

Welcome to Reception



Teaching Staff in Reception

RH

Mrs Hannington (Class Teacher and Acting EYFS Lead Teacher)

Miss Alaa (Teaching Assistant)

Miss Hameed (1:1 Teaching Assistant)

RLN

Mrs Lane and Mrs Noormahomed (Class Teachers)

Miss Nichifor (Teaching Assistant)

Mrs Hoxah (1:1 Teaching Assistant)

RD

Miss Doherty (Class Teacher)

Mrs Shah (Teaching Assistant)

Further support

Mrs Holgate (Lead Teaching Assistant)



Curriculum

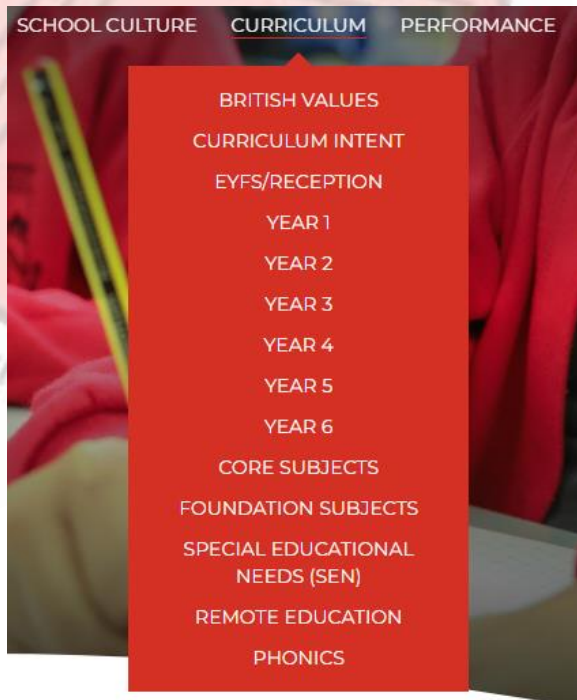
Our curriculum information can be found on the Grimsdyke Website. There you will find our:

Long term plans – this is an overview of what is covered in the year

Medium term plans – These explain what is being taught in each half term

Recommended reading lists for each term.

These documents are uploaded to the website at the start of each term.



Here is where to find the relevant documents on the website.



Topic and trip highlights

Autumn 1: Me and My World (and nursery rhymes)

Autumn 2: Let's Celebrate

Spring 1: To Infinity and Beyond

Spring 2: Once Upon A Time (fairy tales and pirates)

Summer 1: All Creatures Great and Small (minibeasts and dinosaurs)

Summer 2: People Who Help Us (emergence services and superheroes)

Trips and Visits:

Odds Farm

Ranger Stu

Dinosaur and fossils workshop

Emergency Services

Church visit

Performances:

Christmas Nativity

Carnival



Assessment

Reception children are assessed against the Early Learning Goals. These can also be found on the school website.

Early Learning Goals

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.

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.

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.

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.

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.

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.

Early learning Goals (EGL)

There are 7 areas we assess against.

Three prime areas:

Communication and Language

Personal, Social, Emotional Development

Physical Development

Four specific areas:

Literacy

Mathematics

Expressive Art and Design

Understanding the World



Reading

Children's books get changed twice a week, on a Monday and a Friday.

Monday:

Your child will get a shared reading book (book band book) to read throughout the week.

Friday:

Your child will get a reading practice book to read over the weekend. The reading practise book will be one your child is familiar with as they have been reading it throughout the week with their class teacher. It is really important that books are returned on Monday as they are part of a set we use in school during the week.

Please comment on how your child reads at home in their reading record book.

A recommended reading list for each term can be found on the school website and have a selection of picture books we think would benefit your child.

Please read with your child for at least 10 minutes everyday. We really want to promote the enjoyment of reading at home so reading **to** your child is equally as important and go for visits to your local library.

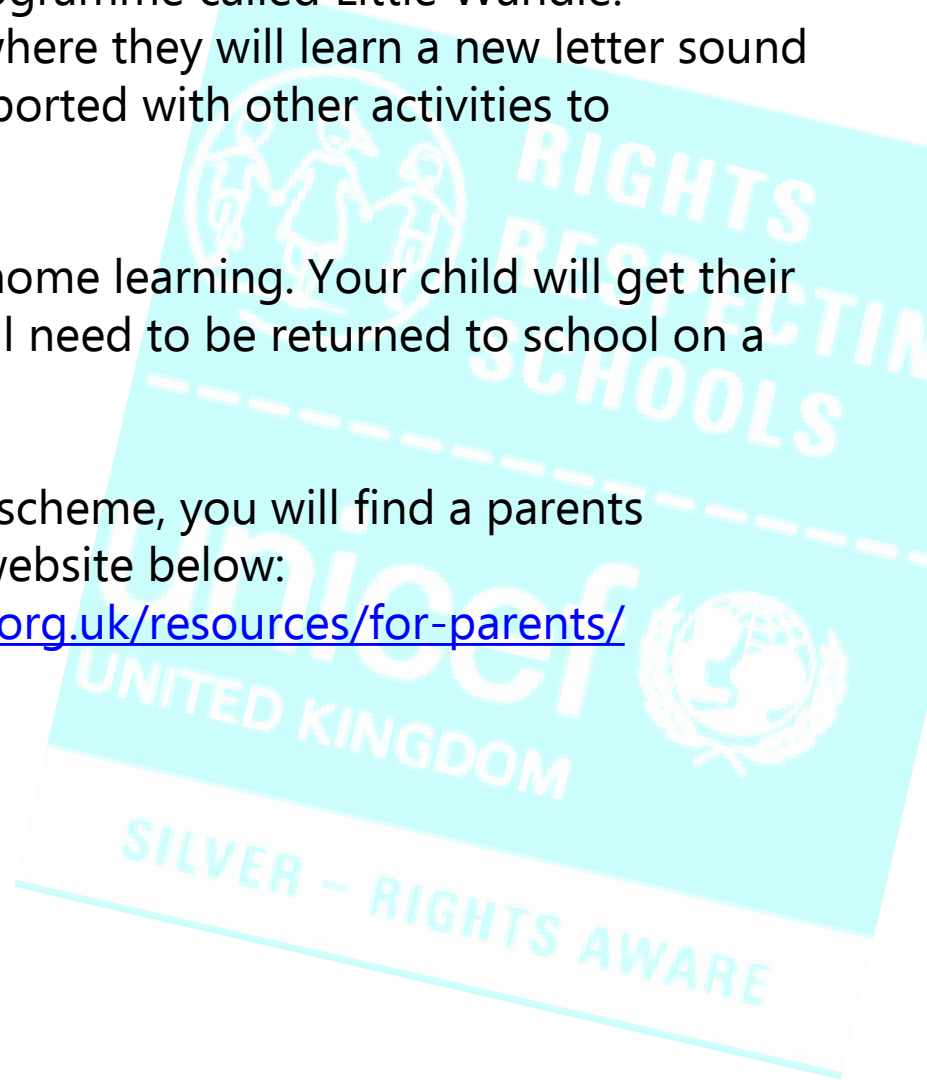
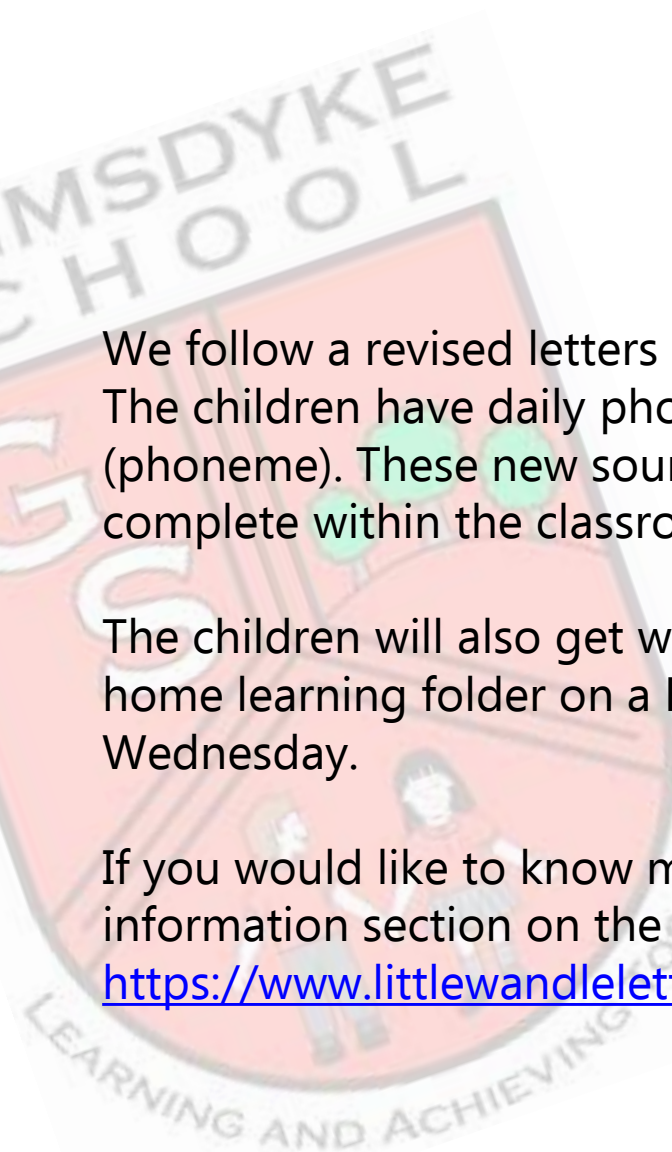
Phonics

We follow a revised letters and sounds programme called Little Wandle. The children have daily phonics sessions where they will learn a new letter sound (phoneme). These new sounds will be supported with other activities to complete within the classroom.


The children will also get weekly phonics home learning. Your child will get their home learning folder on a Friday and it will need to be returned to school on a Wednesday.

If you would like to know more about the scheme, you will find a parents information section on the Little Wandle website below:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



Home learning



Home Learning

Reception
Autumn 1

Every week...

- Reading every day - Parents to sign/record comment in reading record
- Phonics- Each week's sounds will be sent home on Friday with your child's Little Wandle Reading book

Key Skills to work on over the next 4 weeks...

Reading

Please practice reading and spelling the following...

ie
I
the

Maths

Set together some different fruits and make a repeating pattern using two of your fruits.
You have many different patterns you can make.

Don't worry if you don't have any objects, you can make your pattern on a grid too!

Set up your own teddy bear's pond.
You will need some different sized bottles.

Next find some books, jotters, games or toys.
What food of your own is the heaviest?
Remember big bottles are always very heavy!

Make sure you give the small amounts to your small bottles and the large amounts to your large bottles.

Handwriting

Circles and spirals

○ ⊙ ⊖

Maths

Collect some pairs of socks.
Have one from one sock if you can. Find which socks match together.
What do you notice about your socks?
What is the same? What is different?

What colour objects have you found in your autumn walk?
What do you notice about them?
What do they look like? What do they feel like?
How would you sort them into two groups or more into three groups?
Can you find a different way to sort them?

If you are seeking additional tasks, try these...

Make a poster all about you.
Draw a picture of yourself and your family and some of your favourite things.
e.g. food, colour, games, toys etc.

My Body
Sing action songs naming parts of the body e.g. Head, Shoulders, Knees and Toes or The Hokey Cokey

Once you have completed any of these activities, send it to your teacher on Google Classroom or bring it in to show them and the rest of your class. Merits may be awarded for excellent effort.

As well as phonics home learning your child will also receive a homework menu for the half term which they work through over the 6 weeks.

The children will get a hard copy of the menu in their home learning folder.

Home learning will also be assigned on google classroom and your child will have their own individual login.

Once they have completed a task they can send it to their class teacher on google classroom or bring it into school in their home learning folder.

Every week the children **must** do daily reading and phonics practise.

Websites used to support learning



Grimsdyke School

Helpful websites and suggested activities to support learning at home



Communication and Language:

Phonics:

Little Wandle:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonics games:

www.phonicsplay.co.uk/

www.focusonphonics.co.uk/

www.syntheticphonics.com

www.familylearning.org.uk/phonics_games

[www.familylearning.org.uk/sight word game.html](http://www.familylearning.org.uk/sight_word_game.html)

[www.communication4all.co.uk/http/Phonics Web.htm](http://www.communication4all.co.uk/http/PhonicsWeb.htm)

Reading:

<https://www.funwithspot.com/>

<https://home.oxfordowl.co.uk/about-oxford-owl-for-home/>



Reception (Autumn Term)

Theme: Me and my world

Understanding the world:

National Oak Academy – learning about Autumn

<https://classroom.thenationalacademy/units/autumn-2278>

Go Noodle - great for physical development

<https://www.gonoodle.com/>



Maths:

Top Marks - This site has many interactive games. Please select maths games from the early years section. These can be accessed through tablets or laptops

<https://www.topmarks.co.uk/>

<https://nrich.maths.org/early-years>

<https://www.bbc.co.uk/cbeebies/topics/numeracy>

<http://www.crickweb.co.uk/Early-Years.htm>



Please make sure your child brings their book bag, coat and water bottle every day.



Please name everything!

Please practise putting on coats and zips.

Uniform



Wellington Boots:

As we move into Autumn/ Winter could we request that your child brings into school a pair of old wellington boots in a named bag. This will stay on their peg so that your child can change into them if needed on wet days.

In addition to the uniform list please can we remind you that children should not be wearing jewellery unless for religious purposes. This needs to be well hidden underneath clothing. Hair bobbles, bows and bands need to be in school colours (red, white, black, grey).

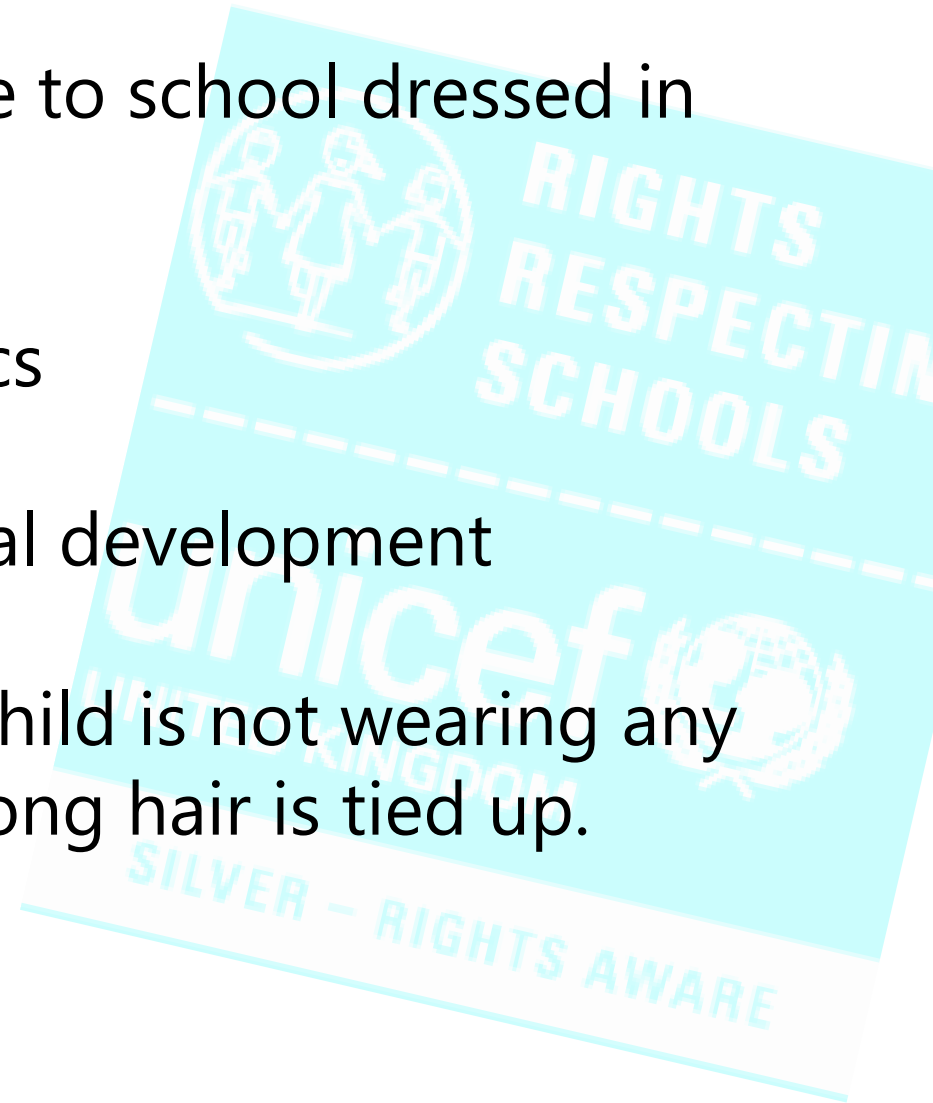
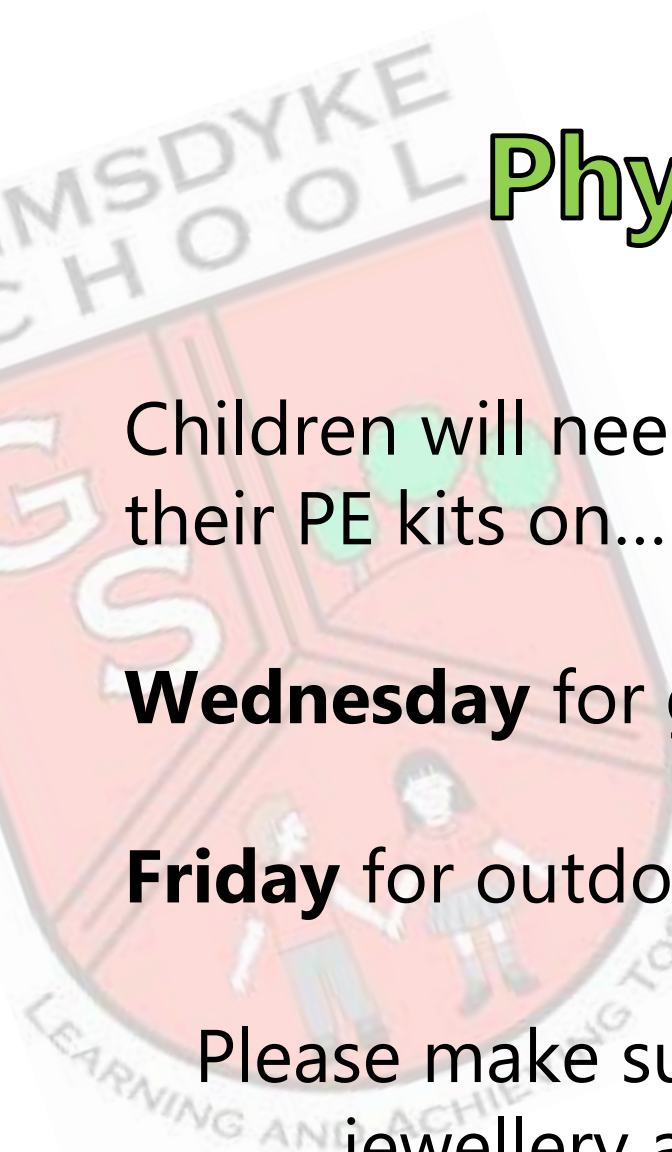
Physical Education

Children will need to come to school dressed in their PE kits on...

Wednesday for gymnastics

Friday for outdoor physical development

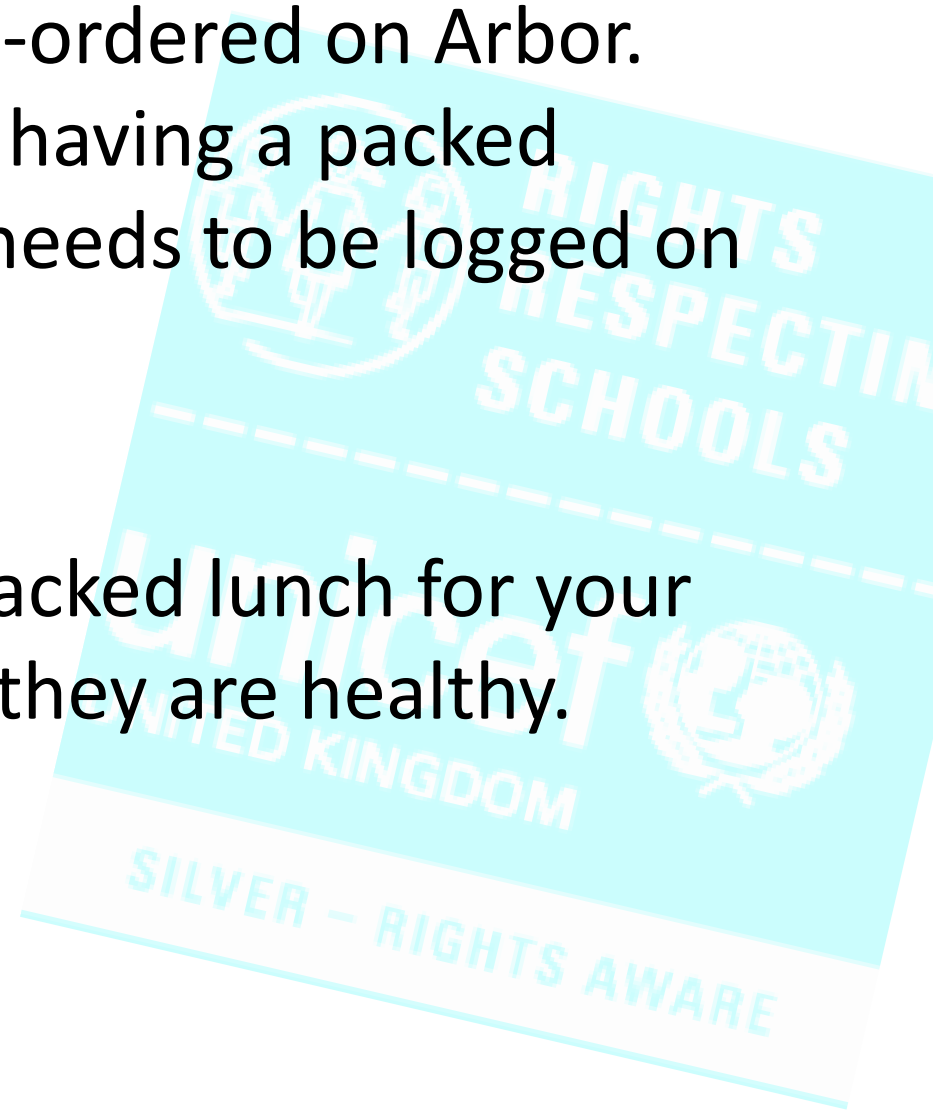
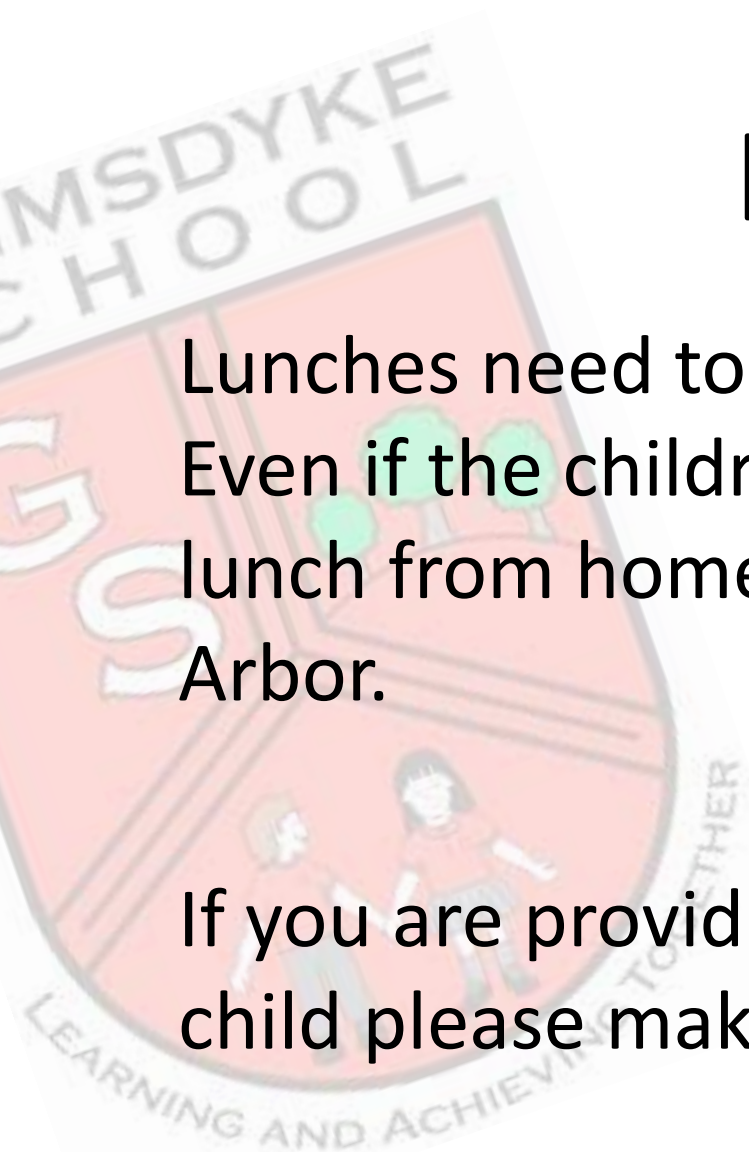
Please make sure your child is not wearing any jewellery and that long hair is tied up.



Lunches

Lunches need to be pre-ordered on Arbor. Even if the children are having a packed lunch from home, this needs to be logged on Arbor.

If you are providing a packed lunch for your child please make sure they are healthy.



Other reminders

- Please ensure everything is **named!**
- Book bag, coat, water bottles need to be in **everyday**
- Only water in the water bottles
- Keyrings on the book bag
- Letters/emails for absence/medical appointments must be sent in via the school office
- If someone different is picking your child up from school you must inform your class teacher the previous day otherwise last minute changes must be communicated via medical room/attendance
- Morning soft start starts at 8.30am and gates shut promptly at 8.45am

Safeguarding

Safeguarding at Grimsdyke School is everyone's responsibility. Everyone who comes into contact with children and families has a role to play in safeguarding- identifying concerns, sharing information and taking prompt action.

Any information or concerns have to be shared confidentially with our

Safeguarding Lead - Mr Sutherland.

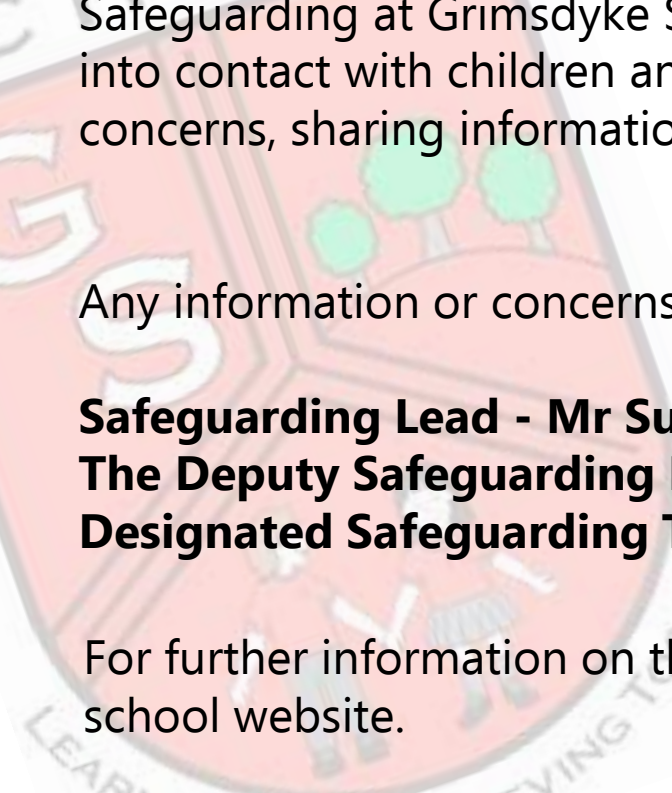
The Deputy Safeguarding Lead - Mrs Bhudia

Designated Safeguarding Teacher – Mrs White

For further information on this please read our safeguarding policy on our school website.

If there are any changes to any contact details, medication or allergies, please let us know. It is important we can get in touch with you in case of emergency.

GRIMSDYKE
SCHOOL



Official channels of communication

The academic year is always really busy in many different ways. We do our ultimate best to share as much information with parents as possible and keep you informed of any changes with as much notice as we can give. Lots of information is shared with parents using our “official” channels of communication:

- Grimsdyke Newsletter(Fortnightly),
- Schoolcomms/email
- School website
- School Calendar (available on the website and newsletter),
- Twitter feed (@GrimsdykeSchool),
- A-Frame in the carpark
- Specific class based letters.

A majority of communication is shared with the parents on Fridays. **Please do read these carefully.**

The School Office email – office@grimsdyke.harrow.sch.uk can be used if you have any further questions.

The newsletters are sent via email but will also be available on the school website.



Online and social media communication @ Grimsdyke School

School will...

- Put all essential information for parents onto our website
- Send regular communication to the email address parents share with us
- Use the school Twitter account to share additional information
- Use text alerts to parents where there is something important to share
- Deal with any issues parents raise through the appropriate channels e.g. year group email, email to office or Head teacher

School does not...

- Use or recommend any other social media platform is used for school related communication e.g. WhatsApp
- Share information or monitor communication via these platforms
- Give information to parents to be shared through year group or class parent social media accounts e.g. WhatsApp groups
- Allow images or content from school to be used in private social media accounts

School recommends...

- Parents share any concerns or queries directly with school staff or via school email accounts
- Parents use any social media accounts related to school for networking and support only
- Parents model good and responsible social media use for their children
- Parents monitor their children's use of social media across all platforms including those related to games they might play online

Parents should contact the school office or year group email regarding any queries or questions. Staff will always be more than happy to answer any queries.

Useful contact information

Year group email:

reception@grimsdyke.harrow.sch.uk

Office email:

attendance@grimsdyke.harrow.sch.uk

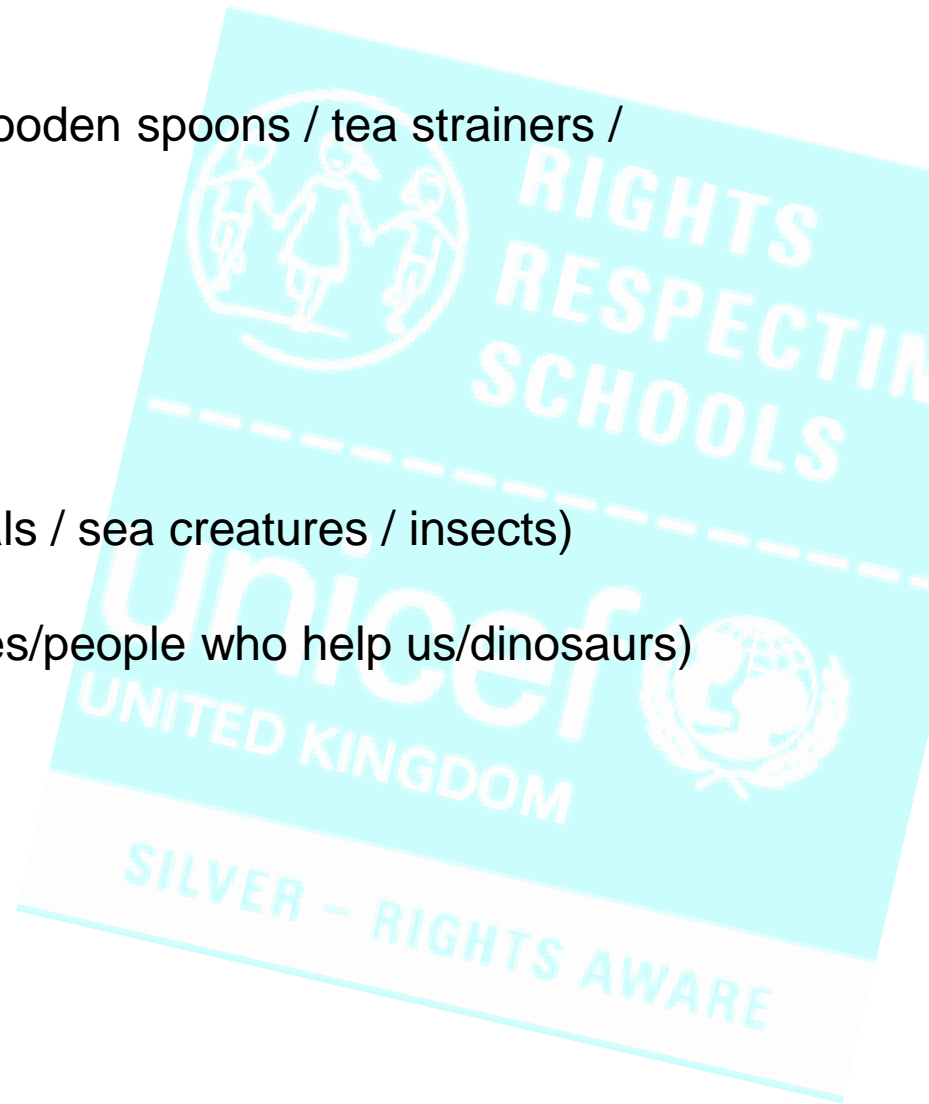
office@grimsdyke.harrow.sch.uk



Reception wish list

If you have any of the following items at home that are no longer being used we would be very grateful for the donation

- Wellington boots
- Old pots and pans / spatulas / wooden spoons / tea strainers / colanders / sieves
- Fishing nets
- Car garages and cars
- Puzzles
- Little Lego
- Duplo
- Small world animals (farm animals / sea creatures / insects)
- Small world people
- Dressing up (super heroes/pirates/people who help us/dinosaurs)
- Baby dolls, clothes, prams
- Plastic food and tea sets
- Marbles
- Buttons / beads
- Any educational toys and games





Questions?

