



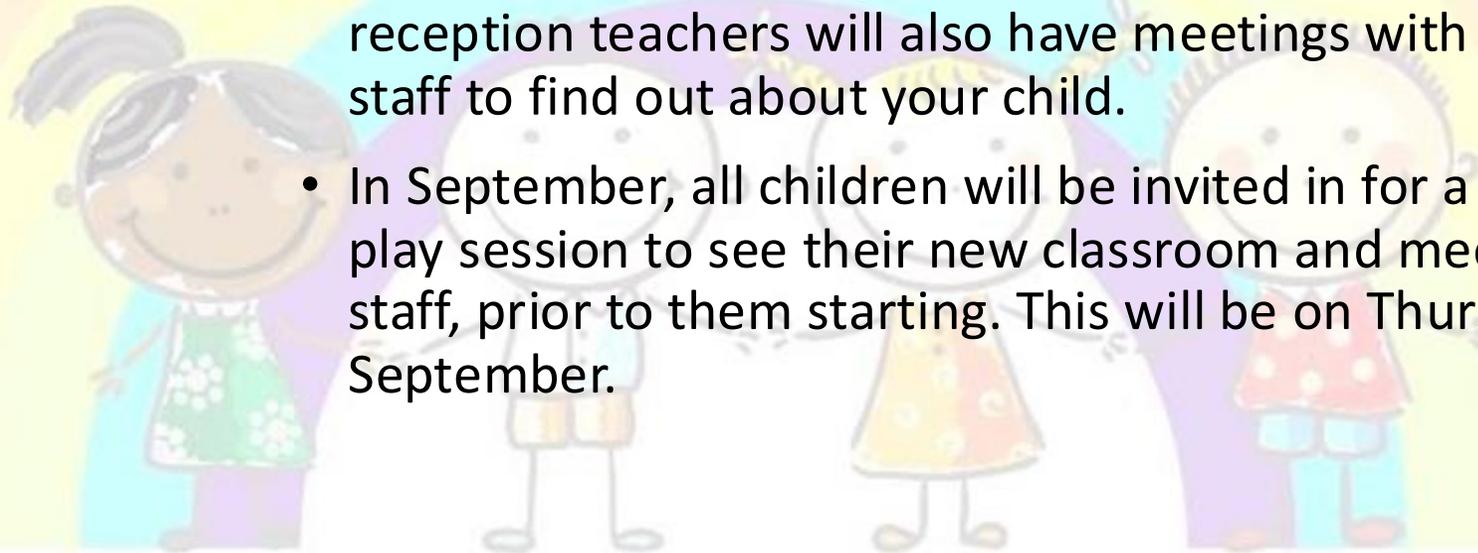
Carterhatch Infant School

The best start in life for all our children-no excuses, no compromise

Beginning of the year

Meet the teacher:

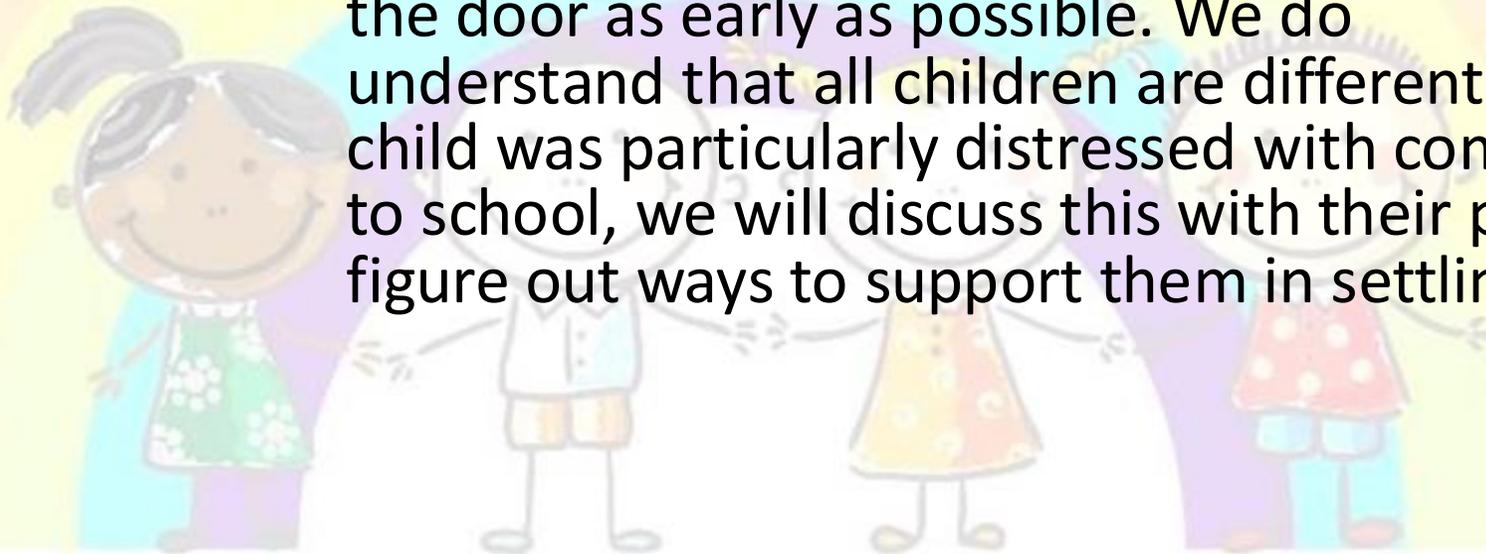
- For children brand new to the school, the parent and child will have a home visit. This is a chance for us to get to know your child and discuss any questions/ concerns you may have in private.
- The children currently in Nursery will not have a home visit as they are already in our school and will be coming across to Reception regularly over the next month to meet their teachers and start to get use to their new environments. The reception teachers will also have meetings with the nursery staff to find out about your child.
- In September, all children will be invited in for a stay and play session to see their new classroom and meet all the staff, prior to them starting. This will be on Thursday 4th September.



Beginning of the year

The first few days:

- All children do half days for the first few days they attend. This is to support them settling in the long run. Some children have never been to any school/ Nursery setting before, some have but it has not been at our school and even those that have been to our school, reception can be quite different and feel like a much longer day so we like to settle them in slowly.
- We do encourage parents to leave their child at the door as early as possible. We do understand that all children are different and if a child was particularly distressed with coming in to school, we will discuss this with their parent to figure out ways to support them in settling.



School day

Start and finish times

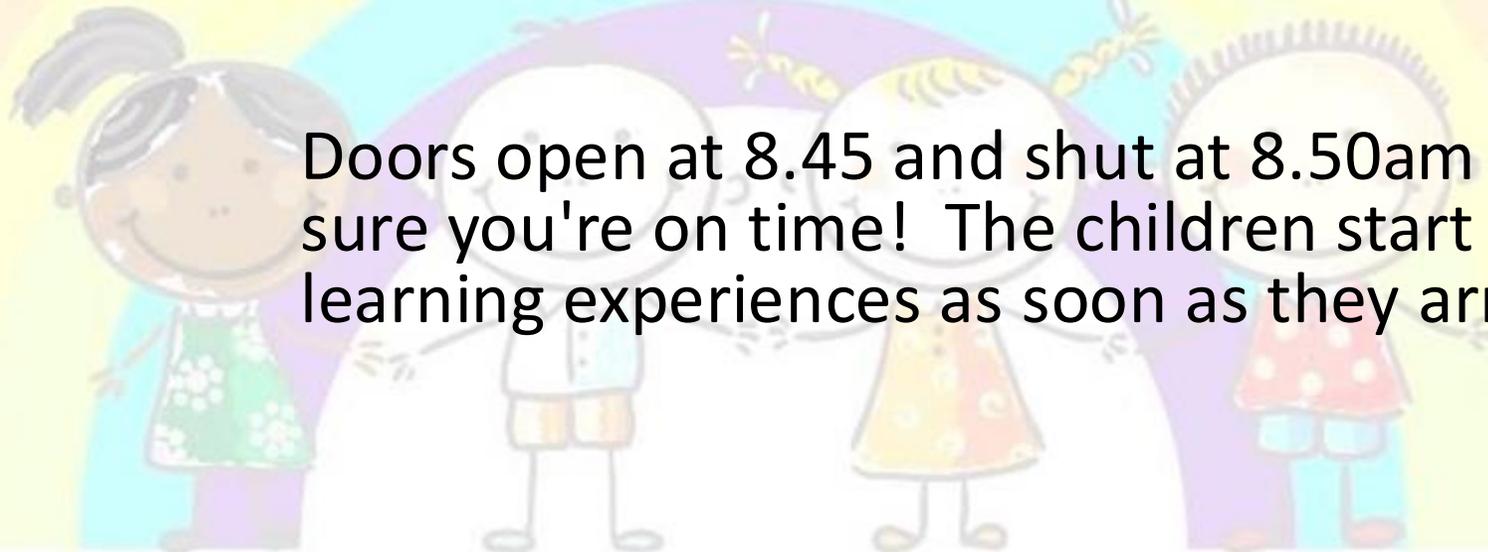
- Nursery:

8.40am to 11.40am or 12.20pm to 3.20pm
(3-hour sessions giving 15-hour week)

- Reception, Year 1 and 2:

8.45am to 3.15pm
(6.5 hours per day – 32.5 hours per week)

Doors open at 8.45 and shut at 8.50am so make sure you're on time! The children start their learning experiences as soon as they arrive!



Uniform & PE kit

School Uniform

Uniform is available to purchase from the school office, it is best if you bring your child with you to buy it so that you know that it fits. All uniform should be named so that it can be returned to your child should it get misplaced.

Please speak to the school office if purchasing the uniform will cause you difficulties, we may be able to support you with this. We have kept our uniform as simple as possible, and we do have a small amount of pre-loved uniform available.

Your child should wear school uniform so that they feel part of the Carterhatch Community.



Uniform & PE kit

Your child will require the following uniform:

- Trousers/skirts/pinafore dresses in black or grey.
- White Polo shirts.
- Green sweatshirts or cardigans with school logo
- Shoes/trainers must be black and where possible have Velcro straps.
- Summer dresses should be green check (gingham).
- Coats should be warm and waterproof.
- Please put your child's name in **all of** their clothes.



Uniform & PE kit

PE Kit

Your child should attend school dressed in their PE kit on all PE days.

Items needed are as follows:

- White t-shirt
- Black shorts
- Plimsolls or plain black/white trainers
- Black tracksuit bottoms (For outdoor sessions when the weather is cooler)
- Black jumper (For outdoor sessions when the weather is cooler)
- Hair tie for children with long hair
- Children are **not** allowed to wear earrings or jewelry in PE for safety reasons. Please remove earrings before school on the morning that your child has PE or medical masking tape will be applied over the earrings for safety precautions.

Please label **ALL** items with your child's name.



Reception curriculum overview

Phonics
 Maths
 Group reading sessions
 Core book
 Focus week
 Focus activities
 Learning through play -
 going on their
 interests

Carterhatch Infant School

Reception Curriculum Overview for Parents Autumn Term - 2024

Literacy

Core book Texts:
 We will be exploring a core book over a 2-3-week period where we will think about making predictions, summarising and sequencing the story, learning new vocabulary and making links to our writing.
Core books this term will be:
Autumn 1 - To enjoy reading stories and discussing the pictures and key elements.



'Walking through the jungle' – repetitive language and vocabulary, confidence in re-telling stories and acting out simple story lines. Links to phonics phase 1 with rhythm and rhyme.
'Meesha Makes Friends' - Links with PSED; looking at the school 'learning friend' Kindness Kai - supporting friendship making, sharing, good behaviour for learning. Links to D&T with designing and making their own 'friends' using different art materials.

Autumn 2 –



'Naughty Bus' - linking to past and present in terms of their own journeys they have been on – can they re-call and **spak** about where they have been. Geography skills looking at a different location – London. Making up their own 'naughty bus' stories as a class.
'The Very Busy Spider' - linking to having an author study of Eric Carle and producing artwork linked to Franz Marc by looking at the Eric Carle book 'The Artist who painted the blue horse'.

We will also look at stories linked to the Christmas theme and link to festivals and celebrations we have with our families.
 Throughout core book time we will also make links to other fiction and non-fiction texts that relate to topics covered in the stories.

Handwriting – (using the Little Wandle formation patters)
 A focus on lower case letter formation phonic sessions and any writing activities in explore and learn time. Number formation in maths sessions. To practise writing their name.

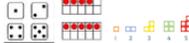
Phonics – Little Wandle Scheme
 Each daily 15 minute session for this term will be focusing on the teaching and learning of the phase 2 sounds and tricky words and how to apply them in their independent and supported reading.



(Please follow links to [Little Wandle parents](#) page to access pronunciation and formation guide for each letter.)

Mathematics

Secure knowledge of numbers to 5, including:
 - Recognise up to 5 objects in different representations, quickly without counting ('subitising').




- numeral recognition
 - 1 more and 1 less



- composition of numbers – how they can be made e.g. 1+4=5 2+3=5

- Comparing and matching sizes, patterns and amounts.



Please follow this link to [White Rose Maths parents](#) page for more ideas of how to support your child.

You can also download the White Rose app for your child to be able to play games through, which will support their mental arithmetic:
<https://whiterosemaths.com/1-minute-maths>

The following YouTube page also shows Little Wandle phonics sessions - [Lesson 1 - Reception - YouTube](#)

Communication and Language:

- To listen to and discuss stories regularly – linking to the 'Tales toolkit' – who are the characters, what is the setting, what is the problem and how does it get solved.
- To show understanding of the importance of listening – support with our 'learning friends', the use of the behaviour toolkit, Makaton signs where needed, the class visual timetables.
- Articulate their ideas, thoughts and feelings in full sentences, where possible - Adults to model vocabulary in explaining what they have been playing and learning, how they are feeling, and sharing their wants and needs e.g. "Help me please", "I need the toilet"



Understanding the World:

- Talk about members of their immediate family and community.



-- Explore the natural world around them and understand changes they see e.g. The changing of the seasons and the effects on the natural world around them such as the leaves changing colour, animals going into hibernation, the weather feeling cooler.



This will be supported through - learning experiences in our own outside areas and a differing environment of our school field, the use of photos, videos, foraging and maps.

Computing

- Introduce the idea of internet safety – making their class safety robots, link to use of computers and ipads.
- Programming code-a-pillars.



Physical Development

- To enjoy eating and experiencing a variety of new foods through their school lunches. Understanding the need for healthy eating through school dinners, fruit snacks and drinking water. Introduce sorting of healthy and unhealthy foods.

PSED

- To tidy away their activities – encourage independence in this and following visual prompts.



Expressive Arts and Design:

- To explore using different media such as wood, crayons, paints, collage, junk modelling and experiment in the different effects these mediums create.



-To join in with imaginative role-play, creating their own story lines – using their own real life experiences and ideas read in core book/ favourite texts to suggest ideas.



To develop understanding of how to plan and design what they wish to produce - using materials and tools safely to make their ideas.

Home Learning

Please support your child at home with their learning by:

- ✓ Daily reading sessions with books sent home.
- ✓ Practising letter sounds and tricky words being sent home weekly.
- ✓ Practise number recognition and subitising, using number

Learning Buddies

We encourage the children to follow our carterhatch school values and instill them in all that we do - they support the children to have good behaviour for learning as well as in social situations – turn taking, manners, sharing, tidying up, helping one another.

Carterhatch Infant School 

Resilience Ruby 

Resilience - Helping us to stay strong!

Name: _____ Date: _____



Signed: _____

Carterhatch Infant School 

Perseverance Polly 

Perseverance - Keep Trying!

Name: _____ Date: _____



Signed: _____

Carterhatch Infant School 

Kindness Kai 

Kindness - making our world a happier place!

Name: _____ Date: _____



Signed: _____

Carterhatch Infant School 

Challenge Chico 

Challenge - Be brave - You can do it!

Name: _____ Date: _____



Signed: _____

Enrichment activities

Reception



Through the year we often have:

- Winter yoga session and/ or chicken shed come in.
- Go to the firestation
- Main trip is to the farm in the Summer term
- Forest school



Reading

Phonetically decodable books to match their current phonics phase in Reception and Year 1.

Children will also read books that are organised by coloured Book Bands which will be appropriate to each child's level of comprehension and decoding.

What will my child be bringing home?



Reading

Reading books are graded by difficulty by reading levels known as Book Bands. Each Book Band has its own colour.

What do Book Band levels mean?

This chart gives an indication of the range of Book Band levels at which most children will be reading as they progress through primary school.

Reading Recovery Level	Book Band	Year Group	Reading Level	Reading End of Year	Little Wandle Phase	Term/ End of Year	
	Phonics – Blending by Christmas		Reception	0.2		Phase 2	Reception Autumn 1
Level 1	Pink 1	Reception	0.3		Phase 2	Reception Autumn 2	
Level 2	Pink 2	Reception	0.4		Phase 3	Reception Spring 1	
Level 3	Red 1	Reception	0.5		Phase 3	Reception Spring 2	
Level 4	Red 2	Reception			Phase 4 (a)	Reception Summer 1	
Level 5	Red 3	Reception	0.6	By end of Reception year	Phase 4 (b)	Reception Summer 2	By end of Reception year
Level 6	Yellow 1	Reception					
Level 7	Yellow 2	Year 1	1.1		Phase 5 (a)	Year 1 Autumn 1	
Level 8	Yellow 3	Year 1			Phase 5 (b)	Year 1 Autumn 2	
Level 9	Blue 1	Year 1	1.2		Phase 5 (c)	Year 1 Spring 1	
Level 10	Blue 2	Year 1	1.3		Phase 5 (d)	Year 1 Summer 1	
Level 11	Blue 3	Year 1			Phase 5 (e)	Year 1 Summer 2	By end of Year 1
Level 12	Green 1	Year 1	1.4		See Little Wandle Progression Reception & Y1 overview		
Level 13	Green 2	Year 1					
Level 14	Green 3	Year 1	1.5				
Level 15	Orange 1	Year 1					
Level 16	Orange 2	Year 1	1.6	By end of Year 1			
Level 17	Turquoise 1	Year 1					
Level 18	Turquoise 2	Year 2	2.1				
Level 19	Purple 1	Year 2	2.2				
Level 20	Purple 2	Year 2	2.3				
Level 21	Gold 1	Year 2	2.4				
Level 22	Gold 2	Year 2	2.5	By end of Year 2			
Level 23	White 1	Year 2	2.6				
Level 24	White 2	Year 2					

Reading at
home

Reading with
your children.

Reading is a great habit. Like all habits, it needs repetition and regularity to establish itself.

Giving a child time and full attention when reading with them, tells them they matter.

It builds self-esteem, vocabulary, feeds imagination and even improves their sleeping patterns in young children.

10 Tips on Hearing Your Child Read



1. Choose a quiet time

Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.

2. Make reading enjoyable

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.

3. Maintain the flow

If your child mispronounces a word do not interrupt immediately. Instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds rather than 'alphabet names'.

4. Be positive

If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.



5. Success is the key

Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect. Remember 'Nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.

6. Visit the Library

Encourage your child to use the public library regularly.

7. Regular practice

Try to read with your child on most days. 'Little and often' is best.

8. Talk about the books

There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read.

Reading at home

Questioning is a strategy that readers use to engage with the text.

Questioning techniques help the reader to clarify and comprehend what he is reading.

Asking the right questions.

Teaching questioning techniques can make strong readers even more advanced.

Literal Question Prompts

- What is the name of the text?
- Where did the main character live?

Evaluative Question Prompts

- How would you feel if...?
- Do you agree with..?

Inferential Question Prompts:

- How did...feel?
- What might have caused..?



Home Learning Reception

- Each week, Reception children will bring home a weekly letter with the letter sounds and tricky words they have learnt, which will be linked to the current teaching in class.
- We will also send home number and subitising cards (how to recognise an amount of items without the need to count them 1:1) in the Autumn / Spring terms with general ideas of how to support maths at home.
- We send reading books home weekly.
- We will sometimes send other ideas of activities you could carry out at home linked to learning happening in class, via Arbor emails and the newsletters.

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Regular eye tests

Your child's eyes are special. In early years, vision helps them find out about the world around them, about their home, about you.

Being able to see clearly is incredibly important in your child's overall development.

Regular eye tests for children are crucial because they can identify vision problems early, which is vital for a child's development, learning, and overall well-being.

Early detection allows for timely treatment and support, potentially preventing more severe issues later in life.



Specsavers

Children's Eye Tests

At Specsavers, glasses in our kids £65 and teens £90 ranges are free with an under-16s' NHS optical voucher, the offer also includes a free NHS eye test for under-16s too.*



Clubs

- Throughout the year, there will be a range of pre- and post-school clubs that children will have the opportunity to attend.
- Sometimes these clubs will be aimed at a particular year group.
- There is a small cost involved but please speak to us if you feel you may need support with this.
- Some of the clubs we will be running include; Gardening, football, gymnastics, dance, Outdoor sports, Lego Club and computing.



What you can do to help

- Ensure your child has a good bedtime routine - bath, story and bed (no later than 7-8pm at this age)!
- Limit the amount of screen time they have and if they do use tablets/ ipads/ phones please ensure they are watching programmes and playing games that are age appropriate!
- Talk to them about their days, draw together, play board games and puzzles, involve them in a positive way with the household chores - let them cook with you, Hoover, dust, tidy away their toys!
- Encourage them to be independent - when getting dressed, going to the toilet, feeding themselves!
- Once books are starting to be sent home from school, please read regularly with your child and practise their phonic skills – at least 5 times a week.
- Sign the reading records
- Attend the phonic, maths and story workshops which will occur through-out the year – these will guide you in how to support your child further at home so they can achieve to the best of their ability.

