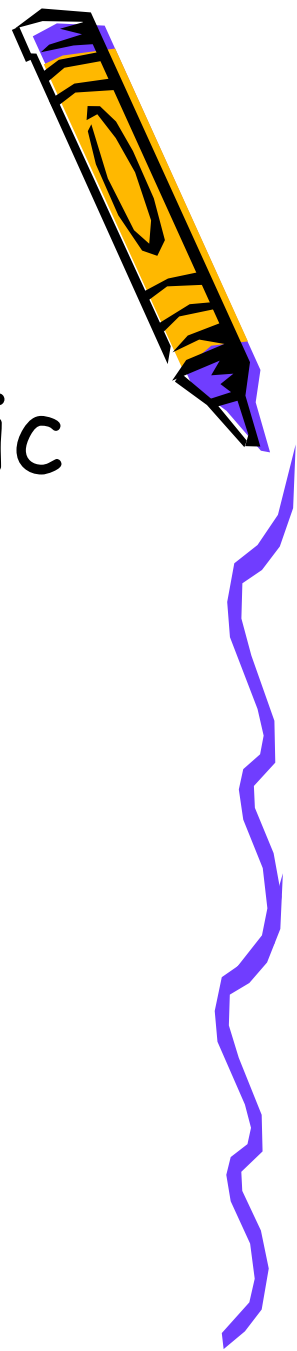
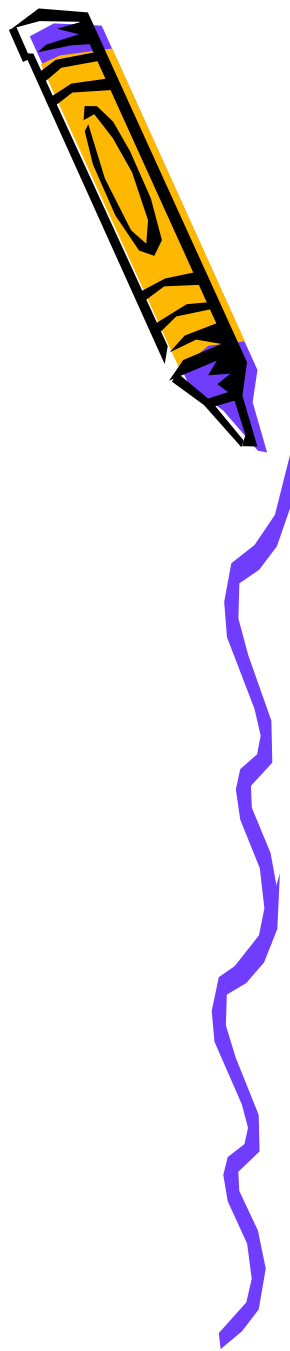




Welcome to St Joseph's Roman Catholic Primary School



Reception Teachers



RS
(Discoverers)
Mrs Smith

RM
(Investigators)
Ms Murillo





What is the EYFS?



- ✚ The EYFS is a national curriculum for 5s and under.
- ✚ 7 areas of learning through areas of provision and directed activities.
- ✚ All areas of learning are reflected inside and outdoors.



RSHE

TenTen - Life to the Full

- ✚ Ten Ten is a leading provider of faith-based resources for Catholic primary schools, working with tens of thousands of children, teachers and parents throughout the UK.
- ✚ Taught with a spiral approach to learning in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional well-being, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, life cycles, the dangers of social media, an understanding of the Common Good and living in the wider world.
- ✚ The entire teaching is underpinned with a Christian faith understanding that our deepest identity is as a child of God - created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.

Ten:Ten
Resources



PSED

Personal, Social and Emotional Development



Self-Regulation

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

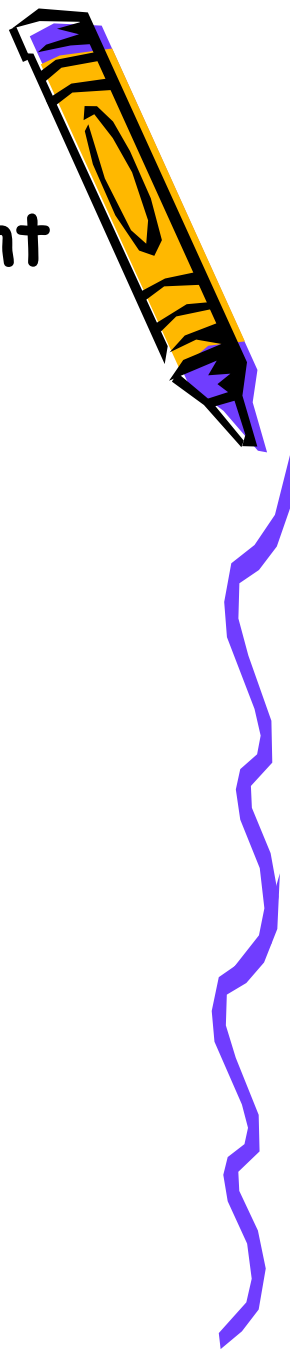


PSED

Personal, Social and Emotional Development

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.



Physical Development

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.

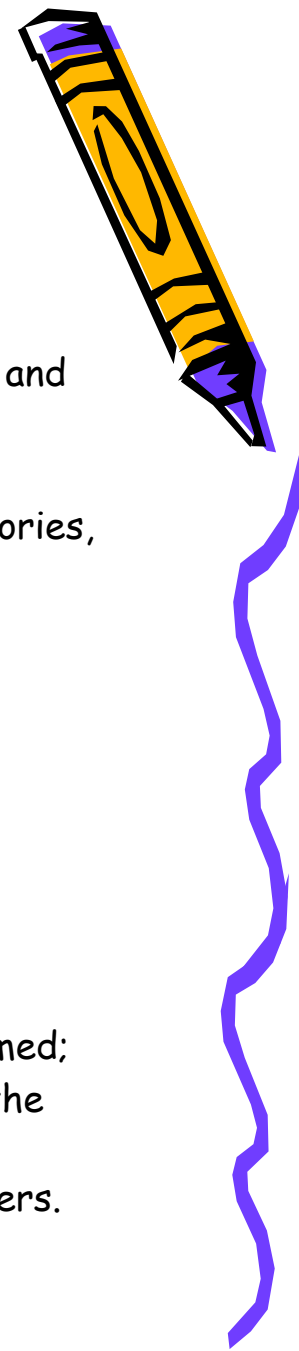
Fine Motor Skills

- ✚ 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, paint brushes and cutlery;
- ✚ Begin to show accuracy and care when drawing



CLL

Communication, Language and 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 some common exception words.

Writing

- + Write recognisable letters, 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.

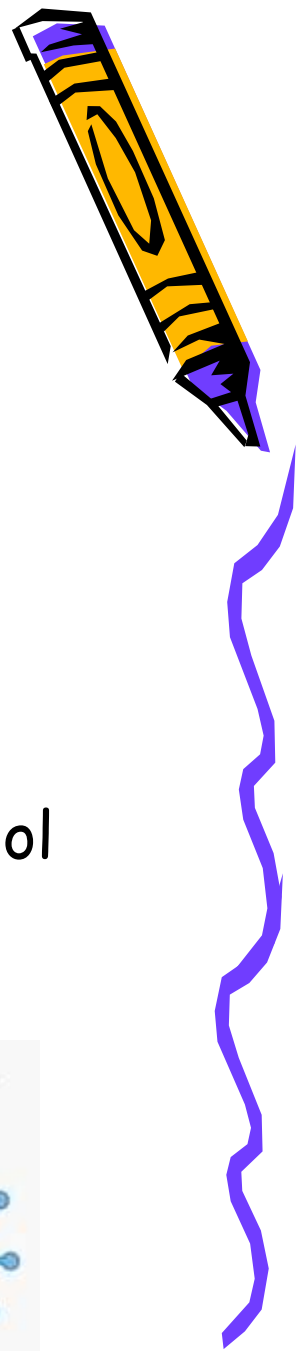


CLL -

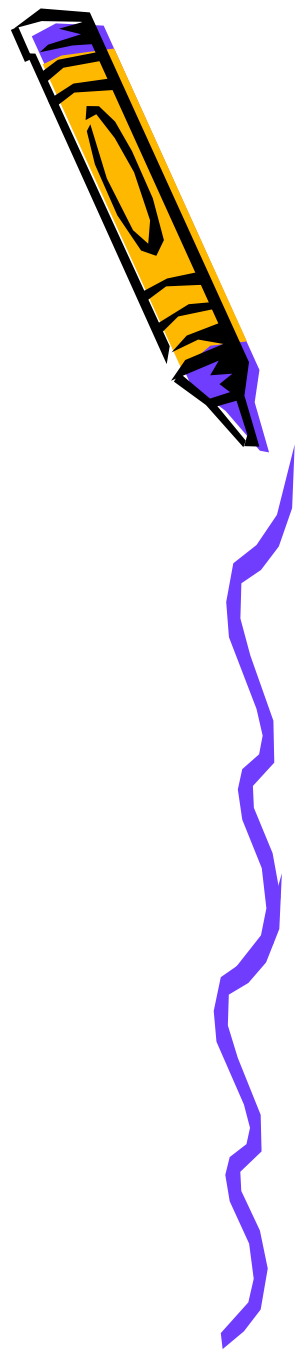
Phonics - Read Write Inc programme

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Read Write Inc books need to be returned to school each Wednesday.



Mathematics



Number

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

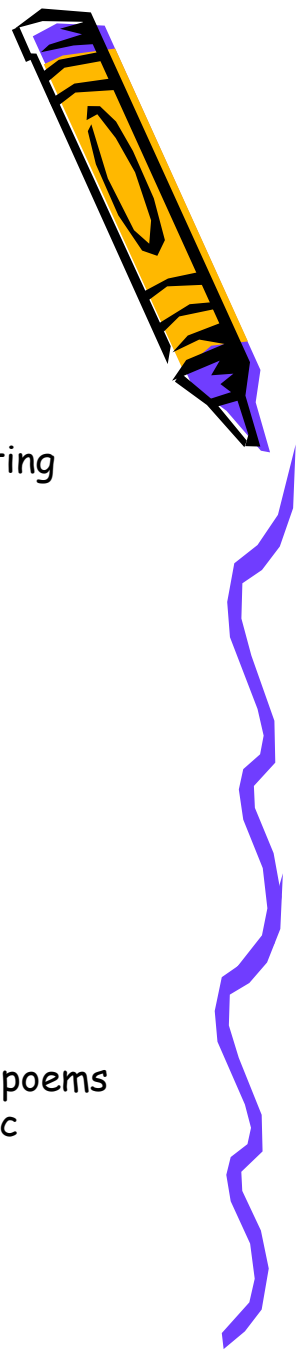
Numerical Patterns

- ✚ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. g numbers and what they mean.
- ✚ 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.



EAD

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.
- ✚ 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.

Being Imaginative and Expressive

- ✚ 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



UTW

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.



UTW

Understanding the World

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.



Educational Information

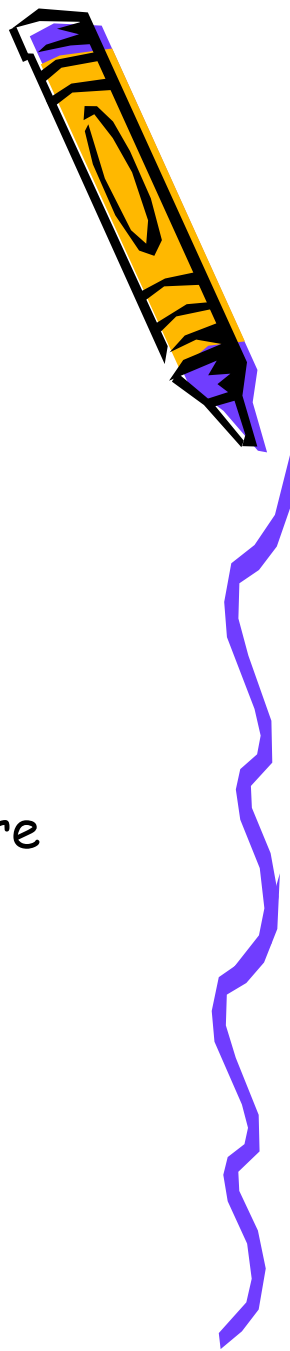


- + Settling in period and assessment time - on entry/every half term
- + Termly Academic Review Meetings with the class teacher
- + Home learning is handed out on Friday and should be returned to school on Wednesday
- + High standards of work and expectations
- + Home Learning Information sheet will be posted on Google Classroom and the school's website every Friday. Please have a look at it as it will have important information about your child's learning



Uniform Reminder

- + Uniforms need to be clearly labelled with names: 30 jumpers and 30 t-shirts all look the same when we are getting changed for PE!
- + No jewellery, only plain small studs (silver or gold)
- + No flowery hair bands or bows
- + All children should have a full PE kit: shorts, t-shirt, plimsolls and the school's tracksuit.
- + Spare clothes: please make sure that your child has spare underwear and tights/socks (clearly labelled)
- + Please look on the website for the uniform policy (e.g. school coats and rain coats)



General Information

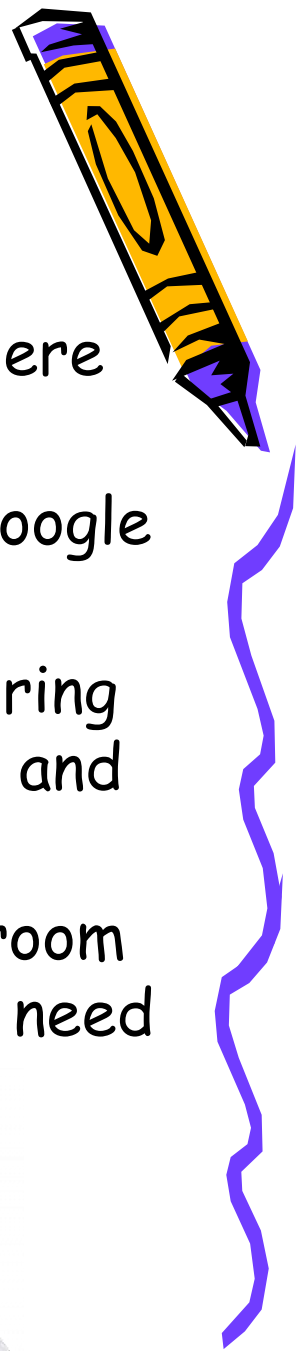
- + School day: 8:20am - 2:50pm (RS), 8:20am - 2:50pm (RM).
- + Punctuality: gate closes at 8.30 am
- + Attendance: any absences must be reported to the office by 9:00 am.
- + Lunch time is at 11:30.
- + Snack time - in the afternoon
- + If your child is on any medication, please make sure it is up to date.
- + Please teach your child the importance of thorough hand washing for at least 20 seconds.

www.youtube.com/watch?v=S9VjeIWLnEg



Google Classroom

- + Google Classroom is a free learning platform where students, parents and teachers can share files
- + Newsletters will be posted on Fridays both in Google Classroom and the school's website
- + Home learning will be posted regularly (do not bring it to school, just take a photo of the worksheet and upload it to Google Classroom)
- + Parents, you will be able to access Google Classroom using iOS or Android apps (to access it, you will need your child's logging details)



Staying Hygienic

- Please watch this video with your child to remind them of hand-washing to protect against bacteria and viruses:
<https://www.youtube.com/watch?v=LQ24EfM7sEw>

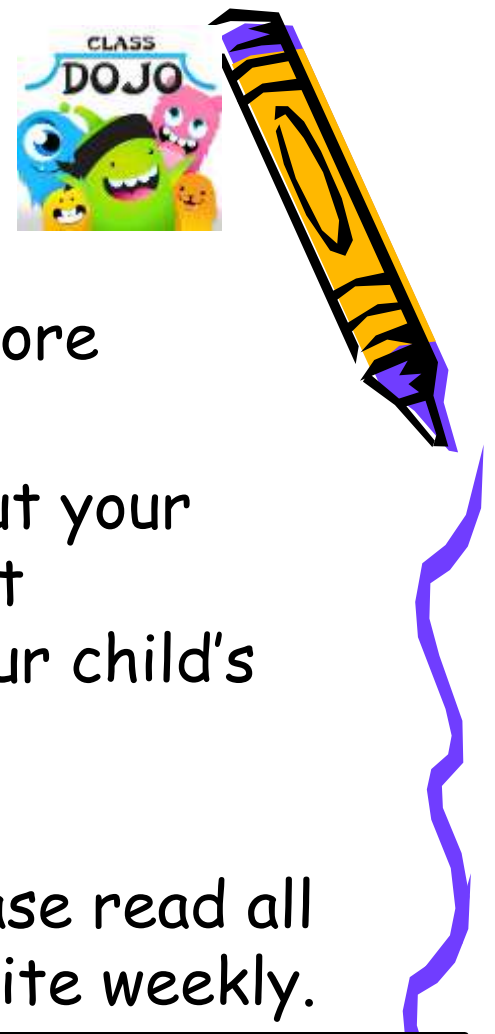


- Also remind your children of the *Catch It, Bin It, Kill It* process to help to contain Covid-19. Instruct them to cough or sneeze into the inside corner of their arm if a tissue is not available.

1. Catch your cough or sneeze in a tissue
2. Immediately throw the tissue in a bin
3. Wash your hands straight away



And finally...



- ✚ Growth mindset see school website for more information.
- ✚ If you have any worries or concerns about your child, feel free to make an appointment at reception in order to come and talk to your child's teacher.
- ✚ It is important we work together for the successful education of the children. Please read all newsletters and look at the school's website weekly.



<https://www.stjosephsrc.co.uk>

