



Survival Guide for Year R

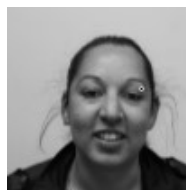
Meet the Team...



Mrs Pullen



Miss Clark



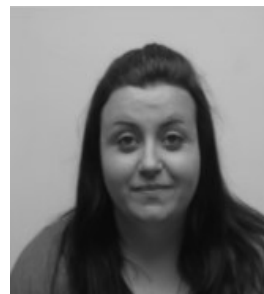
Miss Evelyn



Miss Ward



Mrs Varnaseri



Miss Marsh

Don't forget that
our Parent
Handbook can be
found on the
school website.

Mrs McGoldrick will cover Rabbits and Hedgehogs class when Miss Marsh has PPA and Mrs Kelleher will cover Moles and Badgers class when Miss Ward is on PPA.

Although Covid Restrictions have eased and the teaching team will be outside at the end of the day, we can't always catch you in person at the end of the school day. We will continue to contact you by telephone if anything arises during the school day that you need to be made aware of. If you have any concerns or questions, please contact the school office on 01233 621616 or use the year group email address yearparent@godinton.kent.sch.uk

Welcome to Reception and your first year of big school!

We are very excited to tell you all about the things we will be learning about this year!

Settling in, having fun and making friends

For the first few weeks of school we will be focusing on getting to know the children and supporting them to settle into school alongside learning. We will help them to make new friends, reconnect with existing ones and have fun! They will get to know the rules and routines in school and we will be encouraging them to show us what they can already do in the seven areas of learning.

Getting to know your child

We will be spending lots of time with the children, playing with them and getting to know them. We will also be carrying out the National Baseline assessment with your child as part of the usual activities, games and observations that we do. For more information on this please visit:

<https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents>

Revised EYFS Framework

The Early Years Foundation Stage (EYFS) has been reformed and there is a new EYFS framework that all schools and settings are required to follow from September 2021. These national changes have been made to better support all pupils' learning and development and support their transition into Key Stage 1.

Do you know what woodland animals live in the forest?

Who is David Attenborough?

Our school curriculum is taught through our 'Learning Adventure' approach which creates cross curricular links over the course of 2 terms, making learning more meaningful for the children. Each topic will have a 'Sensational Start' and an 'Explosive Ending' to enthuse and excite the children and to celebrate their achievements.

STAR week – 'Showing Tolerance and Respect' – is built into every term and centres around our school values. Whilst we embed these values into everyday school life, we also want to highlight different aspects which is done during this focus week. During this week, the children will complete further 'Understanding of the World' activities, which will foster their appreciation of our culturally, socially, technologically and ecologically diverse world. We will also continue to embed the children's personal, social and emotional development (PSED) which is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Further details of STAR week, will be provided later in the term.

Details of the curriculum that your child will be studying during the academic year can be found on the school website. To locate this information simply go to the 'Curriculum' section and then select the relevant area.

Communication and Language

Communication and Language (CL) is one of the three prime areas of learning and development in the EYFS framework. The other two are Personal, Social and Emotional Development (PSED) and Physical Development (PD). These areas are called prime because they form the foundation for all other aspects of young children's learning and development. It involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves. During term 1, your child will be assessed using Language Link. This programme gives teachers the ability to explore your child's current understanding of language and address any needs as soon as possible. We run a weekly Language Enrichment session, where the children are taken out in small groups and are taught basic listening and attention skills. If we feel that any children would benefit from an assessment of their speech sounds (e.g. if some children find saying a particular sound tricky) we will also carry out a Speech Link assessment. Reforms to the EYFS framework have put a greater emphasis on improving pupil's language and vocabulary through increasing opportunities for conversations, reading of a wide range of books and holding discussions around activities in all areas of learning.

Personal, Social and Emotional Development

PSED is embedded across all areas of our learning rather than treated as a separate area of development. Self-Regulation, Managing Self and Building Relationships are the main areas that fall under this heading. Good PSED skills enable children to feel acknowledged and supported by important people in their lives and helps them to interact with others and form positive relationships. It also enables children to feel free to express ideas and feelings and cope with new or stressful situations. Throughout the year, we continuously focus on opportunities to;

- Identify children's interests, likes and dislikes and supporting their choices
- use everyday opportunities for children to learn about sharing
- identify children's individual skills and qualities
- enable children to see adults as role models and partners in learning who value differences
- Support independence and self-care
- Offer opportunities for play and learning that acknowledge children's beliefs and cultural backgrounds
- Play games where children learn to take turns
- provide opportunities to make choices
- provide opportunities for children to talk about their feelings
- Promote physical activity and healthy eating and the importance of good dental health.

Physical Development

The EYFS curriculum focuses on the link between good gross motor skills and how this then develops better fine motor skills which aides writing development. Physical development is one of the seven areas of the early years foundation stage and is used to develop a child's movement, handling of objects, spacial awareness when moving, co-ordination of small and large movements and how to effectively use tools and equipment such as pencils and scissors. We begin the year by taking part in weekly 'Write Dance' and 'Funky Fingers' sessions to help improve fine and gross motor development. The children access our outdoor resources daily such as the bikes and scooters and trim trail where their gross motor strength is also built upon. All our learning is planned to be as active and as engaging as possible to help improve your child's physical development.

Our Homework Trails...

At the start of each term, the year group will be set a 'Homework Trail' which will last for the duration of each term. This trail includes weekly 'Base Camp' tasks, a menu of 'Trail' tasks which are all linked to the Learning Adventure topic, and an 'Extra Mile' Challenge. All Homework Trails will also be available to view on the school website so don't worry if you forget what to do. The choice of homework tasks all relate to work being taught in class and provide further practice and reinforcement of our Learning Adventure themes. Children are strongly encouraged to complete the tasks set but homework is not compulsory.

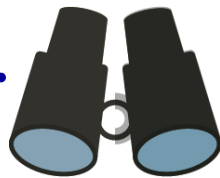
Regular reading, and the retention of number facts are essential in the development of English and Maths skills as they underpin many concepts. These tasks will form the 'Base Camp' activities which children are expected to complete on a weekly basis. 'Trail' tasks are a set of 9 tasks that the children can choose from, ensuring that the centre task has been completed—they cover a broad range of subjects and interests. The minimum expectation is that 3 tasks will be completed over a term in the children's homework books. Our new homework system will replace 'creative homework' that has operated in the school in previous years.

'Extra Mile' task – Children who 'go the extra mile' and complete 6 squares will receive an 'Extra Mile Sticker'. Any children who complete 3 'Extra Mile challenges' during the academic year, will take part in an end of term treat.

At the start of each term, each class will hold a 'Trail End Showcase' where children can share the homework they have completed over the previous term and celebrate their hard work. Children only need to bring their homework books back into school on Trail End day.



Base Camp Tasks...



Mathletics

Once the children have settled, Maths homework will be set as an online activity each week. Within the first term, all children will be given log in details for their Mathletics accounts and we will provide parents with details on how to access pupil accounts. We hope that the children will enjoy this website and find the tasks set and educational games to be motivational and enjoyable to use.

Keep Practising Numbers and Those Number Facts...

The ability to recall number facts at speed contributes greatly to many areas of mathematics. In reception, recall of 1 more, 1 less, doubles to 10+10 and other simple additions such as number bonds to 10 are taught and practiced in reception. Additional regular practice at home will help the retention of these number facts.

Give your children practical experience of counting and recognising numbers when you are out and about. For example counting stairs, recognising numbers on doors etc.

Spellings

Spelling and phonics is an important part of the curriculum at Godinton. Phonics is the method of teaching reading and writing by correlating sounds (phonemes) with letters or groups of letters (graphemes). We do not use letter names when teaching phonics, just the pure sounds that can be blended for reading and segmented for spelling. There are 44 sounds in the English language which we put together to form words. Some sounds are represented by one letter like the 't' in tin, whilst other sounds are represented by two or more letters like 'ck' in duck or 'igh' in night (digraphs/trigraphs). Children are taught the sounds, how to match them to letters and finally how to use the letter sounds for reading and spelling.

Letters and Sounds and Jolly Phonics

The scheme used at Godinton to teach phonics is called 'Letters and Sounds', produced by the Department for Education along with another scheme called Jolly Phonics. Jolly phonics provides actions and songs to be taught alongside phonemes. When your child moves to a different phase in the Letters and Sound scheme, a sticker will be placed in their reading record book. Please check the website in able to support your child further with the phase they are working on.

Read, Read, Read ...

We want all our children to read as often as possible and to develop a life-long love of reading. Children who regularly read a wide range of texts at home, tend to demonstrate greater progress in reading, writing and spelling at school. So everything you do at home really can make a difference.

Younger children need to be developing their skills of sounding out words and blending sounds together to develop fluency. Discussing the content of the story with the children is also important. Children also need to develop their inference and deduction skills; considering the mood of a character or his/her personality based on the evidence or clues within a text.

In school the children will take part in guided reading sessions each week, where they will work in a small group with the teacher or teaching assistant.

We would ask parents to hear their child read as often as possible (ideally every day), and write a comment when the book is finished in their reading record book. This is in addition to the internal on-going assessment and record keeping systems that we use within school. We expect the children to have both reading books and reading record books in school every day. We will usually change their reading book twice a week but this will depend on the size of the book they take home. During the first term we will be sharing information for parents about how you can support your child with Reading and Phonics at home.

Content is important but so is presentation...

We expect all the children to take care with the presentation of their work and with their handwriting.

In reception, we teach the children how to form lower case letters correctly before learning capital letters with the exception of the capital letter for their name. At Godinton, we aim for all children to use cursive handwriting but in reception many children are not ready for this and cursive formation is taught later on when the children are ready. Alongside being taught letter formation, the children will continuously take part in daily fine motor activities to help develop hand strength.

Equipment and Resources...

The children do not need to bring lots of items into school—our cloakrooms are only small so they will only need to bring in their book bag each day and will not need an additional rucksack. They will also need their water bottle and a piece of fruit or vegetable for morning snack. School will provide an afternoon snack.

A clearly labelled spare set of clothes is needed to be kept on their peg. You also need to provide your child with a set of waterproofs consisting of a waterproof coat, trousers and wellington boots. These will stay in school. We are also starting a weekly Forest School day, where the children will need come into school wearing old clothes, but will send out further details about this, nearer the time.

Other useful things to know...

P.E and Games...

Physical development is part of the Early Years curriculum and is included in our daily activities. A range of physical development opportunities may include non contact games, balance bikes and cycling skills, gross motor and hand eye co-ordination activities such as throwing, catching and balancing. The trim trail and slide will also be accessible daily, and form part of our child initiated time.

In Term 4, teacher directed PE activities will commence which will focus on ball and athletic skills in readiness for year one and sports day. A PE kit is only required at this point in the year, (white T shirt, shorts, plimsolls, socks) so please do not purchase anything beforehand. You will find out your child's house colour at the end of term 5 or beginning of term 6 which will then allow you to purchase the correct coloured T shirt for sports day and in readiness for year 1.

Out and About...

With Covid restrictions having eased, we hope to be able to offer more off site opportunities to the children. Throughout the year, the children will be given a range of opportunities to increase their knowledge of the local community they live in. This will include lots of activities such as walks around the local area, to a forest school session in our beautiful woodland area. We will also invite important members of society, such as police officers, nurses and firefighters into school to expand their experiences of the world around them. In the summer term, our Learning Adventure work will focus upon a visit to somewhere further afield, details to follow!

Assemblies...

We will be returning to more face to face assemblies this year but will conducting some virtual assemblies as well. With building work taking place, we have less access points to the school hall so getting the whole school in via just one door might take some time!

Celebrating Achievements...

Celebration Assembly is on a Thursday. It will remain a time when selected children's achievements are awarded with special certificates. A child from each class, who has demonstrated one or more of the key values of our school, is selected to receive the STAR Award and will be invited to a special tea party with Miss Talbot.

We will be encouraging your child to earn as many house points as they can this year. Perhaps they will be one of our gold house point badge winners by the end of the year?

Don't forget that the children can bring in something from home to hang on their proud peg so that we can all celebrate their achievements. This may be a copy of a certificate or medal, or a photo of a special accomplishment.

Healthy Snacks, Lunches and Water...

Children should bring in a piece of fruit or vegetables for a mid morning snack—no other snacks are permitted. Please remember that no nut based products are allowed in school.

Children are allowed water to drink in their classrooms. This should be provided in a clear bottle, with a no larger than 500ml which has their name on. All water bottles must have a sports cap to help reduce spillages. Children are encouraged to access their water bottles throughout the day. Water bottles must not contain juice or squash—it's water only.

All classes will be returning to eating their lunch in the school hall.