



Welcome to Reception Curriculum Evening

Reception Staff



- Silver Class – Miss Corby
- Gold Class – Miss Hill
- Yellow Class – Miss Kerl

- **Year Group Leader** – Miss Corby
- **Phase Leader** – Miss Corby
- **Assistant Headteacher of Lower School** – Mrs Cooper
- **Inclusion Leader** – Mrs Richmond

Other adults in the Year Group



- Mr Irwin
- Mrs Kelisher
- Mrs Naser
- Miss McDonald
- Mrs Wilson
- Mrs Mullick
- Mrs Abrahams
- Mrs Muraj
- Miss James
- Mrs Tarousa
- Ms Islami
- Mrs Halati

SEND Team



What is the SEND Team?

Members of staff whose role is to support children and their families with SEND (Special Education Needs or Disabilities).

Who are the SEND Team?

Hilary Haines: SENDco

Michelle Richmond: EYFS and KS1 Inclusion Leader

Caroline Kinsella: Pastoral and Safeguarding Lead

Ms Stander and Mrs Duggan: Kaleidoscope Leaders

If you have any SEND related concerns about your child, please speak to your child's class teacher and they might recommend you get in touch with a member of the SEND team by emailing them at send@westlodge.harrow.sch.uk.

Core Values



Vision: At West Lodge each child finds the spark within them. The light continues to grow igniting the spark in others creating ripples throughout the world. It all starts with understanding and acceptance.

Core Values:



Expectations at West Lodge



Whole school focus on encouraging positive behaviour:

- Ready, Respectful, Safe
- Positive Recognition
- Relaxed Vigilance – in it together!
- Soft Start and Meet and Greet

Four Principles of the EYFS





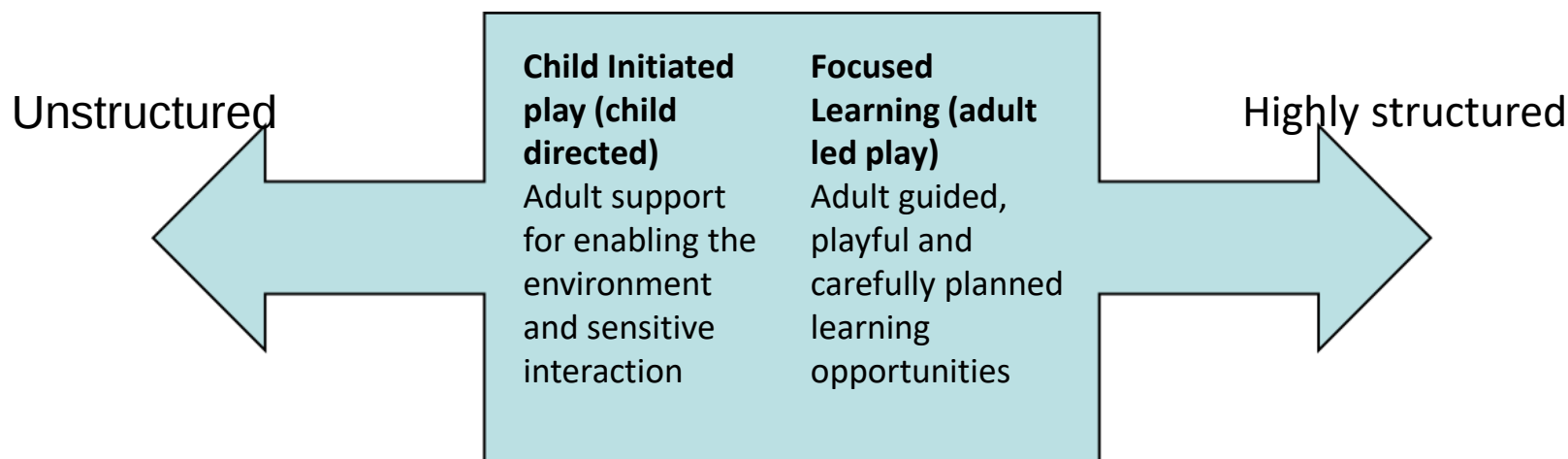
"Play is the highest expression
of human development in
childhood, for it alone is the free
expression of what is in a child's
soul."

Friedrich Froebel



Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.
(Statutory Framework)

Play and playfulness



Children are naturally playful and love having fun – but play is much more than just having fun: it is how children learn and is a vital aspect of their early development

Characteristics of Effective Teaching and Learning



The Characteristics of Effective Learning describe behaviours children use in order to learn.

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
- Keep trying
- Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

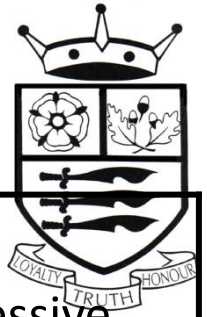
- Having their own ideas
- Making links
- Working with ideas

Prime Areas of Learning and Development



<u>Prime Area</u>	<u>Aspect</u>
Personal, Social and Emotional Development	• Self-regulation • Managing self • Building relationships
Physical Development	• Gross motor skills • Fine motor skills
Communication and Language	• Listening, attention and understanding • Speaking

Specific Areas of Learning and Development



Expressive Arts & Design	• Creating with materials • Being imaginative and expressive
Literacy	• Comprehension • Word reading • Writing
Mathematics	• Number • Numerical patterns
Understanding the World	• Past and present • People, culture and communities • The natural world

Our EYFS curriculum



Our Curriculum focuses on a specific topic each half term. We focus on different traditional tales and artists each month, as well as a range of key texts that help to bring it all to life!

Autumn Term 1	Topic: Marvellous Me!	Value: Be United
In the topic 'Marvellous Me', the children celebrate what makes them unique and special. There is a focus on our school value 'be united' as the children settle into the West Lodge community and their new reception class and start to work together as a team. They focus on sharing, listening to others and taking turns as they explore their new classroom and the school grounds. The children have the chance to talk about their family and their special routines and customs. They also think about special events that have happened in their life. They explore their different emotions using the book 'The Colour Monster' and are introduced to the 'Zones of Regulation.' Rainbows are some of the most beautiful, colourful and magical natural phenomena that we ever experience, we will learn to chant and sing songs such as 'Here we go round the Mulberry Bush' and 'Look out for Rainbows'. When drawing self-portraits, they explore colour and colour mixing. The children learn how to look after themselves by keeping their teeth clean and by eating a balanced diet.		
Autumn Term 2	Topic: Into the Woods!	Value: Be Kind
During this topic, the children go into the woods and meet a range of fairy tale characters along the way. They spend time acting out, re-telling and sequencing the story of Little Red Riding Hood and focus on the striking illustrations by Beth Woolvin in Little Red. They learn about how important trees are to our ecosystem and explore the different trees in our school grounds and local environment. Whilst outdoors, they investigate signs of the seasons changing and take time to look closely at things in nature. Whilst on local walks, we visit the woods, the River Pinn and other local landmarks. We find these places on maps and try re-creating our own. Within the 'Let's Go Green' Music topic, the children are reminded of the importance of recycling both at home and school through learning songs such as 'Recycled Robot' using the melody of 'The Hokey Cokey'. We explore our school value to 'be kind' focusing on developing our friendships through showing kindness and compassion towards others and our planet. Through the story 'Little Glow', we develop our understanding of a range of festivals and celebrations, and we take part in the whole school 'Festival of Light'.		



*Children develop at their own rates, and in
their own ways.
Each child is unique and learns in different
ways.*

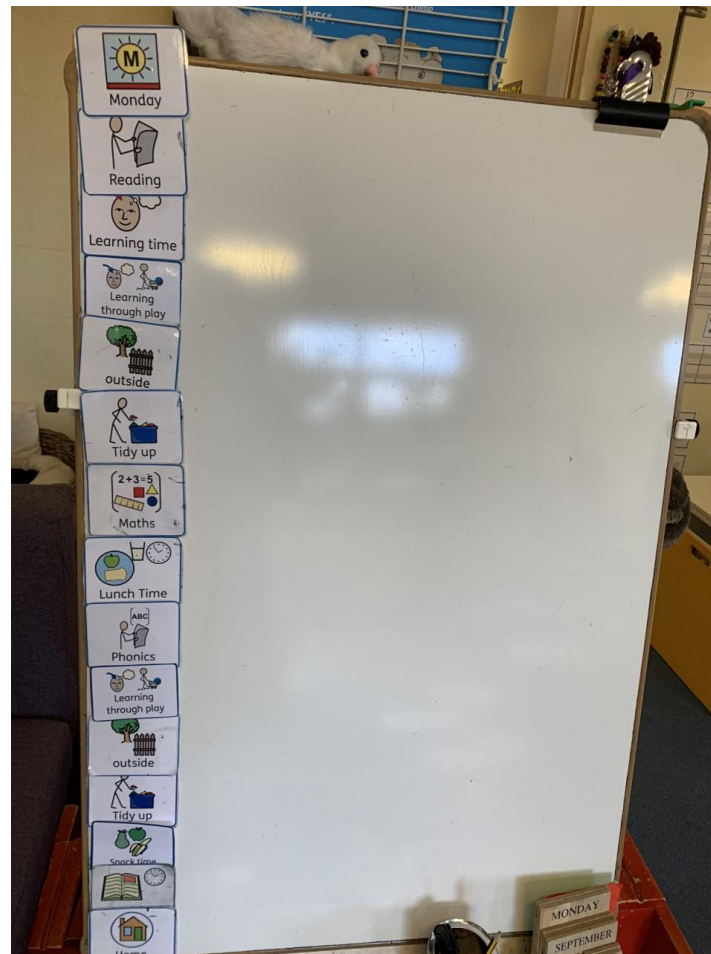
The way we assess



- Celebrate each child's competencies
- Active parent partnership
- Teacher observation based as well as a range of evidence
- Informs both planning for learning and quality improvement
- Assessment is a process, progress over time.
- Reception Baseline Assessment (RBA)
<https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents>

Early Years Foundation Stage Profile
summarises and describes children's attainment
at the end of the Reception year

Example of daily timetable



Read Write Inc



- RWI is the phonics scheme we used to teach children to read
- Children are grouped according to their reading attainment and they are assessed each half term
- RWI lessons take place daily and children will complete reading and writing activities based on a focus book

Simple Speed Sounds

Consonant sounds - strictly											
f	l	m	n	r	s	v	z	sh	th	ng	nk
Consonant sounds - loosely											
b	c	d	g	h	j	p	qu	t	w	x	y
k											ch
Vowel sounds - loosely						Vowel sounds - strictly					
a	e	i	o	u	ay	ee	igh	ow			
Vowel sounds - strictly											
oo	oo	ar	or	air	ir	ou	oy				

Read Write Inc



<https://www.ruthmiskin.com/en/find-out-more/parents/>



Reading at home:

Basket Books (these will be changed every **Wednesday** and returned on a **Friday**)

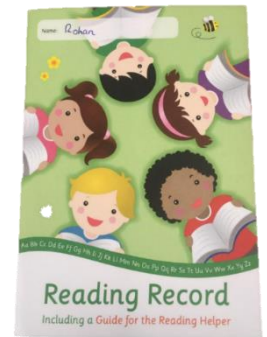
- Basket books are engaging texts sent home to support children with additional reading practice outside the classroom.
- They have been specifically designed for children to take home, in order to share their reading journey and celebrate their achievements with parents and carers. These books are phonically decodable books matched to the sounds the children are learning in the classroom.

Library Books - Once a week (see your class letter for the date)

Reading Diaries



- Your child's reading diary and basket book will be sent home in an A4 plastic wallet
- Please can you write in the reading diary each time you have read with your child.
- You can write a comment or just sign to say you have listening to your child read.
- Please ensure your child brings their reading diary to school everyday along with their basket books. This is important as school adults will need these to read with your child too.
- Every Wednesday parents will be asked to put their child's reading diary and books in a box outside the classroom so they can be changed.



Reception Recommended Reading List



A Dark, Dark Tale by Ruth Brown
Each Peach Pear Plum by Janet and Allan Ahlberg
Julian is a mermaid by Jessica Love
It's okay to be different by Todd Parr
Look up by Nathan Bryon
A tango makes three by Julia Richardson
Circle by Mac Barnett and Jon Klassen
Farmer Duck by Martin Waddell
Five Minutes' Peace by Jill Murphy
Funnybones by Janet and Allan Ahlberg
Goodnight Moon by Margaret Wise Brown
My shadow is pink by Scott Stuart
Gorilla by Anthony Browne
Guess How Much I Love You by Sam McBratney
Little Rabbit Foo Foo by Michael Rosen
Lost and Found by Oliver Jeffers
Meg and Mog by Helen Nicoll
Mr Gumpy's Outing by John Burningham

Goldilocks and the Three Bears
Hansel and Gretel
Jack and the Beanstalk
Little Red Riding Hood
The Elves and the Shoemaker
The Enormous Turnip
The Gingerbread Man
The Hare and The Tortoise
The Little Red Hen
Three Billy Goats Gruff
Monkey see, monkey do
The runaway chapati

See our school website for a full list!

Forest School & Outdoor Learning



Facilitating learning outdoors
at West Lodge Primary School

Benefits of risk



Health and development

Helps children to learn how to manage risk
(understanding safety)

Feeding children's innate need for risk

Help them to manage themselves independently

Builds character and personality traits such as
resilience and self-reliance

Gill (2007,15)

*“If we aren’t interested in the world
around us, what are we interested in?”*

David Attenborough



Forest School: Loving learning outside

Reception Notices



- Soft start 8.40am , register close at 8.50am
- Pick-up time 3.15pm please be prompt
- No mobile phones to be used within the school grounds
- Weather appropriate clothing
- Water bottles and book bags
- Everything labelled – **even shoes, coats and socks!**
- Named wellies on your child's Forest School day
- Birthday books/healthy snack/rubber/pencil

PE clothes



On PE days, your child should come to school wearing:

A white t-shirt, maroon jumper, maroon bottoms and trainers.

In warmer weather the children can wear navy shorts.

Where possible PE will take place outdoors so please ensure they are wearing the PE kit most appropriate for the weather.

Helping your child



- Read *to* them and *with* them – don't make it a chore!
Reading Book/Reading Record Book and school Library Book (£5 fee for lost or damaged items)
- Model being a reader (books, comics, newspapers, magazines, in shops, signs etc.)

Encourage writing in whatever shape or form.

- Talking, discussions and encourage questioning
- Engage and be involved with your child's play
- Oral hygiene- please make sure your child is registered with a dentist
- Encouraging independence (especially with dressing, toileting and eating!)

EYFS Website [School reception class | From pregnancy to children aged 5 \(foundationyears.org.uk\)](https://www.foundationyears.org.uk)

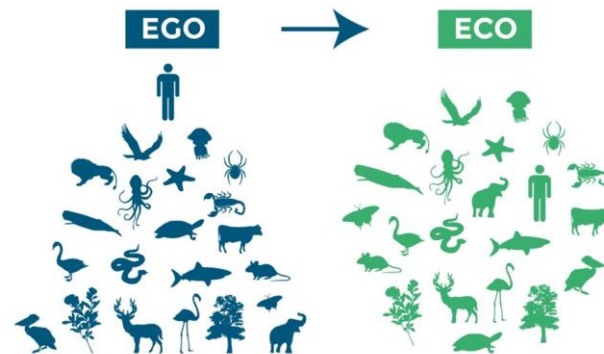
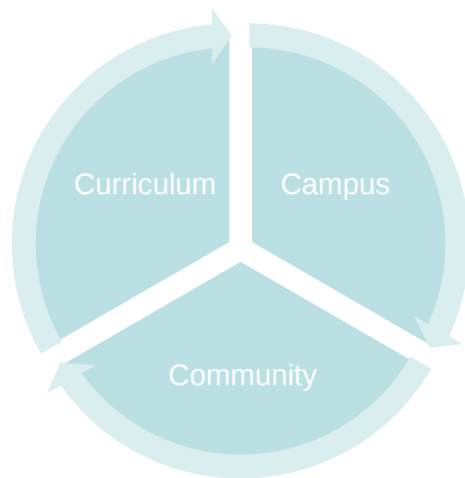
Breakfast and child involved in lunch choice

- Reading the weekly Rec newsletter
- The Everywhere Bear – class bear comes home

Dates for diary



- Everywhere Bear going home Friday 29th September
- Early Reading Session for parents– Monday 2nd October Parent Consultations – Wednesday 18th and Thursday 19th October 2023
- Reception Nativity play – Wednesday 6th December and Thursday 7th December
- It is essential that you read the weekly Reception newsletter for up to date information specifically related to your children, as well as the weekly and half termly newsletter sent to parents by Mr Dees.



Sustainability at West Lodge is an approach to education and the running of a school that meets the needs of the current community without compromising the ability of future communities to meet their own needs. It leads to the creation of a socially-just, sustainable and equitable community that acts in an ethical way towards the ecosphere. An outward looking community which thinks globally and acts locally.

Sustainability education is an overarching framework that:

- links across all areas of the curriculum;
- affects how we view and maintain our campus;
- influences how we interact and connect with our community.

Home Learning Platform



- This term we are going to launch Seesaw to share our classroom learning with you
- Your child will receive a login that we will stick in their reading record
- We will send further information out about Seesaw closer to the time and will ask for photo consent from parents so different pictures can be shared

Home Learning Platform



Read Write Inc. - Phonics

- <http://www.ruthmiskin.com>
- We will also begin to use Oxford Owl for sharing different e-books this year that link to the RWI books your child will be reading in school. We will notify you in our newsletter when books have been allocated.

Communication



- r@westlodge.harrow.sch.uk
- Parentmail/Textmail
- Weekly newsletter to Parents every Friday
- Informal teacher conversations/ meetings (at the end of the day, when all children have been dismissed first)
- Collection arrangements
- Phone calls home
- Please do not approach the classroom door, give way to children coming in and out of the classroom

**Thank you for joining us.
Have a lovely evening
The EYFS Team.**