



Reigate Parish Church
Primary School

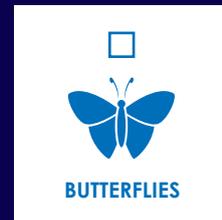
2018-2019



Reception Booklet

To Support Your Child With Their Learning

Child's Name



Tick



Tick

Reigate Parish Church Primary School: A trusting, respectful and caring place for children to reach their full potential, with the Christian faith and Christian values at our heart.

In the reception year at Reigate Parish Church Primary School we provide opportunities for the children to learn through the characteristics of effective learning.

These are through playing and exploring, active learning and creating and thinking critically.

This gives them a broad learning experience and also reflects the fact that different children learn and develop in different ways.

We are continuously observing children's learning and we use this information to plan experiences and opportunities to strengthen and deepen their current learning and development.

40-60+ Months

Communication & Language

Listening & Attention

24	Maintains attention, concentrates and sits quietly during appropriate activity.	
25	Two-channelled attention – can listen and do for short span.	

Understanding

16	Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.	
17	Able to follow a story without pictures or props.	
18	Listens and responds to ideas expressed by others in conversation or discussion.	

Speaking

32	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	
33	Uses language to imagine and recreate roles and experiences in play situations.	
34	Links statements and sticks to a main theme or intention.	
35	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	
36	Introduces a storyline or narrative into their play.	

Mathematics

Numbers

26	Recognise some numerals of personal significance.	
27	Recognises numerals 1 to 5.	
28	Counts up to three or four objects by saying one number name for each item.	
29	Counts actions or objects which cannot be moved.	
30	Counts objects to 10, and beginning to count beyond 10.	
31	Counts out up to six objects from a larger group.	
32	Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.	
33	Counts an irregular arrangement of up to ten objects.	
34	Estimates how many objects they can see and checks by counting them.	
35	Uses the language of 'more' and 'fewer' to compare two sets of objects.	
36	Finds the total number of items in two groups by counting all of them.	
37	Says the number that is one more than a given number.	
38	Finds one more or one less from a group of up to five objects, then ten objects.	
39	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.	
40	Records, using marks that they can interpret and explain.	
41	Begins to identify own mathematical problems based on own interests and fascinations.	

Shape, Space & Measure

20	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.	
21	Selects a particular named shape.	
22	Can describe their relative position such as 'behind' or 'next to'.	
23	Orders two or three items by length or height.	
24	Orders two items by weight or capacity.	
25	Uses familiar objects and common shapes to create and recreate patterns and build models.	
26	Uses everyday language related to time.	
27	Beginning to use everyday language related to money.	
28	Orders and sequences familiar events.	
29	Measures short periods of time in simple ways.	

Personal, Social & Emotional Development

Self-confidence & Self-awareness

18	Confident to speak to others about own needs, wants, interests and opinions.	
19	Can describe self in positive terms and talk about abilities.	

Managing Feelings & Behaviour

26	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.	
27	Aware of the boundaries set, and of behavioral expectations in the setting.	
28	Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.	

Making Relationships

23	Initiates conversations, attends to and takes account of what others say.	
24	Explains own knowledge and understanding, and asks appropriate questions of others.	
25	Takes steps to resolve conflicts with other children, e.g. finding a compromise.	

Understanding the World

People & Communities

12	Enjoys joining in with family customs and routines.	
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The World

21	Looks closely at similarities, differences, patterns and change.	
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Technology

9	Completes a simple program on a computer.	
10	Interacts with age-appropriate computer software.	

Physical Development

Moving & Handling		
45	Experiments with different ways of moving.	
46	Jumps off an object and lands appropriately.	
47	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	
48	Travels with confidence and skill around, under, over and through balancing and climbing equipment.	
49	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	
50	Uses simple tools to effect changes to materials.	
51	Handles tools, objects, construction and malleable materials safely and with increasing control.	
52	Shows a preference for a dominant hand.	
53	Begins to use anticlockwise movement and retrace vertical lines.	
54	Begins to form recognisable letters.	
55	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	
Health & Self-Care		
29	Eats a healthy range of foodstuffs and understands need for variety in food.	
30	Usually dry and clean during the day.	
31	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	
32	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	
33	Shows understanding of how to transport and store equipment safely.	
34	Practices some appropriate safety measures without direct supervision.	

Literacy

Reading		
23	Continues a rhyming string.	
24	Hears and says the initial sound in words.	
25	Can segment the sounds in simple words and blend them together and knows which letters represent some of them.	
26	Links sounds to letters, naming and sounding the letters of the alphabet.	
27	Begins to read words and simple sentences.	
28	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	
29	Enjoys an increasing range of books.	
30	Knows that information can be retrieved from books and computers.	
Writing		
4	Gives meaning to marks they make as they draw, write and paint.	
5	Begins to break the flow of speech into words.	
6	Continues a rhyming string.	
7	Hears and says the initial sound in words.	
8	Can segment the sounds in simple words and blend them together.	
9	Links sounds to letters, naming and sounding the letters of the alphabet.	
10	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	
11	Writes own name and other things such as labels, captions.	
12	Attempts to write short sentences in meaningful contexts.	

Expressive Arts & Design

Exploring & Using Media & Materials		
23	Begins to build a repertoire of songs and dances.	
24	Explores the different sounds of instruments.	
25	Explores what happens when they mix colours.	
26	Experiments to create different textures.	
27	Understands that different media can be combined to create new effects.	
28	Manipulates materials to achieve a planned effect.	
29	Constructs with a purpose in mind, using a variety of resources.	
30	Uses simple tools and techniques competently and appropriately.	
31	Selects appropriate resources and adapts work where necessary.	
32	Selects tools and techniques needed to shape, assemble and join materials they are using.	
Being Imaginative		
15	Create simple representations of events, people and objects.	
16	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	
17	Chooses particular colours to use for a purpose.	
18	Introduces a storyline or narrative into their play.	
19	Plays alongside other children who are engaged in the same theme.	
20	Plays cooperatively as part of a group to develop and act out a narrative.	

Early Learning Goals

EYFS Development Matters: Playing & Exploring, Active Learning, and Creating & Thinking Critically support children's learning across all areas.

Personal, Social & Emotional Development

Making Relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-confidence and Self-awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Communication and Language

Listening and Attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are about to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Understanding the World

People & Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Literacy

Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spell correctly and others are phonetically plausible.

Maths

Numbers

Children count reliably with numbers from one to 20, place them in order and say which number is one more or less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, Space and Measure

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Physical Development

Moving and Handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Expressive Arts & Design

Exploring & Using Media & Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Developing Fine Motor Skills

What are fine motor skills and why are fine motor skills important?

Fine motor skills involve the use of the smaller muscles of the hands, such as when doing up buttons, opening lunch boxes or using pencils or scissors. Efficient fine motor skills require a number of independent skills to work together to appropriately manipulate the object or perform the task.

Fine motor skills include:

- Pencil skills (scribbling, colouring, drawing, writing).
- Scissors skills (cutting).
- Construction skills (lego, duplo).
- Self care (fixing velcro on shoes, opening lunch boxes, cleaning teeth).

Here are a number of activities you can try that will help to develop your child's fine motor skills:

- Clothes pegs. How many can the children peg around a box in 1 minute? How many small beads can children pick up in a minute with tweezers?
- Have mixtures such as dried pasta and peas. Can they separate the mixture using only tweezers?
- 'Melt monsters'. Draw monsters with felt tip pens and then using eye droppers drip water on them and watch the monsters 'melt'.
- Playdough - encourage the children to pull, squeeze, roll, twist it etc. Sometimes using the palms of their hands or using their fingertips. They can also prick out designs using toothpicks in the dough.
- How many bubble wrap bubbles can they pop?
- Threading beads onto a string.
- Have a simple outline drawing, children to stick string/wool onto these outlines.
- Play games such as tiddly winks or the frogs where you press their backs.
- Doing up buttons and zips. Allow your child the time needed to achieve this sort of task.
- Drawing on upright surfaces promote fine motor skills so do things such as painting on easels, writing on chalk boards/whiteboards or chalk paintings on walls.
- Tracing round stencils.
- Taking lids on and off small Tupperware containers.

Forming letters

Use these rhymes to help your child remember how to form letters.
Practise writing letters regularly with your child.

a

And round the apple and down
the leaf (apple)

b

And down the laces to the heel,
round the toe (Boot)

c

And curl around the caterpillar
(caterpillar)

d

And round his bottom, up his tall
neck and down to his feet (dinosaur)

e

And lift off the top and scoop
out the egg (egg)

f

And down the stem and draw the
leaves (flower)

g

And round her face, down her
hair and give her a curl (girl)

h

And down the head to the hooves
and over his back (horse)

i

And down his body, and a dot for
his head (insect)

j

And down his body, curl and dot
(Jack in the box)

k

And down the kangaroo's body,
tail and leg (kangaroo)

l

And down the long leg (leg)

m

And down Maisie, over the
mountain, over the mountain
(Maisie and mountains)

n

And down Noddy, over his net
(football net)

o

And all around the orange
(orange)

p

And down his plait and around
his head (pirate)

q

And round her head, up past her
earrings and down her hair (queen)

r

And own his back, then curl over
his arm (robot)

s

And slither down the snake (snake)

t

And down the tower across the
tower (castle tower)

u

And down and under, up to the top
and draw the puddle (umbrella)

v

And down a wing, up a wing
(vulture)

w

And down up, down up (worm)

x

And down the arm and leg and
repeat the other side (exercise)

y

And down a horn, up a horn and
under his head (yak)

z

And Zig – zag- zig (zip)

Tips For Hearing Your Child Read

As a parent you are your child's most influential teacher, with an important part to play in helping your child to learn to read.

Here are some suggestions on how you can help to make this a positive experience.

1. Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.
2. Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else. Go for small wins.
3. Maintain the flow. If your child mispronounces a word do not interrupt immediately. Instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds rather than 'alphabet names'.
4. Be positive. If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for their effort for even the smallest achievement.
5. Success is the key. Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember 'nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.
6. Visit the Library. Encourage your child to use the public library regularly.
7. Regular practice. Try to read with your child on most school days - 'little and often' is best.
8. Communicate. Your child will have a reading diary from school. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading. Do come and talk to your child's teacher if you would like any advice.
9. Talk about the books. There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, and their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.
10. Variety is important. Remember that children need to experience a variety of reading materials e.g. picture books, hardbacks, comics, magazines, poems and information books.

Sounds to Learn

We follow the Read, Write Inc phonics programme to teach phonics and reading.

The following websites have some great phonics games and further information about Read Write Inc.

WWW.OXFORDOWL.CO.UK

WWW.PHONICSPRAY.CO.UK

WWW.RUTHMISKIN.COM/EN/PARENTS

Use the phonics grid to help your child recognise all the sounds below.

Simply point at a sound and ask your child what it is.

As the year progresses children will recognise and identify them with confidence and speed.

Set 1 Speed Sounds

m	a	s	d	t	i	n
p	g	o	c	k	u	b
f	e	l	h	sh	r	j
v	y	w	th	z	ch	qu
x	ng	nk				

Speed Sounds Set 2

ay may I play	ee what can you see	igh fly high	ow blow the snow	oo poo at the zoo	oo look at a book	ar start the car
or shut the door	air that's not fair	ir whirl and twirl	ou shout it out	oy toy for a boy		

Learning To Read And Write Red Words

Red words are those words which cannot be sounded out correctly using sounds. The only way these words can be read and spelt correctly is by learning them and having plenty of practise.

These words will be introduced to the children gradually once they have learnt the set 1 sounds. By introducing the red words slowly, your child is more likely to be able to read and spell each of the words correctly. Once you have introduced the Red word and practised it, reinforce this word regularly when sharing picture books and reading together.

When helping your child to learn to spell the Red words you may decide to use the 'Look, Cover, Write and Check' method. This involves first looking at the word and identifying which part is tricky, covering the word, writing it and then checking the spelling.

When practising the spelling of red words aim to make it a fun and enjoyable activity, perhaps by writing the Red words in sand, paint, shaving foam or glitter. Once your child has practised a few times in a less structured way, give them the opportunity to practise writing the red word on coloured paper with pencil colours or felt tips.

Red Words to learn

a	I	me	of	the	my	he
she	we	be	you	your	said	no
go	so	for	to	do	now	too
all	they	are	her	have	like	one
Mr	Mrs	was	saw	put	out	some
come	were	when	what	where		

Maths Ideas For Home

Number rhymes and songs

Your child can teach you lots more or try this website which has the words and sings it for you:

www.nurseryrhymes4u.com/NURSERY_RHYMES/COUNTING.html

Internet maths games

www.mathszone.co.uk

www.bbc.co.uk/bitesize/ks1/maths

www.topmarks.co.uk

www.bbc.co.uk/schools/websites/eyfs

IN THE STREET

- Recognising bus numbers.
- Number plate hunt. Who can find a 7?
- Comparing door numbers.
- Counting – how many lampposts on the way to school?

DOING THE WASHING

- Counting in 2s – matching shoes.
- Sorting by colour and size.
- Matching/pairing up socks.
- Find four shoes that are different sizes.
- Can you put them in order?

TIME

- What day is it yesterday, today, tomorrow?
- Use timers, phones and clocks to measure short periods of time.
- Count down 10/20 seconds to get to the table/ into bed etc.
- Recognising numbers on the clock. If you cover a number, what number was missing?

FOOD

- Can you cut your toast into 4 pieces? Can you cut it into triangles?
- Setting the table. Counting the right number of plates etc. How many more do we need?
- Can you make shapes/ patterns out of the knives and forks. Can you put them in the right place in the drawers?
- Helping with the cooking by measuring and counting ingredients.
- Setting the timer.

GOING SHOPPING

- Reading price tags.
- Counting items into the basket.
- Finding and counting coins.
- Comparing weights – which is heavier.

MEASURING

- Are you taller than a ...?
- Marking height on the wall.
- Cut hand shapes out of paper. How many hands long is the couch? How long is the table? Which is longer?
- Who has the biggest hands in our family?
- How many steps from the gate to the front door?

SHAPES

- Cut a potato into shapes (circles, triangle etc.) Use with paint to make pictures and patterns.
- Cut out shapes from coloured paper/ newspaper and arrange into pictures.
- Shape hunt: Can you find a square in your house (windows etc.), a circle ...

GAMES

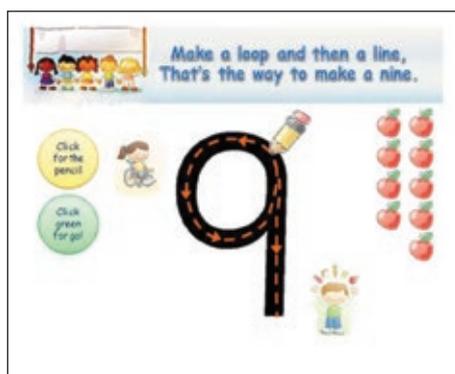
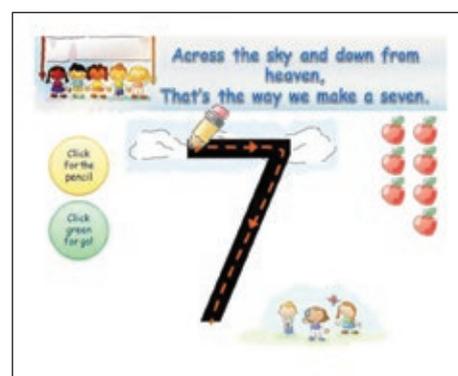
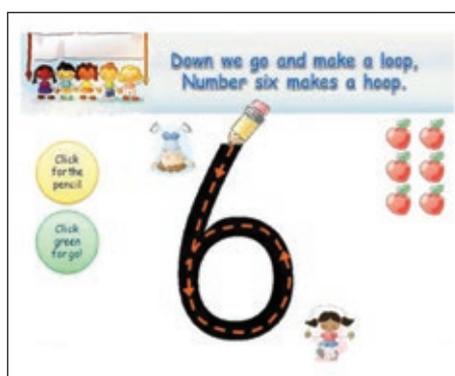
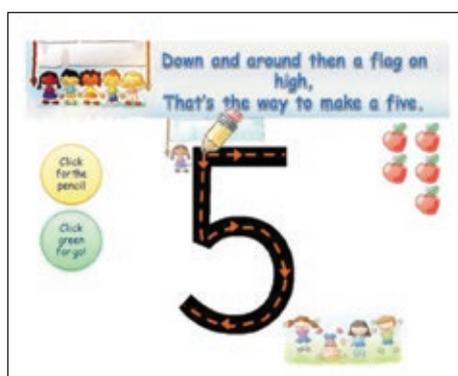
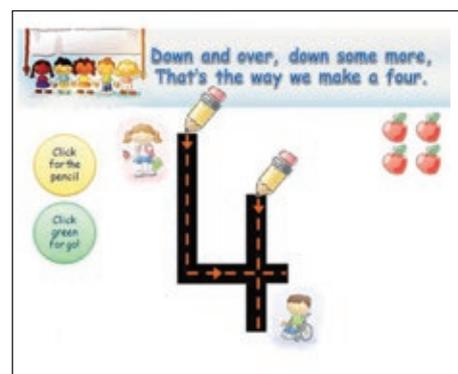
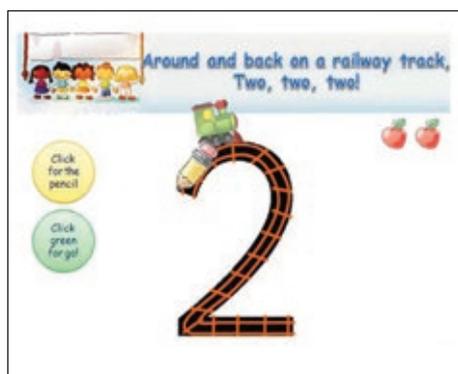
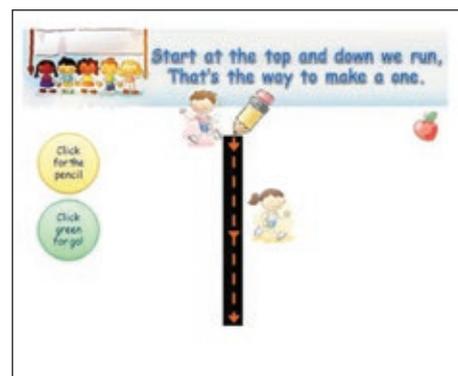
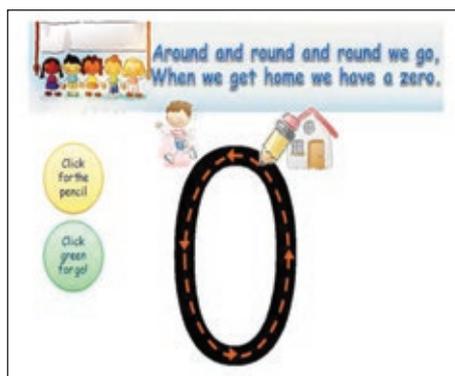
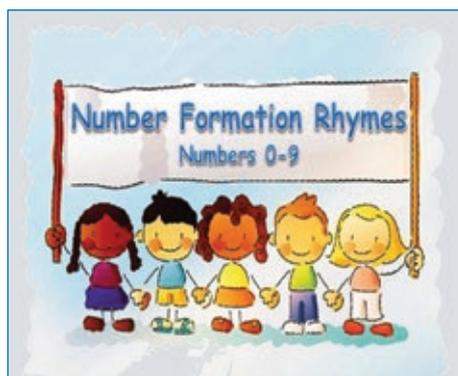
- Putting cards into piles.
- Jigsaws (you can make your own by cutting up a magazine picture).
- Snap (matching pairs) or Happy Families (collect 4 of a kind).
- Snakes and ladders or other simple dice games.
- Adding numbers on two dice.
- Bingo, with numbers or shapes.
- Hopscotch.

Forming Numbers

Use these rhymes to help your child remember how to form numbers.

Practise writing numbers regularly with your child.

When your child is ready practice writing the numbers from 10 to 20.



The Secrets of Success

	Bronze	Silver	Gold
To try new things	<ul style="list-style-type: none"> Try new things with the help of others. Talk about some things of personal interest. Join in with familiar activities. Concentrate on things of interest. 	<ul style="list-style-type: none"> Try new things when encouraged. Enjoy new experiences. Join clubs or groups. Talk about new experiences with others. 	<ul style="list-style-type: none"> Enjoy new things and take opportunities wherever possible. Find things to do that give energy. Become fully involved in clubs or groups. Meet up with others who share interests in a safe environment.
To work hard	<ul style="list-style-type: none"> Work hard with the help of others. Talk about some things of personal interest. Join in with familiar activities. Concentrate on things of interest. 	<ul style="list-style-type: none"> Enjoy working hard in a range of activities. Reflect on how effort leads to success. Begin to encourage others to work hard. 	<ul style="list-style-type: none"> Have fun working hard. Understand the benefits of effort and commitment. Continue to practise even when accomplished. Encouraged others by pointing out how their efforts gain results.
To concentrate	<ul style="list-style-type: none"> Give attention to areas of interest. Begin to 'tune out' distractions. Begin to show signs of concentration. Begin to seek help when needed. 	<ul style="list-style-type: none"> Focus on activities. 'Tune out' some distractions. Search for methods to help with concentration. Develop areas of deep interest. 	<ul style="list-style-type: none"> Give full concentration. 'Tune out' most distractions. Understand techniques and methods that aid concentration. Develop expertise and deep interest in some things.
To push yourself	<ul style="list-style-type: none"> Express doubts and fears. Explain feelings in uncomfortable situations. Begin to push past fears (with encouragement). Listen to people who try to help. Begin to try to do something more than once. 	<ul style="list-style-type: none"> Begin to understand why some activities feel uncomfortable. Show a willingness to overcome fears. Push past fears and reflect upon the emotions felt afterwards. Begin to take encouragement and advice from others. Keep trying after a first attempt. 	<ul style="list-style-type: none"> Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances. Push oneself in areas that are not so enjoyable. Listen to others who encourage and help, thanking them for their advice. Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.
To imagine	<ul style="list-style-type: none"> With help, develop ideas. Respond to the ideas of others'. Respond to questions about ideas. Act on some ideas. 	<ul style="list-style-type: none"> Begin to enjoy having new ideas. Show some enthusiasm for the ideas of others. Ask some questions in order to develop ideas. Show enjoyment in trying out some ideas. 	<ul style="list-style-type: none"> Generate lots of ideas. Show a willingness to be wrong. Know which ideas are useful and have value. Act on ideas. Ask lots of questions.
To improve	<ul style="list-style-type: none"> Share with others likes about own efforts. Choose one thing to improve (with help). Make a small improvement (with help). 	<ul style="list-style-type: none"> Share with others a number of positive features of own efforts. Identify a few areas for improvement. Attempt to make improvements. 	<ul style="list-style-type: none"> Clearly identify own strengths. Identify areas for improvement. Seek the opinion of others to help identify improvements. Show efforts and commitment in refining and adjusting work.
To understand others	<ul style="list-style-type: none"> Show an awareness of someone who is talking. Show an understanding that ones own behaviour affects other people. Listen to other people's point of view. 	<ul style="list-style-type: none"> Listen to others, showing attention. Think of the effect of behaviour on others before acting. Describe the points of view of others. 	<ul style="list-style-type: none"> Listen first to others before trying to be understood. Change behaviours to suit different situations. Describe and understand others' points of view.
To not give up	<ul style="list-style-type: none"> Try again with the help of others. Try to carry on even if a failure causes upset. Keep going in activities of interest. Try to think of oneself as lucky. 	<ul style="list-style-type: none"> Find alternative ways if the first attempt does not work. Bounce back after a disappointment or failure. Show the ability to stick at an activity (or a club or interest). See oneself as lucky. 	<ul style="list-style-type: none"> Show a determination to keep going, despite failures or set backs. Reflect upon the reasons for failures and find ways to bounce back. Stick at an activity even in the most challenging of circumstances. See possibilities and opportunities even after a disappointment. Consider oneself to be lucky and understand the need to look for luck.

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