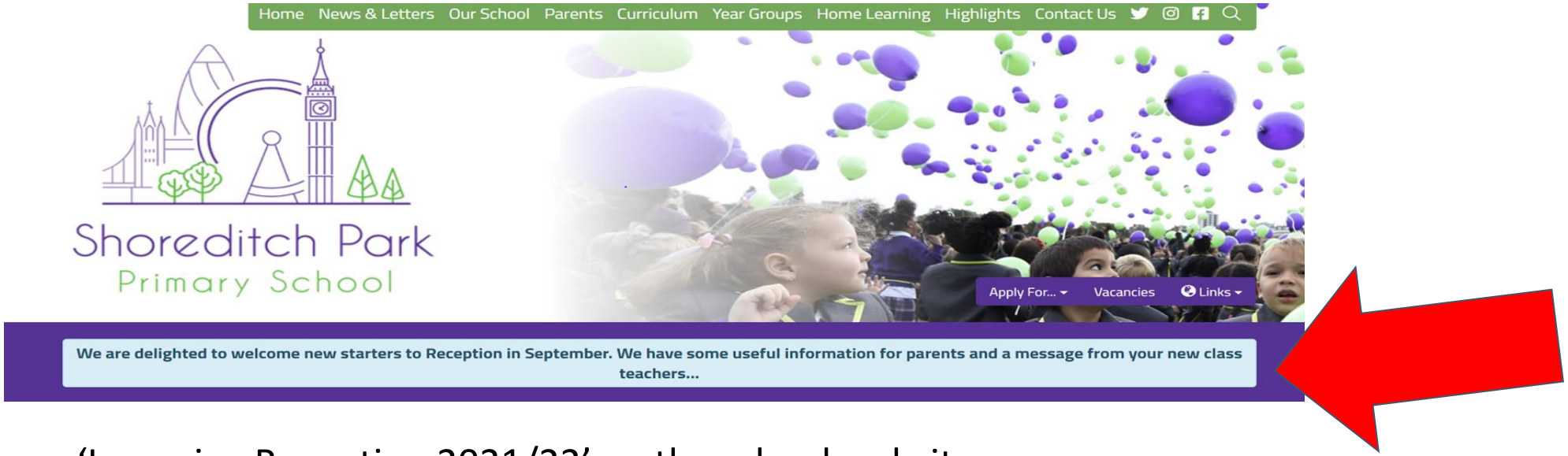
Parents and Carers- Welcome to Reception

Shoreditch Park Primary School

Starting Reception

- The ‘Stay and Play’ sessions will be on **Monday 6th September for Browne Class and Tuesday 7th September for Donaldson Class-** you will receive an email with specific times
- The children will make a staggered start to school to support their transition and settling. The first start date will be on **Wednesday 8th September** and the final date will be **Wednesday 15th September**
- Children will do a full day from the start. Your child’s start date will be shared with you in a letter
- The Early Years Reception curriculum is a play based curriculum and children learn through play. The focus for the first few weeks in Reception is to have every child happy, settled and enjoying coming to school.
- Children have their playtimes in the EYFS playground which is shared with nursery and reception classes.
- The children will have lunches in their classrooms

Transition documents- These will be added to throughout the upcoming weeks



- 'Incoming Reception 2021/22' on the school website
- Video introduction and story from class teachers (once classes have been allocated)
- Transition booklet for children
- All letters/ key information for parents

Shoreditch Park Primary School

Aspire Higher Together



Approach in the EYFS

- In the EYFS (Nursery and Reception) the curriculum approach is underpinned by a strong understanding of how children learn, with continuous opportunities for outdoor play and exploratory learning

- Transition to start Reception is planned meticulously to ensure children are happy, settled and ready to start their learning journey

- Teachers create a portfolio for children to demonstrate how they have achieved the Early Learning Goals for the end of the EYFS

Early Years Foundation Stage Curriculum

<u>The Prime areas of learning</u>

Personal, Social and Emotional Development
Communication, Language and Literacy
Physical Develoment

<u>The Specific areas of learning</u>

Literacy
Maths
Expressive Arts and Design
Understanding the World

Curriculum is planned to reflect these areas of learning and with a sensitive understanding of the primary need to develop PSED, CLL and Physical development.



Reception Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**All About Me**	**People who Help Us**	**Animals**	**Fairy-tales**	**Around the World**	**Lifecycles**
Role-play Area	**Home Corner**	**Post Office/ Hospital**	**Vets/ Pet shop**	**Cottage/ Castle**	**Safari/ Aeroplane**	**Garden Centre** **Wild Meadow**
Core Books	The Gruffalo (settling in week) So Much- Trish Cooke Peace at Last- Jill Murphy	Astro Girl- Ken Wilson Max Emergency- Margaret Mayo The Jolly Postman- Allan Aldburgh Christmas books	Gorilla- Anthony Browne Giraffes Can't Dance- Giles Andreae Argghh Spider- Lydia Monks	Goldilocks- Lauren Child Little Red- Bethan Woolvin The Three Little Pigs – Nicola Baxter	Anna Hibiscus Song/ Handa's Surprise My Granny Went to Market Coming to England- Floella Benjamin	The Very Hungry Caterpillar- Eric Carle The Extraordinary Gardener- Sam Boughton Tree- Britta Teckentrump
Understanding The World link	Past and Present ELG Children at the expected level of development will: - 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	Past and Present ELG Children at the expected level of development will: - 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	The Natural World ELG Children at the expected level of development will: - 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;	The Natural World ELG Children at the expected level of development will: - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	People Culture and Communities ELG Children at the expected level of development will: - 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 ELG Children at the expected level of development will: - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
ASPIRE	**Respectful Roderick**	**Self- Aware Samuel**	**Enquiring Ebony**	**Achieving Aisha**	**Inclusive Izaiah**	**Proud Pinar**

Reception Curriculum and Timetable

8.30 ASPIRE mornings/ ASPIRE Active/ Parent sessions

8.45 Maths/ Literacy (linked to half-termly topic, 1 book over 2 weeks)

- Whole class teaching input followed by focused group work and independent activities/ free-flow
- Inside and outside space used

10.00 Playtime

10.20 Phonics- reading progress groups (start in week 3, progress groups week 4)

11.15- Maths/ Literacy Booster Session

11.30 Lunch and playtime

12.40 Carpet session- topic focus

- PE
- Gardening sessions with school gardener
- Science investigations
- Computing curriculum (use of ipads, Beebots, cameras)
- Art- painting, sculpture, modelling, drawing, printing
- Music lessons
- Singing assembly
- *SAL, Emotions, Communication intervention groups*

1.00- Free flow activities Topic focus (inside and outside)

2.30 Playtime

2.50- Story Time/ Home Time transition

3.15- Home Time

Example of activities During Afternoon



Small World linked to Topic



EAD- colour mixing



Understanding the world- Coloured ice (melting)



Physical Development (fine motor skills)



Maths- Number recognition/ 1-1 correspondence



Literacy- acting out core text

Each class room has a role play area which changes each half term to link to our topic. Some of our previous Role play areas



Hot Air Balloon
Topic: Around the World



Home Corner
Topic: All About Me



Kitchen and garden with vegetable patch
Topic: Lifecycles/ growing

ASPIRE characters and dispositions for learning and living



Achieving
Aisha



Inclusive
Izeyah



Self-aware
Samuel



Respectful
Roderick



Proud Pinar



Enquiring
Ebony





ASPIRE

- Now more than ever, emotional development and wellbeing should be at the forefront of a child's education
- Acts of social and emotional development in a child are just as important to praise as academic development.
- We do this through consistent verbal praise from the teachers, informal and formal communication with parents
- We also have ASPIRE certificates to praise exemplary acts of character. These can be handed out at the teachers discretion within lessons, hidden in books, during ASPIRE time or within achievement assembly.
- We ensure we articulate to children what the certificate states and how this has supported them as an individual and a learner.

