

# Welcome to Reception Curriculum Presentation

September 2020

# Our School Creed

This is our school,  
Let peace dwell here,  
Let the school be full of contentment,  
Let love abide here,  
Love of our school,  
Love of one another,  
Love of mankind,  
Love of life itself  
And love of Jesus.  
Let us remember  
That as many hand built our school,  
So many hearts make our school.  
Amen.



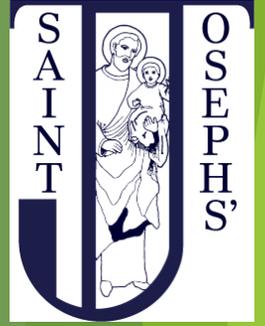
# St. Joseph's core values



We have launched our 'Behaviour for Learning' values that will form part of our school vision and mission statement. These values coincide with the EYFS characteristics for effective learning and are relevant to learners across the whole school. A separate letter has been sent out to parents, detailing the school's intent for implementing these values.

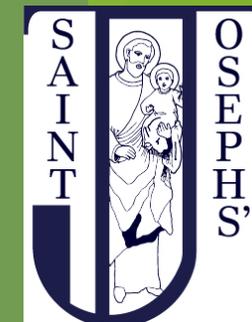
- **Respect** for God and his creation and everyone and everything around me. Listen, show gratitude, value, include, collaborate and be honest.
- **Responsibility** for my actions, behaviour, learning, honesty, attitude, equipment and decision making.
- **Resilience** –we enjoy challenges that require us to take risks, problem solve, think critically and enquire, because we believe in ourselves. If at first, we don't succeed, we try again.
- **Empathy** – we understand and value how other people feel and consider their emotions.
- **Adaptability** – we can reflect and adapt to working independently and collaboratively.
- **Ambition** – we have high expectations for ourselves, the community and wider world, as well as being proud of our achievements.

# Meet the staff



- ▶ RG - Mrs Gray & Mrs Naveira
- ▶ RPG - Mrs Pucek-Wellman, Mrs Gilbert, Mrs Shah, Mrs Gordon & Mrs Tiernan
- ▶ RI - Mrs Ibrahim, Mrs Cove & Mrs Perkins

# Timetable for the week



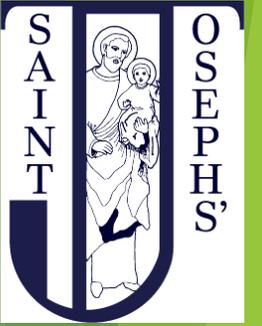
Monday	Tuesday	Wednesday	Thursday	Friday
8:40 – 9.00 Hand washing & early morning task	8:40 – 9.00 Hand washing & early morning task	8:40 – 9.00 Hand washing & early morning task	8:40 – 9.00 Hand washing & early morning task <i>RPG – Forest school (9.00 – 10.10)</i>	8:40 – 9.00 Hand washing & early morning task
9.00 – Registration & Phonics	9.00 – Registration & Phonics			
9.15 – Activity time	9.15 – Activity time			
10.10 – 10.25 Hand washing and morning break	10.10 – 10.25 Hand washing and morning break	10.10 – 10.25 Hand washing and morning break	10.10 – 10.25 Hand washing and morning break	10.10 – 10.25 Hand washing and morning break
10.25 – 11.20 Activity time Independent, guided or focused	10.25 – 11.20 Activity time Independent, guided or focused	10.25 – 11.20 Activity time Independent, guided or focused	10.25 – 11.20 Activity time Independent, guided or focused <i>RI – Forest School (10.10 – 11.20)</i>	10.25 – 11.20 Activity time Independent, guided or focused
11:20 Collective worship followed by prayers before lunch and washing hands	11:20 Collective worship followed by prayers before lunch and washing hands	11:20 Collective worship followed by prayers before lunch and washing hands	11:20 Collective worship followed by prayers before lunch and washing hands	11:20 Collective worship followed by prayers before lunch and washing hands
LUNCH 11.30 – 12.30 <i>KPW (1HR)</i>	LUNCH 11.30 – 12.30 <i>RI &amp; JG (2HRS)</i>	LUNCH 11.30 – 12.30 <i>LG PPA (1HR)</i>	LUNCH 11.30 – 12.30	LUNCH 11.30 – 12.30
12.30 – Maths input	12.30 – Maths Input	12.30 – Maths Input	12.30 – RE Input	12.30 – Maths input
12.45 – 2.30 Activity time Independent, guided or focused	12.45 – 2.30 Activity time Independent, guided or focused	12.45 – 2.30 Activity time Independent, guided or focused	12.45 – 2.30 Activity time Independent, guided or focused  (RE activities to be part of activity time)  <i>RG – Forest School (12.50 – 2.00)</i>	12.45 – 2.30 Activity time Independent, guided or focused  (RE activities to be part of activity time)  Outdoor activities – bikes, scooters and PE equipment
2.30 – 2.50 Group story time / celebration time. Distribute pictures / bags.	2.30 – 2.50 Group story time / celebration time. Distribute pictures / bags.	2.30 – 2.50 Group story time / celebration time. Distribute pictures / bags.	2.30 – 2.50 Group story time / celebration time. Distribute pictures / bags.	2.30 – 2.50 Group story time / celebration time. Distribute pictures / bags.
2.55 Home time	2.55 Home time	2.55 Home time	2.55 Home time	2.55 Home time

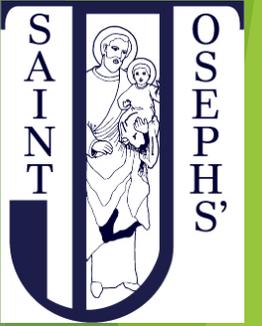
PE days are Monday & Tuesday AM (Up until Oct half term, children will access PE through the outdoor area, go noodle activities, daily mile and Friday outdoor activities. After half term, children will be taught PE in the hall using the Real PE scheme)

# RE

This year we will be covering the following topics:

1. Myself
2. Welcome
3. Judaism
4. Birthday
5. Celebrating
6. Gathering
7. Growing
8. Good news
9. Friends
10. Islam
11. Our world





# Curriculum overview

Activities in Reception are carefully planned and organised in order to provide a range of learning experiences. Individual records (Tapestry) are kept by staff to record the activities your child participates in and undertakes, as well as their progress in specific skills.

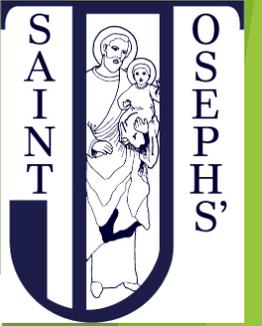
Planning for each half term is carried out using a topic-based approach, following the Cornerstone's Creative Curriculum.

There are 7 Areas of Learning in the Early Years Foundation Stage (EYFS), which activities are planned around:

- **Personal, Social and Emotional Development**
- **Physical Development**
- **Communication and Language**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

Throughout the EYFS, children will be working towards the Early Learning Goals. These describe the level of attainment expected at the end of your child's Reception year in school.

# Topics covered during the year



Do you want to be friends?



Why do squirrels hide their nuts?



What is a reflection?



Why do zebras have stripes?

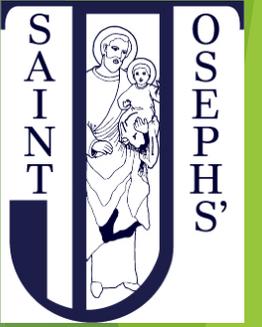


What can you see in Summer?



Will you read me a story?





# Curriculum overview

## Phonics and handwriting

- ▶ In EYFS and KS1, we use the Read, Write, Inc scheme to teach phonics. Every Friday, the children will bring home sound cards to show you which sounds we have been learning during that week. On the cards, it will also show you the rhyme to use to help your child form their letters correctly.

- ▶ In Reception we will be teaching the children to write in a pre-cursive style.

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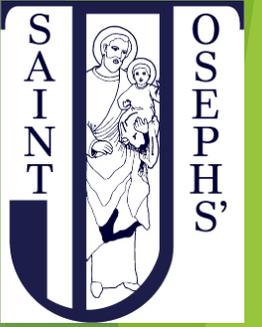
*b b b b b b b b b*

*c c c c c c c c c*

*d d d d d d d d d*

*e e e e e e e e e*





# Curriculum

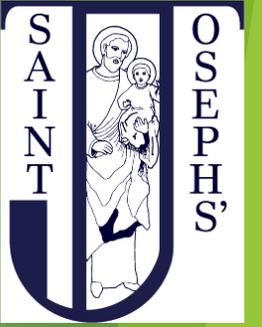
## PE & Forest School

- ▶ Our PE days are Monday and Tuesday.
- ▶ Up until half term, our PE sessions will be taught through 'Go Noodle' (an interactive music and movement programme used in the classroom), the daily mile and through planned outdoor activities. The children will not need a PE kit for this.
- ▶ After half term, on their allocated day, children should wear their PE kit to school. This should include tracksuit bottoms and a jumper, as they will be in their kit all day. We will notify you of their house colours nearer the time, so you are able to provide the correct colour PE top.

### Forest School

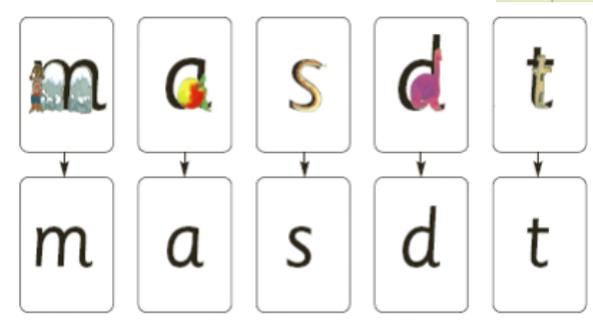
- ▶ All classes have forest school on a Thursday. They should wear their PE kit to school and bring wellington boots in a bag.
- ▶ Children should come prepared to go outside in any weather and so will need a suitable coat and extra layers as the weather turns colder.





# Home Learning

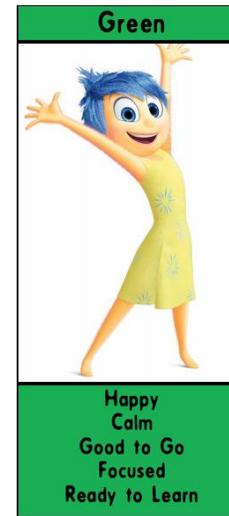
- ▶ We understand and value the support you provide for your child at home. Early years staff would love to hear about what you and your child have been doing at home. We encourage you to share your child's learning, achievements and experiences with staff, as this helps us to build a more complete picture of your child.
- ▶ **Homework**
- ▶ Sharing/reading books with parents.
- ▶ Follow up work in Sound Books.
- ▶ This should take no longer than 10 minutes per night.



# The ZONES of Regulation<sup>®</sup>

Now more than ever, children need a plan in place to help them manage their well-being and emotions. All children will have experienced an element of loss, and so they need to be able to express their emotions and feelings through a honest and trusted way.

St Joseph's have implemented the Zones of Regulation, which will be used across the whole school. The Zones of Regulation was designed towards helping children regulate their emotions and to develop effective regulation tools.



Children in all classes will be checking in with how they are feeling throughout the school day. This is to encourage independence. Teachers will then be able to observe any changes and have discussions with children when needed.

There are four different zones (four different levels of alertness)

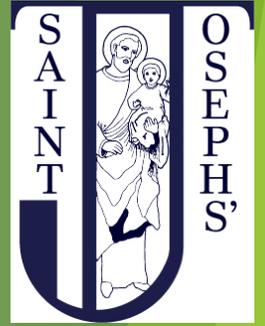
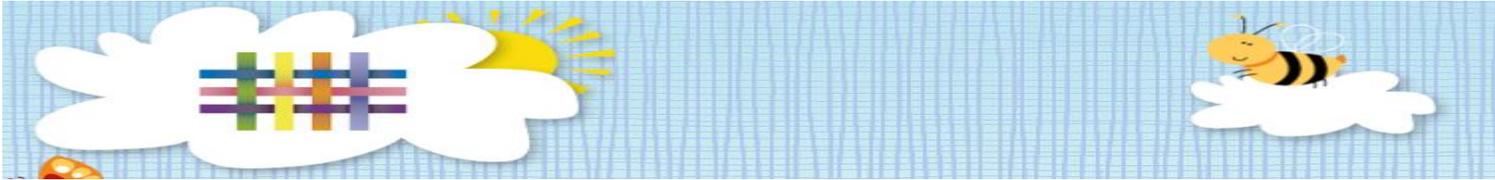
**Blue Zone** – You have low state of alertness. You are feeling sad, tired, sick or bored. Your brain is moving slowly and you can feel a bit sluggish

**Green Zone** – This is where you are feeling calm, happy, focused or content. Being in this zone shows control (Where we are most of the time!)

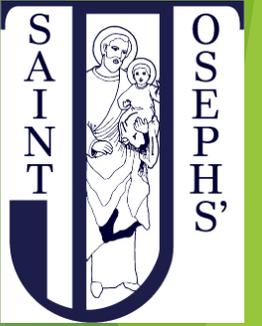
**Yellow Zone** – When you have heightened state of alertness. You have some control of your body. You can be feeling frustration, anxious, silliness or nervousness. You are starting to lose some control.

**Red Zone** – This is where you are in an heightened state of alertness. You may be feeling angry and rage. This zone can be best explained by not being control of you body.

# Assessment - Tapestry



- ▶ Throughout the year, staff will record your child's learning on an online programme called 'Tapestry.' This will form a unique record of your child's learning and development.
- ▶ It will contain samples of work, photographs and staff observations. These files enable staff to track your child's progress and attainment, and also plan future activities. You will have access to your child's records and be able to log on and see how your child is doing. You will also be able to upload any learning that your child does outside of school.



# Food

- ▶ **Lunch:** At lunchtime your child can have a packed lunch prepared at home and brought into school, or a school dinner. Lunchtime is between 11.30 and 12.30, when the children can eat lunch and then play with their friends. All early years and Key Stage 1 children are entitled to a free school meal each day. There will be a selection of different meals available each day for your child to choose from. Vegetarian options are always available. Please let us know if your child has any other dietary restrictions or requirements.
- ▶ Packed lunches should support our school's healthy eating policy. Please note that our school is a 'nut free' zone which means that all types of nuts are banned. Also note that FIZZY DRINKS/SWEETS/CHOCOLATE are not allowed in school lunches. As we have a child who is severely allergic to bananas, tomatoes and lemons, please ensure these are also not included in the children's lunches and snacks.
- ▶ **Snacks:** Children will receive a FREE PIECE OF FRUIT/HEALTHY SNACK during the day. They can bring their own piece of fruit from home if they would prefer.
- ▶ **Drinks:** We encourage all children to bring a water bottle into school.



# COVID-19 - Risk Assessment



The school has a comprehensive Risk Assessment that is updated and reviewed regularly in line with any changes to Government and local guidelines.

- Children will be asked to wash their hands at regular intervals throughout the school day.
- Regular cleaning of services is carried out during the school day and after school.
- Children need to have a named water bottle as water fountains are out of use. All classrooms have jugs of water which are used to refill water bottles throughout the day.
- Children come to school dressed in their PE kit on PE days. As the weather deteriorates children can wear navy blue track suit bottoms and a navy blue track suit top. Please ensure tops are plain and have no slogans or logos.
- Each Year group is a 'bubble' apart from Y5 and Y6 which are a combined 'bubble'

# If your child is unwell....

- ▶ If your child has symptoms of Coronavirus and you suspect it could be a case you must isolate your child at home for 10 days from when symptoms started. The rest of the household need to isolate for 14 days that includes all school aged siblings.
- ▶ You will be advised to get a test (if possible): [nhs.uk/coronavirus](https://www.nhs.uk/coronavirus)
- ▶ If the test is negative then you may return your child to school and the rest of the household no longer needs to isolate.
- ▶ If your child has a cold, stomach bug or any other childhood ailment then you keep them at home for the normal length of time until they feel better. If your child has a slight cold and well enough to engage with all curriculum activities then they can come to school.
- ▶ If your child has a nasty continuous cough or a very running nose then they would need to stay at home until they are better - particularly for younger children who may find respiratory hygiene a challenge to manage.

# Wellbeing at St Joseph's - 2020/21



For the 2020/21 academic year, the Wellbeing team will be launching a range of new agendas ensuring our children and staff are given the support needed as we return to school after the disruption of the 2019/20 school year. Their work will include -

- Implementing a new PSHE curriculum based on three core themes - health and wellbeing, relationships and living in the wider world.
- Introducing the St Joseph's Core Values and the Wheel of Wellbeing
- Reintroducing The Daily Mile and launching a whole school exercise programme
- Raising money for Young Minds - a charity focusing on the wellbeing of children and young adults

# St. Joseph's Wheel of Wellbeing



Alongside our 'Behaviour for Learning' values we have also launched The St Joseph's Wheel of Wellbeing'. The Wheel of Wellbeing, or WOW, focuses on six key themes. The primary leadership team will work alongside the wellbeing team in introducing themes throughout the school year, giving them ideas on how they can demonstrate the different areas and boost their wellbeing in the school!

- **Body** - being active and keeping healthy
- **Mind** - promoting life-long learning and being open to trying new things
- **Spirit** - looking out for others, practising random acts of kindness, giving thanks
- **People** - connecting with others
- **Place** - savouring our surroundings
- **Planet** - looking after our planet

