



# Reception Meet The Teacher and Learning Journey Talk

Hassocks Infant School

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# Today we will be telling you about...

## 1. Welcome

2. Settling the children In

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3. What our day looks like

4. Reading at home

5. What we will be learning

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6. An overview of the curriculum

7. How to use Tapestry

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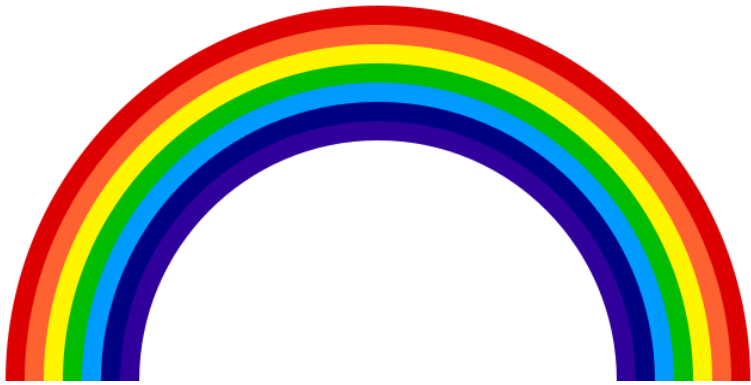
8. What you can do to help

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**Mrs Stedman**

**Designated  
Safeguarding  
Lead**

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# Settling in – Our first few weeks at school

Independence	Routines	Environment	Friendships
<ul style="list-style-type: none"><li>• Putting their things away</li><li>• Selecting activities</li><li>• Taking on/ off their jumpers</li><li>• Going to the toilet</li><li>• Gathering things for home</li></ul>	<ul style="list-style-type: none"><li>• Our key routines are- Mornings, lunchtime &amp; home time -introduce, practice and build upon until children are confident</li><li>• Start to introduce new routines</li><li>• Phonic sessions, PE, library visits, assembly</li></ul>	<ul style="list-style-type: none"><li>• We have many different environments</li><li>• Classroom, decking, patio, mud kitchen, field</li><li>• Children learn rules and expectations</li><li>• How to use and care for the resources</li><li>• How to tidy up</li></ul>	<ul style="list-style-type: none"><li>• Making new friendships with their peers</li><li>• How to share and take turns</li><li>• Working with a Talk Partner</li><li>• How to play games</li><li>• How to approach and join play</li></ul>

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# Our day...

We start our day with some self-initiated time, when the children can select their own activities. We also complete our morning jobs like putting our bags and coats away.

During our day we will...

- sit on the carpet for a whole class, adult directed input
- have self-initiated time inside and outdoors
- have a snack
- have lunch and playtime
- have phonics- a whole class carpet time
- have singing and story time

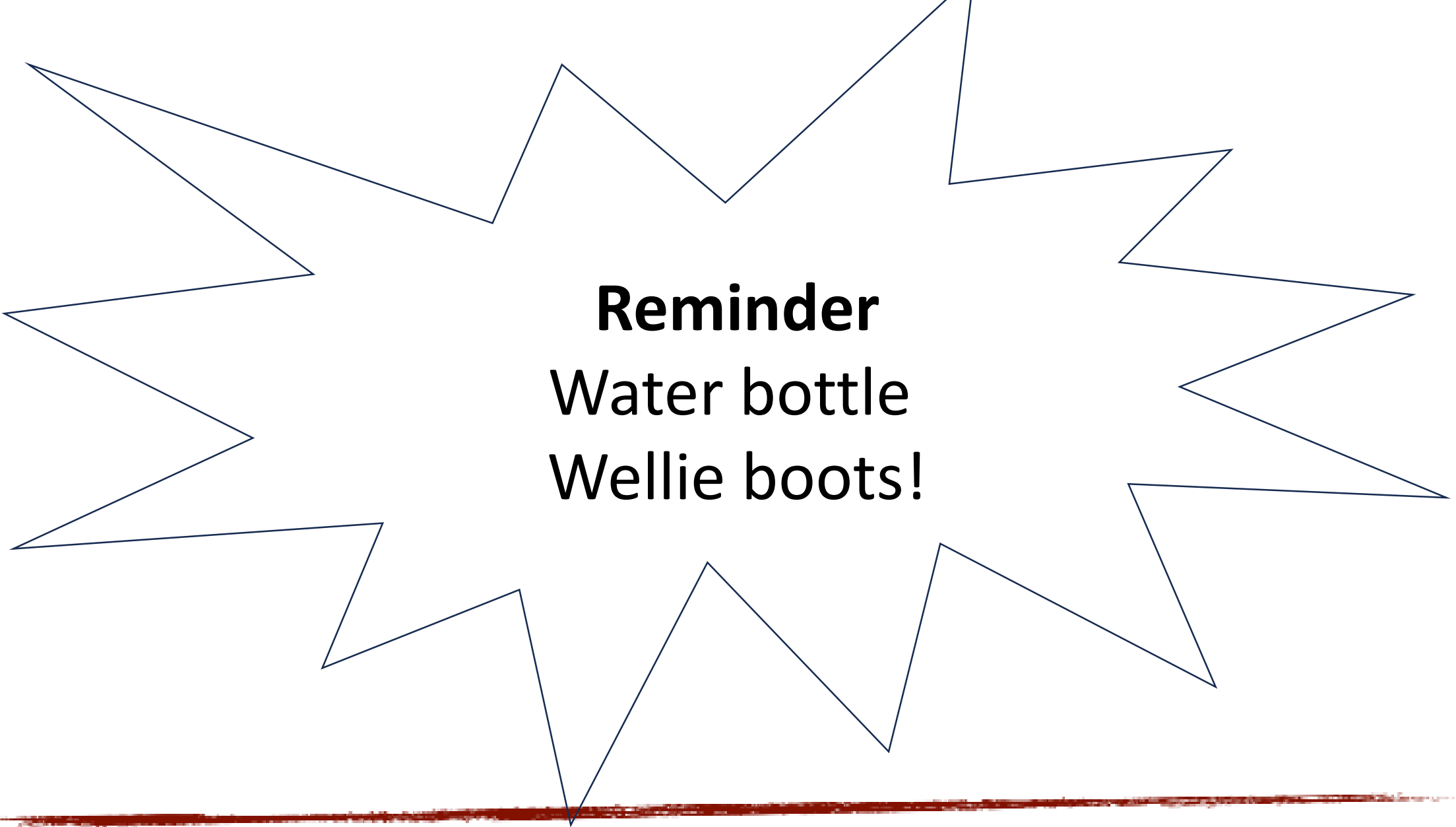


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**Reminder**  
**Water bottle**  
**Wellie boots!**

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# Our day..

On a **Thursday**, the class teachers will have time out of class for planning and preparation. Your child's class will be covered by:

Beech – Mrs Clark



Cherry – Mrs Stedman



Willow – Mrs Nash



Our PE Day is a **Wednesday**- Please bring PE kits in **W/B: 18.9**- we will need them the following week.  
**No plimsolls or trainers are required until after Christmas.**

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# Reading at home

- Your child will be able to choose a sharing book, from the class story-corner to take home. We encourage them to manage this themselves, it is up to them how frequently the book is changed.

This book is to be shared with an adult, the children are not expected to decode the words in this book.

## The children will bring home a sharing book this Friday

- Once we begin our phonics teaching, your child will bring home a wordless book. This is to encourage them to establish book behaviours (for example turning the pages) and to develop their ability to follow and talk about the narrative.



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# Reading at home

- Once your child is ready, they will start to take home a reading book from the Little Wandle Scheme- (with words)
- Once our visits to the library start, your child will also bring home a library book. This can be changed once a week when their class visits the library. This will always be on the same day, and you will be notified of this at the time.

# After Christmas!



# Phonics

- Phonics involves matching the sounds of spoken English with individual letters or groups of letters- this is how we teach children to read.
- Each week, we will introduce four new sounds.
- We use rhymes, characters and images to make it engaging and memorable.
- We are working towards your child 'blending'- mixing sounds to make a word.



<https://www.hassocks.w-sussex.sch.uk/page/?title=Phonics&pid=59>

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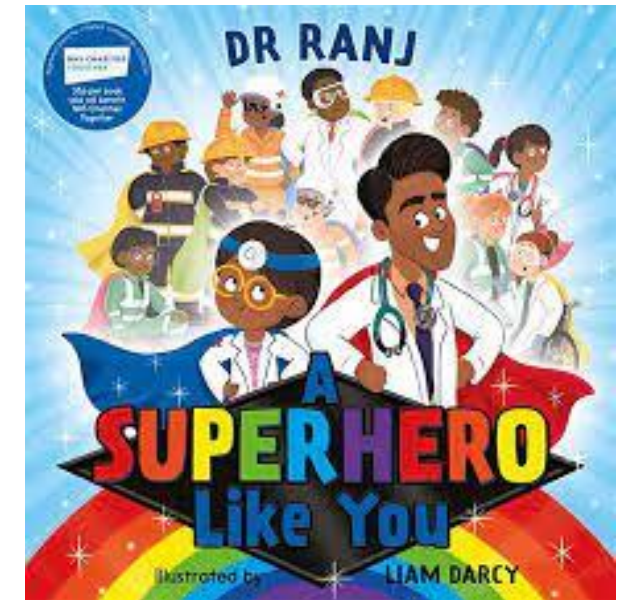
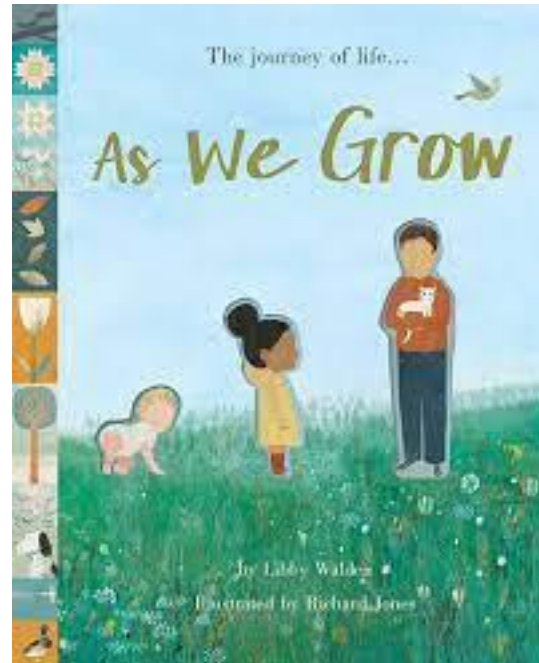
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# What will we be learning

We will start the term off by learning how to be part of a class, focusing on our personal, social, and emotional development. We will then explore how we have grown and changed and talk about our interests, experiences and families. After this, we will begin to learn about the people who help us in our school and wider community.



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### Personal, Social and Emotional Development:

- During the first weeks of school, we will be learning how to follow the routines in our classrooms. This includes sitting on the carpet and going to lunch.
- We will focus on key social skill such as making friends, turn taking and following rules.
- We will also introduce the zones of regulation and learn how to use them.

### Physical Development:

- We will practise using a knife and fork to cut our food during lunchtime.
- We will learn how to negotiate space safety whilst in the playground.
- We will also practise taking off and putting back on our shoes and socks.
- We will also learn how to participate in group games and follow the rules.
- We will start to develop our mark-making skills, focussing on how to hold a pencil.

### Communication and Language:

- We will develop our listening skills during group activities, carpet times and by working with talk partners.
- We will listen to and join in with our favourite story books.
- We will talk about ourselves and our families and share past experiences, for example our last birthday.
- We will explore how to ask a question, to find out more information.

### Literacy:

- We will develop our pre-phonics skills by playing listening games, identifying initial sounds, simple rhyming and oral blending.
- The children will begin our phonics scheme Little Wandle. We will be learning the sounds *s,a,t,p,l,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,l*. We will also learn how to write these sounds, focussing on letter formation. We will also learn the tricky words 'is', 'I' and 'the'.



### Maths:

- We will learn to subitise. This is the ability to recognise an amount without physically counting. An example of this is when we recognise the amount on a dice.
- To count objects accurately.
- To match and sort objects.
- To sequence events.
- To repeat a pattern, this may be using shapes or colours.

### Understanding The World:

- We will explore our history and the changes that have taken place as we've grown.
- We will use historical vocabulary such as 'first, then, now'.
- We will explore the roles and occupations of key people in our school and local community.
- We will explore the computers and how they work.
- We will spend time in our Mud Kitchen, learning how to be curious about our natural world.

### Expressive Art and Design:

- We will explore the different areas of our classroom including the role play and construction area.
- We will develop our creative skills by learning how to cut and stick, use block paints and paint pumps.
- We will celebrate Harvest Festival by learning the song 'Big Red Combine Harvester'.

### At home

- Take your jumper on and off by yourself.
- Retell a story and act it out using role play or small world.
- Play a turn-taking game.
- Keep on going until you complete a puzzle.
- Using a knife and fork to eat your dinner.

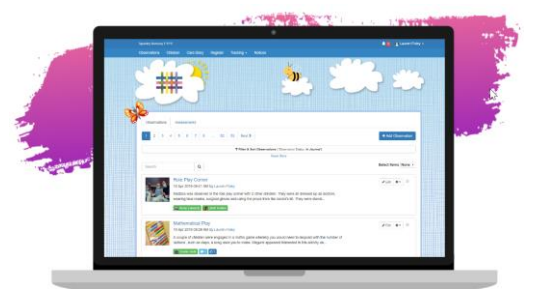
### Topic support

- Look back at baby and toddler photos and talk about the changes you notice.
- Talk about different occupations and the roles people have in our community.

# What is Tapestry?



- Tapestry is an online journal. It is a way to collect photos, videos and observations – to share information about what your child is learning.
- It can be accessed through the website or you can download an app on phones or tablets. You can view and add observations easily using the app.
- Staff will be adding observations about the children during the week.
- They will be looking to record moments when your child shows them new learning, or when they master a skill or recall a fact! They may also simply take a photo/video to show you what your child is up to at that moment.
- This helps staff to know where your child is at developmentally and plan the next learning steps for them.
- Numbers of observations will vary – we also collect evidence in other ways and want our time to be used to interact with your children, not on iPads!
- Each observation will be titled with a code to indicate the area of learning it relates to. These will be sent out for your reference in a separate Parent mail.



EYFS Codes

Area of Learning	Code
Communication and Language	CAL
Personal, Social and Emotional Dev	PSED
Fine Motor	FMR
Gross Motor	GMR
Reading	RDG
Writing	WRT
Comprehension	COMP
Number	NUM
Number Patterns	NPT
Shape, Space & Measures	SSM
Past and Present	PAP
People, Cultures and Communities	PCC
The Natural World	TNW
Expressive Arts and Design	EAD
Creating with Materials	CWM
Being Imaginative and Expressive	BIE
Characteristics of Effective Teaching and Learning	CETL
Vocabulary	VCB
Teacher	T
Adult Lead	AL
Adult Directed	AD
Unsupported/Independent Learning	U/I
Teacher Support	TS

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# Learning at home

## Tapestry Task!



- You will receive an email (on the account you provided us with) to set this up W/B: 18.9.
- For our 'Marvellous Me' topic, we would like you to upload a photo of your child with their family.
- We would also like a photo of your child as a baby and toddler, to support our understanding of change.
- These photos can be added to one post.
- Please see your child's teacher if you have any questions!

## Other Tasks

1. Can you take your jumper/cardigan off by yourself and put it back on?
2. Can you retell a story and act it out through role play or using small world toys?
3. Can you play turn taking games? (And sometimes lose!)
4. Can you keep going and complete a puzzle?
5. Can you use a knife and fork to eat your dinner?

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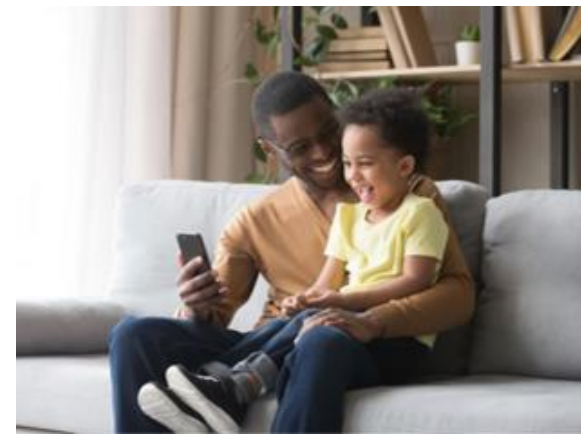
# How can you use Tapestry?



Sharing observations from home is an excellent way for us to get to know your child even better and creates a unique home/ school link. Please share;

- Everyday experiences you have together – cooking, a favourite book, gardening, jumping in puddles, building a Lego model
- Any new learning you see happening – using scissors, counting, kicking a ball, writing, making connections
- Things that link to what we are learning in school – see Parent Weekly Overview to know what we are focussing on

Spend time looking at the photos that have been added by you or by members of staff - ask your child about them. This is an important way to engage with your child's learning and to support their vocabulary and language development.



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# Questions

If you have any further questions, please come and speak to us at the classroom door or send us an email via the school office.

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