

Welcome to Reception's  
Meet the Teacher meeting!



# Reception Staff

- Mrs Young- RYE
- Mrs Davies- RDE
- Mrs Edwards- RDE
- Mrs Brown- RB
  
- Miss Hayles
- Mrs Tilt
- Miss Smith



# Our School Vision

To be able to  
communicate clearly  
and confidently so  
that their voice is  
heard

To develop an  
understanding of  
their local  
community as well as  
their place in the  
world and society

To be an active and  
responsible citizen in  
modern Britain

*Belonging*

To value and nurture  
themselves to be the  
best they can be

To celebrate a  
richness of diversity  
and promote a  
culture of inclusion

To show respect and  
understanding of  
different cultures and  
viewpoints



# Our School Aims



**+Ambition**

*'Excellence in all areas'*

**+Belief**

*'You can do it'*

**+Courage**

*'Be Brave'*

# Our Timetable

8.30-9.00- Name writing/ emotions/ weather/ days of the week/registration

9.00-10.00- Phonics time- whole class and small groups.

10.00-10.20- Maths

10.20-11.00- Independent learning inside and outside.

11.00-11.15- Tidy and singing.

11.15- 12.30- Prepare for lunch and lunch time.

12.30- 1.00- Literacy/ P.E/ EAD/ Music/ Forest School

1.00- 2.15- Independent learning/ language work/ writing groups.

2.15- Adult input based on Understanding The World

2.30- 3.00- Fruit/ Milk/ Stories and prepare for home.

# Attendance

- School starts at 08:30am and finishes at 3:15pm
- Learning starts as soon as they enter the classroom. Don't Miss Out!

## ATTENDANCE

### WHY IS IT IMPORTANT?

**ABSENCE FROM SCHOOL**  
Children are required by law to attend school 190 days per year. The Government states that every pupil's attendance should be at least 95%.


How do YOU measure up?

Attendance	Days Absent	Weeks Absent	Lessons Missed
95%	9 Days	2 Weeks	50 Lessons
90%	19 Days	4 Weeks	100 Lessons
85%	29 Days	6 Weeks	150 Lessons
80%	38 Days	8 Weeks	200 Lessons
75%	48 Days	10 Weeks	250 Lessons
70%	57 Days	11.5 Weeks	290 Lessons
65%	67 Days	13.5 Weeks	340 Lessons

**89% & Below**  
Drastic effect on academic achievement

**95%-90%**  
Cause for concern

**100%-96%**  
Excellent

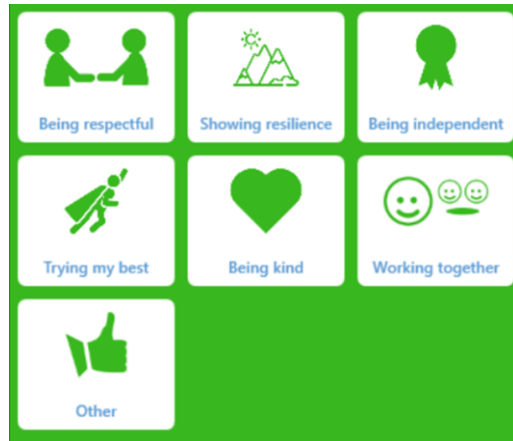


# Classroom Behaviour Expectations

## Houses



## Class Dojo



# Our Curriculum

WOODFIELD PRIMARY SCHOOL: CURRICULUM OVERVIEW: RECEPTION 2023						
TERM	AUTUMN 1 (7 weeks).	AUTUMN 2 (7 weeks).	SPRING 1 (7 weeks).	SPRING 2 (6 weeks).	SUMMER 1 (5 weeks).	SUMMER 2 (7 weeks).
Enquiry links	I Am Wonderful	Celebrations Colour and Light	Worldwide Adventure	Journey Over Time	Our Wonderful World	
Children will have opportunity in each half term to consolidate and explore previously explored skills within the provision.						
Hook into learning.	<ul style="list-style-type: none"> <li>Bring in bag 'all about me' first few weeks.</li> <li>Families and their heritage.</li> <li>Roles in society- 'Superhero like you' book - police officers dressing up. Police officers/ Dentist/ crossing patrol/ paramedics.</li> <li>A 'superhero like you' day.</li> <li>Autumn time- spotting the signs of Autumn.</li> </ul>	<ul style="list-style-type: none"> <li>Religions – Comparison of cultures.</li> <li>Visit to the Gurdwara.</li> <li>Diwali celebrations- Dressing up/ Rangoli patterns/ henna/ food tasting.</li> </ul>	<ul style="list-style-type: none"> <li>Festival/ a character travelling around the world- messages to the class.</li> <li>Walk around local environment.</li> <li>Google maps.</li> <li>Chinese New Year celebrations (workshop).</li> </ul>	<ul style="list-style-type: none"> <li>Black Country Museum/ Victorian workshop or Bantock (minibus?). Hook.</li> <li>Church.</li> </ul>	<ul style="list-style-type: none"> <li>Farm visit.</li> <li>Animal man (in house visit).</li> <li>Visit local library.</li> </ul>	<ul style="list-style-type: none"> <li>Planting.</li> <li>How to look after our planet.</li> <li>Summer day across the phase</li> </ul>
Possible experiences/coverage.	<ul style="list-style-type: none"> <li>Boundaries/ rules/ expectations/ communication/ PSED.</li> <li>Introduce dinosaurs to link to Characteristics of effective learning.</li> </ul>	<ul style="list-style-type: none"> <li>Bonfire Safety</li> <li>Christmas Nativity.</li> <li>Role play area linked to exploring food.</li> </ul>	<ul style="list-style-type: none"> <li>Maps of the world.</li> <li>Maps of local environments</li> <li>Exploring globes</li> <li>Exploring local grounds</li> <li>Explore post cards</li> </ul>	<ul style="list-style-type: none"> <li>Looking at images from the past- Link to Wolverhampton.</li> <li>Discussing with parents/ grandparents.</li> <li>Easter.</li> <li>Springtime- spotting the signs of spring.</li> </ul>	<ul style="list-style-type: none"> <li>Ethical bids sourced locally?</li> <li>Butterflies</li> <li>Metamorphosis.</li> <li>Tadpoles</li> <li>Eid celebrations.</li> <li>Summertime.</li> </ul>	<ul style="list-style-type: none"> <li>Transition</li> <li>Sports day.</li> <li>Planting experiences</li> <li>Looking at different places around the world and how we care for our environment.</li> </ul>





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<p>High quality texts to read at the end of the day</p>	<p>Texts linked to PSED:</p> <ul style="list-style-type: none"> <li>• The Colour Monster.</li> <li>• Meesha makes friends.</li> <li>• Invisible string</li> <li>• Bucket Fillers (PSED display)</li> </ul>	<p>Texts linked to religions/ Artists:</p> <ul style="list-style-type: none"> <li>• Hats of Faith.</li> <li>• See Inside World Religions.</li> <li>• Diwali Story</li> <li>• Elmer</li> <li>• Vincent Van Gogh- Big Book.</li> <li>• Katie and the sun flowers.</li> </ul>	<p>Texts linked to UTW/ poetry/ modern.</p> <ul style="list-style-type: none"> <li>• Oi Frog</li> <li>• Smartest Giant in Town.</li> <li>• Snail and the Whale</li> <li>• Katie in London</li> <li>• Meerkat Mail</li> <li>• Paddington</li> <li>• Handa's Surprise- Link to Africa (UTW).</li> </ul>	<p>Traditional/ healthy eating/ Oral health focus</p> <ul style="list-style-type: none"> <li>• Elves and the Shoemaker</li> <li>• Little Red Riding Hood</li> <li>• Which food will you choose?</li> <li>• Oral health non-fiction</li> <li>• Tilda tries again.</li> </ul>	<p>Texts linked to seasonal change/ poetry:</p> <ul style="list-style-type: none"> <li>• Seasons come, seasons go, Tree.</li> <li>• Hairy McIary</li> </ul>	<p>Texts linked to looking after our planet/ historical figures:</p> <ul style="list-style-type: none"> <li>• The Lorax.</li> <li>• The Lion hunt</li> <li>• Little People Big Dreams- David Attenborough</li> <li>• Little People Big Dreams- Amelia Earhart.</li> <li>• Text linked to Refugee- in boxes ready</li> </ul>
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<p>Nursery Rhymes to know well by the end of the year.</p>	<p><u><a href="#">Link to Charanga</a></u>          Pat a cake.          1, 2, 3, 4, 5.          I'm a little teapot.          The Grand Old Duke of York          Hickory Dickory Dock          Wind the bobbing up          5 Little Monkeys          If you're happy and you know it          The Hakey Cokey          Row row row your boat</p>					
<p>Key vocabulary:</p>	<p>Anxious          Worry          Family          Individual          Special          Lonely          Feelings          Taking turns          Rules            Roles          Jobs            Autumn</p>	<p>Same          Different          Choice          Unique            Grandparents          Cousin          Siblings          Special places          The same          Different          Care          Respectful          Festival          Special          Different          Same          Culture</p>	<p>Sea          Land          Globe          World          England          City          Town          Landmarks          Hot          Cold          Ice          Artic          Africa          Equator          Savanna          Desert          Rainforest          Map</p>	<p>History          Future          Today          Tomorrow          Yesterday          First          Next          After          Before          Change          Artefacts            Spring</p>	<p>Experiment          Investigate          Same          Different          Observe          Grow          Change          Animals          Habitats          Life cycles          Magnetic          Freezing          Melting            Summer</p>	

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## Literacy- specific area

Literacy – Writing  
Literacy - Reading

### Writing

#### Prior Knowledge - Development Matters – 3 – 4 Year Olds

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name
- Write some letters accurately.

	Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	ELG's	National Curriculum Links <i>Year 1 for Literacy - Writing</i>
<b>Letter Formation</b>	Write some letters from my name.	Write some lower-case letters correctly in a simple CVC word.  Use a tripod grip.	Write most lower-case letters correctly in a simple CVC word sentence.	Write most upper- and lower-case letters correctly, in the correct context.  Hold my pencil in a good tripod grip.	<b>Write recognisable letters, most of which are correctly formed.</b>          <b>Spell words by identifying sounds in them and representing the sounds with a letter or letters</b>	To form lower-case letters in the correct direction, starting and finishing in the right place  To start using some of the diagonal and horizontal strokes needed to join letters and to begin joining these letters by the Spring term.  To form capital letters consistently and accurately.
<b>Spelling</b>  <b>Also see progression of skills – RWI</b>	Start to orally segment single sound CVC words e.g. c-a-t within context.  Say and hear the initial sounds in most words within context.	Identify known letters to match initial sounds (Set 1).  Match Set 1 letters and sounds correspondence.  Write CVC words and labels e.g. c-a-t.	Write CVC words using set 1 and some set 1 special friends.  Write CVCC words and labels using set 1 and some set 1 special friends.  Spell some tricky words (Red Storybook) in a sentence independently.	Write words using Set 1 and 2 sounds in simple sentences independently.  Write Red Storybook tricky words in a sentence independently.  Write some Green Storybook words in a sentence independently.		To understand which <u>letters</u> belong to which handwriting 'families' and to practice these.



<b>Unit: I Am Wonderful</b>	Autumn 1	<b>Key Drivers: Understanding the world &amp; Communication &amp; Language</b>
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**Numeracy.**

- Numbers to 5- subitizing up to 5.
- Comparing numbers up to 5.

**Personal, Social and Emotional Development.**

- Talk about feelings (happy, sad, angry etc).
- Choose what they need to complete a goal (short term).
- Start to follow instructions.
- Start to become more confident when things are new (dealing with the transition).
- Show an awareness of rules and how to behave in the classroom.
- Toilet themselves.
- Play with one or more children.  
Start to talk about the way they feel.
- Introduce children to our class wellbeing board and take children's photos to put onto the board.
- Read books with a focus on emotions such as Ravi's Roar, Perfectly Norman, Ruby's Worry, Colour Monster, Measha Makes Friends, Invisible Spring and Bucket Fillers.
- Introduce class rules.

**Expressive Arts and Design.**

- Start to join materials together.
- Explore art materials and colour mixing freely.
- Develop their own ideas for art.
- Start to develop their own stories linked to what they know through role & small world play.
- Use their imagination in play to help them role play and create small world set ups.

Opportunities inside and outside to explore colour mixing freely. Junk modelling within class and large junk modelling outside. Small world linked to children's interests and texts.

# I Am Wonderful

**Expressive Arts and Design. – Music**

Remember and sing simple songs that are of an interest to me.

Start to match the melody and pitch of others.

Remember most of a nursery rhyme song to sing in a group.

Make up their own "silly" songs.

Practice core nursery rhymes each day before dinner. Pat a cake, 1, 2, 3, 4, 5, I'm a little teapot.

Music session once per week.

**Communication and language.**

Follow a one- or two-part instruction.

Enjoy joining in at group times and story times.

Talk to others and take it in turns to speak.

Express a point of view.

Use talk to share what they think.

Use a sentence of 4-6 words.

Use speech as a way of starting to express themselves.

Use social phrases.

Use of ShREC approach daily within provision.

Use of WellComm intervention. Planned vocabulary.

**Understanding the world:**

Talk about the different jobs people do.

Name some members of my family and talk about them.

Talk about the roles of people in society.

Talk about people in the community and their roles including jobs (Aut 2 skill but relevant to the topic).

Talk about myself and some of the ways I have changed.

Explore the world around me with all my senses.

Be accepting of other differences.

Can talk about what I can see outside using a wide vocabulary.

Can change materials e.g. adding water to cornflour, mixing paint etc, and talking about what has changed.

Completes a simple program on electronic devices.

Have a superhero like you day where children dress up as roles in society.

Have visits from the police, paramedics, crossing patrol.

Children share All About Me bag- discussing their family.

Start Forest School.

Explore inside and outside daily. Gloop in the tuff tray, paint mixing, water, sand, mud kitchen.

Start to complete games on IWB and IPAD.

**Physical development.**

Can climb stairs using alternate feet.

Can develop movement (using age-appropriate bikes, scooters etc.)

Can work with others to manage large items.

Developed their upper arm and shoulder strength. They can crawl, tummy crawl, pull themselves up on a rope.

Show a preference for a dominant hand with a comfortable pencil grip.

Draw a picture with lines and circles.

Wash hand after they have been to the toilet.

Wash my hands before they have something to eat.

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**Literacy.**

- Write some letters from my name.
- Start to orally segment single sound CVC words e.g. c-a-t within context.
- Say and hear the initial sounds in most words within context.
- Hear and write some initial sounds using alphabet mat/visual cues for prompts.
- Write my own name.
- Talk about my favourite story that I share with family member at home or stories I have heard.
- Talk about my favourite story from home and answer what happens next question.
- Join in with familiar rhymes and songs (and some patterned stories).
- Say all the words to a nursery rhyme independently.
- Read the first 16 sounds.
- Say the sound for some letters (e.g. from my name or familiar names- Mum, Dad, etc.)
- Start to orally blend words within context.
- Introduce RWI lessons for new children and build on prior experience from nursery.
- RWI daily once baseline complete.
- Literacy times 3 times a week and story time daily.

**Vocabulary linked to Understanding the world**

Worry  
Family  
Individual  
Special  
Lonely  
Feelings  
Taking turns  
Rules  
Roles  
Jobs  
Autism  
Anxious

**Parental engagement**

Class Dojo weekly.  
RWT portal links.  
Parent workshop phonics.  
Daily chat on the door.  
Home learning tasks.  
Reading diary

**Core texts**

- Goldilocks and the three bears (link to PSED focus and traditional)
- A superhero like you (Link to UTW)
- Ruby's worry.
- Perfectly Norman.
- Ravi's Roar.



**Characteristics of effective learning:**

We promote playing and exploring, active learning and creating and thinking critically through all areas of our provision. The children use the language of this through our dinosaurs on display.

**British values:**

**Mutual respect and tolerance:** Children will make new friendships in their classrooms and respect all.

**Rule of law:** Children will be introduced to our class rules.

**Individual liberty:** We celebrate the fact we are all different and accept all children in my new class.

**Democracy:** Children have opportunity to choose where they would like to pursue their independent learning.

**Our high-quality text choices:**

- The Colour Monster.
- Meetha makes friends.
- Invisible string
- Bucket Fillers (PSED display)



**Skills to revisit from nursery:**

**EAD:** I can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together.

I mix paints together to make new colours, name the colours and begin to talk about the different shades such as light and dark. I use these in my own work.

**LIT/ PD:** I can write my name correctly.

I can link some phonemes to graphemes correctly and independently in my writing.

**PD:** I can run with spatial awareness & negotiate space successfully, adjusting speed or direction to avoid obstacles.

I can write my own name, which can be read by others and myself

I know how to hold a pen or pencil in a tripod grip.

**UTW:** I talk about my family and ask questions about my friend's family and notice the difference between the two. I understand how families can be different.

Sinking and floating.

Num: Subitising to 3.

**Enrichment:**

Children will have opportunity to visit Forest school each week as well as being immersed into their learning. We will have experiences linked to the police, paramedics and the crossing patrol. A 'Superhero Like You' day.

**Pupil premium:**

Staff will analyse the new children and who is pupil premium in the class.

**Outdoors:**

Introduce children to the different zones such as the grass motor zone at the top of the playground and the learning zone where all children must walk.

Large scale junk modelling with masking tape/ Sellotape.

Painting on glass easels outside and rules on how to use the area.

Small world tyres with dinosaurs/ cars/ animals linking to child interest.

Role play people who help us clothes.

Home corner accessible.

Mud kitchen open- model use.

Water area open- model use.

Sand area open- model use.

Pens, pencils, white board pens, chalks in writing area model sounds introduced.

**Wider context:**

- To support children with English as an additional language we will say hello within the register in different languages.
- We will use gestures, Makaton and dual coding within the provision to help children with EAL as well as special educational needs.
- Staff are aware of children that require targeted language support, and this is delivered via the provision as well as WellComm.
- Staff play nursery rhymes before lunch in different languages.
- One area of our provision is set up to directly meet the IEP needs of four focus children and they receive daily 1:1 tutoring for phonics.
- Targets in provision.



## Important dates:

- P.E/ Forest School- Wednesday



# Ways to support your child's learning:

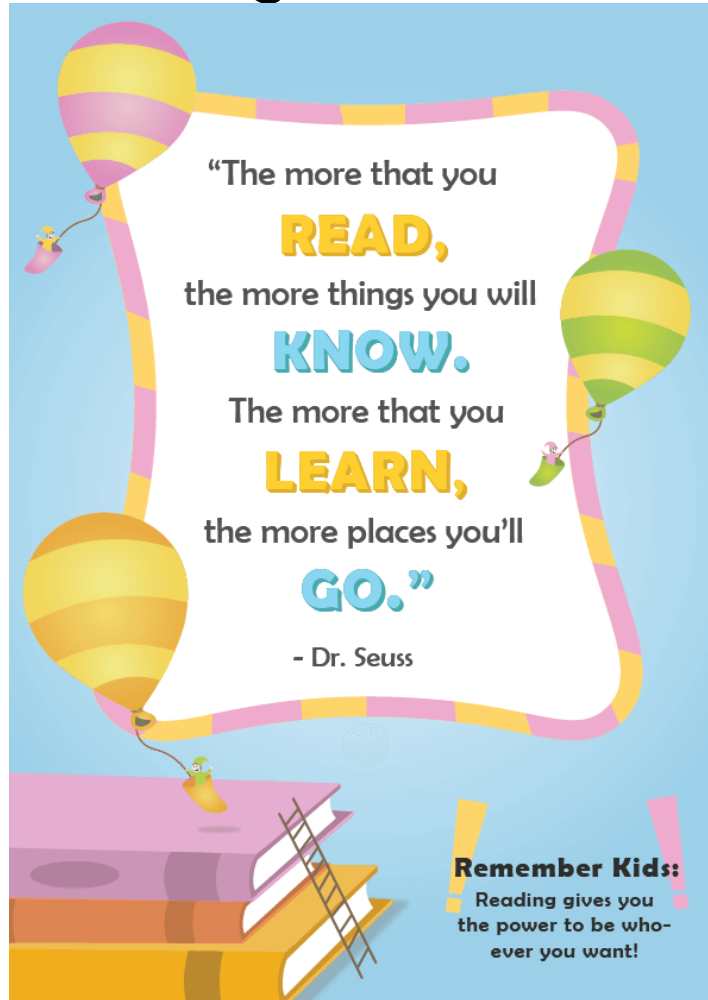
Listening to them read

Playing with them

Participating in workshops and home learning tasks.



# Reading



Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment

Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).

Children who read at least 20 minutes a day are exposed to almost 2 million words per year.

Reading increases emotional intelligence, and consequently, your career outlooks.

# Educational Visits/ Workshops/ Key Dates:

Tuesday 24<sup>th</sup> September- Phonics workshop- 9.00am.

Friday 4<sup>th</sup> October- 9.00-12.00- Police Visit.

Tuesday 15<sup>th</sup>, Wednesday 16<sup>th</sup>, Thursday 17<sup>th</sup> October- 9.45-10.45- Crossing patrol.

Dentist and Paramedic- parents hence waiting on shift details but will be in Autumn One.

Friday 25<sup>th</sup> October- Diwali day.

Thursday 7<sup>th</sup>/ 8<sup>th</sup> November- Gurdwara

Tuesday 12<sup>th</sup> November- Number- Workshop- 9.00am.

Tuesday 12<sup>th</sup>/ Wednesday 13<sup>th</sup>/ Thursday 14<sup>th</sup> November

Thursday 12<sup>th</sup>- 2.15/ Friday 13<sup>th</sup> December- 9.00am- Nativity.

Wednesday 29<sup>th</sup> January- Chinese New Year celebrations.

Wednesday 12<sup>th</sup> February- Writing Workshop- 9.00am.

Friday 14<sup>th</sup> February- Valentine's Cards.

Wednesday 27<sup>th</sup> February- immersive 'History' day in Reception

Tuesday 4<sup>th</sup> March Pancake Day- cooking.

Tuesday 18<sup>th</sup> March EAD workshop- 9.00am- 10.00am.

Week beginning Monday 24<sup>th</sup> March- Mother's Day cards.

Monday 31<sup>st</sup> March Eid Celebrations.

Week beginning Monday 7<sup>th</sup>

Tuesday 29<sup>th</sup> April- 12.45-2.45- Wild outreach Animal experience

Friday 6<sup>th</sup> June- Eid celebrations.

Monday 30<sup>th</sup> June- sports day- afternoon- 2.00pm.

Summer 1- Penn Library-

Summer 2. Second visit allotment

