

## DATES FOR YOUR DIARY

### **HARVEST ASSEMBLY**

7th October

### **LEARNING CONSULTATIONS**

12th & 13th October

### **OPEN DAY**

3rd November

### **PARENT DROP IN**

1st December

### **NON-PUPIL DAY**

5th December

### **KS1 NATIVITY**

7th, 8th, 9th December

### **CHRISTMAS IN THE FOREST**

14th December

### **CHRISTMAS ACTIVITY DAY**

16th December



**Class Booklet**

**2022 - 2023**

**Welcome** our booklet for this year, We are hoping this will prove useful and give you an outline of what to expect in Reception at Rodings Primary School.

### **ADULTS WORKING IN GOSLINGS**

#### **CLASS TEACHERS**

Mrs Gare

Miss Birch

#### **LEARNING SUPPORT ASSISTANTS**

Miss Wright

Mrs Whitbread

Miss Shelton

Miss Crouchman

Mrs Tunnard

### **IMPORTANT REMINDERS**

Children need to come to school with a clearly named water bottle

Please ensure that all of the children's items of clothing are clearly named.

Please remember that we are a 'nut free' school.

Nail varnish must be removed for school.

No jewellery (apart from ear studs) are to be worn at school and these must be removed by the child for them to take part in PE. If they are not removed your child will not be allowed to join in with the session

### **A DAY IN GOSLINGS**

Our general approach to children's learning is that it is play based and child-led, and in an environment that is organised and managed by the adult. To complement this, it's really important that we have clear expectations of the children as well as routines and boundaries to help children feel comfortable and at ease with all aspects of school life and understand about the mutual respect that we value so much at Rodings. So, whilst the majority of your child's day at school will be 'in the moment planning', there will also be times where the children complete short teacher-led activities and participate in whole-school routines.

## **READING**

Initially children in Goslings class will be sent home with a picture book. We would encourage you to take the time to share and enjoy these books. I will post a short guide with more information on what you can do with these at home.

Once we start Read Write Inc the children will bring home a copy of their current RWI book (if applicable at their stage of the RWI scheme) and another reading book from a range of schemes. The RWI book will be their primary (main) book and will be changed when your child's RWI group moves onto the next book. Just to remind you, in each RWI book, there is a Speed Sound Chart, lists of Green words (those that can be sounded out) and Red Words ('tricky' words) and a Speed Word Game, all of which can be read and played with your child. Your child will also have an opportunity to change their secondary reading book at least twice a week on. We ask that you sign in the reading diary to say when either book has been read, and record any comments that you might wish to make.

The children will also have the opportunity to choose a book from our school library, which they will be able to bring home. This will need to be returned to school before the next session in order to choose a new book.

## **CHALLENGE BOOKLETS**

Children will be given a Rodings Challenge Booklet at the start of the year (replacements can be downloaded and printed from our website) where they will be tasked with completing a range of challenges to earn their reward at the end of the year. We would really appreciate your support in encouraging your child to undertake as many of the challenges as possible.

## **PE**

This half-term our PE lesson will take place on a Thursday afternoon. Our PE lessons may be at different times each half-term. We will notify you each half-term of when the weekly lesson(s) are planned to take place.

## **SWIMMING**

Swimming lessons will take place in the last half-term of the academic year. We will give you more information nearer the time.



Forest school will take place on every Wednesday morning.

The children may come to school in suitable 'own clothes' on their Forest School day, bringing their waterproofs, wellies, and any extra layers needed in a bag (**all** clearly named please).

We will do our best to go to the forest on each of these dates, but as we know from experience, the weather can sometimes be a little unkind and some changes/cancellations may be unavoidable (for example, if it is very windy, it is unsafe to go to the forest). We may, however, decide to work on the field instead, so therefore, please send in all Forest school clothing irrespective of the weather!

We thank you for your understanding with this.

## CORE VALUES

RESPECT  
ENJOYMENT  
CARE  
CONFIDENCE  
CHALLENGE

## SCHOOL RULES

BE RESPECTFUL  
BE SAFE  
BE READY TO LEARN

## EYFS CURRICULUM

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

**The Prime Areas:** Communication and Language; Personal, Social & Emotional Development; Physical Development

**The Specific Areas:** Literacy; Mathematics; Understanding the World; Expressive Arts & Design

At Rodings we follow the 'in the moment planning' approach to our teaching and learning in Reception. The central principle of this is that the children follow their interests within a stimulating environment that is managed and organised by the adults. We believe that children have a "natural desire to explore, communicate, create and learn and it is our job to create an environment to enable them to do just that" (Anna Ephgrave). As practitioners, we use our knowledge of the EYFS and the individual child to look for 'teachable moments' in their play in order to plan and assess. Children learn and develop when they are closely observed by adults, and these observations are used to support their 'next steps' within that interaction.

Across the school, there are three curriculum themes: **Explore** (Autumn), **Discover** (Spring) and **Create** (Summer). In Goslings class, the children naturally engage in each theme throughout their play. In addition, we may make enhancements to our provisions to match the term's theme or provide enrichment opportunities that follow the curriculum theme. Also, at times, the children will engage in whole-school and Key-Stage activities and experiences.



## CLASS DOJO

We will be using CLASS DOJO as a way of keeping you informed of what we have been up to in the classroom. It's a fantastic app which you can download to a phone or tablet (or access the via the website) where we will post updates and photos of the work we have done that day. We aim to update the page daily/weekly but sometimes this is not always possible and sometimes we will update more than once. There is also a messaging feature on where we will send out a quick message to remind you of important information and dates. You are also able to message us on there and we have no problem with you doing so for low level importance matters or information you think we need to know. However, we would like to stress that we will not always pick messages up that day, and that the app has inbuilt 'quiet hours' where we don't receive notifications, so for important or urgent matters (e.g. absences) please contact us via the school office

## TAPESTRY

Tapestry builds a record of a child's experiences, development and learning journey through their reception year. Throughout the year we will observe your child during their play and during adult-led group and whole class learning activities. We will upload photos and videos of this along with comments about their learning and development, including next steps. You are then able to view your child's progress online and see all the exciting activities they are completing at school. Each Tapestry journal is unique to each child. All information held in the platform is stored securely, and can be downloaded and shared as required. As a parent or guardian, you are able to like and comment on any observations made as well as upload your own observations from home if you feel you have anything you or your child wants to share. The communication between school and home that Tapestry enables, helps build a shared understanding of how every child can reach their full potential during their reception year.

