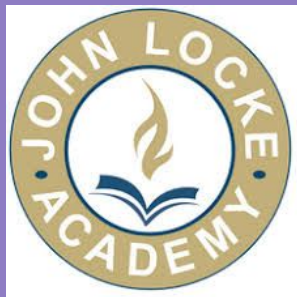


Welcome to Reception at John Locke Academy.



There will be time for questions at the end of the presentation.
Please type any questions you may have in the chat function.
You will remain on mute. Any questions specific to your child
may be answered at a different time.

Meet the teachers



Miss Silk
Unicorn Class
Teacher



Miss Johnson
Dragon Class
Teacher



Miss Ali
Lion Class
Teacher

Meet the support staff



Miss Sargood



Miss Isaacs



Mrs Amos



Mrs Peacock

What do children need to bring each day?

- Water bottle
- Coat
- Hat
- Bookbag - (no backpacks please)
- Reading record and book (once issued)
- School jumper/ cardigan



So many items all the same, please remember to write their name...

Arrival and Dismissal

Soft start begins at 8:40 All parents must be off site by 9:00. We are encouraging the children to be independent. Please give them their things to carry and put away themselves. Any need to know information can be given to the class teachers during soft start.



Home time is 3:15. Please wait for the teacher to say your child's name. There may be occasions when the teacher needs to pass a longer message on and may ask you to wait until the class has been dismissed.

For safeguarding purposes and to prevent overcrowding please leave the reception area straight away.



A Reception Day

Soft start

Register and carpet time

Challenge time (free flow) Snack and milk is available throughout the day.

Tidy up time

Phonics (daily)

Lunch time

Mindfulness

Carpet time

Challenge time (free flow)

Tidy up time

Reflection time

Song and rhyme time

Story time

Home time

Lunch time

The Pantry:

Hot lunches and sandwiches are provided by the Pantry. Orders need to have been placed in advance of the school day.

Lunch time play:

All the children play together outside in the MUGA and are supervised at all times.



The Hall:

The children eat together in the hall which can take some getting used to.

We often find that children take a while to eat all their food in the hall at the beginning.

An hour is given for lunch time.

It is likely the children will be hungry when they get home due to a busy day

Welly Walks and Outdoor Learning in reception

Welly Walks' may take place on the school site or in the local area e.g. Dowding Park or St Andrew's Park to support/enrich children's learning with staff members from JLA. Parent's will be informed in advance if the children will be leaving the school site.

Children in reception take part in a welly walk each week. The day or time may vary so wellingtons must always be available at school for your child. They may go in a small group, with the class or cohort depending on the learning focus.

Children take part in outdoor learning activities in all weathers so please provide suitable clothing. The children should be prepared for lots of mud and fun!











The Reception Curriculum

- ★ Early years is a play based curriculum. It is divided into 7 areas of learning.
- ★ The prime areas of learning underpin all learning within the early years. They are: Communication and Language; Personal, Social and Emotional Development; Physical Development.
- ★ The Specific areas are: Literacy; Maths; Understanding of the World; Expressive Arts and Design.
- ★ We use as many first hand experiences as possible to engage children and encourage them to develop their skills for learning. Water, sand, paint, and other messy media will be used. Aprons are provided and children are reminded to wear them. They are learning to pour carefully when using the water and are encouraged to let adults know if they are wet. We center learning around stories, information books and children's interests.
- ★ We are fortunate enough to have access to the outdoor learning environment on the field, where children are able to explore the natural world around them.
- ★ The Characteristics of Effective Learning, which at John Locke we call our Learnasaurus, are skills which are embedded into the curriculum and encourage risk taking, responsibility and independence for learning.



Characteristics of Effective Learning

<p>CHARACTERISTICS OF EFFECTIVE LEARNING</p> <p><u>Key skills</u></p> <p>These key skills outline the 'learning empowering' skills which need to be explicitly taught and nurtured during PDR and throughout the continuous provision.</p> <p>These can be viewed as the 'Learning to Learn' skills</p>								
	<u>Stickasaurus</u>	Explorasaur	Tryasaurus	Askasaurus	Sharadactyl	Thinkosaurus	Noticeraptor	Collaborate-a-don
	I persevere	I explore everything	I always try my best	I ask good questions	I share my ideas	I think about my learning	I observe and notice things in my environment	I learn well with others

You can explore these on the Early Years website once your child's log in details have been sent home.

These learnasuars encourage children to develop skills to empower their learning and thinking. They are taught and nurtured during discussion times and linked to what a child is going to learn and practise.

Communication and Language

- ★ This is an enormous part of the curriculum. Interactions at home and in school are essential for both language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.
- ★ These interactions may involve:
 - Introducing vocabulary
 - Frequent reading of stories, rhymes and poems
 - Engaging children in conversation, encouraging them to listen and respond with relevance
 - Waiting for their turn to talk in a conversation
 - Language exploration in play
 - Modelling fully spoken and formed sentences e.g 'I like to go to the park because I get to climb really high on the climbing frame.'

Discussions with your children are vital for supporting their all round development!



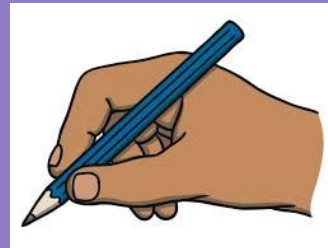
Personal, Social and Emotional Development

- ★ Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.
- ★ At JLA, children are encouraged to make strong and constructive relationships with both adults and children.
- ★ Children are supported to understand and manage their emotions and use of the Zones of Regulation, which are accessible in all classrooms. Discussions linked to how they feel are a large part of their learning,
- ★ Children are encouraged to set themselves simple goals and have confidence in their own abilities, supported by the Learnasaurs.



Physical Development

- ★ Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.
- ★ Physical development is split into two areas - gross and fine motor.
- ★ We provide children with a range of experiences that enable them to develop and refine their skills
- ★ Gross motor skills support balance, coordination, spatial awareness, agility and core strength.
- ★ Fine motor control allows children to develop hand eye coordination and precision of smaller movements using a pincer grip, which supports their writing.
- ★ Letter formation at JLA- We use the programme 'letter join' to support children's fine motor and letter formation. The children will be learning to form letters. When supporting your children's letter formation, please use lowercase rather than capital letters.





Reading at JLA

**'The more that you read, the more things you will know.
The more that you learn, the more places you'll go.'**



It is our aim at JLA to develop enthusiastic, confident and fluent readers who can understand and access a wide range of texts. Children should have the skills and opportunity to read for interest, information and enjoyment. Reading is an empowering life skill and so it is our commitment that we equip our children to leave our school able to read.

- ★ We use a range of high quality texts to create the basis of our learning including poems, non fiction books, rhymes and stories. We encourage the children to act out the things we read, discuss new vocabulary, create artwork inspired by the stories we have read and much more. This text based curriculum provides children with ideas and inspiration, for the challenges they will be undertaking in their learning.
- ★ We have daily phonics lessons where the children are grouped depending on the phase they are working within. We follow the Letters and Sounds programme where children are expected to be working at the end of phase 3 securely by the end of reception. The week usually consists of 4 letter sounds and a tricky word for the children to learn, practise and apply in their reading skills.
- ★ Children's reading levels will be assessed regularly throughout the year.
- ★ We have a daily story time at the end of the day
- ★ Children read once a week to a staff member. A comment and a target will be written in their reading record book.
- ★ Please support your child to achieve these targets and write a comment in their reading record each time you listen to them read.

Reading at home

1. Parents are expected to listen to their children at least 5 times weekly and comment in the reading record.
2. You do not need to read the whole book in each reading session.
3. An in-depth look at a couple of pages including phonic **and** comprehension skills will support your child greatly.



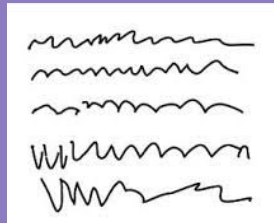
Writing at JLA

Our text based curriculum exposes children to a range of writing for different purposes and different styles building their interests and confidence in writing.

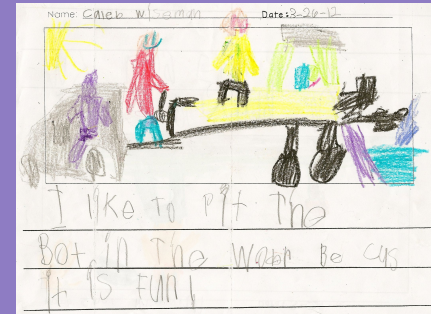
Our phonics programme supplies children with the tools for writing. Opportunities for writing are embedded within continuous provision encouraging and developing a love of writing.

Writing is a process and begins with lots of talking, experiences and verbal sentence modelling. If they can't speak it, they can't write it.

Children will begin to produce emergent writing, which could be different marks on a paper, which to them mean something. Then, as they begin to distinguish between sounds they hear and grow in confidence with phonics, they will start to write them in the order they hear them. You can support at home by modelling writing things like shopping lists, letters, notes and start to ask questions, such as: I wonder what sound pasta starts with? Then, model writing it whilst verbally sounding it out. This is how children develop their writing skills.

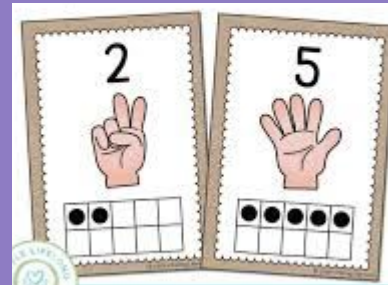


'This is my shopping list'



Maths at JLA

- ★ Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.
- ★ We provide frequent opportunities to build and apply maths skills, in practical and 'everyday' situations to make the problem solving as real and purposeful as possible.
- ★ We place a high emphasis on **mathematical vocabulary** and a **deep understanding of numbers to 10** and concepts to provide children with strong foundations for accessing the national curriculum.
- ★ We also provide rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, and spot connections.



How many different ways can you make 7?

Assessment

- ★ At the start of the Reception year, we conduct a baseline assessment to see where the children are working when starting school.
- ★ Language link helps assess children's language skills.
- ★ This year all Reception children have taken part in the government baseline which will be used to measure progress at the end of year 6.
- ★ Strengths and areas for development are identified, and these will be discussed during parent meetings.
- ★ Assessments are conducted regularly by staff through various methods, including child observation, teacher and child discussions, adult-directed activities and phonic and reading assessments.
- ★ Parents can upload videos and pictures of their children's learning and experiences to Evidence me. These will be important to help give staff a holistic picture of children's abilities and achievements. The main focus of the curriculum is for adults to spend more time with children so there will be some 'wow' moments documented for each child.
- ★ At the end of Reception, children are expected to be working within the Early Learning Goals in each of the 7 areas of the curriculum. These goals enable a smooth transition Year 1.



Home Learning

- ★ All home learning will be available via the JLA EYFS site. It will be available each Friday. Please sign the register when you log onto the page.
- ★ We like to keep the home learning as practical as possible to support all areas of learning.
- ★ There are a range of videos on google sites created by the early years team to support your child's learning.
- ★ Please read with your child 5 times a week minimum, including a note in their reading record each time. This does not need to be their sent home reading book, it can be a book chosen from Bug Club. Bug Club bands have been chosen for your child's level by a member of the team.
- ★ You can upload pictures and video clips of your child's learning to Evidence me. If you are new to JLA you will receive an email soon.

Can you help?

We are always looking for visitor to bring learning to life. If you feel you can help us please let the teachers know.

It could be coming to do a talk about a religious celebration, showcase and supporting with art, a talk about your job e.g. dentist, doctor, nurse, farmer, dancer etc.



Thank you for listening!

