf symmetrical? How long will it take to run to the end of the garden and back?
- Trips - what time does it open? How much does it cost? Why might it be different in the winter? Timetables - when will the train arrive?
- Model making using 3D shapes and boxes
- Their body. How tall are they? How heavy are they? How big are their feet?
- Read books with lots of numbers in them i.e. "The Hungry Caterpillar" by Eric Carle.

Understanding of the World

Key Objectives

- Investigate objects and materials by using all of their senses as appropriate
- Find out about, and identify, some features of living things, objects and events they observe
- Look closely at similarities, differences, patterns and change
- Ask questions about why things happen and how things work
- Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary
- Select the tools and techniques they need to shape, assemble and join materials they are using
- Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning
- Find out about the past and present events in their own lives, and in those of their families and other people they know
- Observe, find out about and identify features in the place they live and the natural world
- Find out about their environment, and talk about those features they like and dislike
- Begin to know about their own cultures and beliefs and those of other people.

This subject incorporates Science, History, Geography, ICT, RE and it is generally taught through topics and seasonal work. Each Half Term there will be a particular focus which the children will look at in detail, and be asked to bring in related books or objects from home. This allows them the chance to discuss their own findings with both you and their class mates. You will be informed about the topics.

Some ways to help your child with Understanding of the World:

- Go for walks regularly - you can record the changes they see with cameras, or they could make collections of things they find interesting. You could go at different times of the day and discuss why it might be different
- Cooking - focusing on the changes the flour and eggs go through etc. How does it taste, smell...?
- Designing and constructing models using different materials - wood, cardboard, and clay
- Discuss what powers microwaves, television sets, and CD players and also how to use them safely

- Access to a computer can help with your child's technological confidence. There are many good games, but a simple Paint programme can also be very effective at helping their mouse control
- Share photographs and toys from the past. Encourage your child to ask their grandparents questions about their lives. Discuss how things have changed within their lifetime - a new baby etc.

Buddy Walks

You will hear about these as they come up. Each walk has a focus and they generally cover understanding the world and the environment. It is a time for the buddies to share language and observation techniques. Parents are welcome to join us.

Expressive Arts and Design

Key objectives

- Explore colour, texture, shape, form and space in 2 or 3 dimensions
- Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music
- Use their imagination in art and design, music, dance, imaginative and role-play and stories
- Respond in a variety of ways to what they see, hear, smell, touch and feel
- Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments
- Role play
- Experimenting with sounds

Expressive Arts and Design is taught through experimenting with materials, looking at artists work, discussing how we feel about pieces and learning particular skills related to materials. They may create group, pair or individual pieces, sometimes with adult guidance and sometimes exploratory. Music is taught by Mr Heath on Thursdays and class 'concerts' allow the children opportunities to perform and create their own songs.

School Administration

What should my child bring to Reception?

- School Book-bag
- School PE kit (including trainers) - taken home to wash as necessary
- Named coat (every day)
- Named hats (according to cold or warm weather)

- Named water bottle (every day)
- Children are required to wear school uniform and school shoes
- Named lunchbox (if bringing packed lunch from home)
- Named Wellington boots (to remain in school)
- Items for show and tell 'Surprise Box' only on allocated day. Please encourage your child to bring things they can talk about; photos, momento from days out, special books etc and avoiding toys if possible.

Collecting your child from school

By the door there is a communication board for parents to inform us if someone other than the parent is collecting your child from school at the end of the day.

Signing in and out of school

If you need to take your child out during the school day please ensure that you sign them out and in again (where applicable) at the school office.

Late for registration

If for any reason your child arrives after registration at 8.55 am you must sign them in at the school office.

Time off school during term time

If your child has to take time off school during term time, please collect a Leave of Absence form from the school office and submit the form to the headteacher before taking any time off. Holidays taken during term time **cannot** be authorised and are strongly discouraged.

Sickness

If your child is unwell please inform the school by telephone before 9.30 am on the first day of sickness. You can leave a message on the school's telephone answer machine, please state your child's name, their class and the reason for illness. Please leave at least 48 hours after a bout of vomiting or Diarrhoea before returning to school.

Other information

Homework

Please practice learning the sounds, learning to read key words and reading every night. Weekly tasks are sent home each Friday to be completed and returned by the following Thursday.

Queries and questions

If you need to ask any questions concerning your child the best time is at the end of the day. If you are not able to pop in, please write any questions you have in your child's reading record and we will endeavour to answer it.

Toilet management

The children are expected to be able to manage their own hygiene.

Parents Evening

In the Autumn and Spring terms there are Parents Evenings to discuss your child's progress with their teacher. In the Summer term we have an open afternoon where you can look at the children's work and visit other classes.

Helpers

The Reception class is a very busy environment and adult helpers are welcome, subject to a CRB check. We usually allow half a term before parents come into help, to allow the children to settle in. Please talk to the class teacher when you feel you and your child are ready.

Resources

To give the children access to a wide variety of materials we rely on donations from parents. If you can help with any of these they will be gratefully received:

- Yoghurt pots
- Cardboard boxes
- Plastic containers
- Wrapping paper
- Newspapers
- Ribbons, beads
- Children's magazines
- Used envelopes
- Role-play items - dressing up, hats, props etc

Please note that we cannot accept polystyrene, washing detergent boxes or toilet rolls