

Welcome to Reception Cohort 2023-24



'The start of a wonderful journey...!'

Our Philosophy

Educators



Environment



Learners



Parents



Our Curriculum

- Has been uniquely designed by our staff
 - Has our children at the heart
- Is designed to meet children's interests
- Ensure children gain the foundational knowledge they will need to progress in the future

Past and Present		
Enquiry Question: Were we always this way?		
Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N</p> <ul style="list-style-type: none"> • What babies are and what they need. • That they were a baby. <p>R</p> <ul style="list-style-type: none"> • The difference between a baby and a child. <p>Y1</p> <ul style="list-style-type: none"> • How to sequence the lifecycle of a human. 	<p>Long ago, now, baby, cot, bottle.</p> <p>Then, old, today, when</p> <p>In the past, present, already happened, different, before, earlier, older, foetus, toddler, adolescent, OAP.</p>	<ul style="list-style-type: none"> • See Past and Present sequence of lessons. • Real life experience – have a baby visit the setting. <i>Primary evidence and some historical interpretation.</i> • Book – Information book; Now and then. My History. <i>Primary evidence.</i> • Talking bags – baby objects/ sorting baby and child objects and comparing them. <i>Primary evidence.</i> • Babies and themed resources in the home corner. • Children to bring in photographs of them as babies/ artefacts such as baby clothing/ toys. <i>Primary evidence.</i> • To mark-make what I have learnt – a baby in a cot with a nappy on etc. To talk about reasons for wearing a nappy etc. • Create representations of me in the past and me now (the chronology of my life.) • To test and make baby food.

We offer familiar resources which children can revisit and reuse for different purposes over time.

We provide a variety of stimulating resources that engage children and have the potential to extend their learning.

Sir Alexander Fleming Primary School and Nursery
EYFS – Effective Continuous Provision/ Open Door

COMMON PLAY BEHAVIOURS

JUNK MODELLING

Behaviour	Joining	Cutting	Building	Folding
HIGH LEVEL	Split Pins Tying Paper Clips Large tape dispenser	Material Corrugated paper Tissue Paper Card/ boxes Regular scissors Cutting out a shape	Brackets Opening levers Hinges curved Variety of shape and size	Complex Fold, i.e. Fan Thicker paper
MID LEVEL	Small tape dispenser Tape Masking tape Pegs Scissors Glue spreader	Trimmers Hole punch Paper sheets Spring scissors Card Toilet roll tubes Cutting lines	Bridging Smaller objects Irregular shapes Different shapes	Single Fold Regular paper
EMERGENT	PVA glue brush Finger glue Glue sticks	Snipping Paper strips Whole hand scissors	Stacking Larger objects Regular shapes Some shapes	Scrunching Thin paper

The Journey through Board Games at Sir Alexander Fleming Primary School

To join an adult, showing interest in a game.

To stay at the activity for a reasonable length of time.

To wait their turn

Games involving subtracting. Removing objects as a result of landing on a certain part.

Games involving finding the difference.

Children solving problems. Children are strategic with their turn!

To play a board game they know well, independently with a group of children.

Matching and sorting games.

Games that develop 1:1 correspondence.

Games that develop 1:1 correspondence (more than 1)

Matching games involving number and numerals.

Games involving adding.

Games involving number and numerals.

Children solving problems.

To play a board game they know well, independently with a group of children.

Independence

How is the curriculum delivered?

- Real, memorable, sensory experiences
 - Play during Adventure Time
 - Adult directed tasks
 - Forest School sessions
 - Visits and visitors
 - Quality Literature
- Nursery Rhymes and songs



Forest School

“There is no such thing as bad weather . . .”

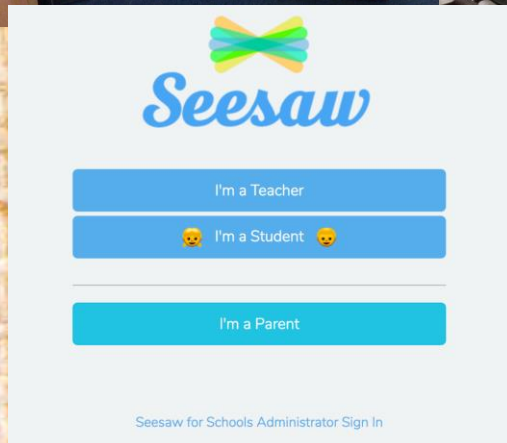
- Supports mental health and develops emotional intelligence
- Develops children’s understanding of the world and their place within it
- Enhances children’s knowledge in all areas of the curriculum
 - Gives children a sense of awe and wonder



Early Reading and Writing

- High quality literature
- Story focus through story time and sensory experiences
- Books in the environment
- Nursery rhymes everywhere!
 - Jolly Phonics

Jolly
Phonics



Getting ready for school the healthy way . . .

Personal Hygiene

I can go to the toilet.
I can wash my hands.
I can wipe my nose.

Food

I can use a knife or fork,
or open my lunchbox.
I am happy to try new
foods.

Independence

I can recognise
my name.
I know I have
my own
belongings and
and they will
have a special
place at school.

Mental Health

I know it's ok to feel
nervous about new
things.
I know I can ask my
teachers for help.

Exercise

I can put my shoes
on and off.
I love to move!

Supporting transition

- **Parent pack/ resources**
- **Parent meeting**
- **Lunch date**
- **Home visits**
- **Contacting your child's previous setting**