

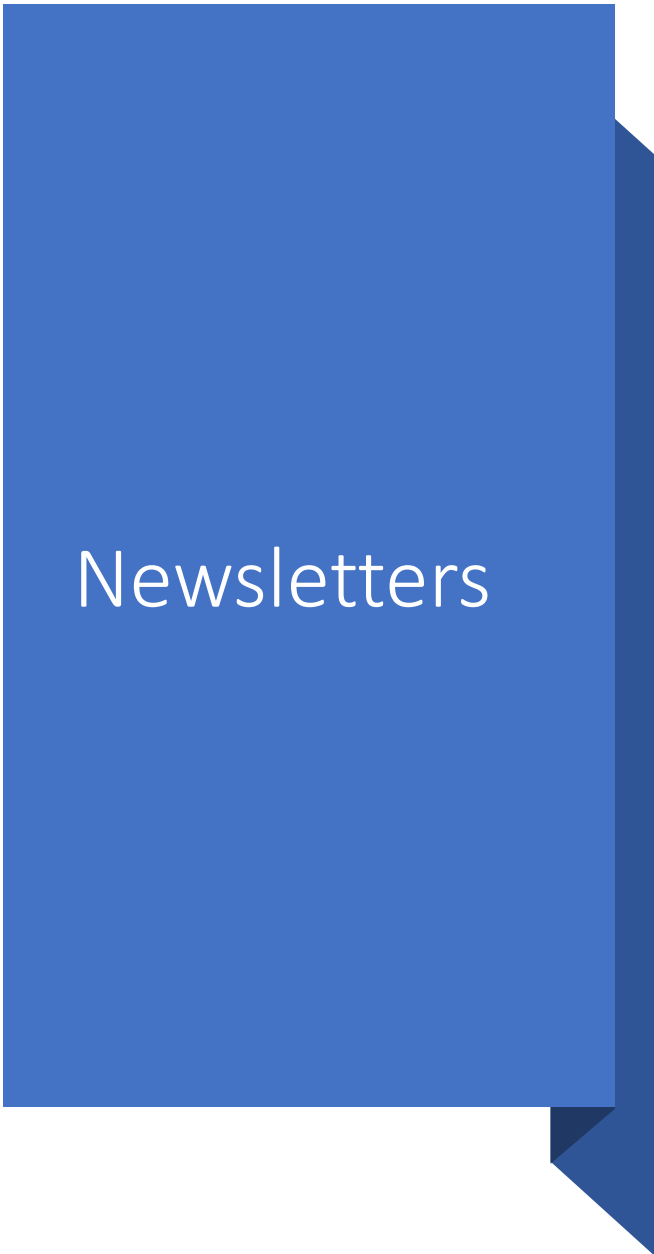
St Bernard's RCP School

Class Information
Reception

Staff in Reception

- Miss Shaw- Teacher
- Mrs Clayton - TA
- Mrs Jennings- TA – Monday, Tuesday, Wednesday
- Coaches for PE – Monday, Tuesday, Thursday.

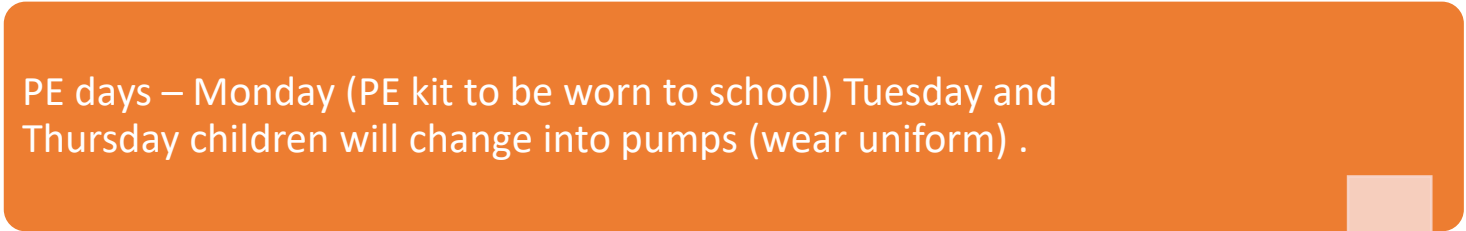
- There will be a half termly newsletter posted on the school website to provide you with information on what is happening each half term.



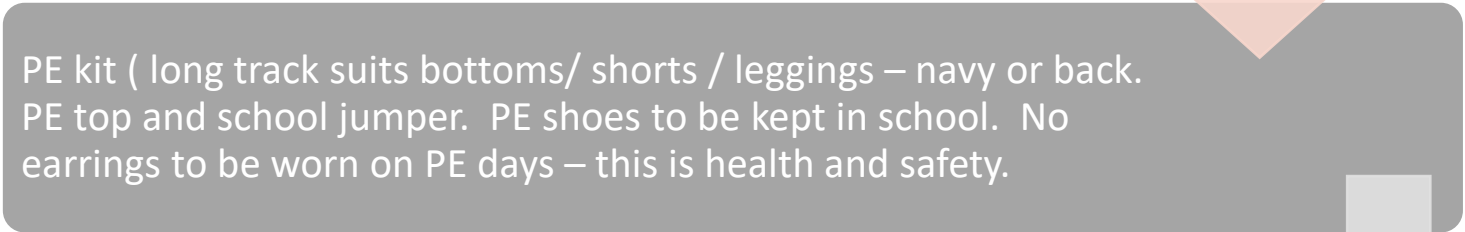
Newsletters

Routines

PE days – Monday (PE kit to be worn to school) Tuesday and Thursday children will change into pumps (wear uniform) .

An orange rectangular box with rounded corners. A light orange arrow points downwards from its bottom right corner towards the grey box below.

PE kit (long track suits bottoms/ shorts / leggings – navy or black. PE top and school jumper. PE shoes to be kept in school. No earrings to be worn on PE days – this is health and safety.

A grey rectangular box with rounded corners. A light grey arrow points downwards from its bottom right corner towards the yellow box below.

Trainers to be worn to school on PE day

A yellow rectangular box with rounded corners.

Homework

- Children will begin to bring home a copy of the sounds they have learnt each week. This is to help support you in knowing what your child has been doing in phonics each week.
- Once children have learnt all the 26 sounds of the alphabet they will begin to bring home a sound blending book and this will move onto a reading book matched to what they have read in school.
- The children will bring a library book home each week – please share this book with your child to encourage reading for pleasure

Online Resources

- Spelling Shed allows the children to practice building words using the sounds they have learnt. The children can complete this independently once familiar with the program so we recommend your child completes this as much as possible.

Online Safety

- In school we have internet / online safety lessons.
- NSPCC has advice on how to set up parental controls and how to talk to your child about staying safe online.
- www.nspcc.org.uk
- Online safety advice for 6 to 10 year olds.
- www.internetmatters.org

Passwords

- Don't panic if passwords are lost – there is a master copy held in class.

Expectations

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.

Attendance

- Attendance is always big focus and we encourage you not to book holidays in term time as valuable learning is missed. Government guidance has changed on this and more penalties put in place.
- Sky High Attendance was a great success last year and will continue this year. The class with the best attendance each week will be announced during Friday's award Assembly and the winning class will be given 5 extra minutes of playtime for one day the following week. This will lead onto termly and yearly reward.

Rewards

- Children can earn dojo's throughout the week for good behaviour, following school rules, effort in work and following our school values. Each week our top 5 dojo winners will receive a treat in Golden Time.
- Children can also work together to earn a class reward.

Sanctions

- We are currently reviewing our Behaviour Policy and our sanctions will be updated. This will be shared with children and parents before introduced so that we can work together to ensure the highest level of expectations.
- Currently Reception children sit in time out if they do not follow school rules or expectations.



Your support
is always
appreciated.

Thank you for
reading.