



Queens' Federation

Queen Emma  
Primary School

# Welcome to Reception at Queen Emma Primary School

## Welcome to Reception!

We are looking forward to getting to know both you and your children this year. Reception will be filled with lots of exciting and interesting learning opportunities. We hope this booklet will give you lots of useful information.

This year Hedgehog Class (Class R1) will be taught by Miss Barnes, our Early Years Phase Leader and Owl Class (Class R2) will be taught by Miss Coston. They will be joined by Mrs O'Dell and Miss Kirby.

Throughout the year we will share information and photographs of our learning on our school website and on Tapestry. You will also find information and updates about whole school events too. Come and have a look: [www.queenemmaschool.org.uk](http://www.queenemmaschool.org.uk)

## Our School Day

Our school day begins at 8.45am. Classrooms doors will open at 8.40am and your child may come inside and get ready for their day from this time. If your child arrives after 8.45am, you will need to take them to, and sign them in at the school office. Our school day ends at 3.15pm. Again, please collect your child from the gate leading to the Reception outside area. If someone else is coming to collect your child, please ensure that your child's class teacher has been notified either by speaking to them directly or by sending a message via the school office. Please also contact the school office if your child is going to be absent from school.

Throughout each day your child will experience a wide variety of learning activities in our indoor and outdoor learning environments. Much of the work done at the beginning of the school year is unrecorded by the child, but forms a basis for their learning at later stages. During the morning session, a snack of fruit or vegetables will be provided for the children. Children may drink water from their water bottles throughout the day. Lunch takes place at 11.45am. Following their lunch, the children will join their peers in KS1 and play together in the playground.

The aim of the Early Years Foundation Stage is that every child learns and develops well and is kept healthy and safe. Observing and recording plays an important part in helping teachers recognise the learning journey of each child, understand their needs and to plan learning activities to support these. WOW moments will be shared on Tapestry—our online learning journey. You are able to access this at all times and are invited to comment on or share learning experiences which you and your child may take part in at home.

There are lots of opportunities for you to meet with us to discuss your child's progress throughout the year. However, please feel free to come and see us if you have any queries or concerns. You could catch us in the playground after school or make an appointment via the school office.

## Physical Education (PE) Lessons

Children will need a named PE kit consisting of black shorts and a white T-shirt. Children do not need trainers, as initially their PE lessons will be done in bare feet. Long hair should be fastened back and earrings should be removed on PE days. All PE kit should be kept in a named bag on your child's peg. Please ensure your child's PE kit stays in school during the week and is taken home at the end of each half term to be washed.

Children in both Hedgehog and Owl class will have PE on Friday mornings.

## Prepare for School: Climb a Tree

Climbing prepares muscles for writing, builds confidence, hones hand-eye coordination, develops kinesthetic awareness, improves problem solving skills, teaches about gravity, and helps kids learn to face fear and assess risk.

Plus, it's fun.



## What does my child need in Reception?

Children are expected to wear school uniform at all times. **Please ensure that all items of clothing and shoes are clearly named.**



Please ensure that your child is fully equipped with appropriate clothing for all weathers. This will include a coat, hat and gloves during colder times and a sun hat during warmer weather. We will go out for woodland explorers in **all weathers** so please could your child also bring a pair of water-proof trousers or a puddle suit and a pair of wellington boots. Throughout the year, we will have a weekly 'Woodland Explorers' session. Please send your child to school appropriately dressed on these days.



Children in both Hedgehog and Owl class will have a 'Woodland Explorers' session on **Monday afternoons.**



During warmer weather, children must have their shoulders covered. Sandals must fasten securely over a child's foot and around the ankle. Flip flops or Crocs are not suitable in footwear during the summer months. In warmer weather, please apply sun cream to your child before they come to school in the morning.



Your child will need a named water bottle in school. These should be brought to school and taken home again everyday. Children are encouraged to refill their water bottles during the day from the water tap in the classroom if necessary.



Children should wear clean, comfortable black shoes. The children will wear these shoes all day, both inside and outside. If the weather is very wet, muddy or snowy, children may wear boots or wellingtons and bring shoes to change into once they come into the classroom. Thank you!



In Reception, children will be provided with a piece of fruit or vegetable as a snack during the morning.





# What will my child learn in Reception?

During your child's first year at school, they will be working to achieve a set of seventeen 'Early Learning Goals'. At the end of the year, children will be assessed as working at an emerging or an expected level.

## Personal, Social and Emotional Development

### Self-Regulation

- Show an understanding of their own feelings and those of others and 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 their teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas and 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.

## Communication and Language

### Listening

- Listen attentively 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 conversations when engaged in back and forth exchanges with their teacher and peers.

### Speaking

- Participate in small group, class and 1 to 1 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.

## 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 common exception words.

### Writing

- Write recognisable letter, 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.

## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise qualities 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.

## 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.

## 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.

### Performing

- 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.

We also observe the way in which a child engages with people and their environment. These 'Characteristics of Effective Learning' underpin learning and development in all areas of learning and support the child in becoming an effective and motivated learner.

## Playing and Exploring

### Finding out and Exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

### Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

### Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences and learning by trial and error

## Active Learning

### Being Involved and Concentrating

- Maintaining a focus on their activity for a period of time
- Showing high levels of energy and fascination
- Not easily distracted
- Paying attention to detail

### Keeping on Trying

- Persisting with an activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

### Enjoying Achieving what they Set Out to Do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something—not just the end result

## Creative and Critical Thinking

### Having Their Own Ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

### Making Links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

### Choosing Ways to Do Things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked



# Reading and Phonics in Reception



Learning to read and to love books is an integral part of life in Reception. We aim to develop a love of reading and will enjoy many times together during each week sharing a wide range of stories, poems and non-fiction texts. Children love to be read to and make up stories of their own. Creating time each day to read to your child and to share books together will be a great learning experience for your child.

We encourage the children to read or be read to **at least 5 times a week at home**. Reading every day at home would be even better! Frequent, short sessions of between 5 and 10 minutes are most beneficial. If your child is keen, do read for longer! We will expect you to write a short comment in your child's reading diary when they have read at home.

Early reading books will be matched to your child's phonic knowledge. They will take home 2 books per week. It is important that your child reads and experiences other books as well. Please encourage them to make choices about what they would like to read at home and visit the local library with them.

**Please ensure that your child has their book bag containing their reading book and reading record in school every day.**

## Fun with Phonics!

Phonics is a system which teaches children to listen to the 'sounds' in words. We teach every child each letter 'sound' of the alphabet before we teach its name. When the children have learnt a few letter 'sounds' we teach them to blend these sounds to make real and pretend words. Following this, we teach the children what these 'sounds' look like written down. This is the start of children being able to read. At the end of the Reception year all children will be able to read simple and more complex sentences on their own!

On **Thursday 16th November at 9.00am**, parents will be invited to a phonics and reading workshop. During the session parents will have the opportunity to ask questions and find out how they can support their child with phonics at home.



## Maths Mastery

Our aim at the Queens' Federation is for all children to enjoy mathematics and have a secure and deep understanding of fundamental mathematical concepts and procedures.

Children are taught to be **fluent** in the fundamentals of mathematics, **reason** mathematically using mathematical language and apply their knowledge and understanding to **problem solving** tasks. In order to achieve these aims for all pupils, we have begun to embed a 'Teaching for Mastery' approach in Mathematics.

### 'Teaching for Mastery' ...

- \*Is **achievable for all** - *high expectations and a positive 'can do' attitude help children develop resilience in the face of a challenge*
- \*Promotes **deep and sustainable learning** - *lessons are designed with careful small steps*
- \*Builds on **prior knowledge** - *pupils' learning of concepts is seen as a continuum across the school*
- \*Provides children with opportunities to **reason about a concept and make connections** - *pupils are encouraged to make connections and spot patterns between different concepts (e.g the link between division and fractions) and use precise mathematical language*
- \*Promotes **conceptual and procedural fluency** - *maths moves from one context to another (using objects, pictorial representations, calculations and word problems). There are high expectations for pupils to learn key number facts, times tables and develop a true sense of number.*
- \***Problem solving is central** - *this develops pupils' understanding of why something works so that they have a true appreciation of what they are doing rather than just learning to repeat routines without grasping what is happening*
- \*Provides **challenge through greater depth** - *rather than accelerated content, teachers set tasks to deepen knowledge and improve reasoning skills within the objectives of the year group*

Teaching for Mastery has a CPA approach at its core.

**Concrete** - providing children with objects and resources to manipulate in order to demonstrate their mathematical thinking

**Pictorial** - providing opportunities for children to represent their mathematical thinking through diagrams, images, drawings or models

**Abstract** - providing opportunities for children to become more familiar with formal mathematical representations including signs, symbols and digits.

For example... when teaching addition...

**Concrete**

Use cubes to add two numbers together as a group or in a bar.

**Pictorial**

Use pictures to add two numbers together as a group or in a bar.

**Abstract**

$4 + 3 = 7$

$10 = 6 + 4$

Use the part-part whole diagram as shown above to move into the abstract.

**Reasoning:** Talking and thinking like a mathematician...

Mathematical language often uses common words in a new context e.g. table or right. It is crucial that children have a secure grasp of mathematical vocabulary. You can help at home by encouraging your child to explain how they have solved a problem and work with them to test, prove and explain patterns.

In school we use a variety of questions and prompts to boost children's mathematical thinking. Children answer questions in complete sentences using accurate mathematical vocabulary. Reasoning about and discussing maths problems in a way that others can understand demonstrates a depth of understanding - another fundamental aspect of mastering mathematics.

I already know that ... so ...

The pattern I noticed was ...

This is true here because ...



# The Leader in Me

Here at the Queens' Federation, the 'Seven Habits of Effective People' are an integral part of our school curriculum. Our aim is to develop skills that will promote learning for life and develop leaders of the future.

All children's academic achievements, self-confidence, resilience and potential will be supported and developed. Through the consistent use of the 7 habits we can inspire the children to be the best they can be - at home, at school and in the wider community.

## 7 Habits

### Habit 1: Be Proactive - I am responsible for my own learning and actions.

- Have a 'can do' attitude and try our best in everything we do.
- Stop, think and make good choices.
- Take responsibility for our actions and outcomes.



### Habit 2: Begin with the End in Mind - I aim high and understand the importance of learning for life.

- Set a goal.
- Make a plan on how to achieve that goal.
- Persevere if things get tough.



### Habit 3: Put First Things First - I persevere and challenge myself to solve problems.

- Do the important things first.
- Stay focused and concentrate.
- Manage challenges and distractions along the way.



In Reception, we focus on the use of Habit 1, Habit 2 and Habit 3. Throughout the year we will introduce the children to some animal friends who will help them use the habits in the classroom and out at play.

### Habit 4: Think Win-Win - I am kind and think about the needs of others.

- Look for solutions to problems.
- Try to make sure everyone can be successful.
- Be kind and respectful, use courage and consideration when communicating and working together.



### Habit 5: Seek First to Understand, Then to be Understood - I respect myself and others and celebrate my global community.

- Share own ideas and opinions.
- Listen to other people's ideas and opinions without interrupting.
- Try to understand the views and opinions of others even though they may be different to our own.



### Habit 6: Synergize - I work and learn with others and take pride in my achievements and environment.

- Communicate and listen carefully to others.
- Value other people's strengths and talents and learn from them.
- Know that we can get more done and create better ideas and solutions when working as a team.



### Habit 7: Sharpen the Saw - I know how to look after myself and be the best that I can be.

- Take care of ourselves, look after our heart, body, mind and spirit.
- Balance time between school, out of school activities, family and friends.
- Enjoy learning new skills and seek ways to become a better person.



## Behaviour Expectations

In Reception we encourage positive behaviour in many ways...

Children will be rewarded with individual 'house point' tokens for demonstrating use of the 'habits' in and around school. Good effort and positive behaviour will also be rewarded with house points. House points are counted at the end of each half term. The winning house is awarded a 'non-school uniform day.'

Each week two children from each class are selected to receive a special certificate. Our certificates celebrate the use of the 7 Habits.

Your child will belong to one of our four houses. Siblings are placed in the same house and during the year a range of mixed year group house activities will take place.

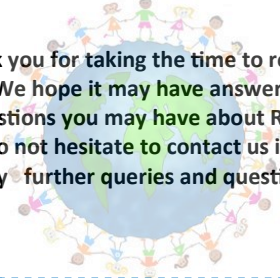
Franklin House  
Hawking House  
Newton House  
Darwin House



## Parent Helpers are most welcome!

If you can spare any time and would like to join us in school to help in any way, please let us know. It would be lovely if you could come and listen to readers or volunteer to help with trips. If you think you would like to help at any point you will need to complete some simple paperwork at the office to ensure that statutory safety standards are met. Please ask at the school office about this check.

Thank you for taking the time to read this booklet. We hope it may have answered some of the questions you may have about Reception. Please do not hesitate to contact us if you have any further queries and questions.



## Our Animal Friends



'Can do' Kangaroo



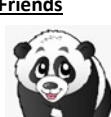
'Sensible' snake



'Responsible' Rhino



'Go for It' Gorilla



'Planning' Panda



'Persevering' Parrot



'Organised' Orangutan



'Concentrating' Crocodile



'Safe' Sloth

## Toys

We ask that the children do not bring in any toys from home unless specifically invited to as part of our school topic work.



## Birthday Books

At Queen Emma, we celebrate birthdays by inviting the children to donate a 'birthday book' to their class. A special sticker will be placed in the inside cover of the book to tell everyone who has donated the book. We celebrate in this way to help us be a 'healthy school.'

Children do become very tired when they first attend school, so please don't be surprised if their behaviour changes a little when they come home. Some children like to be secretive about the things they do at school. Although you will like to know, it is sometimes best not to ask too many questions. Lots of information about your child's school day will be shared on Tapestry. We will also send home information about our topics every half term.



## I am 4

I'm a smooth talking, agile, and observant seeker of adventure.

I'm kind of a know-it-all... as in I want to know it all.

I have more questions in me than you have answers.

I'm perceptive enough to sense this can frustrate you, but please don't discount my inquisitiveness.

(Challenge me)



## School Dinners

All children in Early Years and Key Stage 1 are entitled to a free school meal everyday.

All of our school meals are cooked on site in our school kitchen. Please share our new menu with your child.

## I am 5

I'm a risk taker and mess maker.

I'm a confident doer of exciting things. I'm not built for desk sitting. My busy brain craves action and novelty.

I'm not as grownup as some people think—I still need to play, move, and explore.

(Don't Rush My Childhood)

