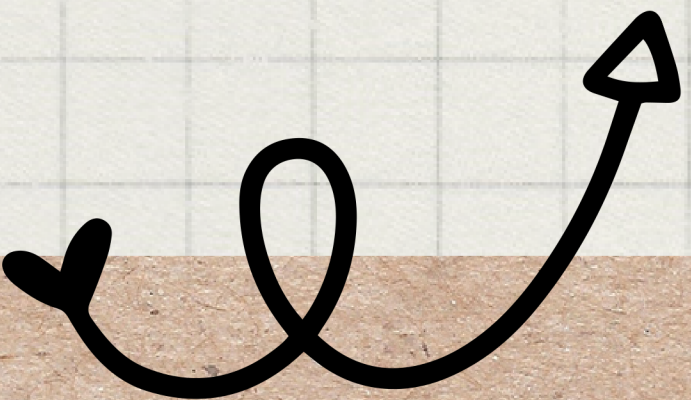
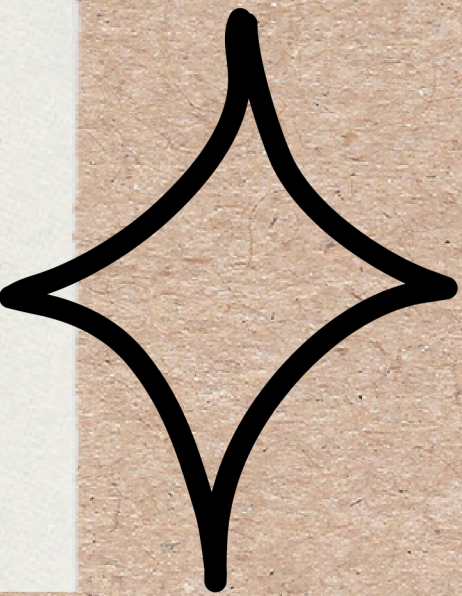




# **WELCOME TO HARDWICK GREEN PRIMARY ACADEMY**

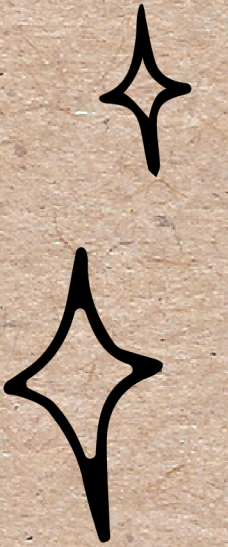


**Reception 2023/24**



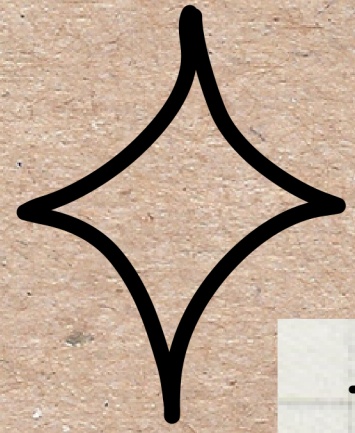


# OUR SCHOOL VALUES



**Mission Statement:** The academy will endeavour  
to raise the achievement and aspirations of  
every child.





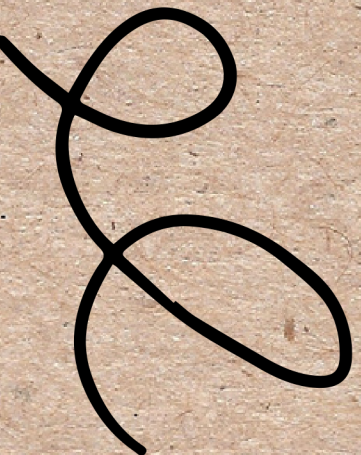
# OUR DAY IN RECEPTION



The school day begins at 8:40am and finishes at 3:20pm. Please do ensure that your child arrives to school on time so that they do not miss valuable learning time.

As Reception is still within the Early Years a large portion of our day will be spent with the children engaged in child-led play. High quality resources and adult interaction will allow your child to learn through their play whilst also following their own interests.

The children will also engage in adult-led direct teaching such as phonics, maths, PE, PSHE, RE and topic. This will be taught through engaging, hands-on experiences wherever possible.





# LEARNING THROUGH PLAY

**"Most of what children need to learn during their early childhood years cannot be taught: it's discovered through play" – Ruth Wilson**

There is no such thing as 'just play'! There is overwhelming research that shows children learn best when they play and engage with activities that interest them. Our highly skilled team provide a learning environment that enables children to explore, create, experiment and play! Our resources, equipment and activities are all set up in a way that meets the developmental needs of each child. Our staff will regularly play with the children because it is our skilled questioning and support that helps them to progress. Throughout each day the children will play independently, in groups, with an adult, at a table, on the floor, writing in a book, writing in the mud! We encourage all of our parents to play with their children at home too. You will be amazed at what children are capable of when we meet them at their level.





# WHAT WILL MY CHILD LEARN IN RECEPTION?

There are 7 key areas of learning for young children which will be developed in Reception. You can also help develop these areas at home!



## Communication & Language

Listening, attention and understanding, and speaking.



## Personal, Social and Emotional Development

Managing self, self-regulation and building relationships.



## Maths

Number and numerical patterns



## Expressive Arts & Design

Creating with materials and being imaginative and expressive



## Physical Development

Gross motor skills and fine motor skills



## Literacy

Comprehension, word reading and writing



## Understanding the World

Past and present, people, cultures and communities, and the natural world



# Early Learning Goals

| Communication and Language  |
|---|
| Listening, Attention and Understanding  |
| <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>  |
| Speaking  |
| <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul> |

| Understanding the World  |
|--|
| Past and Present   |
| <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>   |
| People, Culture and Communities  |
| <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>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.</li> </ul> |
| The Natural World  |
| <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>   |

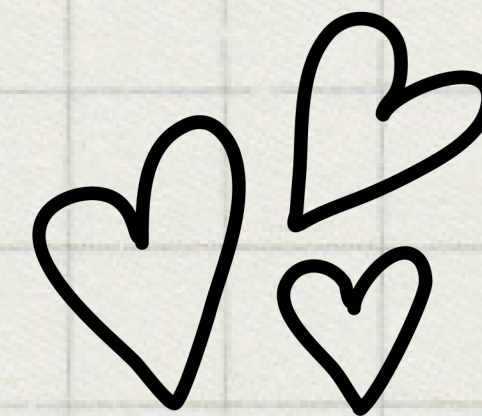
| Personal, Social and Emotional Development  |
|---|
| Self-Regulation   |
| <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul> |
| Managing Self   |
| <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>  |
| Building Relationships  |
| <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>   |

| Expressive Arts and Design   |
|--|
| Creating with Materials  |
| <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>  |
| Being Imaginative and Expressive   |
| <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>   |
| Mathematics  |
| Number   |
| <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul>                                      |
| Numerical Patterns   |
| <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> |

| Physical Development  |
|---|
| Gross Motor Skills  |
| <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>   |
| Fine Motor Skills   |
| <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>  |
| Literacy  |
| Comprehension   |
| <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> |
| Word Reading  |
| <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>  |
| Writing   |
| <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>  |



# ENVIRONMENT



In 2022 we had an extensive remodelling of our outdoor environment. We now have a large sandpit, sensory kitchen, play tree, stage area and water area.



# ENVIRONMENT



In our environment we favour open-ended, natural materials.



This allows for the children to lead their own learning through play.



# SCHOOL UNIFORM IN RECEPTION



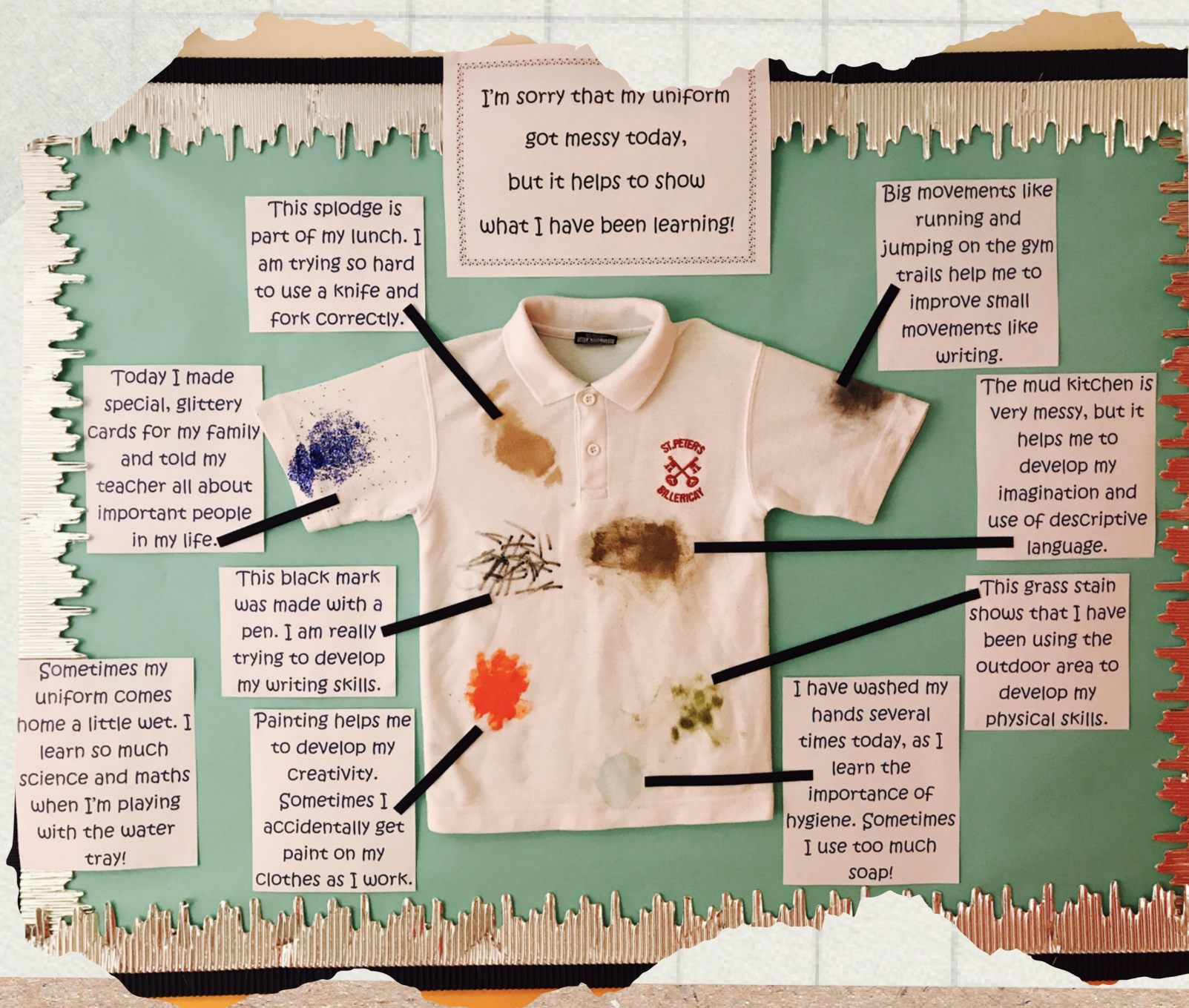
In Reception we often learn through play and sometimes that can get a little messy! We are also active all day! Our recommendation is that you dress your child in a yellow or white school t-shirt and green jumper or cardigan and either black jogging bottoms or leggings (no jeans please). Plain black trainers or plimsolls are also a great idea to allow your children to be comfortable and active. However, please ensure that these have velcro fastening, not laces.

As we will be going outside no matter the weather please can you also provide your child with a pair of wellies that can stay in school and a coat or jacket each day. Don't forget gloves, hat and scarves in the winter too. Please also apply sun cream on sunny days.

Please can you name label all of your children's clothes!



# AN EXTRA NOTE ABOUT UNIFORMS



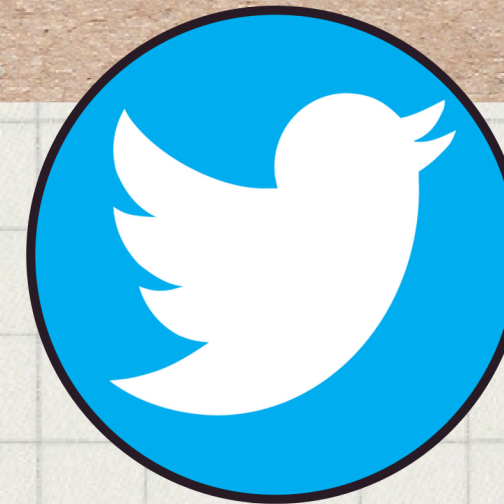
Your child will probably often come home from Reception with messy uniform but that's ok! It's a diary of that day's learning. For example, if their t-shirt is covered in whiteboard pen or chalk you know they've been trying hard with their pencil grip and mark making. If they have paint or glue on their clothes they have been developing their creativity and using different materials. If they grass stains on their trousers then that shows that they have been active and improving their physical development. We will never complain that your child's uniform has stains!



# KEEPING IN TOUCH



We use a brilliant app called Class Dojo, which you can download on your smart phone. Through this app we can both add photographs to your child's portfolio and send messages to each other. I can also communicate key dates and other important information to you.



We also regularly post photos on our class Twitter account @ReceptionHGPA. If you would like us to not post any photos of your child on Twitter then please indicate so on your consent form.