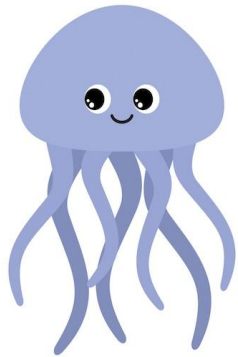


# Welcome to Reception!



# Meet the team



**Mrs Keam (M-W)**  
**Mrs Smalley (Th-F)**  
**Mrs Laming**  
**Mrs Timol (M-T)**  
**Mrs Brunton (W-F)**



**Mrs Carle,**  
**Miss Hall and**  
**Mrs Pillay**



**Miss Walsh and**  
**Mrs Findiklis**

# The School Day

Doors open at 8.40am and home time is 2.50pm.

If you arrive after 8.50am you will need take your child to the office.

Please let your child's teacher know if your child is going to be picked up by someone different.

If a number of different people will be picking your child up from school, please write it down and give this to your class teacher.

If there is a change in who is collecting your child on the day, please contact the school office and they will let the teacher know as class emails are not checked regularly during the day.

If you need to speak to your child's class teacher, please wait to the end of the line or email them using their class email.

**[jellyfish@mead.surrey.sch.uk](mailto:jellyfish@mead.surrey.sch.uk)**

**[starfish@mead.surrey.sch.uk](mailto:starfish@mead.surrey.sch.uk)**

**[turtles@mead.surrey.sch.uk](mailto:turtles@mead.surrey.sch.uk)**



# BE AN ATTENDANCE HERO



***H**ere*

***E**veryday*

***R**eady*

***O**n time*

# PE Days



- \* All Reception classes have PE on Wednesday
- \* Children to wear PE kit to school on Wednesday.
- \* No change of clothes are needed as the children stay in their PE kit for the day.
- \* Please no laces to enable independence.



# Our Aims

- Happy and successful learners
- A positive parent & community partnership
  - Kindness and respect
    - A love of learning
    - Independence
    - Brave choices
    - To build resilience
- A 'have a go' & enthusiastic approach

# EYFS

## **7 areas of learning**

### **3 Prime Areas –**

Communication and Language  
Personal Social and Emotional Development  
Physical Development

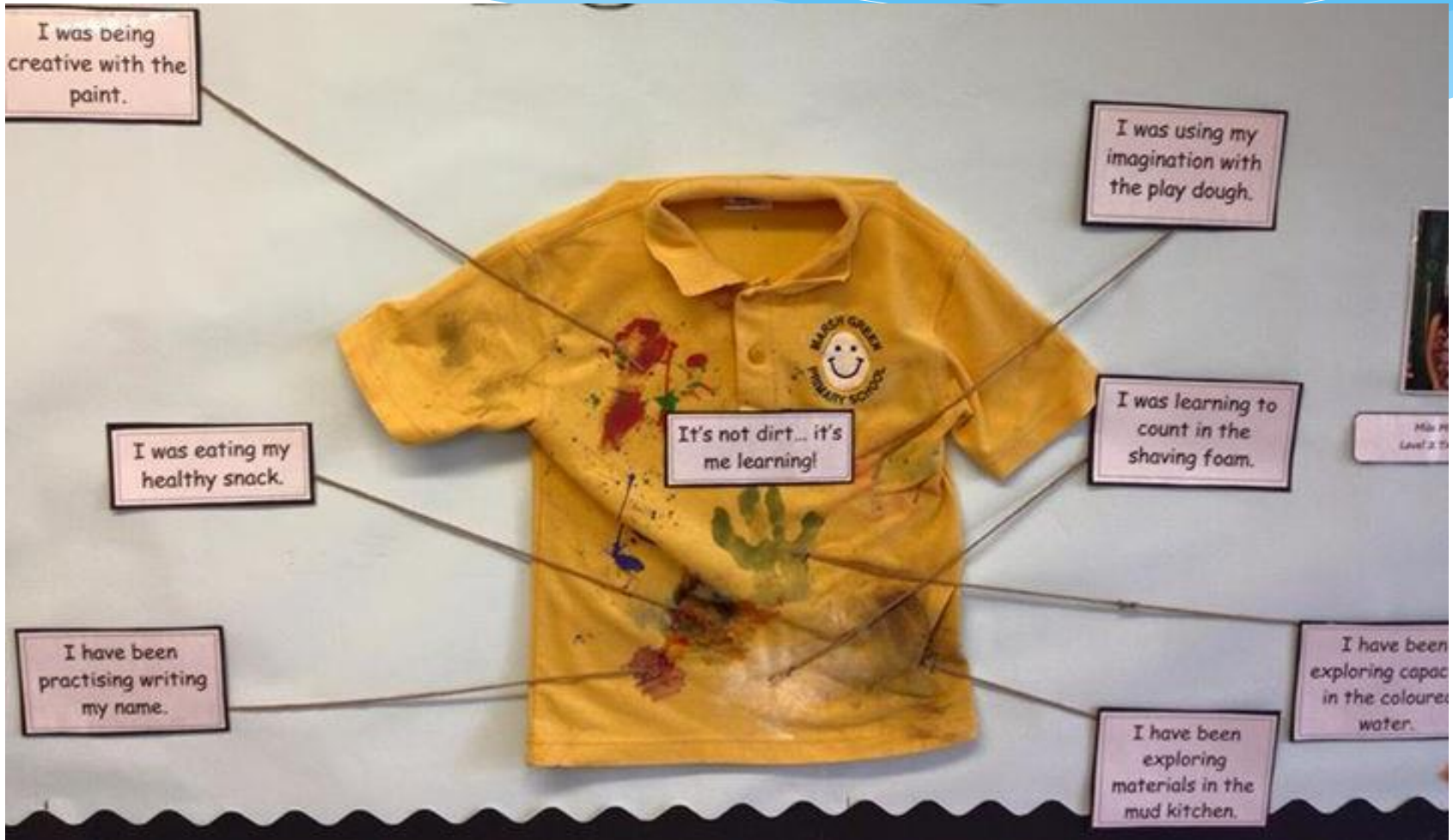
### **4 Specific Areas of Learning –**

Literacy  
Mathematics  
Understanding the World  
Expressive Arts and Design

### **17 Early Learning Goals –**

most children will reach these by the end of the reception year but some may not

# Play Builds Brains!





# Play Builds Brains!

- Co-operation
  - Persistence
  - Patience
  - Confidence
- Communication skills
  - Problem solving
  - Concentration skills
    - Focus
- Understanding need for rules and following them

# Little Wandle



- The scheme we follow to teach the children letter sounds, phonics and reading.

- The website for the scheme is

<https://www.littlewandlelettersandsounds.org.uk/>

In the 'parents' section there are some useful resources to help you support your child at home.

- In Reception, we begin at Phase 2 and progress to Phase 4.
  - This continues into Year 1 and progresses to Phase 5.
- There is a Reading and Phonics workshop on Monday 30<sup>th</sup> September.

# Reading

- BoomReader is an online reading record.
- Account set up information is on the school website - there are two videos on how to set up an account <https://www.mead.surrey.sch.uk/reading>
- Reading books will be sent home in the first few weeks after starting phonics.
- Reading books are in Phases linking to our phonics scheme.
- Your child will be able to change their reading book as often as they like.
- We will hear the children read individually once a week and we will record this on BoomReader.

# Library

- \* We visit the school library once a week.

Jellyfish: Monday

Starfish: Thursday

Turtles: Tuesday



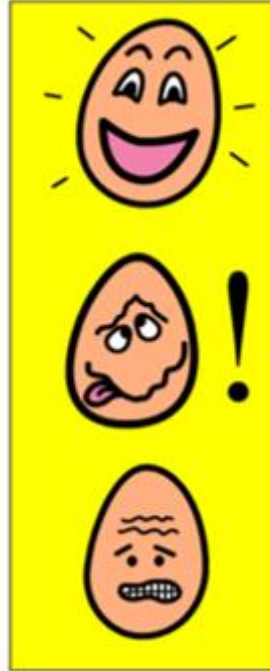

- \* Library books need to be returned for a new book to be issued.
- \* Please ensure your child's library book is in their bookbag on their library days.



# Evidence Me

- Login details will be sent out shortly.
- A way of you communicating to us and sharing those “wow” moments or special events.
- You may also be sent observations during the year if your child masters a particular skill.
- The new curriculum has given us the opportunity to spend more time interacting and playing with the children.

# The Zones of Regulation

			
<b>Blue Zone</b> sad      tired sick      moving tired      slowly	<b>Green Zone</b> happy calm feeling ok focused ready to learn	<b>Yellow Zone</b> frustrated worried silly/wiggly excited loss of some control	<b>Red Zone</b> mad/angry terrified yelling/hitting elated out of control

# Learning Behaviours



**Resilient (KS1)**  
**Motivation (EYFS)**  
Tigger always bounces back and he keeps trying even when it gets difficult. He never gives up.



**Responsible (KS1)**  
Kanga is responsible because she cares for Baby Roo and carries him around in her pouch. Kanga also always listens well so that she knows exactly what to do, to look after Baby Roo.



**Resourceful (KS1)**  
**Thinking (EYFS)**  
Eeyore always thinks carefully and uses a range of resources. To be a resourceful learner you must use your imagination and be creative. Eeyore once had a balloon to mend.



**Reflective (KS1)**  
Wise owl always reflects upon what he does and thinks of ways of improving. He can tell you what he is really good at and what he needs to do to, to become an even wiser owl.



**Reasoning (KS1)**  
Pooh always likes to give reasons for his decisions and explain how he worked something out. He is also really good at asking questions. He once got stuck in a hole and had to choose the best method to get out.



**Playing and exploring Engagement (EYFS)**  
Piglet is Pooh's best friend. He loves to explore and play. He tries to be brave and is always willing to have a go.

The learning behaviours teach the children to understand what good learning is and enable them to apply that to their own learning.

We are using the Winnie the Pooh characters and stories to “hook” each particular learning behaviour onto.

For example, “Tigger” shows resilience as a learning behaviour – he always keeps trying, bounces back and never gives up. The children are able to remember this through learning about the character of Tigger with books and toys and apply this to their own learning at school.

# What Would Roo Do?

- The children learn about “big problems” and “small problems”
- We teach the children strategies to resolve small problems independently.
- Big problems need help from a grown up.



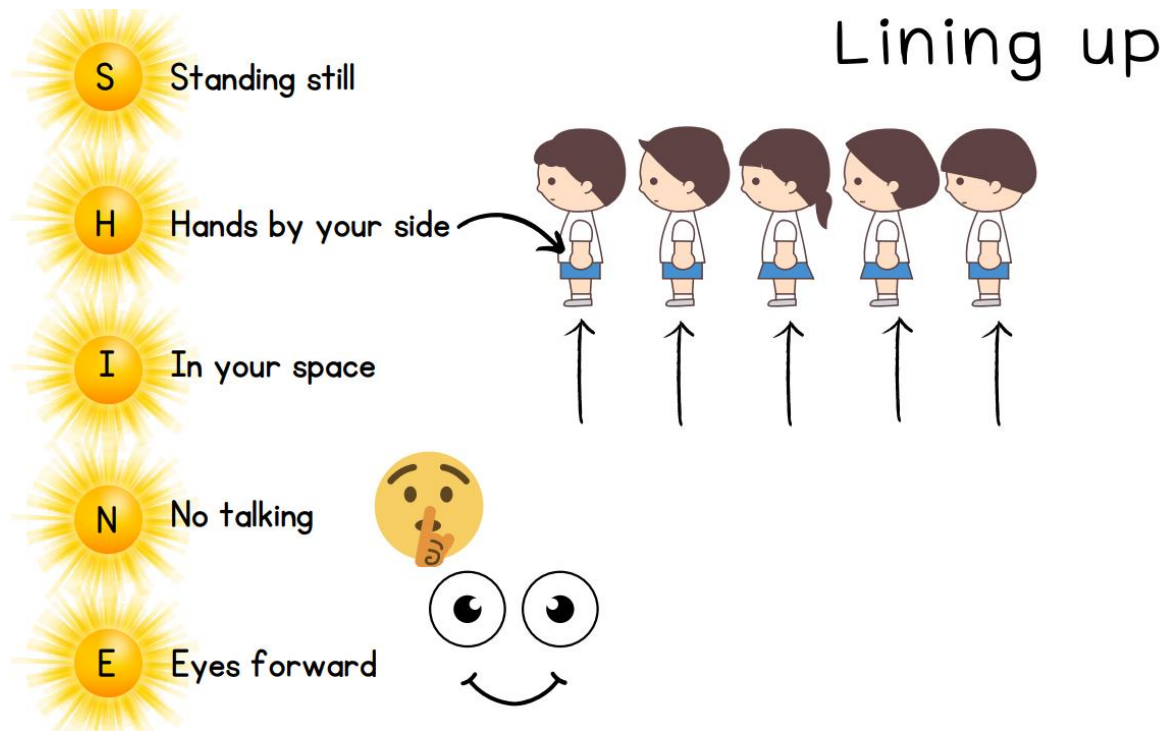


# Recognition Board

- We have a class focus linked to one of our three school rules: **Ready, Respect and Safe.**
- Children's names are moved onto the recognition board.
- A focus could last a morning, day, week etc.
- We break down the rules to teach the children the specific skills e.g. when learning I am ready, we will start with how to sit on the carpet during learning time (eyes looking, ears listening, sitting on our spots etc.).
- The children will be able to tell you when they have been on the recognition board.

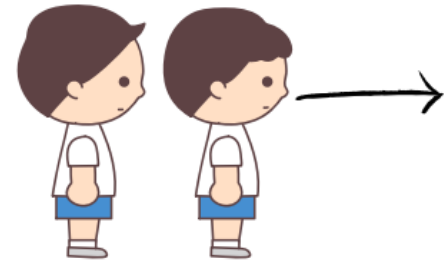


# The Mead Way



# Wonderful Walking

- 1** Walk in silence
- 2** We use soldier arms
- 3** We walk sensibly
- 4** We face the direction we are walking



# We take part



No hands up, we are ready to answer



We listen to the adult

We listen to each other



If we need the toilet we  
can use this sign

If we have something  
important to say or a  
question to ask we can use  
this sign

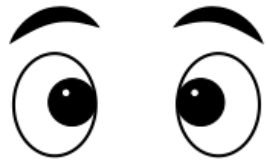


# Happy Hello, Great Goodbye



We say good morning

We say goodbye or good afternoon



We look at the person when we speak

We smile



Show me 5



- 1** Eyes looking 
- 2** Ears listening 
- 3** Body still 
- 4** Voice is off 
- 5** You are ready 

# Any questions?



Jellyfish class -

[jellyfish@mead.surrey.sch.uk](mailto:jellyfish@mead.surrey.sch.uk)

Starfish class -

[starfish@mead.surrey.sch.uk](mailto:starfish@mead.surrey.sch.uk)

Turtle class-

[turtles@mead.surrey.sch.uk](mailto:turtles@mead.surrey.sch.uk)

**Reading/ phonics workshop**  
**9.05am Monday 30<sup>th</sup> September**

**Maths workshop**  
**9.05am Monday 4<sup>th</sup> November**