

A polished brass service bell is positioned on the left side of the image, resting on a wooden surface. The bell is highly reflective, showing a distorted reflection of the surrounding environment. The background is a blurred indoor setting with warm lighting. The entire image is framed by a thin white border.

# RECEPTION

Acorn Class

# Welcome to Acorn Class

Staff:

Miss Kohlschmidt

Miss Wayland

Mrs Reynolds

# Behaviour

Our behaviour policy is available on the school [website](#)

## Behaviour expectations (5Rs)

- Reflection, Resourcefulness, Responsibility, Respect, Resilience
- Reminding and encouraging your child to wait patiently if you are unable to talk with them immediately
- Encouraging 'Kind hands, hearts and feet'
- Understanding the importance of sharing and taking turns

## Home-school communication (using the Home-Learning Journal)

- This needs to be kept in your child's book bag and brought into school daily. Please use this book for communication of appointments, absences and concerns (these should also be discussed verbally too). Remind your child to give their Home-Learning Journal to the teacher when you have a message for them.

## Items to have in school – Every child is required to have a bag containing:

- Reading book
- Library book
- Home-Learning Journal

- Home-Learning Journal
  - This provides the link between the parent and the teacher.
  - Any letters will be communicated to you using the Home-Learning Journal or via email: to inform you of important dates and/or events that are taking place at school. Please ensure that you check your child's Home-Learning Journal and school bag each day.
  - Feel free to use the book to communicate with your child's class teacher. Children are responsible for passing on the book to the class teacher
  - Additional reminders and information are sent out using email, Twitter and the school newsletter
- 
- **Lunchtime** – Reception children have their lunch between 12:30pm and 1:15pm daily. As the children settle into class and lunch routines, we support and encourage them to communicate their needs verbally and remember to use good manners (saying 'please' and 'thank you' when being served their lunch). Please remind and encourage your child to demonstrate these at home too. If your child is bringing a packed lunch to school then this must consist of healthy food. These can include: a sandwich, fruit, yoghurt, water.
  - **Independence** – In Reception, we teach and support every child to be a confident and independent learner. We encourage children to address their needs independently, modelling and supporting where necessary. Especially with putting their shoes on and doing up coat zips. This expectation is also encouraged in their learning. We have a saying, 'You choose it, you use it, you put it away' to remind children to tidy away their learning environment when they finish in that area or with that particular activity.

# Communication

## The Characteristics of Effective Learning and the prime and specific Areas of Learning and Development are all interconnected.

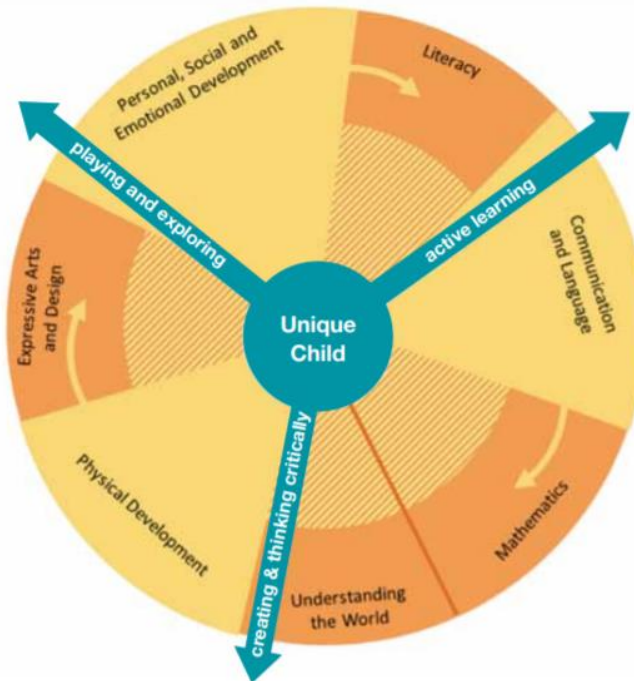
- The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.
- The **prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.
- The **specific** areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



**Prime** areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

**Specific** areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

## The Early Years Foundation Stage Curriculum

The EYFS curriculum is made up of 7 different areas:

Personal, Social and Emotional Development

Communication and Language Development

Physical Development

Literacy Development

Mathematics Development

Understanding of the World

Expressive Arts and Design

## Characteristics of Effective Learning

### Playing and exploring – engagement

Finding out and exploring  
Playing with what they know  
Being willing to 'have a go'

### Active learning – motivation

Being involved and concentrating  
Keeping trying  
Enjoying achieving what they set out to do

### Creating and thinking critically – thinking

Having their own ideas  
Making links  
Choosing ways to do things

Area of Learning and Development	Aspect
<b>Prime Areas</b>	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
<b>Specific areas</b>	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

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Mathematics Development

Understanding of the World

Expressive Arts and Design



# Curriculum

## Reading and Writing in Reception

At Folksworth C of E Primary School we follow the Read, Write Inc. phonics scheme. Children are taught the letter names and the sounds they make and how they blend these sounds together to read words and segment the sounds to spell.

The children have a 45 minutes phonics lesson everyday.

In Reception, the children are read with every week by a member of staff.

Your child will be given a phonetically decodable 'Read Write Inc. Phonics' book chosen by their Phonics teacher and also a library book they would have chosen themselves.

We encourage reading for 10 minutes with your child at home daily. Please comment in your child's Home – Learning Journal when you read with them. Enjoy the book and talk about what you both understand about it. As your child begins to develop their phonetic knowledge, they will be able to decode simple words independently however, your child will also benefit from taking it in turns or even listening to you reading to them.

The books will be changed twice a week, on Tuesdays and Fridays.



### Simple Speed Sounds

Consonant sounds - slowly

f l m n r s v z sh th ng  
nk

Consonant sounds - slowly

b c d g h j p qu t w x y ch  
k

Vowel sounds - slowly

a e i o u ay ee igh ow

Vowel sounds - slowly

oo oo ar or air ir ou oy

### High frequency words

I the to a no go into are my  
you be he she we me said all  
going they put was have like some  
come what want little one were there oh Mr  
their people looked called asked could Mrs

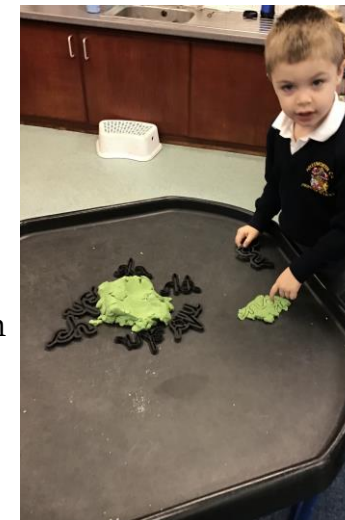
### High frequency words

an as at it am  
see if in is of off  
on can dad had back  
and away cat day mum yes  
get for look this big up dog play

# Curriculum

## Reading and Writing in Reception

The children are encouraged to write for a purpose, this could include writing a letter, writing their name on a piece of work or writing a shopping list. In order to write, children need to have strong hand and arm muscles. In our Reception class there are activities that support muscle strength and fine motor skills.



By the end of Reception, all children are expected to be able to read and write a simple sentence.



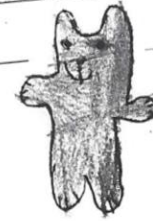
## ELG - Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### Explanatory notes

The child writes for a range of purposes in meaningful contexts. The child's writing may include features of different forms such as stories, lists, labels, captions, recipes, instructions and letters. The child's writing is phonetically plausible when he or she writes simple regular words and particularly when he or she attempts to write more complex words. The child and others can read and make sense of the text.

LOST HONEY BEAR  
He is fluffy and  
goldish yellow.  
He looks old and a  
bit dirty with a  
sewed on nose

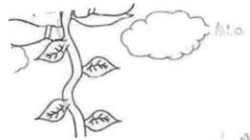


made a poster  
about her lost teddy  
bear. She looked at  
posters within the environment  
and went back to change  
her title to capital letters.

I got a scab from the wot slides  
and went to the karpah with  
my bruv and my mom and dad  
and nanee and grandad and  
my cousins kym.

I got a scab from the  
water slides and went to the  
cavan with my brother and  
my mom and dad and nanee  
and grandad and my cousins  
came.

News  
writing during  
CI session  
able to read



ones a photo of  
the boy  
with his Mum  
he has his cow  
to the market  
he saw a man  
who said the  
Mole being  
Mum's friend there

resources in the  
writing area  
inspired M to  
write her own  
version of the  
traditional tale,  
(from a previous  
story telling  
session).

M proudly tells  
the practitioner,  
'I've written my  
own story, it's  
like the one in  
the book.'



I Watched a  
dinosaur movie  
it was sooper  
exciting

## ELG - Reading

**Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.**

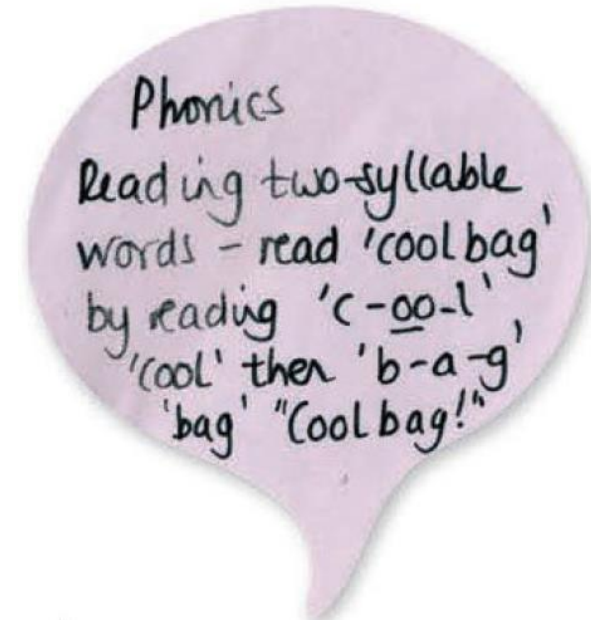
### *Explanatory notes*

*The child uses cues such as pictures, letter/word recognition, knowledge of the story or context and reading for meaning, in order to help them comprehend a range of fiction and non-fiction texts. The child blends and segments words independently and applies their phonic knowledge to regular and irregular unfamiliar words. The child shares his or her feelings and ideas about what they have read with others.*

### Treasure Hunt Fun!

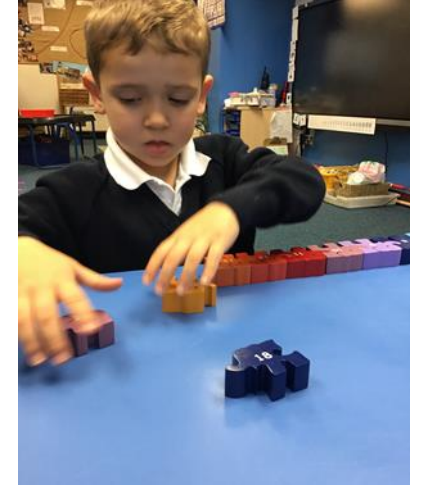


Benjamin loved discovering 'Louis the Puppet's Treasure Hunt' today and eagerly set about following the clues! He confidently read the clues, including 'Look in the book box' and 'Now go to the vets', following each instruction before finally uncovering Louis' hidden treasure - a real treasure box containing a big shiny sticker to wear with pride! Well done, Benjamin - you make a great pirate!



Jean-Luca  
"I... 4 w-i-ng-s.  
I 4 wings. I think  
they mean I have  
4 wings! I d-o-a-n-t  
don't h-a-v have  
a sh-e-ll shell.  
I don't have a shell.  
I bet it's a butterfly!!

- **Maths** – In Reception, Maths is taught under the topics ‘Number’ and ‘Shapes, Space and Measures’ following the ‘Development Matters’ guidelines.
- In our Reception classroom there is a maths shelf, where the children can self select activities that they would like to do. We have a 40 minute Maths session in the morning where the children are taught new concepts and skills. They are then able to apply these newly acquired skills to their everyday learning.
- The foundations for mathematical understanding are built at this stage of learning and our classroom is organised to support the children’s mathematical minds.



## Curriculum





## ELG - Number

Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.



Ethan got most, he won.

Ethan got 7, Harry got 5

Ethan got 2 more than Harry.



James counted out 10 raisins.  
Then counted down as he ate them  
10, 9, 8, 7, 6, 5, 4, 3, 2, 1.

William went to  
the tesco roleplay  
area outside  
and purchased  
two items.  
\* He used fingers  
to add  $3+3$  together.  
He said "it is 6p"

## ELG – Shape, Space and Measures



Ella and Thomas made a repeating pattern with the plastic bricks (an adult directed challenge). The tower also had to be taller than them. They worked well together...  
Ella; "There you go Thomas" and passed him a brick.  
Thomas; "Hang on – this one next".  
Ella; "It's nearly taller than us!"  
Ella; "It's going to fall over. It's getting taller than us".  
Thomas; "One more! Hang on!"

**Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.**



*Cheri-May has been interested in colours and patterns today in the maths area.*

*She took the rainbow apart and then put it all back together. She used the words smallest, medium and biggest.*



Outdoors, the practitioner uses a practical context which engages the children's interests to inspire them to count.

Here a group of children take part in a traffic survey, excitedly discussing and recording how many of each type of vehicle they had seen, comparing quantities.

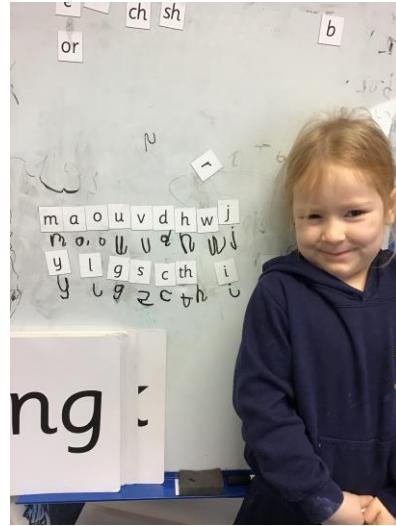


- **Topic/Learning Journey** – In Reception, this term we focus on People Who Help Us. We also work closely with every child when it is their turn to be a ‘focus child’ (once every few weeks).
- **Outdoor learning** is an integral part of your child’s development. We encourage all children to learn outside, where they can master their gross motor skills, use large scale equipment to support their mathematical understanding and use our building and construction area to share their own ideas, make links and think critically.
- **Homework will be given and checked every Friday.**



## Curriculum





# What does this look like?

- Independent Learning







# What does this look like?

Building and Maintaining Strong Relationships







# What does this look like?

- Teamwork







# What does this look like?

- Exploring the world, making links and thinking critically

