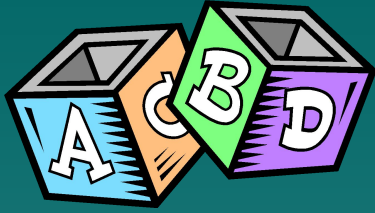


# Continuing the Learning Journey at Old Palace Primary...



Transition meeting 13<sup>th</sup> July 2022





# Transition to Reception Class



The reception year is one of the most important years of a child's school life:

“As a parent, you are your child's first educator, and your home is their first learning environment.

It is here that firm foundations are laid to build a sense of emotional security and resilience. After their home, school is the next most important place for most children. The experiences at school play a vital part in children's lives, determining their academic, social, and possibly occupational futures.”

That's why it's so important to get it right from day one.

Reception is the first year of primary school and the final year of the Early Years Foundation Stage (EYFS) before children start KS1. It's compulsory in England and Wales.

# The Early Years Foundation Stage Principles

The Early Years Foundation Stage Setting the Standards for Learning, Development and Care for children from birth to five

Every Child Matters  
Change For Children

## A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

## Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

## Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

## Learning and Development

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

### 1.1 Child Development

- Child development
- A skilful communicator
- A competent learner

### 1.2 Inclusive Practice

- Equality and diversity
- Children's entitlements
- Early support

### 1.3 Keeping Safe

- Being safe and protected
- Discovering boundaries
- Making choices

### 1.4 Health and Well-being

- Growing and developing
- Physical well-being
- Emotional well-being

### 2.1 Respecting Each Other

- Understanding feelings
- Friendships
- Professional relationships

### 2.2 Parents as Partners

- Respecting diversity
- Communication
- Learning together

### 2.3 Supporting Learning

- Positive interactions
- Listening to children
- Effective teaching

### 2.4 Key Person

- Secure attachment
- Shared care
- Independence

### 3.1 Observation, Assessment and Planning

- Starting with the child
- Planning
- Assessment

### 3.2 Supporting Every Child

- Children's needs
- The learning journey
- Working together

### 3.3 The Learning Environment

- The emotional environment
- The outdoor environment
- The indoor environment

### 3.4 The Wider Context

- Transitions and continuity
- Multi-agency working
- The community

### 4.1 Play and Exploration

- Learning through experience
- Adult involvement
- Contexts for learning

### 4.2 Active Learning

- Mental and physical involvement
- Decision making
- Personalised learning

### 4.3 Creativity and Critical Thinking

- Making connections
- Transforming understanding
- Sustained shared thinking

### 4.4 Areas of Learning and Development

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development



There are two Early Years Foundation Stage booklets: *Statutory Framework for the Early Years Foundation Stage*, which contains legal requirements and statutory guidance; and *Practise Guidance for the Early Years Foundation Stage*, which contains additional advice as well as the areas of Learning and Development.



Resources in the Early Years Foundation Stage Package include Principles into Practice cards which give easy to use information about effective practice across the Themes of the EYF. Additional cards introduce broad stages of child development and areas of Learning and Development.



The Early Years Foundation Stage CD-ROM contains in depth information on the EYF including video material, examples of effective practice, research, resources and information about supporting every child's development.

Support for children with SEND and Pupil Premium

Recycle 80% recycled

# EYFS Curriculum

## Prime Areas of learning



Physical development

Communication &  
Language development

Personal, social &  
emotional development

## Specific areas of learning



Literacy development

Mathematics development

Understanding the world

Expressive arts & Design



# Early Learning Goals

17 Early Learning Goals In the the following aspects:

- ◆ Listening attention & Understanding
- ◆ Speaking
- ◆ Self regulation
- ◆ Managing self
- ◆ Building relationships
- ◆ Numerical Patterns
- ◆ Past and Present
- ◆ People Culture and Communities
- ◆ The Natural World
- ◆ Creating with Materials
- ◆ Being Imaginative and Expressive



Assessment grades are: emergent and expected

# Assessments in Reception

- ◆ Baseline assessment
- ◆ Reading
- ◆ Phonics
- ◆ Keywords
- ◆ Daily observations

# Staggered intake

Monday 5th September	Tuesday 6th September Day 1	Wednesday 7th September Day 2	Thursday 8 <sup>th</sup> September Day 3	Friday 9 <sup>th</sup> September Day 4
<b>No School</b>	9am to <b>12.30pm</b> children will be dismissed after lunch	9am to <b>12:30pm</b> children will be dismissed after lunch	9am to <b>12:30pm</b> children will be dismissed after lunch	9am to <b>2:00pm</b> children will be dismissed after lunch then storytime
Monday 12th September Day 5  Fuultime 9am-3.30pm	Tuesday 13th September Day 6  Fuultime 9am-3.30pm	Wednesday 14th September Day 7  Fuultime 9am-3.30pm	Thursday 15th September Day 8  Fuultime 9am-3.30pm	Friday 16th September Day 9

# Reception Team

Assistant Headteacher - Mrs Rahman

Class teachers:

RB class - Ms Dawson & Ms Begum

RP class - Ms Patel

Support Staff:

Nursery Nurse Mrs Naik

Teaching Assistants: Mrs Rahela, Ms Nehar & Ms Mirza



# Reception timetable

Reception timetable- Summer 2 2022 - RB

	8:50-9:10	9:05-9:30	9:35-10:00	10:00-11:00	10:30-11:00	11:00-11:30	11:30-11:45	11:45-1pm	1:00-1:05	1:05-1:25	1:25-1:50	1:50-2:00	2:00-2:30	2:30-2:40	2:40-3:30	3:30
Mon	R e g i s t r a t i o n	9:05-9:30 Phonics	Guided Reading groups	Tidy up - 11:50	W a s h  h a n d s	L u n c h	R e g i s t r a t i o n	Shared Maths	1:20-1:50pm Guided Maths group	Outside learning environment open 2:10 Children select activities between indoors and outdoors.	T i d y u p i n d o o r a n d  o u t d o o r a r e a s	1:00-2:00 Shared Topic	H o m e t i m e - - - b i s m i s s a l			
Cons text: Shared English 9:30-9:50		1:25-1:30- Focus group						2:00-2:10 Story time								
9:50-9:55 -Focus group																
9:55-10:15-Guided group																
Tue	T u e s d a y	9:05-9:30 Phonics	Guided Reading groups	Tidy up - 11:50	W a s h  h a n d s	L u n c h	R e g i s t r a t i o n	Shared Maths	1:20-1:50pm Guided Maths group	Outside learning environment open Children select activities between indoors and outdoors.	T i d y u p i n d o o r a n d  o u t d o o r a r e a s	1:00-2:00 - - - M u s i c E x p r e s s S e a R o b o t s S h o r t s 2:05-2:30	H o m e t i m e - - - b i s m i s s a l			
Cons text: Shared English 9:30-9:50		1:25-1:30- Focus group						2:00-2:10 Story time								
9:50-9:55 -Focus group																
9:55-10:15-Guided group																
Wed	W e d n e s d a y	9:05-9:30 Phonics	Guided Reading groups	Tidy up - 11:50	W a s h  h a n d s	L u n c h	R e g i s t r a t i o n	1:05-1:20pm PE - Outside tag hall	1:25-1:55pm Guided Maths group	Outside learning environment open Children select activities between indoors and outdoors.	T i d y u p i n d o o r a n d  o u t d o o r a r e a s	1:00-2:00 Shared Topic RE Topic	H o m e t i m e - - - b i s m i s s a l			
Cons text: Shared English 9:30-9:50		1:25-1:30- Focus group						2:00-2:30 Story time								
9:50-9:55 -Focus group																
9:55-10:15-Guided group																
Thu	T h u r s d a y	9:15-9:30 Cons text: Shared English	Guided Reading groups	Tidy up	W a s h  h a n d s	L u n c h	R e g i s t r a t i o n	Shared Maths	1:20-1:50pm Guided Maths group	Outside learning environment open Children select activities between indoors and outdoors.	T i d y u p i n d o o r a n d  o u t d o o r a r e a s	1:00-2:00 Shared Topic & Threats Thursday	H o m e t i m e - - - b i s m i s s a l			
9:30-9:35 -Focus group		11:00-11:20 Phonics						2:00-2:30 Story time								
9:35-9:50-Guided group		Children select activities between indoors and outdoors.														
		Room 11:20-11:30														

# Phonics



- We follow the reading programme 'Letters & Sounds'
- Daily discrete phonics lesson (20mins)
- High frequency words/tricky words

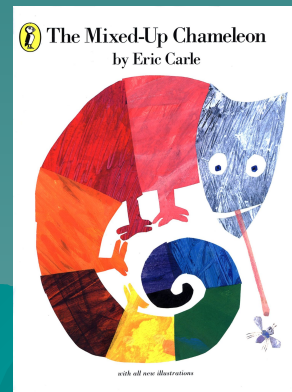
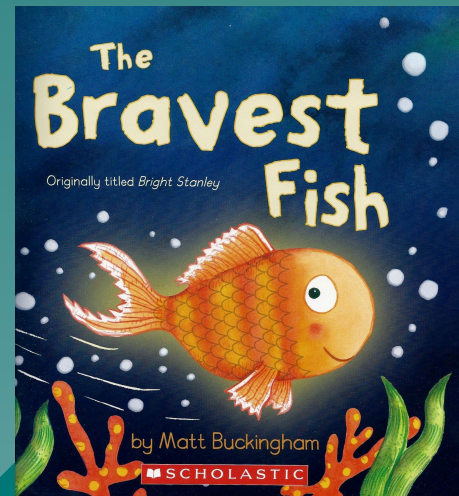
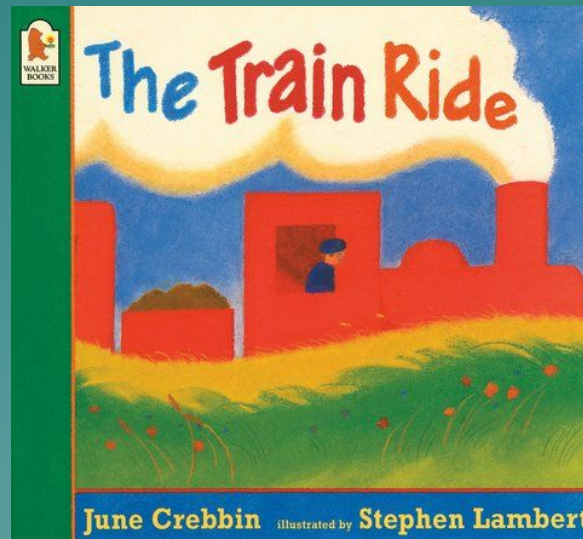
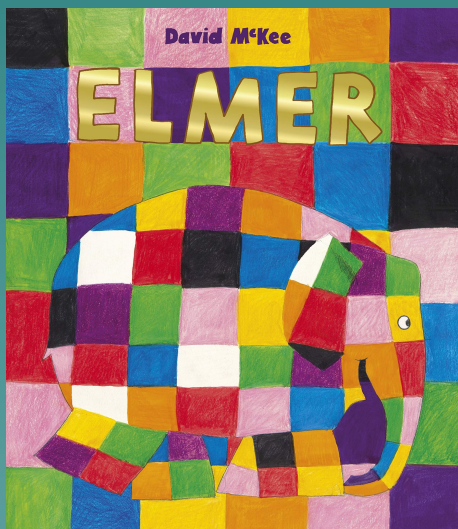
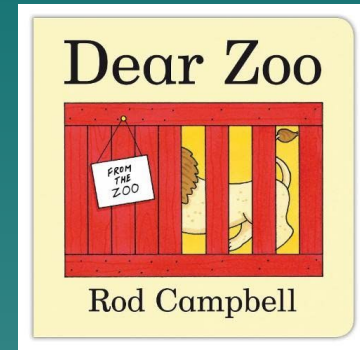
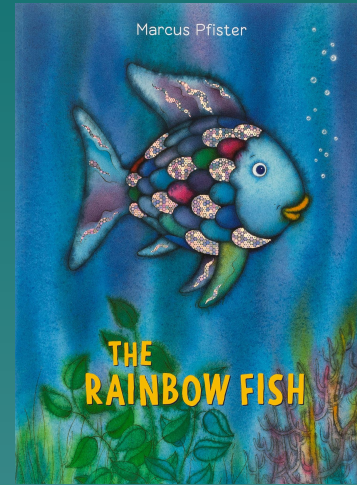
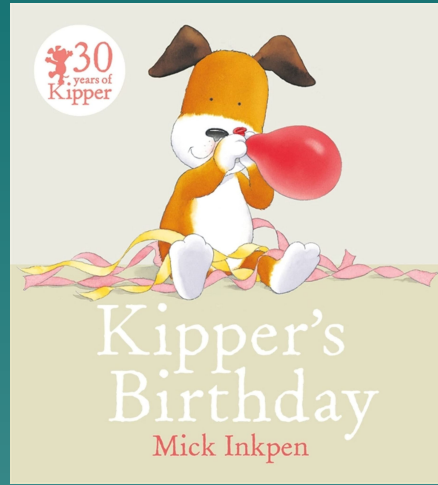
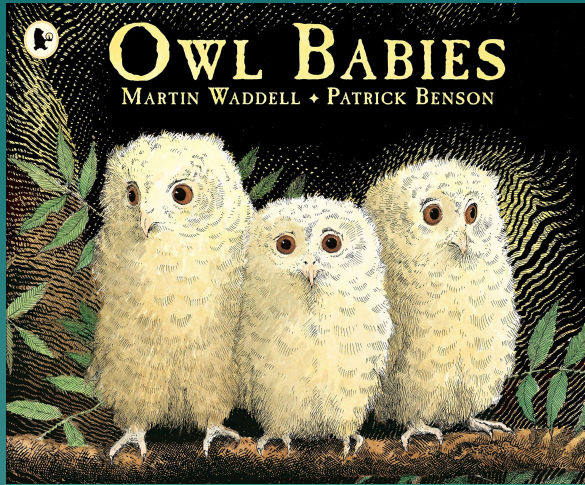


## First 45 high frequency words

<b>I</b>	<b>go</b>	<b>come</b>	<b>went</b>	<b>up</b>
<b>you</b>	<b>day</b>	<b>was</b>	<b>look</b>	<b>are</b>
<b>the</b>	<b>of</b>	<b>we</b>	<b>this</b>	<b>dog</b>
<b>me</b>	<b>like</b>	<b>going</b>	<b>big</b>	<b>she</b>
<b>and</b>	<b>they</b>	<b>my</b>	<b>see</b>	<b>on</b>
<b>away</b>	<b>mum</b>	<b>it</b>	<b>at</b>	<b>play</b>
<b>no</b>	<b>yes</b>	<b>for</b>	<b>a</b>	<b>dad</b>
<b>can</b>	<b>he</b>	<b>am</b>	<b>all</b>	<b>is</b>
<b>cat</b>	<b>get</b>	<b>said</b>	<b>to</b>	<b>in</b>



# Core Text



# Reception Topics

- ◆ Topic based learning :
  - Autumn**: Ourselves & Transport
  - Spring**: Superheroes & Festivals/Celebrations
  - Summer**: Under the sea & Animals/Habitats
- ◆ Educational Trips & visits



# Home support



- ◆ Quality time with your child
- ◆ Read daily 10/15 mins - 1 story book 1 decodable book and keywords
- ◆ Encourage interaction - back and forth talk
- ◆ Independence
- ◆ School Homework





# Tapestry - Online Journal

- ◆ individual parent/pupil account - set up link will be sent by school in September
- ◆ Interactive home and school
- ◆ Celebrating learning
- ◆ Parent and pupil voice
- ◆ upload pictures and videos
- ◆ Confidential and secure
- ◆ Live document



# School Uniform



<https://oldpalaceprimary.co.uk/parents/uniforms/>

## Weekly School Dinner Routines

Please remember to tell the class teacher what your child intends to have for lunch at the beginning of the week. For example, my child will have School lunch, Packed lunch or Home Dinners all week. **Once the choice has been made you will not be able to swap or change lunch arrangements for the entire week.**

If you think your child is entitled to free school meals, please contact the Tower Hamlets Benefits Service on 020 7364 5001 for an application form. In order to claim for FSM you would need to be in receipt of one of the following benefit/s:

- receiving income support
- receiving income-based jobseeker's allowance
- receiving the guarantee credit of pension credit
- receiving income-related employment and support allowance
- in receipt of support from NASS (national Asylum Support Service)
- have an income, as assessed by the Inland Revenue, of less than £15,190 a year (this is called the threshold amount) and who do **not** get working tax credit but do get child tax credit

Please note you do not have to be claiming housing benefit or council tax benefit in order to make a claim for free school meals for your dependent children. Further guidance is available on the on the following web link:

<http://www.towerhamlets.gov.uk/default.aspx?page=429>

# Safeguarding

- ◆ Collection list
- ◆ Absence
- ◆ Allergies
- ◆ Dietary needs
- ◆ Medication
- ◆ Text messages - sent for minor injuries



# Questions

