



Coulsdon Church of England Primary School

Reception



What staff are in the class?

Teacher:

Mr. Edwards

Teaching Assistants :

Mrs. Hollibone

Mrs. Rassolli



Staff when Mr. Edwards is on Planning, Preparation and Assessment (PPA)

Mr Lampard will teach Physical Education (P.E.).

Mrs. Hollibone will teach PSHE.



How to contact the class teacher.

- ❑ Speak one-to-one at pick up or drop off times.
- ❑ Contact the office and they will pass on the message. This can be done in person, on the phone or via email.
- ❑ Write in your child's reading record. This will be checked daily.



What the pupils need to bring in everyday.

Please ensure that everyday pupils bring in their:

- School bag.
- Water Bottle.
- Coat.
- Jumper
- Reading Record, book and bookmark.

Reception Behaviour Expectations

In class we will be using a behaviour ladder to try and reinforce the correct behaviours in class.

It is similar to the image on the left.

We hope that the children demonstrates the Fruits of the Holy Spirit.





Fruits of the Holy Spirit





Homework

Each day please read with your child and log it in the reading record book. Each pupil has a bookmark that has reading comprehension style questions which will help them with their reading.

Any practice of nursery rhymes is amazing. Here are a few good ones:

- Once I caught a fish alive
- hickory dickory dock
- 5 Little Men in a Flying Saucer
- Zoom, Zoom we are going to the moon

Any practice of counting through cooking, eating and playing.



How to support your child

- Encouragement to do their homework.
- Go through the homework after and help them with their mistakes.
- Read daily with your child. They can read anything. It can benefit the child if they repeat the same text on numerous occasions.
- Promoting mental maths in daily activities. For example:
 - Can they help weigh the flour for a apple crumble?
 - How much change will I get from a £10 note?
- Do daily handwriting practice.
- Promote writing stories at home.



Reception Curriculum

As a school, we will be teaching all subjects that is expected in the national curriculum. These subjects include English, Maths, R.E., Science, PSHE, Geography, History and Art.



Reception Curriculum

For Maths, we will be using the Maths Mastery scheme to enable our students to gain competency in their Maths. Here is the topics that will be covered each term.

Mastering Number: Overview of content – Reception

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
1 Children will:	<ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. 	<ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. 	<ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. 	<ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.
2 Children will:	<ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. 	<ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. 	<ul style="list-style-type: none"> explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. 	<ul style="list-style-type: none"> compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.
3 Children will:	<ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements 	<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy 	<ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 	<ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets



Reception Curriculum

	<ul style="list-style-type: none"> explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns. 	<ul style="list-style-type: none"> continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number. 	<ul style="list-style-type: none"> explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'. 	<ul style="list-style-type: none"> continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal.
4 Children will:	<ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. 	<ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. 	<ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10. 	<ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.
5 Children will:	<ul style="list-style-type: none"> continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised. 	<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting. 	<ul style="list-style-type: none"> explore the composition of 10. 	<ul style="list-style-type: none"> order sets of objects, linking this to their understanding of the ordinal number system.
6	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.			



The Reception Curriculum

In R.E. we will use the Southwark Diocesan Syllabus for Religious Education. These will be the topics covered.

	Autumn 1	Autumn 2	Spring 1
Reception	Who Am I and Where Do I Belong? Creation (God)	Why is Christmas Special for Christians? Incarnation	What Can We Learn From The Stories of Jesus? Salvation
Spring 2	What's in an Easter Garden? Salvation	Summer 1 What makes something special? Incarnation	Summer 2 What Makes Our World Wonderful and How Should We Care For It? Creation (God)



Our school trip this year

This will be confirmed later in the year and you will be notified well in advance. It will be based around one of our topics that is covered in the year.



SCHOOL  TRIPS

The results of a school trip

We believe that educational visits are an integral part of the curriculum and learning experience for every child. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- ❑ Increased critical curiosity and resilience.
- ❑ Increased levels of trust and opportunities and to examine the concept of trust (us in them, them in us, them in themselves, them in each other) giving opportunities for genuine teamwork.
- ❑ Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- ❑ Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- ❑ Physical skill acquisition and the development of a fit and healthy lifestyle. Our priority at Coulsdon is to ensure that all visits are Safe, Educational and Enjoyable!

Whilst we endeavour to keep costs to a minimum, many of these visits incur costs. We aim to give you ample time to pay for these trips – if costs are not met trips may have to be cancelled. If you have worries or concerns regarding any trip payment please speak to the office in complete confidence.



P.E. days

P.E. every week will be on a Monday and a Friday.

Please can you ensure that the pupils are wearing their P.E. uniform.

On these days, please can you ensure that the pupils also have a jumper on.



Healthy Schools



- The school is keen to promote their emphasis on keeping healthy.
- We have a new rule that children are not allowed to bring in cakes or sweets on their birthdays.
- Pack lunches should not consist of sugary items e.g. chocolate bars.
- We are a nut free school!
- Water is available in school throughout the day. Could all pupils please have a drinks bottle with them and these will be kept on their desks.
- Biscuits- plain and without milk if possible due to intolerances and allergies



Partnership

- Parents / Children and School. This partnership is important for a child's development.
- Inform me of any changes e.g. bereavement, hospitalisation, separation, intolerances etc.
- Medical and dietary information- Ensure it is accurate and up to date.
- Concerns- Come and see us- preferably at the end of the day or email office and I will call you
- Biscuits- Please provide plain, nut free varieties
- Tissues- Please provide 1 box per child to get us through the year
- Afternoon Collection- If your child is being collected by someone else or going home with a friend- you must notify me or the office as I am not allowed to release them without permission.

Any questions?

