

# Reception Information Evening

September 2024



Learning  
Together in  
God's Love

# Welcome to Reception (Robins Class)



## **Meet the Team**

Mrs Hope

Mrs Bailey

Mrs Kirmatzis



## **Specialist Teaching Provision**

Mrs Rodgers – Music

Class  
Saint

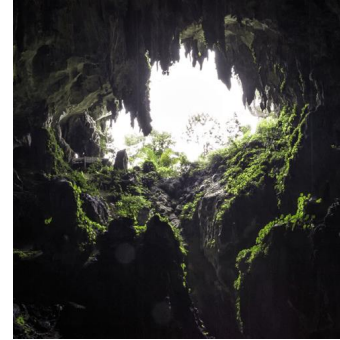
St Anne  
Patron Saint of Grandparents  
July 25th



# Topics

## Autumn Term

- Let's Explore
- Marvellous Machines



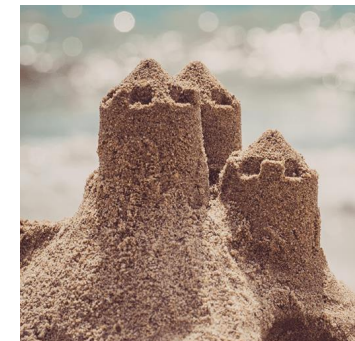
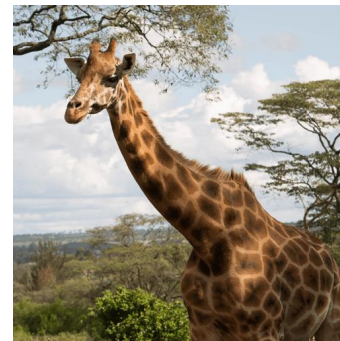
## Spring Term

- Long ago
- Ready Steady Grow



## Summer Term

- Animal Safari
- The Beach



# School Life

- Morning playtime is at 10.15am
- Lunchtime is 11.45am in the hall.
- Afternoon play is for 15 minutes, approx. 2pm
- Home time is at 3.15pm. Children need to wait in the line until the teacher has seen the parent/carer and called the child by name.
- INSET – School is closed for staff training
- MUFTI – Children bring a contribution and can wear their own clothes.
- End of term – Christmas, Summer and Easter - school closes at 2.00pm
- **Please regularly check emails**

# Day to Day...

- Children must bring in a rain mac or a coat as appropriate as we go outside in all weathers.
- Water bottle. Please make sure it is named.
- Snack Time - the school provides fruit for your child at snack time.
- Your child should have a school bookbag which goes into the book bag box in class.
- Milk is free until they become 5, then it has to be paid for in the office.
- Lunch in the hall 11.45 – 12.15
- Lunch play in the Nursery garden 12.15 – 12.45
- Children should come into the classroom at 8.45am when the bell is rung.
- School pick up at 3.15pm

# Uniform

Summer Uniform – Worn until the October half term

Red and white dresses  
Red cardigan  
White socks (no tights)  
Black shoes

White polo shirt  
Grey shorts  
Red jumper  
Socks  
Black shoes

Please make sure that you label all uniform!

Long hair must always be tied up!

Winter Uniform – Worn from October half term until Easter

White polo shirt  
Blue joggers  
Red jumper  
Black/grey/white socks  
Black shoes

# P.E.

## P.E Kit

- White T-shirt and red sweatshirt
- Red shorts (or blue joggers in cold weather)
- Plimsolls or trainers (but no laces please)
- Socks (a spare pair of socks is useful)

Please remove earrings on PE days

PE days are Tuesday (indoor PE in the hall)

Friday (outdoor area play in nursery garden)



# Behaviour

We aim to achieve a respectful, secure and safe environment where everyone shows consideration, kindness and honesty towards each other.

We use a range of rewards to reinforce the core values of the school and expected behaviours. We acknowledge where children have shown and developed various aspects of our RESPECT code.

This can be in the form of:

- Verbal praise and feedback;
- Talk with parents/carers at the end of the day about positive behaviour and engagement with learning;
- Individual rewards e.g. stickers/postcards home;
- House points;
- Awarding certificates that promote the positive behaviour demonstrated.

We prioritise the explicit teaching of expected and unexpected behaviours and relate this back to our RESPECT code.

# Behaviour

R

## Respect everyone.

Know we are all God's children.

Keep hands and feet to ourselves.  
Speak politely to everyone; show good manners through words and actions.

E

## Encourage each other.

Follow Jesus' example – love one another.

Give praise.  
Give genuine feedback to help other pupils' learning improve.

S

## Speak truthfully.

Be ready to say sorry and show forgiveness.

We are honest.  
We say/recognise what we have done and admit when we have done something wrong and apologise for this. We are honest about our choices.

P

## Practise, persevere and make progress.

Make time to pray – knowing God is with us.

We try again and again to improve our skills.  
We do not give up.  
We use our purple polishing pens with pride.

E

## Embrace mistakes.

Know we are loved by God.

We learn from our errors.  
We look at mistakes as a way of moving our learning forward.

C

## Consider our choices.

Christ at the centre.

We think before we act.  
We know we always have a choice.  
We can say "no".

T

## Thrive together as a team.

Trust in God.


We work together.  
We help each other and celebrate achievements of other children as well as our own.

Each half term, we focus on one of our Learning to Learn characters and Head Teacher certificates are awarded.

# Learning to Learn...

Pooh says...


I am **RESILIENT!**



- I can become absorbed in my learning.
- I can recognise and manage distractions.
- I can create my ideal environment for learning.
- I know when I need to take time out to think.
- I am good at noticing things.
- I can use my previous learning.
- I don't give up when things get tricky.
- I can learn from my mistakes.
- I understand that sometimes learning can be a slow process.

Tigger says...


I am a **RISK TAKER!**



- I know if I am wrong about something I can still learn from it.
- I can put forward my ideas even if they are not the same as other people's ideas.
- I think in creative ways and use it to further my learning.
- I know that my thinking might sometimes take me in a different direction.
- I can take risks in order to solve problems.
- I think about risks but I still have a go.

Eeyore says...

I am **REFLECTIVE!**



- I can plan ahead.
- I can plan for the time and resources I will need.
- I can plan to overcome any obstacles I may meet.
- I can be flexible.
- I can make changes to my plans if necessary.
- I can think about my work as I go along.
- I can see new opportunities.
- I can think about what is important in my learning.
- I can be my own learning coach.
- I can recognize how I learn best.
- I can talk about how I learn.
- I can talk about my work when it is going well or when it is challenging.

Piglet says...


I am **RESOURCEFUL!**



- I am good at asking questions.
- I am curious.
- I can think more deeply during learning.
- I can see connections between different events and experiences.
- I can use my imagination to ask 'What if ...?'
- I can work logically and systematically.
- I can give evidence to support my thinking.
- I can spot the strengths and weaknesses in information.
- I can use a wide range of resources appropriately.
- I can spot future opportunities.

Kanga says...

I have good **RELATIONSHIPS!**



- I know when it is best to learn on my own or with others.
- I can share my ideas.
- I can listen to other people's ideas.
- I can contribute to and draw strength from a team.
- I can see someone else's point of view.
- I can imitate other people's good ideas and good behaviour.
- I can use my knowledge of another person to explain their actions and feelings.

Owl says...

I am **RESPECTFUL!**



- I respect and recognise other people's view points.
- I respect other people's property.
- I respect school property.
- I respect school rules.
- I respect the similarities and differences between myself and others.
- I respect my culture and the culture and beliefs of others.

# Behaviour

We support children in helping them to understand that all actions/choices have consequences, both positive and negative. We encourage children to consider their choices and take responsibility for the consequences of these choices. We support children to reflect on the impact of unexpected behaviours on their own and others' wellbeing.





We encourage children to focus their attention, to be 'active listeners' and to develop the capacity to make 'good choices' through noticing and praising positive behaviours.

In order to be able to challenge themselves and carry out tasks independently, children must be able to regulate their behaviour in the classroom.

We refer to the 'Zones of Regulation' to help pupils to think about their behaviour and how it impacts others.

# Zones of Regulation

## The **ZONES** of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Mean Terrified Yelling/Hitting Out of Control

# Home Learning

- We will be sending a Reception News page each week to let you know about some of your child's class learning.
- We will begin teaching phonics next week. **E-books** will be set once a week for you to read at home with your child once they can confidently blend.
- **Mathletics** (Weekly) from October half-term. Logins and passwords will be issued before October half-term.
- Topic-related home learning will be set on Microsoft Teams each half-term. This will be optional and will contain the vocabulary and texts which we recommend for each topic.

# Hello Little Wandle Phonics



# Little Wandle

Little Wandle Letters and Sounds Revised has been developed to ensure that we give every child the best possible opportunity to learn to read effectively.

Phonics teaching begins the week commencing Monday 16<sup>th</sup> September.

Reading practice will take place in school for those children in Reception and will continue until they have read the books. An e-book will then be sent home once a week so your child can show you what they've been doing at school.



# How can parents support reading?

‘Children expand their language and vocabulary when they listen to or join in with a story or rhyme’

‘Parents who engage their children in books prepare them to become committed and enthusiastic readers’

‘Book-related talk introduces children to language that they might not hear in ordinary conversation’

Statutory Reading Framework 2021

So . . . .

Read as many  
bedtime stories  
as you can!

Reading to your child is without doubt the best way to help your child achieve their full potential.

Here's how many words a child would have heard by the time they were 5 years old:

Never read to - 4,662 words

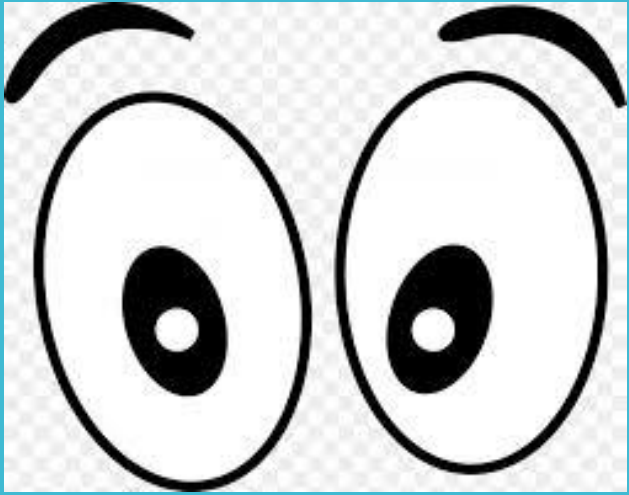
1-2 times a week - 63,570 words

3-5 times a week - 169,520 words

Daily - 296,660 words

Five books a day - 1,483,300

Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economical background.



Look out for our phonics presentation for  
parents in the hall on Tuesday 24<sup>th</sup>  
September at 9 am.

# School Library

- The class will be able to visit our library once a week to choose a book to take home to share. You should not ask your child to read this book to you - it is for you to read to them.
- Please make sure that they return this book the following week; otherwise, they will not be able to take another book out, but they will be able to browse.

# Drop off and pick up...

- Children come directly into class when the bell is rung at 8:45am. They must be in class by 8:50am for registration.
- Collection – Please provide written permission or email the office if another adult is going to collect your child.
- At the end of the day, children must wait until their teacher calls their name to go to the parent. The teacher will not let the child go unless they have seen the responsible adult who has come to collect.

# PSA and Class Reps

- All of the adults in our school community are automatically members of the PSA.
- The PSA do a fantastic job in supporting the children of St Agatha's. Please do volunteer your time and support where you can.
- Those able to take on the role of class rep are greatly appreciated. Thank you so much for volunteering.

# Key Dates

- Stay and Play – Thursday 26<sup>th</sup>  
September 3.00-3.30pm (in class)
- Parent / Teacher Consultations –  
Thursday 24<sup>th</sup> October and Thursday  
13<sup>th</sup> February
- Nativity – Thursday 12<sup>th</sup> December  
9.15am



Thank you for joining us this evening.