

Welcome



Reception Induction Meeting



School Values

Our values are as follows:

- **Respect** - Respect self, fellow pupils, teachers and other adults. Respect their own and others property. Respect the right that everyone can have their own thoughts, values and opinions.
- **Honesty** - Be truthful to ourselves and others.
- **Co-operation** – Collaborate with our peers to gain the most from our learning, to learn from each other and utilising everyone's skills.
- **Appreciation** - To learn to build positive relationships with others by developing effective communication, trust and to understand the worth, quality and importance of something or someone.
- **Responsibility** - To develop a sense of community, knowing that actions have an impact on them and others.



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Our focus in Reception is to develop the children's personal, social and emotional well-being and start them on their journey in becoming independent.

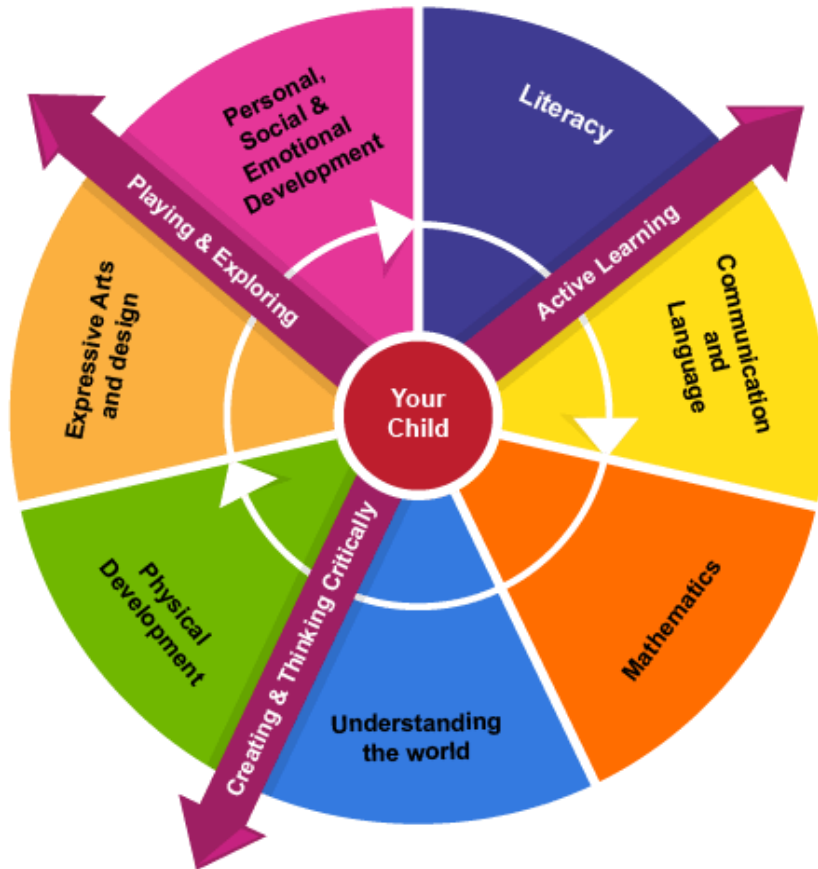
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The Early Years Foundation Stage



Prime areas of learning -

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific areas of learning -

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

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The Early Years Foundation Stage

How do we assess your child's learning and identify next steps?

Over the first few weeks we will be assessing the children using the Government Reception Baseline Assessment. It is designed to assess children's knowledge and understanding as they enter school in early mathematics and early literacy, communication and language.

Children's knowledge is assessed as they respond to questions and interact with resources.

We also carry out our school-based baseline to give us an understanding of where children are in each of the Reception learning areas.

Observations & Learning Journeys

Each child will have their own learning journey. This contains observations and your child's learning throughout the year.

Your child's teacher and Reception staff observe your child through play, adult led activities and child-initiated learning.

They use this information to plan your child's next steps.

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The characteristics of an effective learner



These form part of the essential skills we want our children to be able to do before they leave to support in developing the skills needed to be lifelong learners.

These are taught through

- Jigsaw PSHE lessons
- Reflections
- Modelled from adults
- Discussed as the life skill associated to particular learning activities.
- Form part of our behaviour and well-being approach

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The Learning Cycle



The Learning Cycle has been devised in order to help children take an increased ownership over their learning and be able to express their desires.

It is made up of 4 questions:

- What do I already know?
- What do I want to find out?
- How am I going to find out?
- What did I find out?

These are used as a start and end to each topic that is taught as well as in each lesson.

Every lesson starts with a learning question and the four questions from the investigation cycle are to be used as an assessment for learning tool throughout the lesson but particularly at the start and end of lessons.

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The Learning Cycle



We want our children to leave The Horsell Village School with three essential skills in which will support them in becoming lifelong learners.

Inquisitive minds
Creative thinking
Problem solving

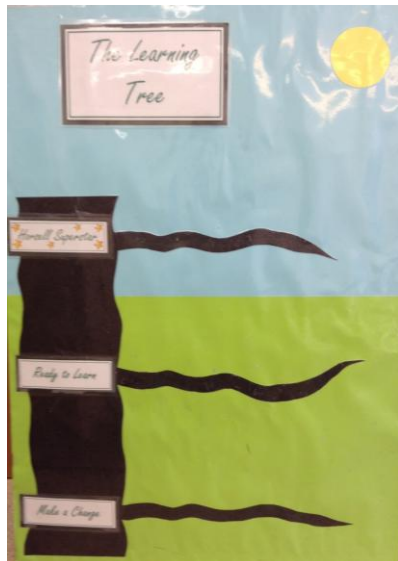
This is in conjunction with supporting children to develop a growth mindset.

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The Learning Tree

The learning tree is based around behaviours for learning as well as supporting children to identify when they are ready to learn. Alongside the learning tree we teach the children a range of self-regulation skills which enables them to be emotionally ready to learn.

- Children start the day off the tree and place their leaf on the 'Ready to learn' branch when they identify themselves as emotionally ready to learn.
- Individual support is provided and tailored to each child throughout the day if children identify themselves as not ready to learn.
- Make a change branch is a discussion point for behaviours that are not appropriate. At this stage adults use emotion coaching to identify the issue and provide structured support to enable the child the time to self regulate and return to ready to learn. Children can self-select to move their leaf should they choose to do so.
- Horsell Superstar. We celebrate through identifying moments related to our characteristics of an effective learner. These may be different and are individualised to each child.
- Horsell Hero. Each day we celebrate an individual's learning journey.

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Uniform Expectations

We strive to encourage the children to be as proud of the school community as we are.

To support this, we expect the children to come to school fully equipped for a day of learning.

Please make sure that they are wearing the correct uniform (including hair accessories in school colours) and that everything is **clearly labelled**.

Children are expected to bring their **school bag** to school every day with them (with fruit/vege snack and water bottle).

On rare occasions there are perfectly valid reasons for why your child may not come to school in the correct uniform, please inform us. However, if this continues, you will receive a slip from the class teacher, followed by Mrs Reeve or Mrs Sharkey.

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What does a day in Reception look like?

Sort Belongings – building independence

Self-registration

Reflections (Friday's only to begin with)

Inside / Outside Learning Time

Fruit and milk time

Inside / Outside Learning Time

Lunch time – in the canteen

Inside / Outside Learning Time

Through the year we build up the amount of class and group inputs.

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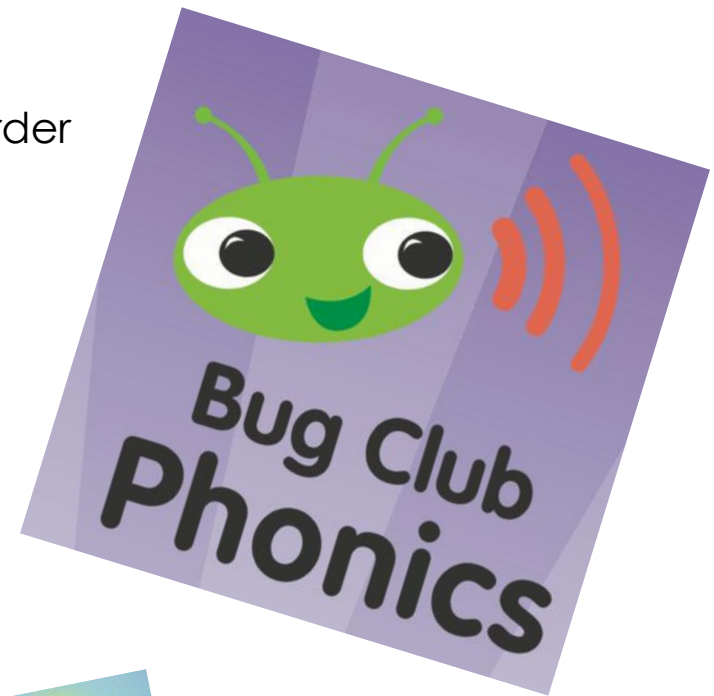
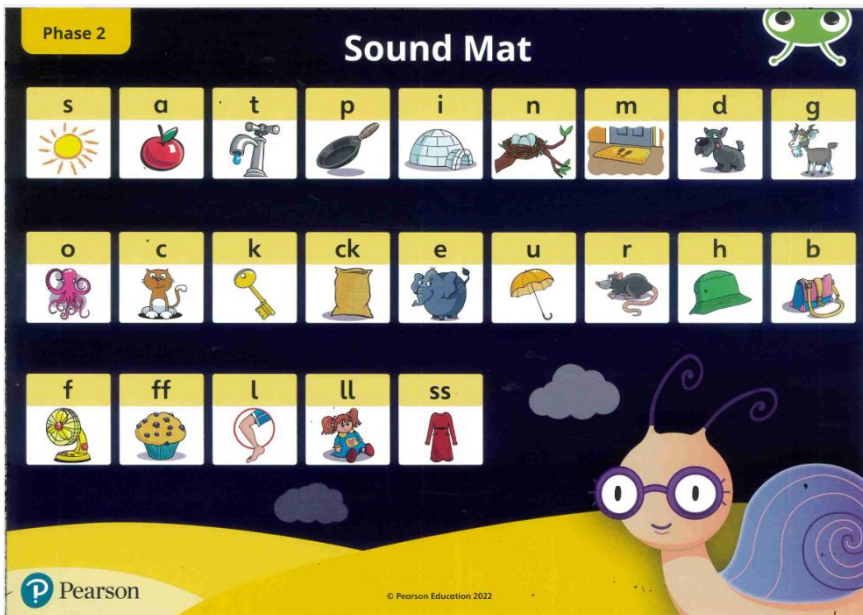
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Phonics

- We use Bug Club Phonics and introduce the Phase 2 sounds in order
- The first 6 sounds are: **s a t p i n**
- Multisensory approach using actions, rhyme and song



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Reading

- Parent Reading meeting
 - **Tuesday 30th September : 9.00am and 6.30pm**
- Children will bring home a phonics book after we have taught a set of sounds.
- Reading record, please sign and comment when you read with your child.
- We encourage reading daily for at least 5 minutes a day to begin with, building throughout the year.
- An adult will read with your child each week in school – please bring your Reading diary every day



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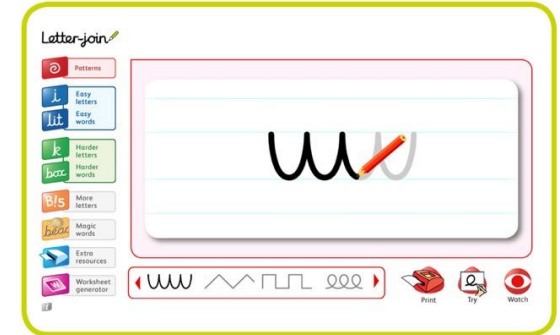
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Handwriting

- Starting with an effective pencil grip and good posture
- Handwriting patterns before letters
- We use a program 'Letter – Join' to support writing letters with lead outs
- Develop fine motor control



Letter-join 

a b c d e f g h i j k
l m n o p q r s t u v
w x y z

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Mathematics

- 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.
- 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.



» Parent Maths Meeting

» **Tuesday 18th November 9.00am and 6.30pm**



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PE



PE will begin week commencing Monday 6th October.

Monday – Foxcubs

Tuesday – Otters

Wednesday – Rabbits

Children will be coming into school dressed in their PE kits – shorts or joggers dependent on weather.

They can wear trainers but please make sure they aren't lace up, unless they can tie their own laces!

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Mental Health and Wellbeing



The mental health and wellbeing of our children is of utmost importance to us.

To support the development of emotional literacy, social skills and spiritual well-being, we follow the Jigsaw scheme of work which is a mindful approach to the teaching of P.S.H.E.

Weekly lessons include:

- Breathing and calming techniques
- Opportunities to reflect on and share thoughts, ideas and opinions
- Discussions around British Values

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Attendance

School Gates Open at 8.35 am

Doors Close at 8.50 am

School Gates open at 3.10 pm

School finishes at 3.20 pm

If children arrive after the doors have closed at 8.50am they will be marked at late. You will be asked to sign your child in at the office.

Finance

Thank you for your support

- Schools Budget 2025 to 2026
- How you can help

Top Tips

Independence on arrival – coats, bags – swift goodbye!

Independently use the toilet including washing and drying hands correctly

Taking coats & jumpers on and off

Zips, buttons and poppers

Recognising their own name

Opening and closing their school bag and snack pot!

Please name jumpers/cardigans/water bottles/snack pots

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Reminders

Please name everything!

Your child needs to have at school every day –

- Reading Record – once these are sent home
- A waterproof jacket – every day regardless of the weather
- A jumper, coat and/or a sunhat (weather dependant)
- A full water bottle
- Named small snack pot or bag (one piece)
- Long hair tied back
- No jewellery

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The year ahead...

Autumn Term

Anyone can be a hero!
(Welly Walk)
Seasons and Celebrations

Spring Term

Are we there yet?
Growing
(farm visit)

Summer Term

The Great Minibeast Adventure
(Painshill Park visit)
World Explorers

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Volunteers

Reading

Classroom jobs

Small group games

Library

Trips

Please look on our website about getting a DBS check if you are interested in coming in to help.
You also need to complete the Safeguarding training – dates on the Newsletter.

If you have one in place, please talk to your class teacher about coming in!

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Anything else?

- Please email the office if someone different will be collecting or to arrange a meeting with the class teacher for class-based concerns.
- Use our school website for information, monthly newsletters and emails from the office for sharing information. Please ensure communication through WhatsApp groups is respectful and courteous.
- Parent conferences:
 - Otters: Friday 7th November (am)
 - Rabbits: Thursday 6th November (am)
 - Foxcubs: Wednesday 5th November (am)
 - All – Wednesday 22nd October Evening Session (4-7pm) - more information to follow
- Please check the website for more information.





Thank you

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