

Meet the teacher

Welcome to Reception



Ms Berry

Hi, I am Miss Berry. I have 18 years of working in primary schools where I have taught across a range of year groups. I gained my SENDCo qualification 4 years ago and have been at Holy Family since last September.

In my spare time I like to spend time with family and friends.





Mrs Osborn

Hello, I am Mrs Osborn. I love teaching at Holy Family and have been here for 13 years. I have taught different year groups from Reception to Year 3.

In my spare time I like to spend time with my family, I have 2 children Albie (3) and Aoife (9). They keep me very busy!

Reception Team





Early Years Foundation Stage

The EYFS is the stage of education for children from birth to end of the Reception year.

It is based on the recognition that children learn best through play and active learning.

Early Learning Goals

Communication and Language Listening, Attention and Understanding • 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 • 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.	Personal, Social and Emotional Development Self-Regulation • 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 • 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 • 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.	Physical Development Gross Motor Skills • 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 • 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.	
Understanding the World Past and Present • 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 • 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 • 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 • 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 • 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.	Mathematics Number • 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 • 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.	Literacy Comprehension • 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 • 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 • 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.

Prime Areas of Learning

Personal, Social & Emotional Development

Communication & Language

Physical Development

Specific Areas of Learning

Literacy

Maths

Understanding the World

Expressive Arts

End of year expectations

Your child will be assessed in all 17 areas throughout the year through independent work and adult observations.

By the end of the year we have a statutory duty to report whether a child had met ELGs (expected) or has not yet met (emerging)

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RE



In line with our fellow Diocesan schools, we follow the Diocesan lesson plans based on the new RED. This curriculum seeks to present the teaching of religious education in a sequential and progressive form. The framework has four structural elements:

- Knowledge lenses which indicate what should be known by the end of each age phase. These are split into hear, believe, live and celebrate.
- The 'ways of knowing' are the skills which develop as the children progress through their curriculum journey. These are split into understand, discern and respond.
- Expected outcomes are set for each age phase and indicate what pupils are expected to know, remember and be able to do.
- Curriculum branches are the way the programme of study presents its model curriculum. There are six half term branches for each half term which are the same in each year group.

Creation & Covenant

- God
- creation
- The sign of the cross
- Laudato Si

Learning Focus 1 I know that God made our world.	Knowledge God made our beautiful world and everything in it.	Knowledge The sign of the cross: In the name of that Father, and of the Son and of the Holy Spirit. Amen.	Knowledge God is love.	Knowledge What God creates is good.	Learning Focus 4 I know we are all invited to be part of God's family.
Learning Focus 2 I know that God made me.	Knowledge God wants us to take care of the world.	Knowledge The whole of Creation shows God loves for us.	Knowledge God made each one of us.	Knowledge God made each one of us as a unique person.	Learning Focus 5 I know we should look after ourselves and each other.
Learning Focus 3 I know God loves me and I am part of a family.					Learning Focus 6 I know we should look after God's world.

Reception

A Typical Day

8.50	Welcome and morning jobs.
9.00	Register & prayers
9.10	Phonics
9.15	Busy Bees
10.30	Snack
10.45	Busy Bees
11.30	Maths Meet
11.45	Lunch
12.50	Mindfulness
1.00	Topic
1.15	Busy Bees
2.20	Tidy Up
2.30	Milk and story
2.45	Going home jobs

Reception

Our Inclusive Classroom

What supports and helps one child is likely to support and help all children.

- A visual timetable
- Musical cues
- Zones of Regulation
- Low sensory environment
- Noise reduction/headphones
- Sand timers
- Sensory movement breaks
- Rainbow room

Behaviour Expectations

Personal, Social and Emotional Development

Self-Regulation

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

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.



Early Learning Goals

Building Relationships

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.



Managing Behaviour

Reception

- Zones of Regulation
- Social stories
- School Rules -
Ready Respectful Safe
- Verbal praise
- Stickers
- Teddy in the jar
- Wow box
- Star of the week

Reception

Whole School Expectations

- Correct uniform to be worn to school each day. LABEL EVERYTHING!
- PE uniform to be worn on PE days. (PE days is Monday and Thursday)
- Long hair must always be tied back off the shoulders when in school and that extreme hairstyles or colouring should be avoided.
- Arriving to school promptly ready to start the school day.

Additional Information

Reading homework.

Snacks

Lunches

Accidents

Illness

Washing

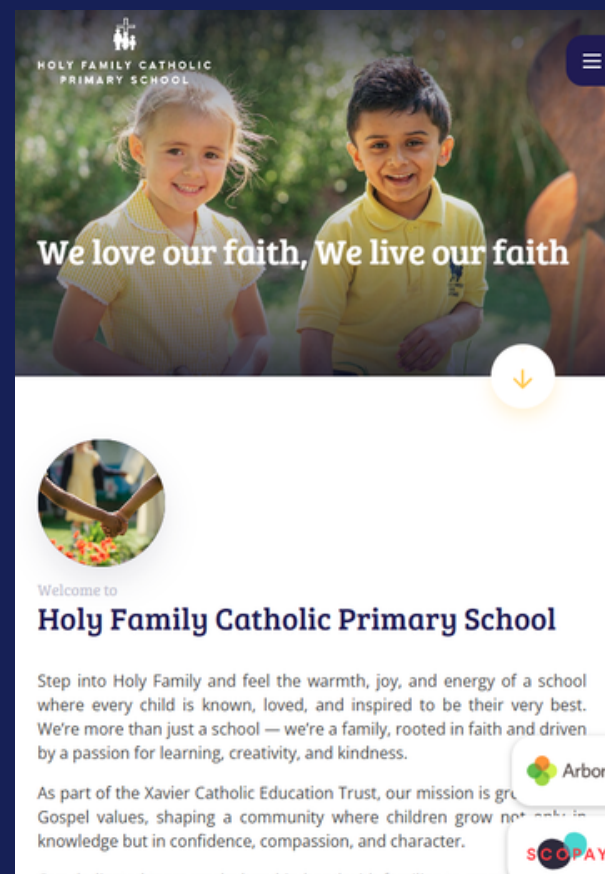
Birthdays

Secret box

Baskets

Communication

We strive to communicate with our school community using timely, clear, and accessible information shared through various channels like emails, school websites, newsletters, instagram, and face-to-face meetings such as parent-teacher conferences.



Our website contains a wealth of information about our school and your child's learning.



Our school newsletter is published every fortnight.

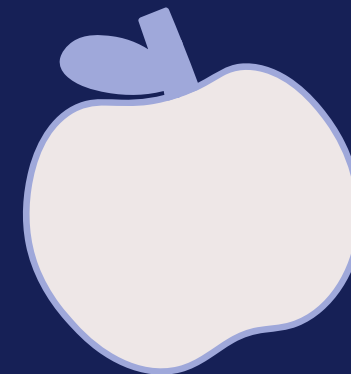


We have a very active school Instagram account. Please give us a follow to see all the wonderful things that happen in our school.



Questions time

Please, feel free
to ask any questions!



Thank you!

It's going to be a great year!

