# Welcome to Reception

# A presentation for Wood Field parents and carers

Dormice

Hedgehogs

Rabbits

# Welcome to Reception!

# Teachers

Miss Tribe
Dormice Class

Mrs Tulip
Rabbits Class

Mrs Tweedie
Hedgehogs Class

# Drop off and pick up

The children can arrive at school from 8.35 am where they will complete welcome work. We encourage children to arrive as early as they can so this learning can be completed and they can settle into their day.

The children will say goodbye at the entrance to the classroom.

**Gates close and registers are taken at 8:45 am.**

The school gates will open at 3.10pm for collection.

Please wait for the class teacher to dismiss the children one by one.

**If you wish to speak to the class teacher, please wait until all the children have been dismissed and they will happily do so at this point.**

# PE days

- PE lessons will take place on a Wednesday.

**Please remember that PE kits need to be worn to school on these days.**

# Topics

| Reception Curriculum Overview 2024-2025 | | | | | | |
|---|---|---|---|---|---|---|
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic Ideas | **Me, Myself and I** | **Celebrations** | **Winter** | **Growing** | **People who help us/ Space** | **Traditional Tales Minibeasts** |
| Special Events | Harvest | Christmas Extravaganza Day<br>Christmas Performance<br>Father Christmas visit | Lunar New Year | World Book Day<br>Science Week<br>Mother's Day<br>Farm trip<br>Ducks/chicks | Visit from police officers, doctors & fire brigade | Father's Day<br>Class photos<br>Sports Day |
| Personal, Social and Emotional Development<br>RSE<br>Kapow | Self regulation: My feelings | Building relationships: Special relationships | Managing self: Taking on challenges | Self-regulation: Listening and following instructions | Building relationships: My family and friends | Managing self: My wellbeing |
| Communication and Language | Opportunities each week to listen and speak one-to-one, in small groups, as a class and in a larger group (YR assemblies).<br>Daily stories to promote active listening, widen vocabulary, secure an understanding of how stories are structured and develop a love of reading.<br>Access to high quality fiction and non-fiction texts, to support topic-based learning.<br>Half termly Show and Tell sessions to enable children to talk about their interests and listen to and question their peers. | | | | | |
| Physical Development | PE Unit – Following instructions (coordination and static balance)<br><br>Dough Disco | PE unit – Play with others (dynamic balance to agility & static balance)<br><br>Dough Disco | PE unit – Follow rules (dynamic balance & static balance)<br><br>Fine motor control<br>Boot camp | PE unit – Observe and copy (coordination and counter balance)<br><br>Fine motor<br>Boot camp | PE unit- Move in different ways (coordination and agility)<br><br>Fine motor<br>Boot camp | PE Unit – Exercise and good health (agility & static balance)<br><br>Fine motor<br>Boot camp |
| Literacy | Little Wandle<br>Phase 2<br><br>Using initial sounds, name writing, I am…, letter formation. | Little Wandle<br>Phase 2<br><br>Using initial sounds and more, name writing, labels, cards, letter formation. | Little Wandle<br>Phase 3<br><br>cvc blending, news writing, predicting (I think the … will win), labels, letter formation. | Little Wandle<br>Phase 3<br><br>Think bubbles, plans, Pobble basic sentence structure (intro), using tricky words and phonics learnt, letter formation. | Little Wandle<br>Phase 4<br><br>basic sentence structure, lists, labels and captions, letter formation, capital letters, full stops and spaces. | Little Wandle<br>Phase 4<br><br>basic sentence structure, recount of events speech bubbles, riddles, letter formation, capital letters, full stops and spaces |

# Topics

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|---|---|---|---|---|---|---|
| | **Reading stimuli:**<br>We are all Welcome<br>Colour Monster<br>The Family book | **Reading stimuli:**<br>Percy the park keeper –<br>After the storm<br>Don't hog the Hedge<br>Kipper's Birthday<br>Scarecrows wedding | **Reading stimuli:**<br>Lost and Found<br>Elmer in the Snow<br>Polar Bear and the snow cloud | **Reading stimuli:**<br>Jack and the Beanstalk<br>Little Red Hen<br>What the Ladybird Heard<br>Farmer Duck<br><br>Drawing club | **Reading stimuli:**<br>Whatever Next<br>How to catch a star<br>The way back home<br>The firefighters<br>A visit to the doctor<br>A superhero like you.<br><br>Drawing Club | **Reading stimuli:**<br>Three Little Pigs<br>Gingerbread man<br>Goldilocks and the three bears<br>Little red riding hood.<br><br>Drawing Club |
| Mathematics | RBA<br>Getting to know you.<br>Match, sort and compare.<br>Talk about measure and patterns. | It's Me 1, 2, 3<br>Circles and triangles.<br>1,2,3,4,5<br>Shapes with 4 sides. | Alive in 5!<br>Growing 6,7,8<br>Building 9, 10<br>Exploring 9 and 10. | Building 9 and 10<br>Mass and capacity.<br>Length, height, and time<br>3D shapes | To 20 and beyond.<br>How many now?<br>Manipulate, compose. and decompose.<br>Sharing and grouping. | Sharing and grouping.<br>Visualise, group and map.<br>Make connections. |
| Understanding the World<br><br>Past and Present<br>The Natural World<br>People, Culture & Communities | Newbout seasonal features, talk about members of their family, name and describe people who are familiar to them, Harvest, place knowledge (immediate environment), simple maps of immediate environment.<br>Know that there are different types of families.<br>Beginnings, special times with my family<br>Talk a | Bonfire Night and Remembrance Day (comment on pictures, stories and accounts from the past),<br>Family customs and routines, Diwali, Christmas, place knowledge (local area),<br>seasonal features, changes of state, oral hygiene. Using senses to explore the natural world around them. (local) changing seasons in the world around them. | Personal history and memories of different weathers eg. first snow. , simple maps based on imaginary story settings, Chinese New Year differences and similarities, place knowledge of the arctic. seasonal features, changes of state, oral hygiene. Using senses to explore the natural world around them(artic) changing seasons on the world around them.(world) recognise that some environments are different to the one we live in. | Basic chronology, compare and contrast changes over time, making sandwiches, celebrating Easter, name places of worship, map making, Seasonal features – new life. Chick and human life cycle. Changes over time from babies to adults.<br><br>**Working scientifically:** observe changes over time, identify and classify, perform simple tests, record observations in ways that are meaningful. | Basic chronology, compare and contrast changes over time using photographic sources, significant figure in space history.<br>learning about Eid (talk about practices from different cultures) visits from the local community and understanding where to go to get help, how these important people help us. | Understand the past and think about the future through events (when welcoming the new reception intake), simple maps based on imaginary story settings eg Gingerbread man.<br>Minibeast hunting and bug hotels, observing caterpillar life cycle, habitats.<br>**Working scientifically:** observing changes over time, identifying and classifying, asking simple questions, recording observations in ways that are meaningful. |
| Kapow History | Peek into the past:<br>Activity 1: Can you guess who?<br><br>Activity 2: Past and present | | | Adventures through time.<br><br>Activity 1: Family tree<br><br>Peek into the past:<br>Activity 1- Can you guess who | Adventures through time.<br><br>Activity 5: Transport through time<br><br>Activity 4: Picture detective | Adventures through time.<br><br>Activity 2: My achievements |

# Topics

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|---|---|---|---|---|---|---|
| | | | | Activity 2- Past and present<br>Activity 3: My life timeline<br>Activity 4: Toy box | | |
| Kapow Geography | <u>Outdoor adventures</u><br>Activity 1: Nature catchers<br><u>Exploring maps</u><br>Activity 1: Pirate map bingo<br>Activity 2: Our school from above | <u>Outdoor adventures</u><br>Activity 2: Observational painting | <u>Outdoor adventures</u><br>Activity 3: Exploring the weather<br>Activity 5: Exploring the seasons<br>Activity 6: Dress the teddy<br><u>Around the world</u><br>Activity 4: Exploring world landscapes<br>Activity 6: Polar explorers | <u>Outdoor adventures</u><br>Activity 4: Senses in nature<br><u>Exploring maps</u><br>Activity 4: Creating journey sticks (farm) | | <u>Exploring maps</u><br>Activity 3: Let's build a map!<br>Activity 5: Investigating maps<br>Activity 6: Map making |
| Kapow Science | <u>Changing seasons</u><br>Lesson 1: Autumn treasure | <u>Changing seasons</u><br>Lesson 2: Whatever the weather<br><u>I am a scientist.</u><br>Lesson 2: Loud or quiet? | <u>Changing seasons</u><br>Lesson 3: Winter wildlife<br><u>Animal adventures</u><br>Lesson 4: Animal homes<br><u>I am a scientist.</u><br>Lesson 4: Freeze or melt? | <u>Changing seasons</u><br>Lesson 4: Springtime magic<br><u>Animal adventures</u><br>Lesson 3: On the farm | <u>Changing seasons</u><br>Lesson 5: Sandcastle science<br><u>I am a scientist.</u><br>Lesson 5: Light or dark? | <u>Changing seasons</u><br>Lesson 6: Summer senses<br><u>Animal adventures</u><br>Lesson 1: Living and non-living<br>Lesson 2: Describing minibeasts |
| Expressive Arts and Design<br>Creating with materials<br>Being Imaginative and Expressive | Self-portraits, colour mixing with primary colours,making fruit kebab singing nursery rhymes, moving to music, Harvest/Autumn songs with actions, role play | Colour mixing with primary colours and black and white, Christmas cards (printing), listening to a choir, Christmas performance, role play shop and post office | Paper sculpture, painting station, making props for stories and small world scenes, learning dances, singing, | Cooking, collage, making cards, wax resist, box, drawing plants and animals, Spring songs, role play garden centre | Box modelling, watercolour paintings, printing patterns, oil pastels, collage, , play fire station and police station | Art in the style of... collage and models explaining how they were made, summer songs, role play café and ice cream shop |

# Trips and Workshops

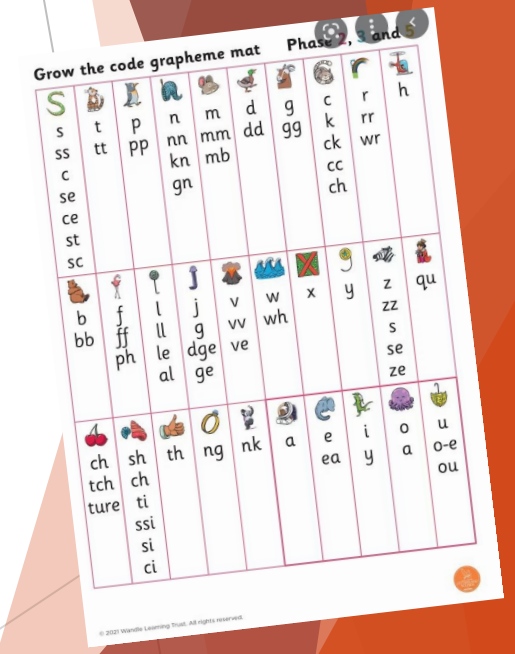
**March** – We will be visiting Bocketts Farm as part of our growing topic. Details will be sent out closer to the time.

**Date TBC** – Wallington Pizzeria

# Reading

- The children in Reception will have reading lessons with their teacher following our school scheme, Little Wandle Letters & Sounds.

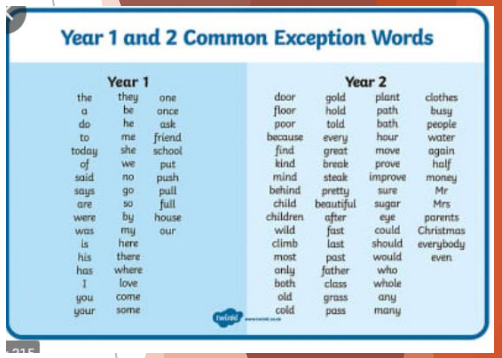
- They will already be familiar with the reading book they bring home on a **Friday**. The aim is the children build up their reading fluency of the book and share this with you at home. By continuing to read this book over the weekend, this will hugely aid the children's reading fluency.
- Reading books must be returned the following **Monday** as these are needed throughout the week.



# Reading

- Children are expected to read **at least 5 times per week**. This could be their Little Wandle book, their library book or a book from home.
- This reading needs to be logged on the online reading log that will be checked regularly. Track my read website.

- We are having a large focus on the children's reading fluency and therefore reading a book a number of times, will hugely benefit the children's reading.



**Year 1 and 2 Common Exception Words**

| Year 1 | | | Year 2 | | | |
|---|---|---|---|---|---|---|
| the | they | one | door | gold | plant | clothes |
| a | be | once | floor | hold | path | busy |
| do | he | ask | poor | told | bath | people |
| to | me | friend | because | every | hour | water |
| today | she | school | find | great | move | again |
| of | we | put | kind | break | prove | half |
| said | no | push | mind | steak | improve | money |
| says | go | pull | behind | pretty | sure | Mr |
| are | so | full | child | beautiful | sugar | Mrs |
| were | by | house | children | after | eye | parents |
| was | my | our | wild | fast | could | Christmas |
| is | here | | climb | last | should | everybody |
| his | there | | most | past | would | even |
| has | where | | only | father | who | |
| I | love | | both | class | whole | |
| you | come | | old | grass | any | |
| your | some | | cold | pass | many | |

**Grow the code grapheme mat**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| s ss c se ce st sc | t tt | p pp | n nn kn gn | m mm mb | d dd | g gg | c k ck cc ch | r rr wr | h |
| b bb | f ff ph | l ll le al | j g dge ge | v vv ve | w wh | x | y | z zz s se ze | qu |
| ch tch ture | sh ch ti ssi si ci | th | ng | nk | a | e ea | i y | o a | u o-e ou |

# Year group email address – Class Dojo is not used for messages.

## Please use this email to communicate with class teachers: reception@woodfieldprimary.com

| Year group email | School office email |
|---|---|
| • Timetable<br>• School trips<br>• Reading books<br>• Friendships<br>• Lost property | • Parent pay queries<br>• Absence<br>• Arrangements for pick up<br>• Appointments<br>• Club arrangements (if child is starting a new club so they can be directed to the correct location) |

Please be aware that although this email will be regularly checked, the teachers are in class so please allow time for a response.

Teachers are also available for an informal discussion after school, once the children have been dismissed.

# Reminders

- Please ensure that **EVERYTHING** brought into school is **named**.
- Children to have a water bottle in school each day.
- The children will be provided with a free fruit snack each day.

Please take the time to read the weekly newsletter and DOJO to ensure you are kept up to date with year group news. This is sent each Friday via MCAS.