



Transition to Reception

OUR LADY OF PEACE PRIMARY AND NURSERY SCHOOL

Welcome

Dear Parents, Carers and children,

A huge welcome to Our Lady of Peace Reception Classes!

Some children and their families will be familiar with the school after attending our Nursery, some parents and carers will have attended the school as a child, and some of you will be completely new to us.

This presentation is full of information that will benefit everyone. You will have already received a transition booklet which is full of photographs and information for you to share with your child/children, and we hope that alongside this presentation, it gives you a good idea of what to expect in September.

We have been going through some unprecedented times but please be reassured that we have planned the start of the new school year to meet the emotional as well as academic needs of the children. We look forward to meeting you all as our classes in September.

We wish you a happy and safe summer.

Kind regards

Mrs Clark and Miss A.

Transition Days

Please check your letter from our admissions team as this will have all of the information you will need regarding your child's transition to Our Lady of Peace.

Your child's transition visit to Reception will be Friday 3rd September 2021

The timings of the day will be:

08.45am – 1.15pm

Lunch - children will have lunch in school. This can be a hot meal that the school provides or you can send your child with a packed lunch. All of the children will eat together in the dining hall no matter what you choose.

All children start full time on Monday 6th September 2021 – 08.45am to 3.10pm

Senior Management Team

- ▶ Mrs J Holden – Head Teacher
- ▶ Mrs R Sidhu – Deputy Head Teacher Phase Leader Year 2
- ▶ Mr T Head – Assistant Head Teacher Phase Leader Year 5 and 6
- ▶ Mrs L Clark – Assistant Head Teacher – Early Years and Year 1
- ▶ Mrs L Shoard – School Business Manager
- ▶ Mrs H Hadaway – Inclusion Manager and Designated Safeguarding Lead
- ▶ Mrs R Gunn – Phase Leader Year 3 and 4

Meet the Teachers – St John Class and Saint Valentine Class



My name is Mrs Clark and I teach St John Class, as well as being the Assistant Head Teacher of Early Years and Year One. I look forward to meeting my new class!



My name is Miss A and I teach St Valentine Class.

I look forward to seeing you all in September!

The Early Years Foundation Stage

In Reception your child will be learning through independent and collaborative play and exploration, adults playing alongside your child and direct teaching time, when children are asked to sit and listen to the class teacher as a whole group. Each term a new timetable will be put on the school website so that you can see what we are learning, when.

As the year progresses the expectations of the children grow with them. They will be expected to undertake more adult directed tasks with and without supervision.

It is expected that children achieve their Early Learning Goals by the end of their Reception year. As we know, all children learn at different speeds and meet their milestones at slightly different ages.

You will be informed of your child's progress towards these Early Learning Goals at parent's Evenings which are held in the Autumn and Spring Terms.

Early Learning Goals

(apply from 1st September 2021)

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

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

Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Literacy	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Maths	Number	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 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.
	Numerical Patterns	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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

Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

What does the day look like in Reception?



Our Lady of Peace Catholic Primary and Nursery School
RLC and RHA *Weekly Timetable - Advent Term 2021 - until October half term*
'With Christ in our hearts, together we grow.'

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45am - 9.30am	Child-initiated learning indoors	Child-initiated learning indoors	Child-initiated learning indoors	Child-initiated learning indoors	Child-initiated learning indoors
09.30am - 09.45am	Phonics	Phonics	Phonics	Phonics	Phonics
09.45am - 10.00am	Walk a Mile/bikes	Walk a Mile/bikes	Walk a Mile/bikes	Walk a Mile/bikes	Walk a Mile/bikes
10.00am - 10.15am	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
10.15am - 11.00am	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.
11.00 - 11.20am	Maths - direct teaching time	Literacy- direct teaching time	Maths - direct teaching time	Literacy - direct teaching time	Maths - direct teaching time
11.20 - 11.45am	Story, prayers, get ready for lunch	Story, prayers, get ready for lunch	Story, prayers, get ready for lunch	Story, prayers, get ready for lunch	Story, prayers, get ready for lunch
11.45 - 12.45pm	LUNCH				

12.45 - 1.15pm	Register Understanding the World	Register Religious Education	Register Personal, Social and Emotional Development	Register Music	Register Media and Materials
1.15 - 2.45pm	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions. Children change their library books	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.
2.45pm	Children and adults tidy the environment.	Children and adults tidy the environment.	Children and adults tidy the environment.	Children and adults tidy the environment.	Children and adults tidy the environment.
2.55pm - 3.00pm	End of day story and Prayers.	End of day story and Prayers.	End of day story and Prayers.	End of day story and Prayers.	End of day story and Prayers.
3.00pm	End of the day, children collected.	End of the day, children collected.	End of the day, children collected.	End of the day, children collected.	End of the day, children collected.

How we learn

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Working together
to question and
explore the world
around us

Playing in a well
planned and
resourced
environment

Challenging
ourselves to be
the best we can
be

Finding out about
new words and
their meanings



**In the Early Years at
Our lady of Peace
we learn by.....**

Building on skills
and knowledge we
already have

Becoming
independent
learners

By linking real life
to learning
experiences

Having
opportunities to
work with and learn
from people in the
community

Learning through play

“Play is not only crucial to the way children become self-aware and the way in which they learn the rules of social behaviour, it is also fundamental to intellectual development.”

Framework for Children's Learning

Encouraging children to be curious about the world around them

Curiosity	...leads to...	Exploration
Exploration	...leads to...	Discovery
Discovery	...leads to...	Pleasure
Pleasure	...leads to...	Repetition
Repetition	...leads to...	Mastery
Mastery	...leads to...	New Skills
New Skills	...lead to...	Confidence
Confidence	...leads to...	Self esteem
Self Esteem	...leads to...	Sense of Security
Sense of Security	...leads to...	More Exploration

Helping your child to get ready for Reception

- ▶ Share the transition document and this presentation with your child.
- ▶ Do the journey to school with your child in the summer holidays
- ▶ Share books with your child every day. Look at fiction and non-fiction. Talk about the illustrations. Ask questions about what they liked and didn't like. Talk about what might happen next or why something might have happened.
- ▶ Help them to become independent. Teach them how to dress and undress themselves, go to the toilet and eat their food with a knife and fork.
- ▶ Once your child is in Reception, you will be sent a copy of the Reception Weekly Plan. This will show you what we are learning in the coming week and has suggestions of how you can support your child at home. It is very important that you share this with your child so that they know what to expect and it gives you an opportunity to talk to your child about their learning.

Parent Planning



"With Christ in our hearts, together we grow."

Reception Parent Planning Week Beginning 24th May 2021

The love of reading.



This week we will talk about lending libraries. As things are open again, we can now visit our local libraries.
What is a library?
What books can we borrow?
What do we need to do to be able to borrow books?

We will learn the purpose of a lending library and share our experiences if we've ever been to one.

We will talk about how here in school we have our own library and we use a library system with our library books and how similar or different it is to a proper library.

We will also talk about new types of libraries that can be found in neighborhoods. Some people are now using old phone booths and bus shelters too.



Maths

This week we will continue practicing our adding and taking away skills.
We will use our adding skills to go shopping in the supermarket and buy things from our shopping list. We will focus on adding while counting on using a number line.



We will use our subtraction skills to help Bertie sell his cakes. We will focus on taking away while counting back using a number line.



We will keep practicing our spatial recognition and this week we will look at artists who were inspired by shapes and created art using shapes. We will have a go at creating our own picture of shapes.



Phonics

This week we will look at four new phase 4 sounds that sound a lot like some of the phase 3 sounds we already know but we write or say them in a different way: **ow, oy, ay, ea**.



Have a look in your reading books to see if you can find words that have these sounds.

Literacy - Writing Sentences

This week we will remember the rules of writing sentences.

Capital letters



Finger spaces



Full stop



As we are getting more and more confident in writing, it is important to always remember these three rules when we write sentences.
We will practice by identifying mistakes in sentences that are not written properly and then we will have a go at writing these sentences in the correct way.

RE

Last week we enjoyed making friendship bracelets for our friends. It was a very happy and positive atmosphere in the classroom with us giving out bracelets to those who are important to us.

This week we will talk about Jesus and his friends. We will read the story of how Jesus spent time with his friends and the things they did together. Then we will talk about all the things we do with our friends.

We will also draw a picture of our friends and write words about all the good and positive things we love about our friends.



Things to remember!

- Library books will be changed every Monday.
- Please sign your child's reading record book every time you read with them.
- All children should bring their own water bottles.
- Please label your children's belongings.
- PE kit is to be worn **every week on PE days** for each class as follows:
RLC Saint John - Thursdays
RHA Saint valentine - Fridays
- The end of term is **Friday the 29th of May**. Children will finish school at their normal dismissal time.

Reading record and reading books



At first, your child will be sent home with a 'lilac' reading book. These books have no words but are designed to help develop your child's understanding and comprehension skills. These skills underpin the skill of reading and are very important to the enjoyment or 'love' of reading. Your child will then go on to 'pink' reading books with the aim for them to reach 'yellow' reading books by the end of the Reception year.



Your child will also be given a 'reading record'. The expectation is that you will read with your child every day and sign the reading record to say that you have and you can also add a comment should you wish to do so. Further guidance on helping your child to read will be given to you in September.