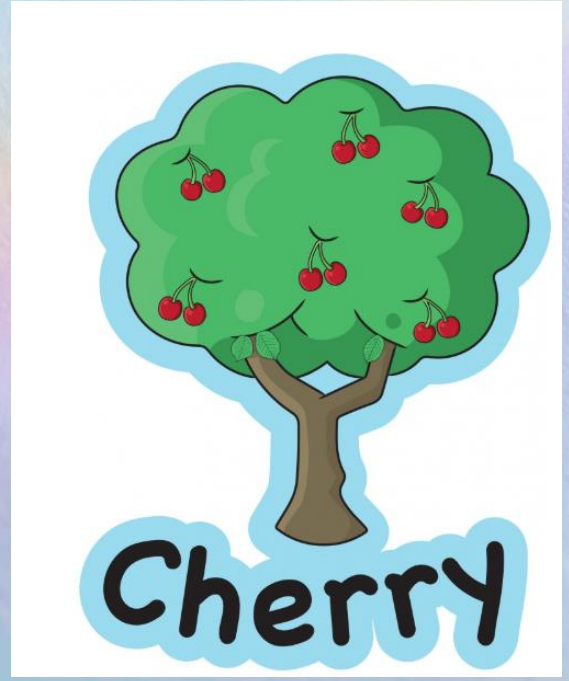
Welcome to Reception
Cherry Class

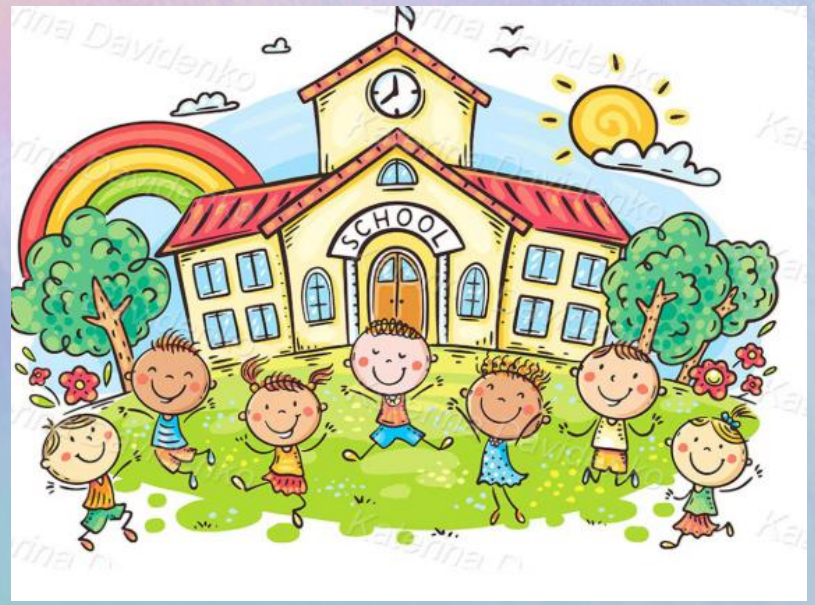


Twin Oaks
Primary School

Welcome to Reception Cherry Class.

Miss Boswell and Sam.

Other support- Martin and Miss Shearsby.



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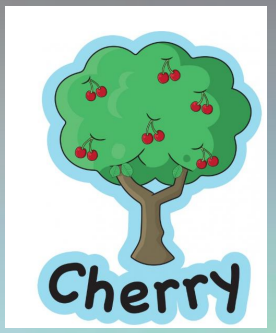
The school day



- Gates open from 8:45am.
- Children come into the classroom and put their belongings away on their pegs. They will collect a whiteboard and pen ready for our phonics session.
- During our learning day, the children will participate in literacy, maths, phonics and a wider curriculum subject such as French.
- Children have many independent learning opportunities during their choosing times to explore activities in the inside and outside learning environment.
- Cherry class will be dismissed at 3:30pm from our classroom door.
- Please wait for the adults to dismiss your child to you and If there are any changes to pick up, please contact the school office as soon as possible, so that they can get a message to the class teacher.

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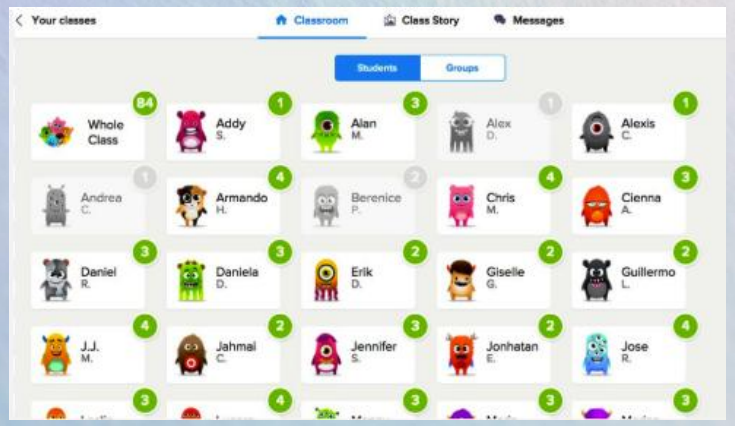
Uniform

- Children should be wearing black or grey trousers or skirts, white T-shirts or polo shirts and blue jumpers or cardigans. School branded uniform can be bought via Parent Pay.
- Shoes should be plain black without logos or coloured stripes and without laces until your child can do these up independently.
- No jewellery should be worn with the exception of small studs, which should be removed on PE days.
- Please label ALL items of clothing clearly.
- PE kit – blue, black or grey shorts, white t-shirt, trainers. We suggest children have their PE kit every day but our PE days are Tuesday. We are currently supporting the children to take off their shoes and socks and latter in the term will begin to support the children getting changed for PE.
- Please send your child's book bag in daily.

Expectations

- We have high expectations of children – their behaviour and learning.
- They can earn Dojo points for excellent behaviour and learning choices.
- All children start on a green card and aim to stay on green for the whole term to take part in the green card treat.
- If children have a warning, they can stay green, if this behaviour is repeated, they turn their card to white.
- If the behaviour is continued, they turn their card to yellow and have thinking time to reflect.
- If their behaviour persists to be disruptive / inappropriate they will turn their card to red and parents will be informed.



Twin Oaks Primary School

Cherry

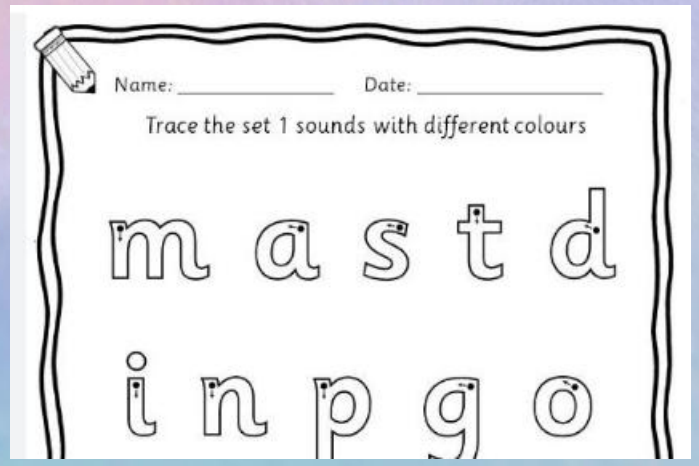
Class timetable

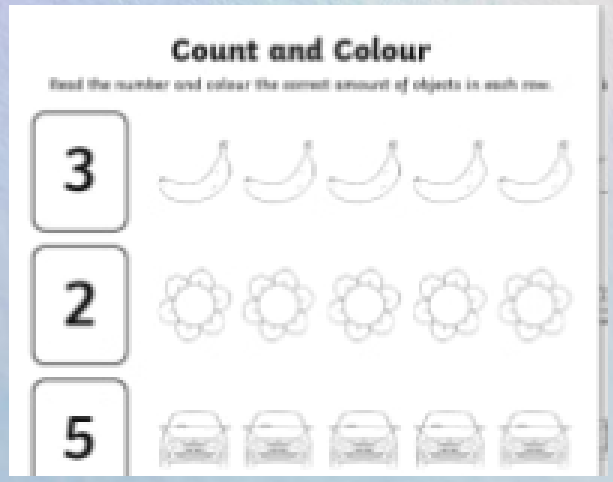
- 8:50 Early Morning Work or handwriting and register
- 9:00 RWI phonics
- 9:30 Choosing time
- 10:20 Maths
- 10.45 Snack and story time
- 11:00 Choosing time
- 11:20 Literacy
- 12.00 Lunch
- 1.00 Maths
- 1:15 Fine motor development
- 1:30 choosing time
- 2:45 Topic / Science / Jigsaw / French / Assembly
- 3.30 Home

- PE Monday 2:30-3:30pm

Reception home learning

- Reading – children can choose a free choice book from the reading area to share at home with you daily or weekly. Soon RWI reading books will be sent home to support your child developing their phonics and reading skills. Please record reading comments in the yellow reading record book.
- Maths and Fine motor activities such as letter formation will be sent home weekly
- Homework will be set on Friday and will be due the following week- Thursday





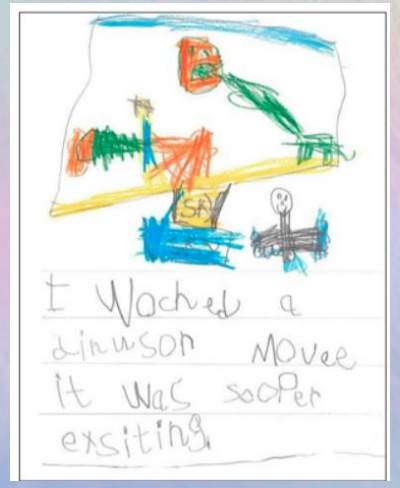
Reception EYFS development matters Reading

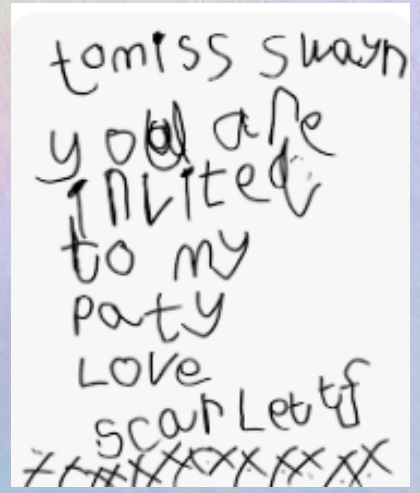
- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

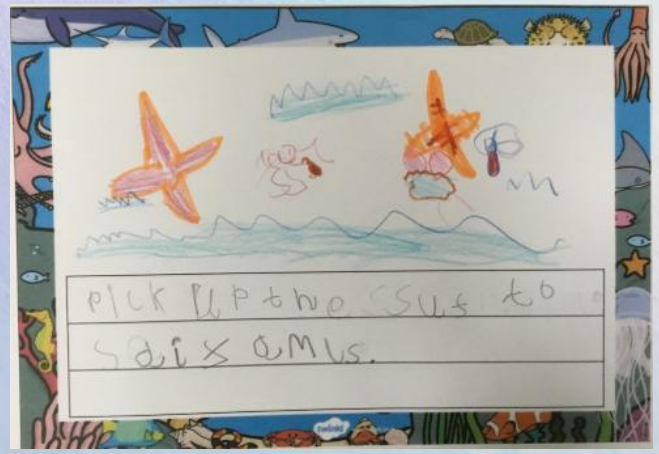
- ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. 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.

Reception EYFS development matters Literacy

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.







- ELG: 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

Reception EYFS development matters Maths

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity

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ELG: • 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. 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

Reception EYFS development matters
Understanding The World

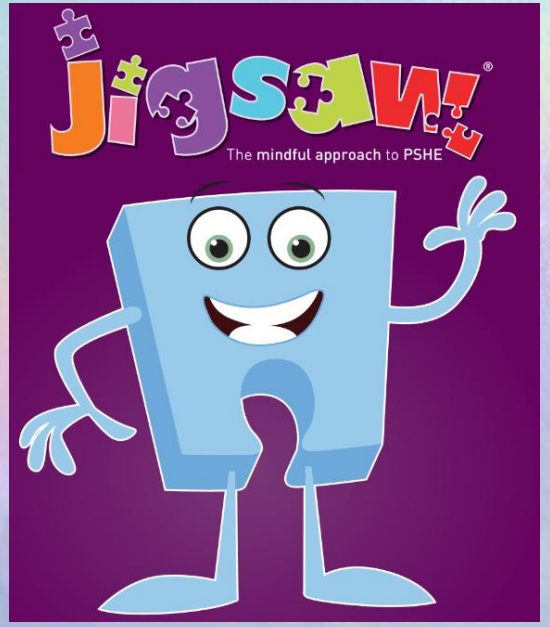
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Me and my small world Maths: Match, sort and compare VIEW	**What's in my basket?** Maths: Talk about measure and pattern VIEW	**Senses** Maths: It's me 1, 2, 3 VIEW	**Let's go outside** Maths: Circles and triangles VIEW	**What's changed?** Maths: 1, 2, 3, 4, 5 VIEW	**Night and day** Maths: Shapes with 4 side VIEW
Changes in Winter Maths: Alive in 5 VIEW	**Let it flow** Maths: Mass and capacity VIEW	**From desert to jungle** Maths: Growing 6, 7, 8 VIEW	**Watch it grow** Maths: Length, height and time VIEW	**Animal detectives** Maths: Building 9 and 10 VIEW	**Pushes and pulls** Maths: Explore 3-D shapes VIEW
From city to sea Maths: To 20 and beyond VIEW	**Look all around** Maths: How many now? VIEW	**Test it out!** Maths: Manipulate, compose and decompose VIEW	**Happy and healthy** Maths: Sharing and grouping VIEW	**Our wonderful world** Maths: Visualise, build and map VIEW	**We're going on an animal hunt** Maths: Make connections VIEW

- ELG: 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 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. 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.

Reception EYFS development matters Personal, Social and Emotional development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs



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Jigsaw

Hello
I'm Jigsaw Jenie

Being Me in My World
Puzzle Map - F2 (Reception)

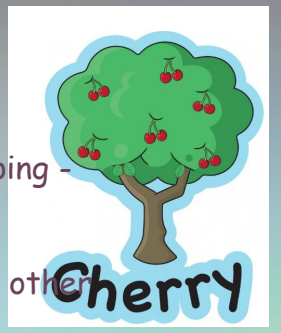
Puzzle Outcome

Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter (see Piece 6)

Weekly Celebration	Pieces	Learning Intentions	Resources
Help other to feel welcome	1. Who... Me?!	I understand how it feels to belong and that we are similar and different	Jigsaw Song sheet: 'The Colours of Friendship' Decorated box and an assortment of toys (from inside and outside learning environments) Jigsaw Jenie
Try to make our Nursery/Pre-school community a better place	2. How am I feeling today?	I can start to recognise and manage my feelings	Jigsaw Song sheet: 'The Colours of Friendship' Jigsaw Jenie 4 hoops Emotion photos
Think about everyone's right to learn	3. Being at School	I enjoy working with others to make school a good place to be	Assortment of toys Paper General mess Clipboards Timers Bell Police hats
Care about other people's feelings	4. Gentle hands	I understand why it is good to be kind and use gentle hands	Jigsaw Song sheet: 'Choices' Book: 'Hands are not for hitting', by Martine Agassi, or similar themed book Jigsaw Jenie
Work well with others	5. Our Rights	I am starting to understand children's rights and this means we should all be allowed to learn and play	Blindfold Keys
Choose to follow the Learning Charter	6. Our Responsibilities	I am learning what being responsible means	Book: 'Dogger' by Shirley Hughes Cubes

- ELG: 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. 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. 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.

Reception EYFS development matters Physical Development



- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

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- ELG: 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. 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

Reception EYFS development matters
Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

- ELG: 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. 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.

Reception EYFS development matters Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups

- ELG: 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. 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.

Reception Trips and events

- Tuesday 14th October – Afro hair day
- Friday 16th October- Show Racism the red card.
- Friday 23rd October International day and café.
- Monday 3rd November- Individual photographs.
- Monday 9th November – Reception parents evening.
- Tuesday 10th November- Reception parents evening.
- Wednesday 11th November- Class assembly 3pm in the school hall. Come along and join us to share our learning.
- Thursday 10th December-Xmas performance 9:30 and 2:30pm
- Friday 11th December-theatre visit to the Albany.

Reception Parents evening

- Monday 9th and Tuesday 10th November – 3:40pm – 6:00pm, 10 minute appointments.
- Opportunity to discuss how child/ren has settled in, ask questions and to look at their learning folders.
- If you are unable to attend on these dates, please see me and we can arrange an alternate date and time.

Cherry

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General bits and bobs

- Attendance & Punctuality = success
- Please bring book bags and water bottles every day
- Please label all items of clothing and any other belongings
- Need to bring reading journals and reading books in every day
- School website, Our Children, Reception, Cherry Class- copies of letters, links to websites to support learning.
- Nut free school for packed lunches
- Children are offered a piece of fruit and bagel for snack time
- We are always here to listen and support you and your children ☺

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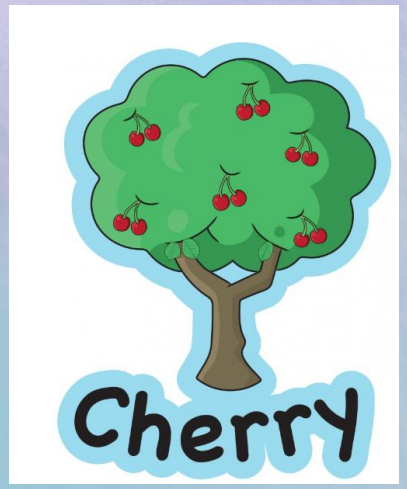

Questions

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