The Leader in Me

Here at the Queens' Federation, the 'Seven Habits of Effective People' are an integral part of our school curriculum. Our aim is to develop skills that will promote learning for life and develop leaders of the future. All children's academic achievements, self-confidence, resilience and potential will be supported and developed. Through the consistent use of the 7 habits we can inspire the children to be the best they can be — at home, at school and in the wider community.

7 Habits

Habit 1: Be Proactive - *I am responsible for my own learning and actions.*
-Have a 'can do' attitude and try our best in everything we do.
-Stop, think and make good choices.
-Take responsibility for our actions and outcomes.

Habit 2: Begin with the End in Mind - *I plan ahead and set goals. .*
-Set a goal.
-Make a plan on how to achieve that goal.
-Persevere if things get tough.

Habit 3: Put First Things First - *I focus and concentrate on work first and then on play.*
-Do the important things first.
-Stay focused and concentrate.
-Manage challenges and distrac-

In Reception, we focus on the use of Habit 1, Habit 2 and Habit 3. Throughout the year we will introduce the children to some animal friends who will help them use the habits in the classroom and out at play.

Habit 4: Think Win-Win - *I am positive, resilient and work with others to solve problems creatively.*
-Look for solutions to problems.
-Try to make sure everyone can be successful.
-Be kind and respectful, use courage and consideration when communicating and working together.

Habit 5: Seek First to Understand, Then to be Understood - *I listen first and then talk. I respect myself and others and celebrate my global community.*
-Share own ideas and opinions.
-Listen to other people's ideas and opinions without interrupting.
-Try to understand the views and opinions of others even though they may be different to our own.

Habit 6: Synergize - *I work and learn with others and take pride in my achievements and environment.* -Communicate and listen carefully to others.
-Value other people's strengths and talents and learn from them.
-Know that we can get more done and create better ideas and solutions when working as a team.

Habit 7: Sharpen the Saw - *I know how to look after myself and be the best that I can be.* -Take care of ourselves, look after our heart, body, mind and spirit.
-Balance time between school, out of school activities, family and friends.
-Enjoy learning new skills and seek ways to become a better person.
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Learning Animals

Animal	What does it mean
Responsible Rhino	We are responsible for our own learning and actions.
Go For It Gorilla	We have goals and plan our learning. We understand the importance of learning for life.
Concentrating Crocodile	We focus and concentrate on our learning
Win-Win Wombat	We are positive, resilient and work together to solve problems creatively.
Kind Kangaroo	We listen first and then talk. We celebrate difference and respect ourselves and each other.
Teamwork Tiger	We work and learn together and take pride in our achievements and environment.
Mindful Mouse	We know how to look after ourselves and be the best that we can be

Parent Helpers

If you can spare any time and would like to join us in school to help in any way, please let us know. It would be lovely if you could come and listen to readers or volunteer to help with trips. If you think you would like to help at any point you will need to complete the necessary paperwork at the office to ensure that statutory safety standards are met. Please ask at the school office

Toys

We ask that the children do not bring in any toys from home unless specifically invited to as part of our school topic work.



Birthdays

In the interests of promoting healthy lifestyles, we recommend that you donate either a pre-loved or new book for the class to enjoy. A special birthday sticker will be put inside of the front cover as a lasting reminder of who donated the book on their special day. We welcome donations of fruit to share on your child's birthday.

Children do become very tired when they first attend school, so please don't be surprised if their behaviour changes a little when they come home. Some children like to be secretive about the things they do at school. Although you will like to know, it is sometimes best not to ask too many questions. Lots of information about your child's school day will be shared on Tapestry. We will also send home information about our topics every half term.



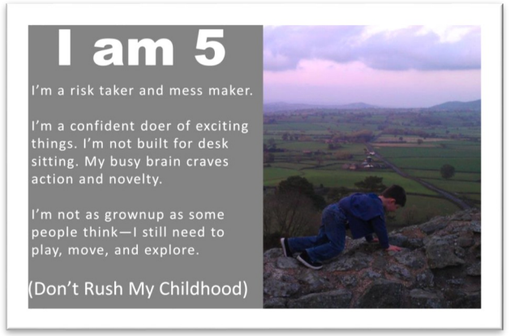
Thank you for taking the time to read this booklet. We hope it may have answered some of the questions you may have about Reception. Please do not hesitate to contact us if you have any further queries and questions.





School Dinners

All children in Early Years and Key Stage 1 are entitled to a free school meal everyday. All of our school meals are cooked on site in our school kitchen. Please share our new menu with your child.



Queens' Federation
Queen Edith Primary School

Welcome to Reception at Queen Edith Primary School

Welcome to Reception!

We are looking forward to getting to know both you and your children this year and know that Reception will be filled with lots of stimulating and interesting learning opportunities. We hope this booklet will give you lots of useful information.
This year Dragonfly Class will be taught by Miss Simmons and Ladybird Class will be taught by Ms Shooter. PPA will take place on a Friday, alternating between mornings and afternoons each half term. During this time each class will be taught by either Miss Li or Mr Laker from Premier Sport. Throughout the year we will share information and photographs of our learning on our school website. You will also find information and updates about whole school events too. Come and have a look: www.queenedithschool.org.uk

Our School Day

The Reception school day begins at **9am.** Please wait in the KS1 playground and allow the Year 1 children to enter school first . The Reception teachers will welcome the children into school when it is time. Please be aware that lateness is officially noted in the register. If your child arrives after 9am, you will need to take them to the school office, and sign them in. Our school day ends at **3.30pm**. To collect your child please wait again near the Reception doors. Parents will come in to collect their child from the classroom. If someone else is coming to collect your child, please ensure that your child's class teacher has been notified either by speaking to them directly or by sending a message via the school office. Please also contact the school office if your child is going to be absent from school.

Throughout each day your child will experience a wide variety of learning activities in our indoor and outdoor learning environments. During the morning session, a snack of fruit or vegetables will be provided for the children. Children may drink from their water bottles throughout the day. The children start to go to the dining hall for lunch at 11.45am and then afterwards join their peers in the Reception play area.

The aim of the Early Years Foundation Stage is that every child learns and develops well and is kept healthy and safe. Observing and recording plays an important part in helping teachers recognise the learning journey of each child, understand their needs and to plan learning activities to support these. Information about your child's learning will be shared on Tapestry—our online learning journey. You are able to access this at all times and are invited to comment on or share learning experiences which you and your child may take part in at home. There are lots of opportunities for you to discuss your child's progress with us throughout the year. However, please feel free to contact us if you have any queries or concerns. You could leave a message on Tapestry or make an appointment via the school office.

Physical Education (PE) Lessons

Reception will have PE on a **Friday**. Please can children come to school wearing their PE kit. This should be black joggers/shorts and a white T-shirt, with their school jumper on top. Children do not need plimsolls,. Long hair should be fastened back and earrings **must** be removed on PE days.



What does my child need in Reception?

Children are expected to wear school uniform at all times. **Please ensure that all are clearly named.**



Please ensure that your child has appropriate clothing for all weathers. This will include a coat, hat and gloves during colder times and a sun hat during warmer weather.

During warmer weather, children must have their shoulders covered. Sandals must fasten securely over a child's foot and around the ankle. Flip flops or Crocs are not suitable. Please bring a bottle of named sun cream.





Your child will need a named water bottle in school. These should be brought to school and taken home again everyday.



Your child's school shoes should be clean and comfortable. Please bring in a pair of named welly boots to be kept in school.

In Reception, children will be provided with a piece of fruit or vegetable as a snack during the morning.



What will my child learn in Reception?

During your child's first year at school, they will be working to achieve a set of seventeen 'Early Learning Goals.' At the end of the year, children will be assessed as working at an emerging or an expected level.

Personal, Social and Emotional Development

Self-Regulation
-Show an understanding of their own feelings and those of others and 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 their teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas and actions.

Managing Self
-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.

Building Relationships
-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.

Communication and Language

Listening
-Listen attentively 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.

Speaking
-Participate in small group, class and 1 to 1 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.

Physical Development

Gross Motor Skills
-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.

Fine Motor Skills
-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.

Literacy

Comprehension
-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.

Word Reading
-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 common exception words.

Writing
-Write recognisable letter, 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.

Mathematics

Number
-Have a deep understanding of number to 10, including the composition of each number.
-Subitise (recognise qualities 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.

Numerical Patterns
-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.

Understanding the World

Past and Present
-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.

People, Culture and Communities
-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.

The Natural World
-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 as bee read in class.
-Understand some important processes and changes in the natural world around them, including the seasons and

Expressive Arts and Design

Creating with Materials
-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.

Performing
-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.

We also observe the way in which a child engages with people and their environment. These **'Characteristics of Effective Learning'** underpin learning and development in all areas of learning and support the child in becoming an effective and motivated learner.

Playing and Exploring

-realise that their actions have an effect on the world , so they want to keep repeating them
-Make choices and explore different resources and materials
-Plan and think ahead about how they will explore or play with objects
-Guide their own thinking and actions by talking to themselves .
-make independent choices
-Do things independently they have been previously taught
- Bring their own interests and fascinations into school as this helps them to develop their learning
-Respond to new experiences that you bring to their attention

Active Learning

-Participate in routines
- begin to predict sequences because they know routines
-show goal-directed behaviour
-Use a range of strategies to reach a goal they have set themselves
-Begin to correct mistakes themselves
-keep on trying when things are difficult

Creative and Critical Thinking

-Take part in simple pretend play
-Sort materials
-Review their progress as they achieve their goal. C—
-Check how they are doing
-Solve real problems
-Use pretend play to think beyond the 'here and now' to understand another perspective
-Know more so feel confident about coming up with their own ideas.
-Make links between those ideas
-concentrate on achieving that's important to them. They are increasingly able to control their attention and ignore distractions

Reading and Phonics in Reception

Learning to read and to love books is an integral part of life in Reception. We aim to develop a love of reading and will enjoy many times together during each week sharing a wide range of stories, poems and non-fiction texts. Children love to be read to and make up stories of their own. Creating time each day to read to your child and to share books together will be a great learning experience for your child.

We encourage the children to read or be read to at least 5 times a week. Reading every day at home would be even better! Frequent, short sessions of between 5 and 10 minutes are most beneficial.

The school reading scheme and book banding system provides the back bone for reading in school but it is important that your child reads and experiences other books as well. Please encourage them to make choices about what they would like to read at home and visit the local library with them.

Please ensure that your child has their book bag containing their reading book and reading record in school every day.
We shall change books on a Monday.

Fun with Phonics!

Phonics is a system which teaches children to listen to the 'sounds' in words. We teach every child each letter 'sound' of the alphabet before we teach its name. When the children have learnt a few letter 'sounds' we teach them to blend these sounds to make words. We teach the children what these 'sounds' look like written down. This is the start of children being able to read. At the end of the Reception year children will be able to read simple and more complex sentences on their own!

During the Autumn term parents will be invited to a Literacy workshop. During the session parents will have the opportunity to ask questions and find out how they can support their child with phonics at home.



Maths Mastery

Our aim at the Queens' Federation is for all children to enjoy mathematics and have a secure and deep understanding of fundamental mathematical concepts and procedures.
Children are taught to be **fluent** in the fundamentals of mathematics, **reason** mathematically using mathematical language and apply their knowledge and understanding to **problem solving** tasks. In order to achieve these aims for all pupils, we have begun to embed a 'Teaching for Mastery' approach in Mathematics.

'Teaching for Mastery' ...

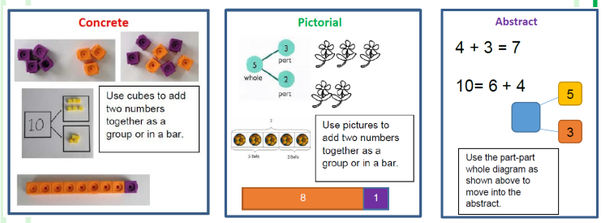
*Is **achievable for all** - *high expectations and a positive 'can do' attitude help children develop resilience in the face of a challenge*
*Promotes **deep and sustainable learning** - *lessons are designed with careful small steps*
*Builds on **prior knowledge** - *pupils' learning of concepts is seen as a continuum across the school*
*Provides children with opportunities to **reason about a concept and make connections** - *pupils are encouraged to make connections and spot patterns between different concepts (e.g the link between division and fractions) and use precise mathematical language*
*Promotes **conceptual and procedural fluency** - *maths moves from one context to another (using objects, pictorial representations, calculations and word problems). There are high expectations for pupils to learn key number facts, times tables and develop a true sense of number.*
***Problem solving is central** - *this develops pupils' understanding of why something works so that they have a true appreciation of what they are doing rather than just learning to repeat routines without grasping what is happening*
*Provides **challenge through greater depth** - *rather than accelerated content, teachers set tasks to deepen knowledge and improve reasoning skills within the objectives of the year group*

Teaching for Mastery has a CPA approach at its core.
Concrete - providing children with objects and resources to manipulate in order to demonstrate their mathematical thinking

Pictorial - providing opportunities for children to represent their mathematical thinking through diagrams, images, drawings or models

Abstract - providing opportunities for children to become more familiar with formal mathematical representations including signs, symbols and digits.

For example… when teaching addition...



Reasoning: Talking and thinking like a mathematician…
Mathematical language often uses common words in a new context e.g. table or right. It is crucial that children have a secure grasp of mathematical vocabulary. You can help at home by encouraging your child to explain how they have solved a problem and work with them to test, prove and explain patterns.
In school we use a variety of questions and prompts to boost children's mathematical thinking. Children answer questions in complete sentences using accurate mathematical vocabulary. Reasoning about and discussing maths problems in a way that others can understand demonstrates a depth of understanding - another fundamental aspect of mastering mathematics.

