



WELCOME TO RECEPTION

ROBINS

September 2024



Meet the Team

Mrs Conisbee
(Class Teacher)

Mrs Baker
Mrs Green
(Teaching Assistants)

≡ Welcome ≡



Safeguarding

Worried about a child?

Kate Pelazza: Headteacher

Jill Mills: SENDCo

Kathryn Meade: Assistant SENDCo

Tessa Church: Thrive Practitioner



DSL



DSL



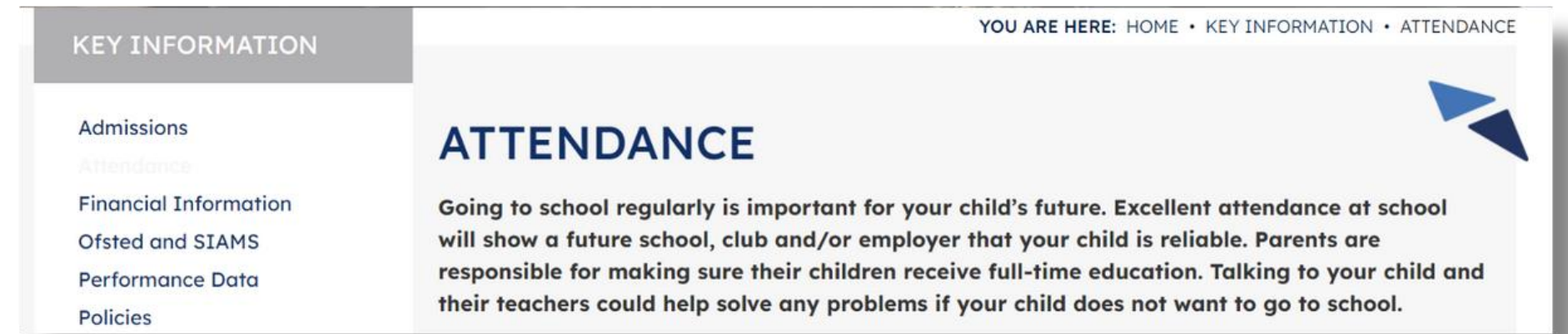


“The world is run
by people who
show up.”

(Anon)



Attendance Expectations



Children must attend regularly.
Children must arrive on time.

If your child is absent as a result of illness, phone **before 09:00am** on **01483 273286** on the first day of absence and each subsequent day to let us know the reason.

If your child is absent due to a medical/dental appointment, email one of the following either before or after (within 5 working days) their absence in order for the absence to be authorised:

A signed/stamped letter, appointment card, text or email dated to the time of the medical/dental appointment.

8:35-8:50AM

GATES OPEN

12-12:45PM

LUNCH

3:20PM

HOMETIME



WEDNESDAY

**THE SCHOOL
DAY**



UNIFORM



Polo shirt (logo preferred)

NO shirts or ties anymore

Black school shoes

Trainers ONLY on P.E. days

NO boots at all, including UGGs

Stud earrings only (1 pair)

NO hoops, necklaces or bracelets

*Our Uniform
Policy is
on our
website*

The EYFS Framework

Early Learning Goals

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • 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. <p>Managing Self</p> <ul style="list-style-type: none"> • 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. <p>Building Relationships</p> <ul style="list-style-type: none"> • 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. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> • 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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • 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. <p>The Natural World</p> <ul style="list-style-type: none"> • 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. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • 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. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> • 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. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • 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. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> • 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. <p>Word Reading</p> <ul style="list-style-type: none"> • 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. <p>Writing</p> <ul style="list-style-type: none"> • 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.

Phonics & Reading



Reception's Useful Words

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

We have begun teaching the Little Wandle Phonics Program this week. The children will learn to recognise and write a new letter sound every day for four days and we have a recap of all the sounds on a Friday.

Reception Autumn 1		
	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Please read with your child every day. This is the most important home learning they can do in Reception. At the moment they are bringing home a 'sharing book' which is a free choice of book that you can enjoy reading to them and discussing.

What we are learning

We have two projects this half term which are:

Build It Up and Let's Explore.

Through these projects we will cover all of the 7 areas of learning for EYFS. We will also link our Literacy and Maths to these themes where applicable.

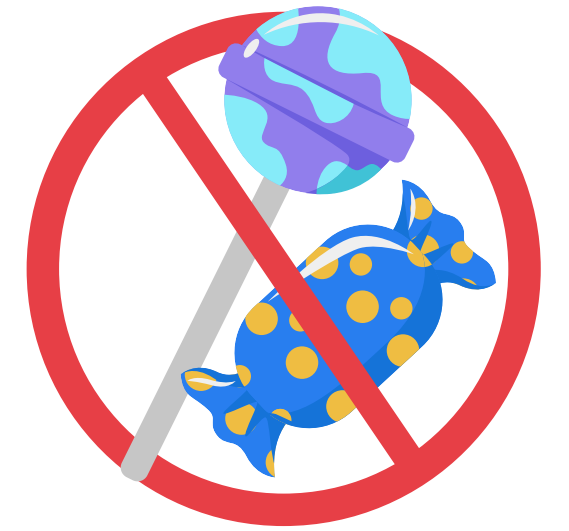
We are currently reading The Three Little Pigs and getting to know the story really well before having a go at drawing our own pictures to tell the story.

Food

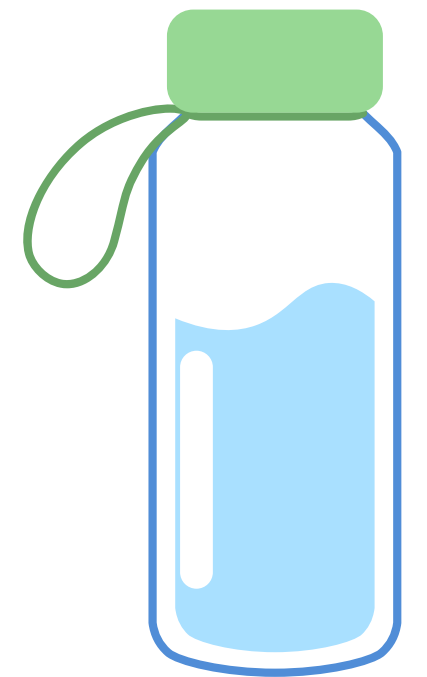
Healthy Packed Lunches



NO sweets/cakes
NO nuts or nut products



NO PEANUTS
OR
NUT PRODUCTS



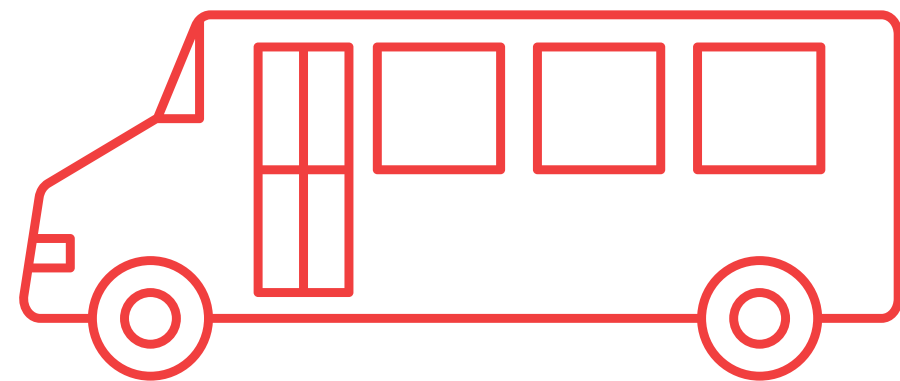
Water bottle
NO squash,
juice or fizzy
drinks

Paying for anything



We are not permitted to accept cash.

*Everything must be paid for via **SCOPAY**.*



How you can help

Communication and Interaction	Cognition and Learning
<ul style="list-style-type: none">• Talk, talk, talk!• Games – Simon says, memory games, DIY telephone• Imaginative play• Singing• Sharing stories	<ul style="list-style-type: none">• Little and often• Focused time• Role play• Go exploring!• Matching games• Make it fun – cook, treasure hunts, local park.
Social, Emotional Mental Health	Physical and Sensory
<ul style="list-style-type: none">• Be open about your feelings• Ask your child how they are feeling regularly• Stories linked to emotions• Demonstrate empathy - How would you feel etc	<ul style="list-style-type: none">• Exercise – riding a bike/scooter, park, walking• Sensory play – shaving foam, bubbles, rice, water beads• No sitting for hours on devices!• Self-help skills – shoelaces, zips, buttons – they should start getting dressed themselves

Cranleigh C of E



Primary School

Please make sure that every item of clothing is named clearly (including even gloves and socks). We encourage independence but jumpers are often taken off and do not always make it on to pegs.

KEEP IN TOUCH



www.cranleighprimary.surrey.sch.uk



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info@cranleighprimary.co.uk



Newsletter - emailed every Friday
On the website



@cranleighpri

