

Welcome to Reception

Rosehill Infant School



Meet the staff

Miss Barkes



Miss Rani



Miss Barfield



Mrs T



Our school values

At Rosehill we REACH for
the stars. We aspire to
be:

Respectful
Enthusiastic
Aspirational
Creative
Happy

Our school motto is:

'Together we are amazing, together we shine'

The Curriculum

7 areas of learning

3 Prime areas

- *Personal, social and emotional development*
- *Physical development*
- *Communication and language*

4 specific areas

- *Literacy*
- *Mathematics*
- *Understanding of the world*
- *Expressive arts and design*



Daily routine

- Start time 8.45am School finishes 3.15
- If your child is sick contact the school office on 01332 229229 (leave a message if no answer)





School Uniform

Jumper £9.10

Cardigan £9.60

Book bag £5.60



Please make sure all uniform is labelled with your child's full name.

Children will also need to bring a named water bottle into school every day.



PE Kit



PE takes place every **Thursday afternoon**.



White top, navy/black shorts, joggers or leggings and trainers or pumps.



Please ensure that **no jewellery** is worn at school. Earing or studs must be taped at home for PE.

Good to be Green



Our Green Behaviour:

We walk sensibly around school.

We remember to use good manners.

We share with our friends.

We take turns.

We are kind and helpful.

We show our friends and teachers respect.

We are good role models.

We remember to value our friends' personal space.

We try our best with our work.



Yellow Behaviour Sanctions:



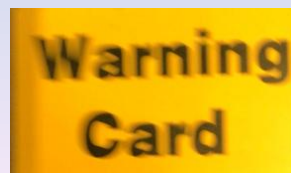
Using bad words.	Apologise and 5 mins timeout
Repeated shouting out and/or making noises.	Miss 5-10 mins of play/lunch time
Not following instructions by an adult.	Name on sad face & Stand by adult 5 minutes
Not being sensible on the stairs - running, squealing and being silly.	Repeat sensible action with an adult (modelled)
Disrupting others.	Miss 5-10 mins of play/lunch
Rocking on your chair.	Reminder and yellow card
Repeatedly not sharing.	Apologise and 5 mins timeout
Leaving the classroom without asking the teacher.	Name on sad face
Being unkind or nasty.	Apologise and 5 mins timeout
Play fighting.	Leaving the playground/classroom 5 mins

Red Behaviour Sanctions:



Swearing (to be nasty)	5 mins time out and apologise. Informal chat with parents
Violence - kicking, hitting, pushing or saying nasty things.	Formal chat with parents, $\frac{1}{2}$ day seclusions in another class. Removal of trips/treat.
Vandalism and damaging other people's things.	Clean up where appropriate. 10 mins with SLT Formal chat with parents
Racist comments.	Seclusion with SLT Formal chat with parents. Removal of trips/treats. DCC notified - poss fixed term exclusion
Bullying (repeatedly picking on someone)	Seclusion with SLT Formal chat with parents. Removal of trips/treats. DCC notified - poss fixed term exclusion
Repeated defiance - ignoring an adult.	10 mins seclusion in partner class Informal chat with parents
Stealing.	Formal chat with parents 10 mins seclusion with SLT.
Continuing yellow card behaviour.	5-10 mins time out and apologise. Informal chat with parents

3 x red cards per half term = loss of trips/parties etc.



Golden Rules







Rosehill Infant School

SUMMER MENU 2023

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	Chicken rolls with fish cake and parsley sauce Cheese sandwich Served with sliced potatoes, broccoli, sweetcorn Rainbow sponge with custard	Chicken pasta Meat-free sausage rolls Cheese sandwich Served with garlic bread, wedges, broccoli Raspberry mouse cake	Braised lamb pie Quorn sausage, Yorkshire pudding Cheese sandwich Served with roast or creamed potatoes, carrots, cabbage, gravy Strawberry Cheesecake	Chicken curry Homemade vegetable samosas Cheese sandwich Served with pilau rice, roast beef, green beans, sweetcorn Homemade biccuit	Gold fish finger Cheese and onion quiche Cheese sandwich Served with oven chips, baked beans, mixed vegetables Carrot cake or ice lolly
WEEK 2	Chicken sausage Fish stars Cheese sandwich Served with potato wedges, mashed potatoes, Yorkshire pudding, sweetcorn, peas, gravy Orange sponge	Shepherd's Pie Bolognese Mushroom cheese Cheese sandwich Served with garlic bread, broccoli, cauliflower Jelly with fruit	Shepherd's pie Vegetable party Cheese sandwich Served with Yorkshire pudding, mashed potatoes, cabbage, carrots, gravy Ice-d yoghurt	BBQ Chicken and rice Mashed fish Cheese sandwich Served with herby potatoes, sweetcorn, cauliflower Homemade biccuit	Chicken burger with cheese and salad/ Early Years Chicken Nuggets Veggie burger with cheese and salad Cheese sandwich Served with spaghetti hoops, mixed vegetables Watermelon or iced cake
WEEK 3	Zambalano Salmon fish cake Cheese sandwich Served with Noon bread, sliced potatoes, sweetcorn, peas Chocolate cake and custard	Chicken pizza Tomato pizza Jacket potato and tuna Served with potato wedges, baked beans, mixed vegetables Ice cream or fruit	Roast chicken with stuffing Quorn fillets Cheese sandwich Served with roast or creamed potatoes, cabbage, carrots, gravy Blueberry muffins	Spicy lamb patty Tomato pasta Jacket potato and baked beans Served with garlic bread, mashed potato, peas, cauliflower Chocolate brownie	Buttered fish Quorn bunnies Cheese sandwich Served with oven chips, mushy peas, carrots Cupcakes
AVAILABLE DAILY	Fresh solid bar, Fresh fruit, Yoghurts, Milk, Jugs of water				



Please support us with encouraging your child to try different foods/textures as well as using cutlery.





Level 3

Today, we have been learning ai.

Picture



snail

Action



Draw a spiral snail's shell.

Word List

Can you sound out these words?

rain

wait

tail

main

pain

aid

Song

((To the tune of 'The Animals Went in Two by Two.'))

Who is it that's eating all the plants?

ai - ai - ai - ai!

Who is it that's eating all the plants?

- A way of communicating between school and home.
- Showing you lots of wonderful things we are doing in school and giving information.
- If you haven't set it up yet please ask for your personal joining code .



SCOPAY

SCOPAY is our payment system as we are moving towards being a cashless school.

It is **vital** you are set up on SCOPAY as we use this system to pay for trips, visits, snack and other payments such as school uniform.



Rosehill Reception class

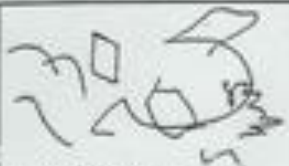
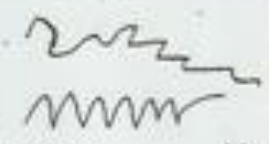
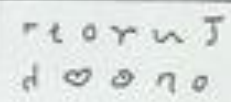
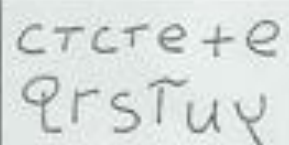
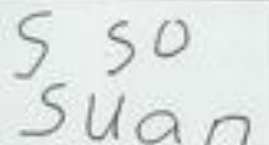
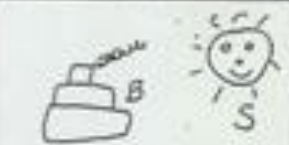
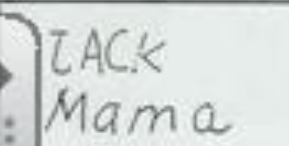
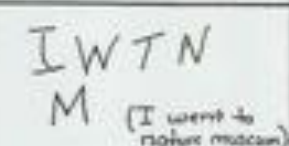
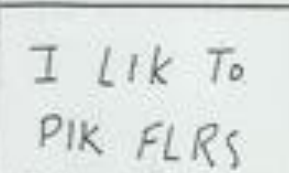
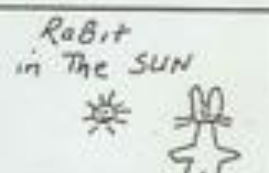
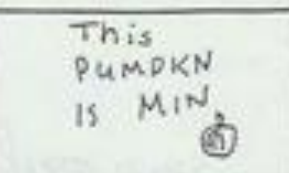
Snack/activity money - £1 a week

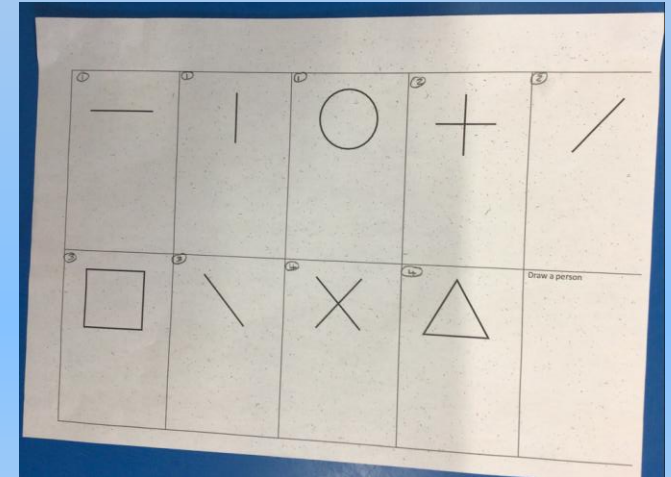
You may want to pay for each half term.

We give children Fruit, vegetables, cheese and crackers, toast, breadsticks and a choice between milk and water



Early Writing

 1. Scribble Stage (Starting from any place on the paper)	 2. Scribble (Left to right progression)	 3. Mock Letters (Can be personal or conventional)
 4. Letter Strings (Left to right and progressively downward)	 5. Groups of letters with space in between to resemble words	 6. Picture Labeling (Matching beginning letter to sound)
 Copyes Environmental Print	 8. Uses first letter of a word to represent the word	 9. Uses beginning letter and ending letter to represent the word
 10. Hears medial sounds (Writes word with beginning, medial and ending letters)	 11. Phrase writing	 12. Whole sentence writing



DOUGH DISCO MOVES

ROLL Roll the dough into a ball using your hands. 	SAUSAGE Roll the dough between hands moving backwards and forwards to make a sausage. 
POKE Poke the dough with each finger and thumb in turn to make holes in the dough. Remember to swap hands so all fingers and thumbs are used. 	PANCAKE Hold the dough in one hand and push the other hand flat into the dough. Repeat this until the dough is flat. 
SQUEEZE Squeeze the dough with all the fingers and thumb, using a fist, one hand at a time. 	PINCH Hold the dough in one hand and use the thumb and index finger to pinch the dough. Remember to swap hands and repeat. 

The early learning goals

EYFS - Literacy

ELG: 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.

ELG: 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.



Phonics (see separate powerpoint)

Daily phonics helps your child to read and write words.

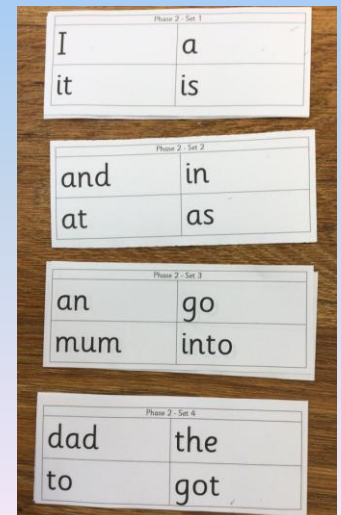
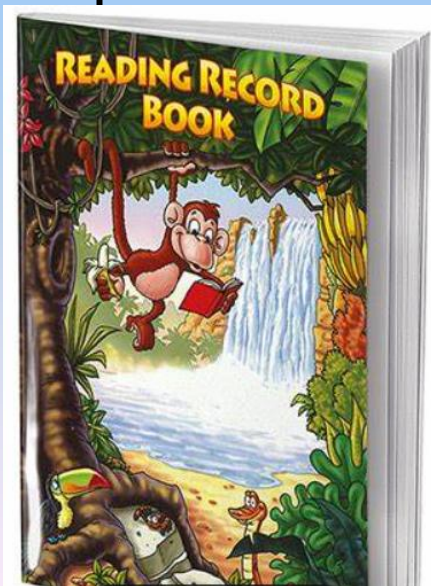
You will be given sound mats and some work for you to help your child to do at home.

Make the learning fun and please share on class Dojo.

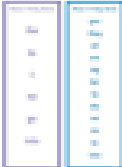
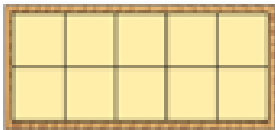
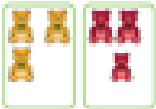


Reading

- Please read at least 3 times a week
- Write in the reading record every time
- They will also get a name card, phonics sounds, tricky words and alphabet mat to practice at home

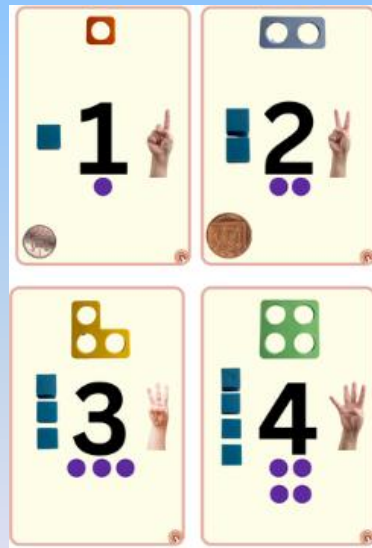


What is in my book bag?

Item	How to use it
	Please listen to your child read every night if possible or at least three times a week. Please write a short note in the diary or simply a tick and a signature. Our books are expensive, please look after them and keep them in the wallet provided.
	Level 2 sound mat: We usually learn 2 sounds a week. Point to the sound and see if your child can say the sound. We will put videos on class Dojo to show parents how we pronounce the sounds. We use these mats when we are writing in school.
	Tricky Words These are words difficult to sound out so we practice recognizing them. Point to a word and ask your child what it says. If they are unsure say 'my turn-the', 'your turn-the'. Encourage your child to join in with you.
	Ten frame Your child can put objects in each of the boxes and count them. Try putting in 5 and see how many empty boxes there are, so how many more to make 10? You could try this with every number. It might be fun to put sweets in the boxes and see how many ~~one left~~ each time you eat one.
	Number line This could be used for counting, number recognition, or you could point to a number and ask what is one more than or one less than etc.
	Subitising cards ~~Subitising~~ Subitising means we learn to recognise how many there are in a group without counting and this is an important skill in Reception. You could also play games with a dice to help with this.
	Letter and number formation It is really important that children learn to form letters and numbers correctly. This will help your child to write quickly and neatly.

Maths

The early learning goals



EYF5 - Mathematics

ELG: 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.

ELG: 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.



A Guide for Parents

Screen Use Guidance for Early Years



Helping young children build healthy habits with technology from the very start.

What the guidance says..

Under 18 months

Avoid screen use (other than video chatting with loved ones).

18-24 months

Avoid if possible. If you do introduce screens, choose high quality content and watch together.

2 -5 Years

Aim for no more than 1 hour on high quality screen time per day. Less is better.

Message for parents:

- Prioritise play, talk and reading.
- Limit passive screen viewing.
- Keep devices away during meals and before bed.



Please encourage independence at home.



I can go to the
toilet on my own.



I can feed
myself.



I can dress
myself.



I can recognise my name and write some/all of it.



I can understand 'no' and 'stop' to keep me safe.

I can ask for help.



I can open and enjoy a book.

"Ready to Learn"

Children do not need to start Reception able to read or write.

The skills that matter most are:

- Communication
- Independence
- Confidence
- Resilience
- Curiosity
- Positive relationships
- Healthy routines (sleep, nutrition and exercise)

These are the foundations that help children thrive in school and beyond.

Thank you!

