Welcome to Reception at The Orchard



Mrs Griffin
Early Years Lead
Ash Class

Mrs Brown (M-T)
and Miss Wroth (W-F)
Elm Class

Mrs Thornton (M-Th)
and Mrs Brown (F)
Holly Class

Information we have already sent you:

Welcome to Reception! We are looking forward to working with you and your child throughout the year. The information below will help you understand our routines and expectations.

What Your Child Needs Each Day

Please send your child to school each day with:

- A **book bag**
- A **named water bottle**
- **Weather appropriate clothing**

Many children find it helpful to have a simple keyring attached to their book bag to help them recognise it independently.

Spare Clothes

We recommend keeping a named spare clothes bag on your child's peg. This should include:

- Underwear
- Socks
- Trousers/skirt/leggings
- A top (school uniform if possible, but not essential)
- A carrier bag for wet or soiled clothing

Accidents can happen, and having spare clothes available helps us support your child quickly and discreetly.

PE Day

Our PE day is **Friday**.

Children should come to school already dressed in their PE kit.

What is the Early Years Foundation Stage (EYFS) curriculum?

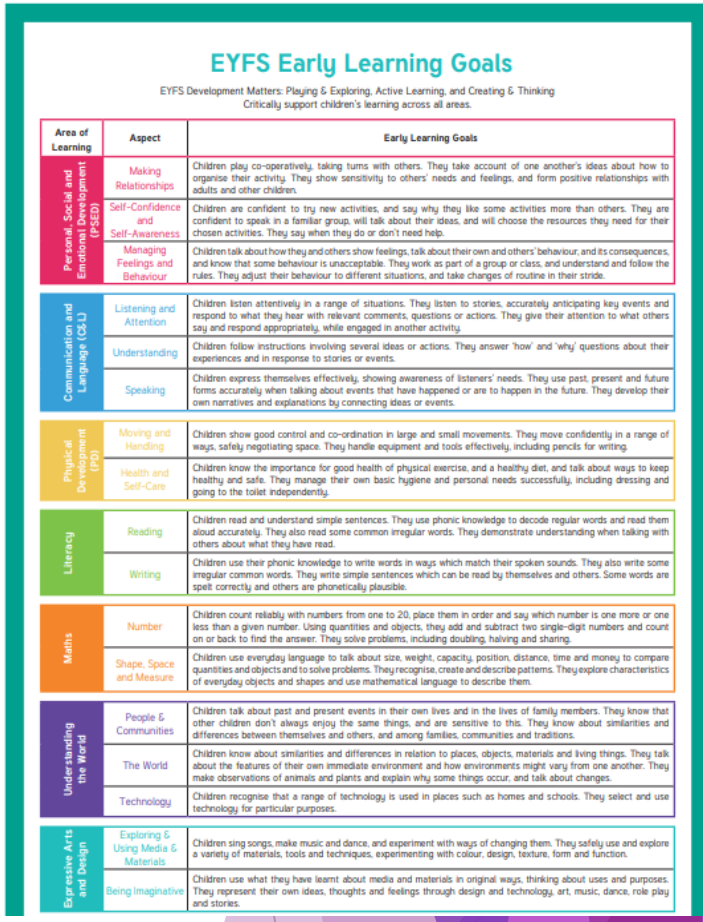
The EYFS curriculum runs from birth to five. It has seven aspects of learning:

PRIME AREAS:

1. **Personal, social and emotional development**
2. **Communication and language**
3. **Physical development**

SPECIFIC AREAS:

1. **Literacy**
2. **Mathematics**
3. **Understanding the World**
4. **Expressive Arts and Design**



EYFS Early Learning Goals

EYFS Development Matters: Playing & Exploring, Active Learning, and Creating & Thinking
Critically support children's learning across all areas.

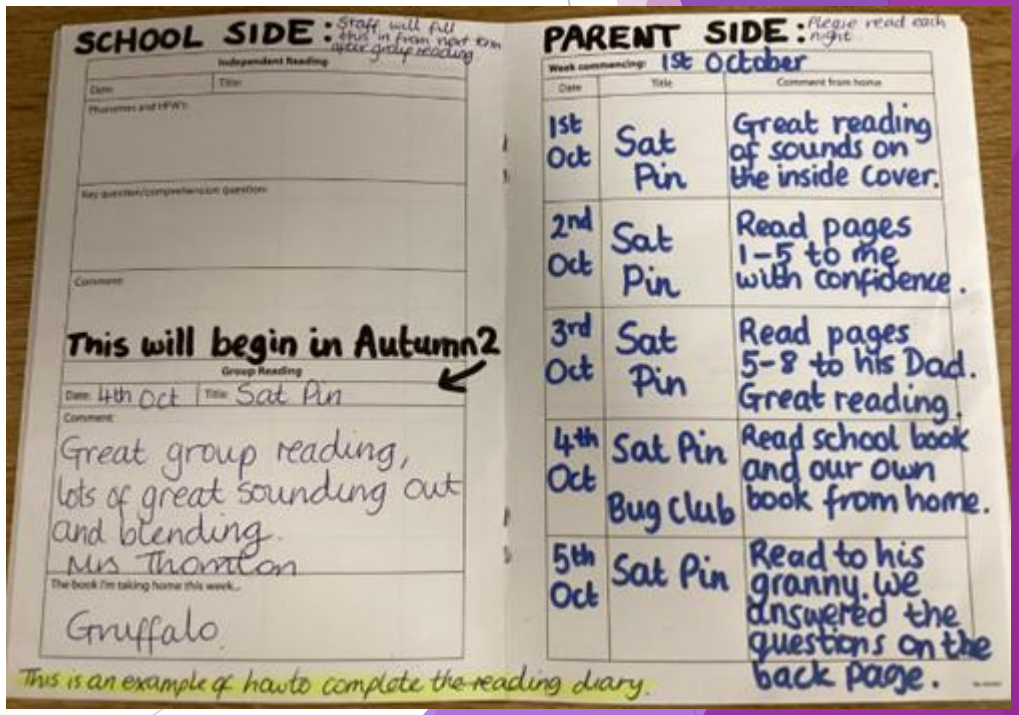
Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development (PSED)	Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	Self-Confidence and Self-Awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Communication and Language (CSL)	Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development (PD)	Moving and Handling	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	Health and Self-Care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Literacy	Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Maths	Number	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	Shape, Space and Measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World	People & Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design	Exploring & Using Media & Materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Find a copy of the overview on the school website

Reading

- Access to a wide range of texts – variety is important!
- Daily whole class phonics
- Reading group sessions 2x weekly (Start Autumn 2)
- How to best support your child in their reading
  - Sharing books
  - Reading books
  - Reading and talking at home – developing speaking and listening skills as well as understanding (comprehension)
- Recording in reading record (from Autumn 2)





Phonics



- Little Wandle phonics scheme which works alongside the Big Cat Collins books
- Taught daily, a mixture of sounds, word decoding and tricky word recognition. **We do not teach letter names at this point.**
- Sounds and words of the week sent out via ParentMail/Teams weekly message.
- Assessed half termly and sent home for you to help support your child.
- Little Wandle website provides videos within their parent section – correct pronunciation is key!

Tricky words

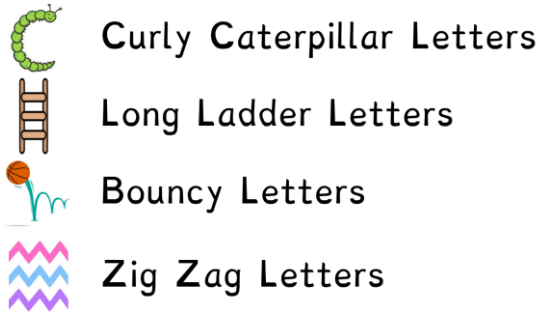
- **"Tricky" part:** These are words that cannot be easily sounded out using normal phonics rules yet (e.g., the, to, go, no, I, into).
- **The struggle:** It is normal for children to need 10 to 30 exposures to a word before it sticks.

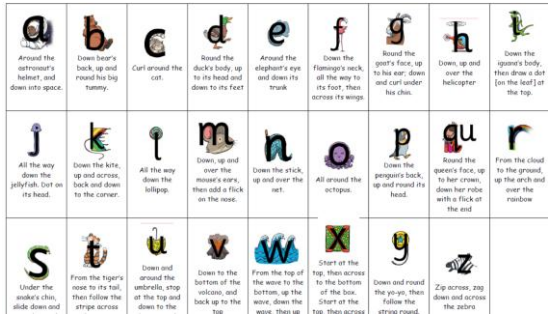
Game ideas:

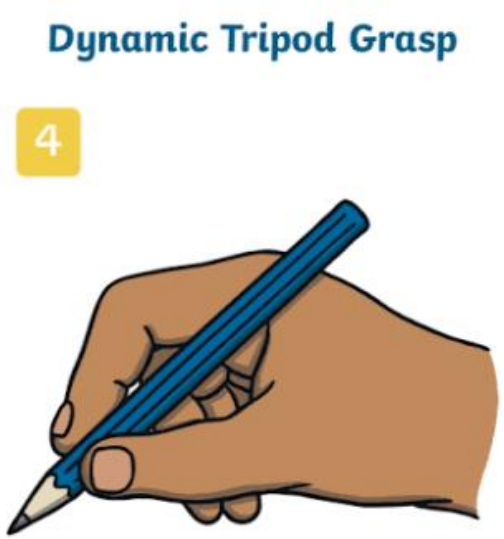
- **Tricky Word Eye Spy:** Put 3 or 4 tricky word cards on the fridge. Ask the child to run and touch the word "the" before they can have their afternoon snack.
- **Flashlight Hunt:** Turn off the lights, stick a few words on the wall, and have the child find and read the word your flashlight points to.
- **Splat!:** Lay word cards on the floor. Say a word, and the child has to "splat" it with a flyswatter or their hand.
- **Tricky Word Stepping Stones:** Place cards across the floor. The child can only step on the paper if they can read the word.

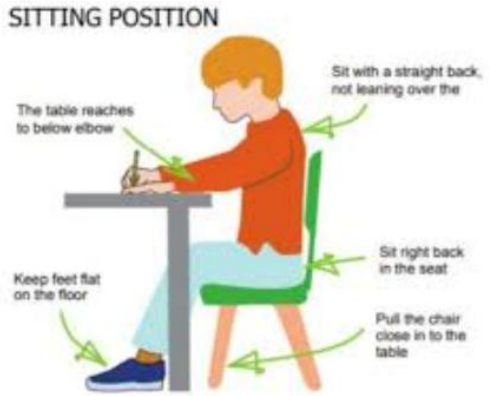
Handwriting

- Big FMS focus
- Handwriting in partnership with phonics
- Practise name writing at home. (Much greater focus on lowercase letter formation than capital letters)





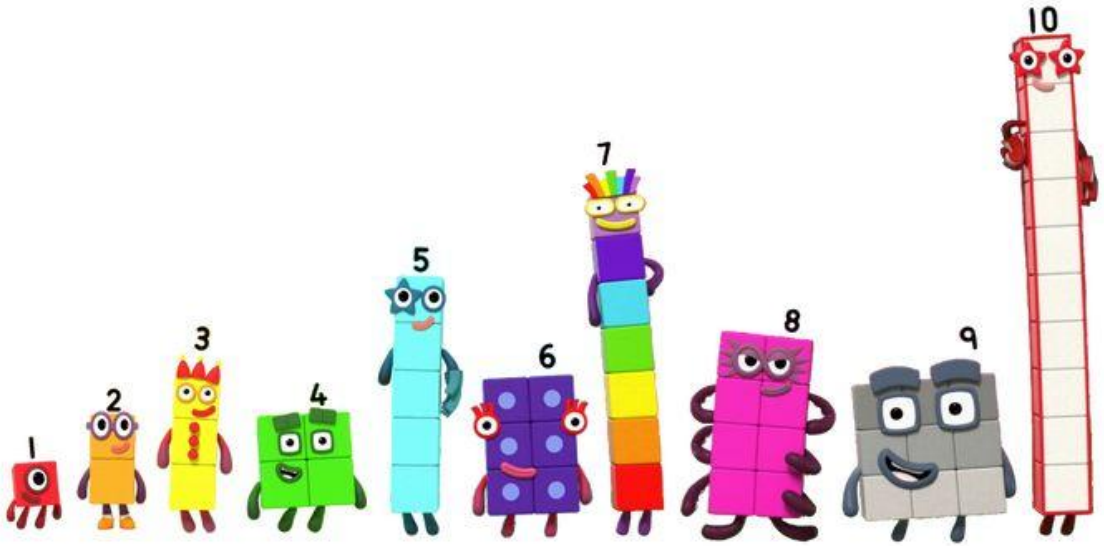


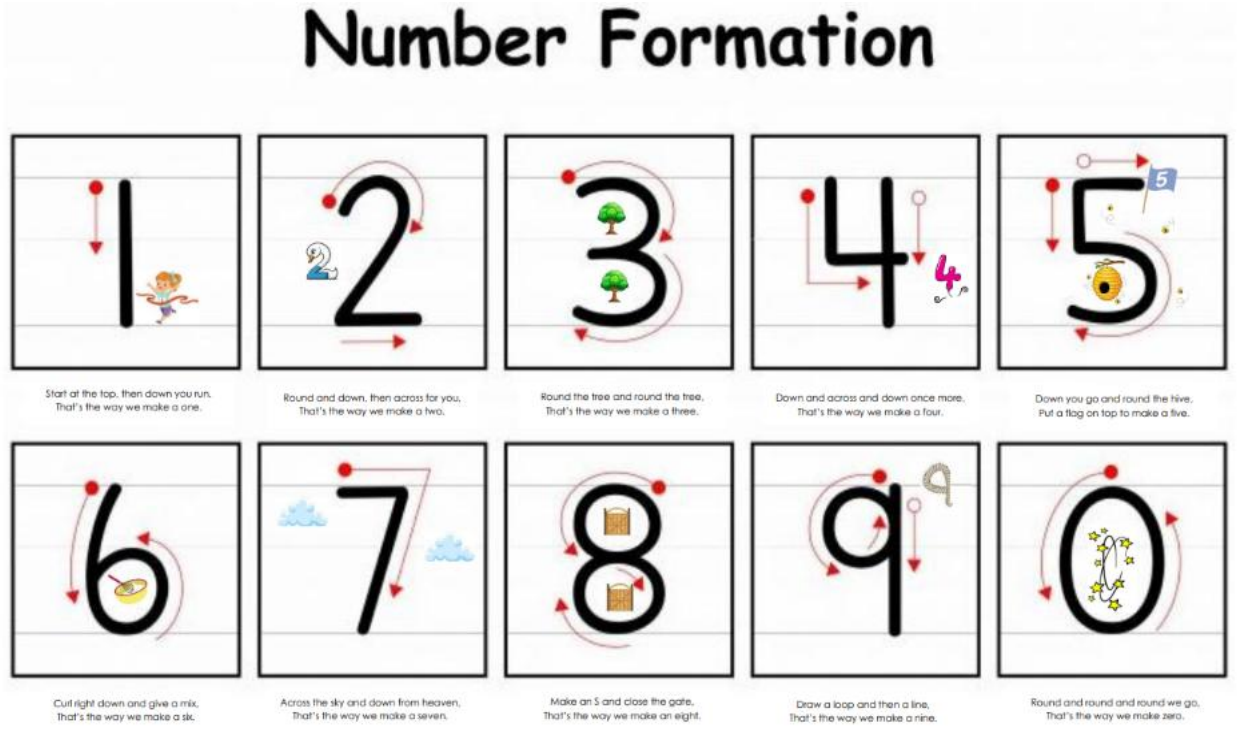


Maths

- NCETM Mastering Number
- Small steps
- Repetition
- Vocabulary
- Number formation

- Numberblocks!





Spaces to learn:



- The classroom
- The central area ‘Creative Bay’
- The outside area

The children spend time in all these areas ensuring they gain a balanced and stimulating learning experience.

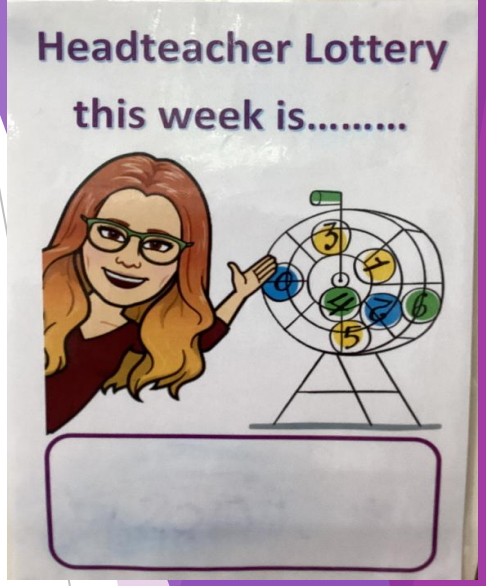
There is a mixture of adult let and child-initiated activities throughout..

The outside area is used in all weather.
Please provide appropriate clothing for the weather and a change of clothes (kept on their peg).



What does the day look like?

- Fine motor skills activities as the children arrive
- Whole-class input focusing on key skills (literacy)
- Self-initiated learning time – use of classroom, Creative Bay and outside
- fruit snack
- Phonics
- Maths
- Lunch, playtime
- PSHE/RE/Computing
- Self-initiated learning time – use of classroom, Creative Bay and outside (plain rice cake snack and breadsticks)
- Story Time
- Rhyme Time
- Thursday- Values Assembly
- FRIDAY – PE, whole class drawing and Singing Assembly

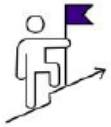




Courage



Determination



Respect



Kindness

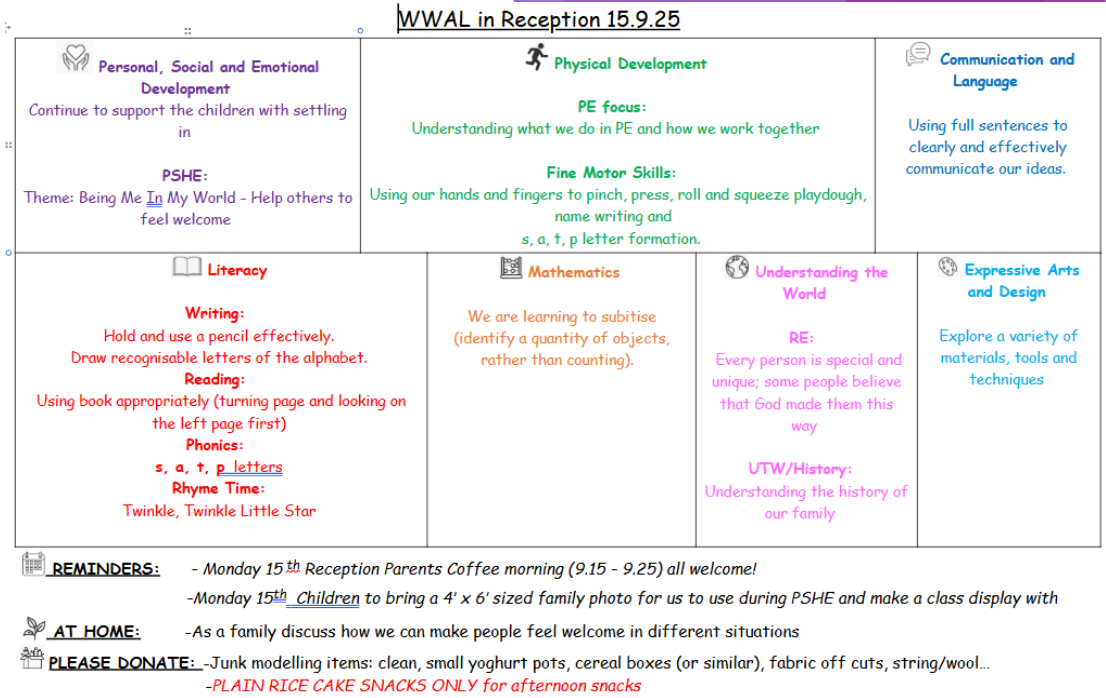


Communication

- Weekly Teams Message from your class teachers (Log ins will be coming your way soon)
- Contact diary
- On the door – if you have any concerns we ask you to come straight to us first, we can make appointments to meet or give you a call.
- Attendance and logistical queries and information should be reported to the school office by telephone or the admin email admin@orchard.surrey.sch.uk
- Parents evening – Tuesday 17th (4 – 7pm) and Thursday 19th (4-6pm) November.

How can you support your child?

- Look at the 'What We Are Learning' (WWAL) for the week
- Share the reading books sent home and write comments in their reading record (Starting with wordless books after October half term unless they are ready to blend)
- Practise phonics and tricky words taught
- Engage them in Fine motor skills activities like drawing and cutting out
- TALK to your child
- Praise their independence and resilience!
- Packed lunches – healthy choices and not too much!



WWAL in Reception 15.9.25

Personal, Social and Emotional Development	Physical Development	Communication and Language
Continue to support the children with settling in **PSHE:** Theme: Being Me In My World - Help others to feel welcome	**PE focus:** Understanding what we do in PE and how we work together **Fine Motor Skills:** Using our hands and fingers to pinch, press, roll and squeeze playdough, name writing and s, a, t, p letter formation.	Using full sentences to clearly and effectively communicate our ideas.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Writing: Hold and use a pencil effectively. Draw recognisable letters of the alphabet. **Reading:** Using book appropriately (turning page and looking on the left page first) **Phonics:** s, a, t, p letters **Rhyme Time:** Twinkle, Twinkle Little Star	We are learning to subitise (identify a quantity of objects, rather than counting).	**RE:** Every person is special and unique; some people believe that God made them this way **UTW/History:** Understanding the history of our family	Explore a variety of materials, tools and techniques

REMINDERS: - *Monday 15th Reception Parents Coffee morning (9.15 - 9.25) all welcome!*

-Monday 15th Children to bring a 4' x 6' sized family photo for us to use during PSHE and make a class display with

AT HOME: -As a family discuss how we can make people feel welcome in different situations

PLEASE DONATE: -Junk modelling items: clean, small yoghurt pots, cereal boxes (or similar), fabric off cuts, string/wool...

-PLAIN RICE CAKE SNACKS ONLY for afternoon snacks

Parent Helpers

- Even for 1 hr a week: morning or afternoon
- This could be supporting reading, writing, fine motor skills or number work (small group or individual)
- School trips (Farm visit and walk to St Paul's church)
- Mrs Cary runs parent safeguarding training dates: Wed 16th September 8pm (online), 21st September Parent Safeguarding Talk 9:15am.
- Please check ParentMail for more details
- Please speak to your child's class teacher if you think you can support us in this way.

Thank you in advance for:

- Encourage independence in the mornings
- Ensure that they have lots of practice doing things for themselves at home (getting dressed, tidying up etc.)
- Name all their belongings
- Be patient when the class teachers release the children to you at the end of the day
- Please donate plain rice cakes and breadsticks. (Tissues in the winter months)



Thank you!
We are looking forward to a **fantastic** year!

