

## A Day in the Life of a Reception Child

We have two large Reception interconnecting classrooms, that offer full time places for up to 60 children. Each class is staffed by an Early Years teacher and supported by Learning Support Assistants. The Reception year is the final year of the Foundation Stage where children will work towards achieving their Early Learning Goals. Reception is a gradual transition between Nursery and the more structured approach in Key Stage 1.

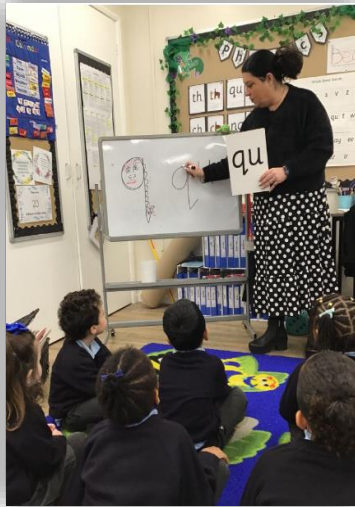
Each day lessons will include Read, Write, Inc (Phonics), Literacy, Maths and one of the foundation stage areas of learning e.g. understanding of the world, PSHE, R.E.

During the Reception year, children will also become involved more in daily school life, having their lunch in the hall, attending daily acts of whole school worship and joining Key Stage 1 on the main playground.

**Doors open and children participate in an 'Early Work'** activity, this may include: name writing, handwriting or sentence work. This is a time for you to pass on any messages to the class teacher or make an appointment to discuss any questions or concerns you may have.

**Time to talk about the day ahead and complete the calendar-** During this time children learn about the days of the week, months of the year and seasons. Number skills are also encouraged; counting to see how many children are here today, or counting backwards to work out how many children are here, if 2 are missing.

**Phonics-** The children are taught using the Read, Write Inc scheme and this starts with whole class sessions learning to match letter names and sounds, play rhyming games, begin to write letters and are introduced to the first key words. After the first half term, the children are then streamed, so phonics sessions are taught in small groups to match their individual stage of learning. The sessions include phonics, reading and writing activities and increases in time as the year progresses and sessions range from 20-60 minutes depending on the level the child is working at.



**Free Flow-** children have access to both indoor and outdoor classrooms and are encouraged to choose from a range of carefully planned activities. This is when an adult will support groups of children in their learning while the other adult makes observations of the children at play. While at play, the children are continually learning new skills and practising what they have learnt during the adult led activities. This may include specific areas of learning or how to be part of a group. Vital social skills are learnt while at play





**Literacy-** Stories form a major part of curriculum and sharing them together helps develop a love of reading and oral storytelling. Texts are carefully chosen around the term's topic or to encourage certain skills highlighted by the class teachers. These then form the 'adult focus' activity for the week, which the children complete in small groups supported by the class teacher. Children are encouraged to orally retell the stories in their play, act them out in the role play area, do a writing activity and make props for their story telling in the art area.





**Lunchtime-** The children eat their lunch in the hall, and have an earlier lunch than the rest of the school, to allow for a calm environment. We have a cook on site who prepares nutritionally well-balanced meals daily. Members of the Early Years Team serve the children their lunch and encourage the children to try new foods. There is a meat or vegetarian option and they can choose to have bread and salad from the salad bar. They also have a choice of pudding or Fresh fruit and water. Some families choose to send their children with a packed lunch. Throughout the day, children have access to fresh fruit and milk and water at the Class 'Snack Station.'



**Maths** - The first afternoon session will have a maths focus with the children learning key counting skills. We introduce new concepts of learning as a whole class then set up activities that support this learning, which the children are encouraged to complete at their own level. Observations of the children at play help us to plan next steps for individual children in order for each child to make progress at their own rate. Maths lessons always start with a counting song or rhyme to help reinforce key mathematical conceptions and recently we have been using the BBC Numberblocks episode to bring maths lessons to life.

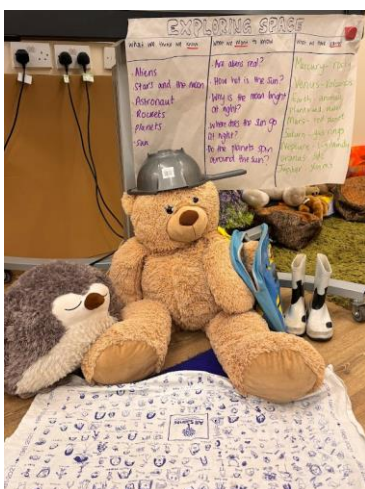




**Free Flow-** the second chance in the day to access a wide range of learning experience inside and outside.



**Understanding the World-** the final carpet session of the day has a topic theme, which may include technology, learning about the world, PE or RE elements. The children also start to attend whole school collective worship in the hall where we focus on our Christian Value for the term, learn school hymns and PSHE (Personal, Social, Health and Economic).



**Getting ready for home time**, giving out stickers for those on the happy face and choosing the star of the day. This session also includes a story or singing.

**Home time**- children are dismissed from the classroom. Throughout the week, each child will complete an activity with an adult. This is often a literacy or maths activity delivered in a fun and hands-on way. Observations are completed by the Early Years staff during the activity. We also complete observations during free flow time of any 'wow moments' in a child's learning or to record the children's interests. We use these observations to inform our planning as we like to follow the children's interests and plan for their next steps. The adult-led activities, as well as activities provided for the children's 'free flow time', target these next steps. Observations are sent out to parents via Tapestry so that you can see photos and videos of what the children are getting up to during their time in school.



