



Meet the Teacher

1st October 2024

Excellence with Compassion

Staff in Reception Class:



Mrs Stepinska
Class Teacher



Mrs Rahman
Support Staff



Miss Furniss-Roe (SCITT Trainee)



St Mary's Bryanston Square CE Primary School
Home School Agreement



'EXCELLENCE WITH COMPASSION'

'Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. And love your neighbour as yourself.' (Mark 12:30-31)

RESPECT | HONESTY | FORGIVENESS
FEELING SAFE | LOVE | CURIOSITY

Early Years Foundation Stage :

At St Mary's Bryanston Square our Early Years department ensures that children receive a quality experience which supports their development and learning. We support our pupils to become confident, independent and compassionate members of the St Mary's family. Our main aim in Early Years is to develop strong foundations rooted in academic success while securing personal and social skills. Our practice reflects the four main principles of the EYFS framework:

- **A unique child** – developing resilient, confident and self-assured individuals
- **Positive relationships** – supporting children in becoming strong and independent
- **Enabling environments** – we provide opportunities and experiences in response to individual needs of the child by developing strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – an acknowledgement that children learn in different ways and at different rates.

Key Aim: to develop strong foundations rooted in academic success while securing personal and social skills we strive to achieve this by implementing the following aims:

- To provide children with the skills, knowledge and understanding they need to prepare them for Key Stage One and beyond (Early Learning Goals)
- Encourage a love of learning and a sense of exploration in their learning within large and small groups, including both planned and spontaneous group sessions.
- Encourage self-help and independent learning skills across all areas.
- Follow a daily routine, yet recognize the value of adapting this routine due to children's interest, weather conditions and other events.
- Encourage parental/family participation in the children's learning.
- Protect the physical and psychological well-being of all children.



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Timetable

	8.45 - 9.00	9.00- 9.15	9.15 – 10:00	10:00- 10.30	10.30-11.15	11.15 - 11.30	11.30 – 12.45	12.45 - 13.00	13.00 – 14.20	14.20- 14.30	14.30- 15.00	15.00- 15.10	15.15 - 15.30
MONDAY	Soft Start- 1:1 Reading /name or sentence writing	Good Morning song/ Register / Calendar	Phonics	Outdoor Activities Snack	Maths Input + Small group activities indoor and outdoor	Tidy up time Indoor/Handwashing	L U N C H	Afternoon Register- / Nursery rhymes/singing	Topic related activities/ Literacy Tree	Tidy up time Indoor	Outdoor Activities	Tidy up time Outdoor	Story Time/Star of the Day/ Good-Bye
TUESDAY			Church Assembly (9.05AM)		Maths Input + Small group activities indoor and outdoor				Topic related activities/ Literacy Tree				
WEDNESDAY <i>PPA</i>			Phonics		Maths Input + Small group activities indoor and outdoor				Topic related activities/ EAD/Art				
THURSDAY			Phonics		Maths Input + Small group activities indoor and outdoor				RE				
FRIDAY			Celebration Assembly (9.05AM)		Maths Input + Small group activities indoor and outdoor			SHOW &TELL	PE Music				



Parents' Evenings:

- 3x per year (October and February)
- Final one – drop in option to discuss end of year report

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Curriculum

Theme Year A	All About Me	Celebrations	Transport	Superheroes and Explorers	Traditional Tales	Living Things	
Theme Year B	All About Me	Food	People Who Help Us	Buildings	Magic and Fantasy	Growing and Changing	
Progression of Communication and Language Development							
Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Early Learning Goal
Listening, Attention and Understanding	Learn new vocabulary Learn rhymes poems and songs Understand how to listen carefully Understand why listening is important Be able to follow direction	Learn new vocabulary Learn rhymes poems and songs Engage in story times, joining in with repeated phrases and actions Ask questions to find out more Begin to understand humour Understand a range of complex sentence structures Respond to instructions with more than one step	Learn new vocabulary Learn rhymes poems and songs Ask questions to find out more Begin to understand humour Understand a range of complex sentence structures Listen to and talk about stories to build familiarity and understanding	Learn new vocabulary Learn rhymes poems and songs Retell a story once developed a deep familiarity with text; some as exact repetition and some in their own words Follow a story without pictures or props Engage in non-fiction books	Learn new vocabulary Learn rhymes poems and songs Understand questions such as who, what, where, when, why and how Describe events in some details	Learn new vocabulary Learn rhymes poems and songs Have conversations with adults and peers with back and forth exchanges Listen to selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	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 conversations when engaged in back-and-forth exchanges with their teacher and peers.

Reception Curriculum Map (2024 - 2025)											
Topic (UTW and ED focus)	AUTUMN				SPRING				SUMMER		
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3
Topic (UTW and ED focus)	All About Me Why am I special? What do I like? Who is special to me? What is special about my family? Who is a member of my family? How have I changed since I was a baby?	Food Why do we need food and why it is important to eat the right food to keep our bodies fit and healthy? Which foods are not so good for us? What is your favourite food? Where does food come from? What are the different food groups?	People Who Help Us What does it mean to have a job? What is your dream job? Who are 'People Who Help Us' in our community? Who helps you at home? Who helps you at school?	Buildings What types of houses do people live in? How are they different? Which type of home do you live in? What materials can houses be made from? How do houses differ in other countries? What would your ideal fantasy home be like? What construction materials do you like using the best? Duplo? Lego? Wooden blocks? Can you make some collaborative buildings with your friends? Can you name the different parts of a house?	Magic and Fantasy What is magic and fantasy? Who are the fantasy characters? Are they 'good' or 'bad' characters? What makes them a 'good' or a 'bad'? Where is your fantasy setting? What do you think will happen next in our story? Can you create your own fantasy character? Can you create your own magic spell? What will your magic spell do? Can you make a treasure map?	Growing and Changing What do seeds need to grow? Where do fruits, vegetables and plants come from? Why is it important to grow plants and trees? What is a herbivore? What is a carnivore?					
ENGLISH (Literacy Focus)	<i>Where the Wild Things Are</i> Maurice Sendak	<i>Look up!</i> Nathan Bryon and Dapo Adeola	<i>The Magic Paintbrush</i> Julia Donaldson and Joel Stewart	<i>Super Nilly and the Super School Day</i> Stephanie Clarkson	<i>The Night Pirates</i> Peter Harris and Deborah Abbott	<i>So Much</i> Trish Cooke and Helen Ombura					
MATHS (Numeracy Focus)	Own version 'wild thing' narratives Dialogue, games, re-telling (oral tradition), mini-audiobooks, story log	Non-chronological reports Dialogue, games, re-telling (oral tradition), mini-audiobooks, story log	Own version 'overcoming' tales Dialogue, games, re-telling (oral tradition), writing in role, think you letters	Alternative character version Letters of encouragement: a retelling: song lyrics and job applications	Writing in role, letters, labels and captions 'How to be a pirate' guide	Own 'So Much' narrative poems Past tense sentences, writing in role, performance/ narrative poetry					
RE (Religion)	Getting to know you Match, sort and compare Talk about measure and patterns It's me 1, 2, 3	Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6, 7, 8	Length, height and time Rulers 1 and 10 Rulers 1-10 shapes	To 20 and beyond How many now? Manipulatives, compose and decompose	Sharing and grouping Visualise, build and map Make connections					
PE (Physical Education)	Who Made The Wonderful World? (Creation)	Why is Christmas special for Christians? (Incarnation)	Why do Christians believe Jesus is special? (Incarnation)	What is so special about Easter? (Christianity)	Who Cares For This Special World and Why? (Creation)	How did Jesus rescue people? (Salvation)					
MUSIC	Timbre, beat, pitch contour Musical storytelling, leader/ quieter, faster/slower, higher/ lower.	Call-and-response, pitch (support), timbre. Beat, pitch (step/leap), timbre.	Active listening, beat, pitch (support), vocal play. Timbre, pitch (higher/lower), tempo (faster/slower), beat.	Pitch contour rising and falling, classical music. Timbre, tempo, structure (call and response), active listening.	Timbre, structure, active listening, tune moving in step (singing notes), soundscapes. Dynamics, timbre, musical storytelling, improvising and composing, electronic instruments.	Music in 3-time, beat, composing and playing. Beat, active listening, instrumental accompaniment.					
FE	Locomotion - Walking	Ball skills - Hands	Gymnastics - High, Low, Over, Under	Dance - Nursery rhymes	Ball skills - Feet	Attack and defence					



Outcomes:

The children will look at past and present pictures of themselves. They will draw observational drawings of themselves and others. They will talk about the different countries they come from. We will talk about our families and friends. We will discuss what is the same is and what is different about our families and homes.

The children will learn that they are all very special and unique; that they look, think and learn in different ways. They will be encouraged to talk about their talents, hopes and dreams. Children in Nursery will learn about basic feelings, such as happy, mad, sad and scared. In Reception the children will explore more complex feelings, such as frustrated, disappointed, and nervous. We will help the children to learn about various feelings by discussing the different feelings the characters from books may be experiencing and the reasons why.

The children will explore the five senses. They will use their senses to smell, hear, touch, hear and taste. We will talk about healthy food and drinks that help to grow strong teeth and discuss the importance of teeth brushing.

All About Me
Foundation Stage
Year A

Key Vocabulary:

My family: mother, father, sister, brother, grandfather, grandmother, uncle, auntie, cousin, stepmother, stepfather
My body: head, mouth, teeth, shoulders, eyes, ears, nose, arms, hands, legs, feet, fingers, toes
My feelings: happy, sad, worried, angry, excited, nervous, surprised
My senses: sight, smell, taste, touch, hearing
Growing up: baby, toddler, child, adult, teenager, older, younger, birthday, past, present, now, before, after

Key Questions:

Why am I special? What do I like? Who is special to me?
What is special about your family? Who is a member of your family?
How did you feel on your first day at school?
What are rules? Can you remember our golden rules?
How can you show kindness to others through actions and words?
How have you changed since you were a baby?
Why is it important to eat healthy food?
Why is it important to brush your teeth?
Can you name different parts of your body?

Our focus books:

- Colour Monster Goes to School
- Once There Were Giants
- The Rainbow Fish
- Let's learn about senses
- The Dot
- Colour Monster (feelings)

Reception Literacy Tree story
Where the Wild Things are

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School Website



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National Expectations/Assessments

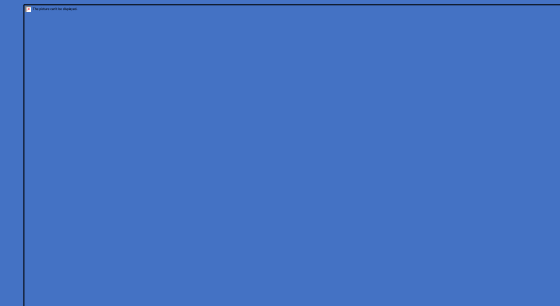


- **Reception Baseline Assessment-** it is an activity based assessment of pupils' starting points in: language, communication, literacy and mathematics. The RBA is a short, task-based assessment. It is not used to label or track individual pupils.
- **Phonics assessment-** at the end of each half term
- **EYFS Profile-** it is a statutory assessment of children's development at the end of the Early Years Foundation Stage (known as a summative assessment) and is made up of an assessment of the child's outcomes in relation to the 17 early learning goals (ELGs). It is intended to provide a reliable, valid, and accurate assessment of each child's development at the end of the EYFS.
- **Tapestry-** online learning journal

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Reading as a driver to the curriculum

- The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.
- It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.
- Daily Phonics lessons
- Daily story times
- 'Book of the week'
- Weekly 1:1 reading in class
- Reading at home
- Friday am reading for pleasure with parents and carers



Independence



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Home Learning

- Talk to your child about what they have learned for that day/week
- Praise them for all the good things they do
- Breakfast, bed times, SLEEP, water bottle
- Make sure you are reading with them daily (and fill out their reading diary) and completed home learning.
- Provide opportunities for chatting, playing and interacting together. Spend time together reading, telling stories and singing
- Play games that involve turn taking
- Encourage independence – getting dressed, putting on coat and shoes, washing/ drying hands and using the toilet



Uniform and PE kit

Uniform:

- Navy blue tracksuit bottoms, white polo t-shirt and school jumper or cardigan
- Label all clothes
- Bring a bag with spare clothes to keep in class
- Bring a full water bottle everyday
- No toys to be brought from home, unless required (Show& Tell)
- No snacks, we provide milk and fruits/vegetables

PE:

- PE on Friday, physical activities on offer every day i.e. climbing frame, bikes, building with large blocks, hockey
- Please make sure your child comes in to school wearing trainers and tracksuit trousers
- Please label all clothes
- Only stud earrings please
- Hair tidied up



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Opportunities for questions/concerns



Please speak to Mrs Stepinska first then to Mrs Rahman or Miss Furniss-Roe.

Happy to make an appointment to see you to answer questions, via conversation at end of day or email to office.

If you wish to speak to a member of SLT, please arrange an appointment at the office.

Thank you for your support.

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