

# Welcome to Whitchurch Reception Class 2024-2025



*Learners today, leaders tomorrow*

*Our core values: respect, responsibility, resilience, honesty, generosity, aspiration*

*Our curriculum key drivers: aspiration, lifelong learners, active and responsible global citizens, mental and physical well-being\*/*

# Staffing in Reception



## Leopard Class



Class Teachers  
Miss Ward / Mrs Dodia

Early Years Practitioner  
Ms Chowdhury



## Lion Class

Class Teachers  
Mrs Leigh / Mrs Simmons

Early Years Practitioner  
Ms Mouhoub



## Tiger Class



Class Teacher  
Mrs Patel

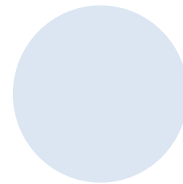
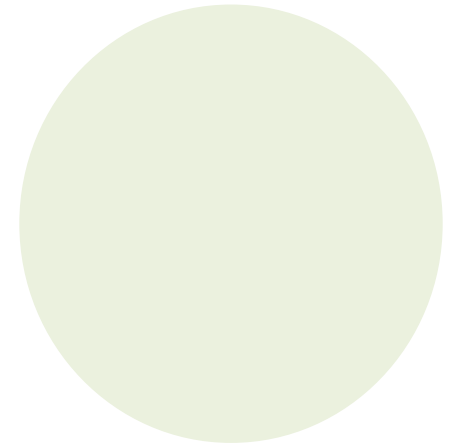
Early Years Practitioner  
Mrs Dhrona



## Jaguar Class

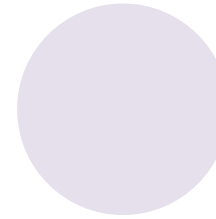
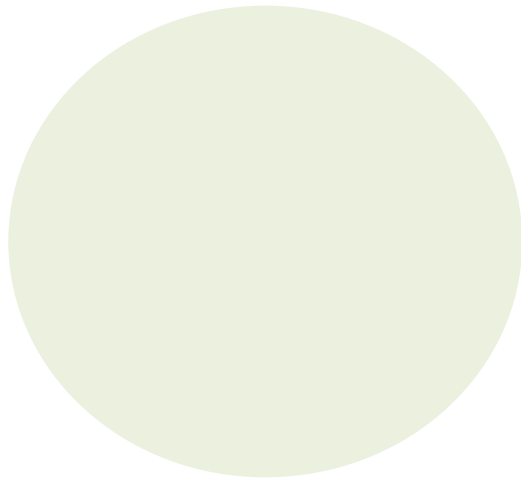
Class Teacher  
Miss Patel

Early Years Practitioner  
Mrs Tikam



# Differences between Nursery and Reception

- For some children it may be the first time they attend full time.
- It may be their first time staying for lunch.
- They may be in a larger group of children.
- They will be in a larger building with access to other areas.
- There will be more focused teaching time.
- There will be a longer routine to follow.
- Children will attend some whole school events.
- Home Learning will be more actively encouraged.



# How young Children Learn

## Our Early Years Pedagogy

Secure Relationships

Enabling Learning environment

Meaningful Learning

High expectations

Communication at the heart of all we do

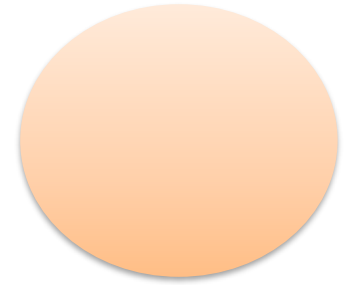


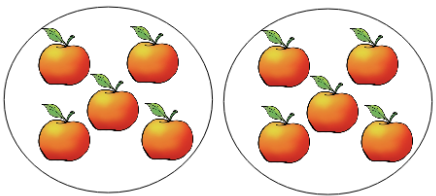
= Happy children that learn and thrive



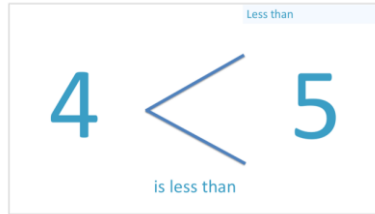
# Little Brains!

- The world in which a young child grows up shapes the way their brain develops.
- The connections needed for many important, higher-level abilities like motivation, self-regulation, problem solving and communication are formed in these early years – or not formed!
- Both genes and the environment affect brain growth in the early years.
- We play a significant role in encouraging and supporting children’s brain development
- The early years are the best opportunity for a child’s brain to develop the connections they need to be healthy, capable, successful adults.
- We talk to the children about “growing our brains”





# Deep understanding...

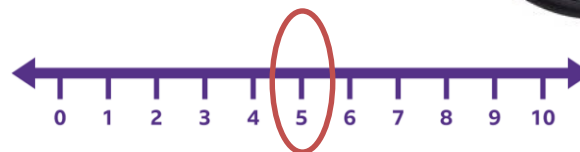
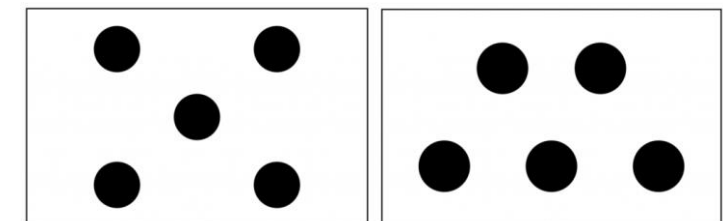
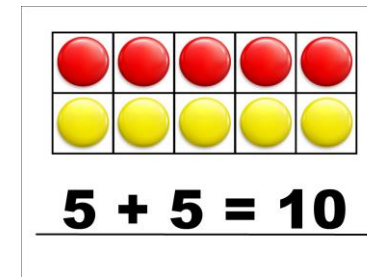
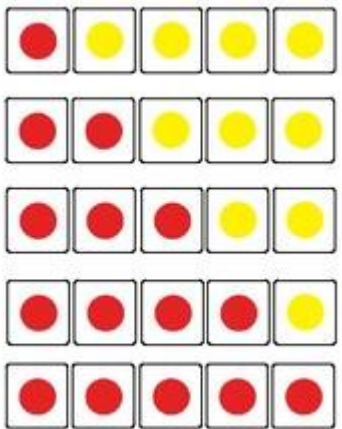


# 6



Count by 5's

5	10	15	20	25
30	35	40	45	50
55	60	65	70	75
80	85	90	95	100



# Play & Exploring...

Play improves the cognitive, physical, social, and emotional well-being of children and young people. Through play, children learn about the world, themselves and other. They also learn skills they need for life.



# Our Curriculum



The Early Years Foundation Stage curriculum is split into seven 'Areas of Learning':

- Personal, Social and Emotional development
- Physical development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

(They underpin all later learning)





# Characteristics of Effective Learning

## Characteristics of Effective Learning

### Playing and Exploring

#### ENGAGEMENT

Finding out and exploring  
Playing with what they know  
Being willing to 'have a go'

### Active Learning

#### MOTIVATION

Being involved and concentrating  
Keep trying  
Enjoying achieving what they set out to do

### Creative and Critical Thinking

#### THINKING

Having their own ideas  
Making links  
Working with ideas

To learn well, children must approach opportunities with curiosity, energy and enthusiasm.



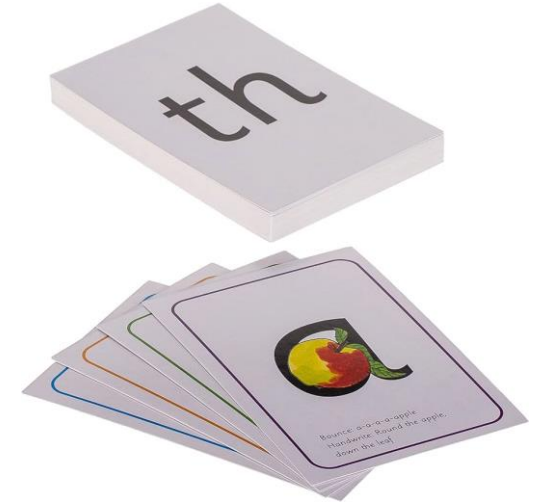
# Literacy and Numeracy

- Both are taught everyday
- There will be parent workshops offered throughout the year so you can support your child at home using the same methods we use at school.
- The weekly Tapestry posts will be added so you can support your child's learning in the home environment



# Phonics

- RWI school
- Starts once children are in fulltime
- Builds on all the pre-phonetic skills children have been learning at Nursery (speaking & listening, songs & Rhymes)
- More workshops to come!





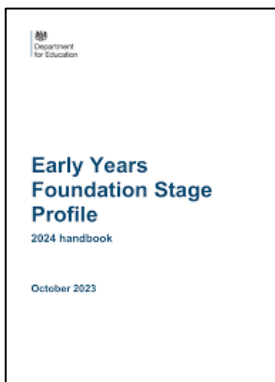
# Statutory Assessment



- All children complete the RBA
  - “provides a snapshot of where pupils are when they arrive at school”
  - We also complete an Autumn Profile of where your child is in their development in the autumn Term

- **Early Years Profile**

- It summarises a child’s attainment at the end of the Early Years Foundation Stage (EYFS), which is when they finish their reception year
- There are seventeen early learning goals in total
- We use our knowledge of what each child knows, understands and can do when completing the profile – best fit judgements
- It is used to inform year 1 teachers about each child’s stage of development and learning needs
- It is shared with parents



# A typical day in Reception:

- Children start the day together on the carpet
- Teaching input on the carpet followed by adult guided groups and time to learn and explore in the planned provision (inside/outside)
- Fruit
- Mini whole class learning time
- Phonics
- Lunch is at 11:45.
- Teaching input on the carpet followed by adult guided groups and time to learn and explore in the planned provision (inside/outside).
- We end our day by having a story and rhyme session.
- Over the week children do guided writing, reading and maths as well as developing skills and understanding in art, physical development, understanding the world, RE and emotional development.



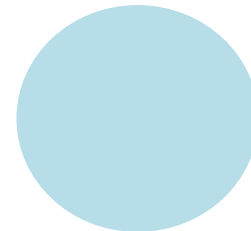
# Lunchtimes

- Our chef prepares a healthy lunch for all children
- We encourage all children to try but do not force children to eat
- We will let you know if we notice your child is regularly not eating well
- We can arrange a meeting with the Area Manager to discuss dietary requirements for particular needs
- It is typical for children to come out of school hungry even if they have eaten well at lunchtime! Be prepared with a healthy snack!



# Uniform

- Uniform list is in the Handbook and on our Website
- Please make sure **all** items are labelled with your child's name
- Bookbag
- Please make sure children can do the fastenings by themselves
- A water bottle clearly labelled with your child's name. (Water only no juice)





# Settling...



- Our aim is to have happy settled children as quickly as possible
- Each child is different but the majority settle quickly some may need a slower transition and this will be agreed with your child's class teacher
- Some children may cry but please be reassured they usually stop quickly and move on way before you have!
- Be prepared to have tired children!



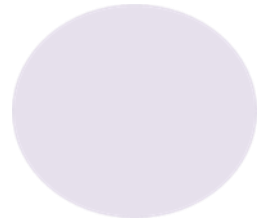




# Dates & Phasing in:



- **Stay & Play : Wednesday 3<sup>rd</sup> July 9.30am – 11.00** (New to Whitchurch Families only)
- **Class Teddy Bear's Picnic : Tuesday 16<sup>th</sup> July 2-3pm** (All families)



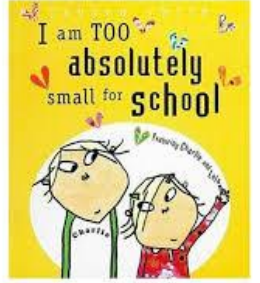
# Dates & Phasing in:



- **Home visits :** Wednesday 4<sup>th</sup> / Thursday 5<sup>th</sup> September ((New to Whitchurch Families only)
- **Stay and play:** Friday 6<sup>th</sup> September Either a AM or a PM Session
- **First Day -** Monday 9<sup>th</sup> & Tuesday 10<sup>th</sup> September - All children will attend half days Monday - Tuesday (either morning or afternoon sessions)
- **First Lunch :** Wednesday 11<sup>th</sup> All children to come in at 8.35am, stay for lunch and go home at 1.15pm
- **Fulltime :** 16<sup>th</sup> September



# What can you do now to support your child starting Reception



- Talk, talk and more talk! Talk about all the exciting things they will be doing at school such as making friends and learning new things.
- Help your child develop their independent skills such as dressing, washing hands and being able to self care when using the toilet.
- Read books about starting school.
- Help them to recognise and begin to write their own name. This is so they can find their peg and label their work.

