



RED HOUSE
SCHOOL

Reception Curriculum Booklet

AN EDUCATION
ENJOYED

CONTENTS

INTRODUCTION FROM THE HEAD OF THE JUNIOR SCHOOL

EYFS OVERVIEW

RECEPTION TERMLY OVERVIEWS

- Autumn Term
- Spring Term
- Summer Term

HOMEWORK

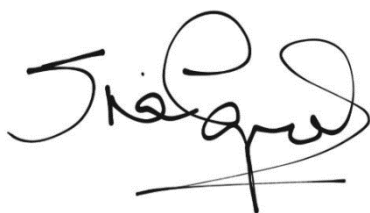
FURTHER ADVICE AND HELP

INTRODUCTION FROM THE HEAD OF THE JUNIOR SCHOOL

The early years of a child's education are crucial to their future development. Children are developing rapidly at this stage and providing them with individual attention and encouragement helps to maximise their true potential.

Within the Early Years Foundation Stage (EYFS) we provide children with a caring and nurturing environment. We encourage confidence and develop a love of learning through stimulating and creative activities both indoors and outdoors.

We work in partnership with parents to ensure every child is cared for as an individual, and is excited and motivated to learn and achieve.

A handwritten signature in black ink, appearing to read 'Simon Haywood', with a horizontal line underneath.

Mr. Simon Haywood

(Head of the Junior School).

EYFS OVERVIEW: AIMS AND OBJECTIVES

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.' EYFS 2021.

At Red House School we fully embrace the above statement. We believe that children learn best when they are healthy, safe and secure; when their individual needs are met and when they have positive relationships with the adults caring for them.

In our EYFS department, we aim to:

- create a safe, secure, stimulating and well-planned learning environment which meets the individual needs and interests of all our children
- provide opportunities through play which encourage children to develop emotionally, socially, intellectually and physically
- promote good standards of behaviour and interaction with other children and adults
- develop and maintain good relationships with parents as we work with them in partnership
- continue to build upon what the child has learned at home, broadening their range of learning experiences and stimulating their curiosity and imagination
- enable each child to develop as a happy, confident and independent learner with a well-developed sense of self-worth, responsibility and community.

The EYFS Programme of Learning

There are seven areas of learning and development in the Early Years Foundation Stage:

Prime Areas

Personal, Social and Emotional Development

- Building relationships
- Managing Self
- Self-Regulation

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Communication and Language

- Listening, attention and Understanding
- Speaking

Specific areas

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Numbers
- Numerical Patterns

Understanding the World

- People, Culture and Communities
- The Natural World
- Past and Present

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

All areas of learning and development are important and inter-connected. The prime areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. We also support children in four *specific* areas, through which the three prime areas are strengthened and applied.

At Red House School we aim to provide the above within the expectations and structure of an independent school setting. We follow broad themes which encompass all seven areas of learning. Objectives and concepts are taught through a mixture of child initiated and teacher guided activities, the ratio of these alters as the pupils progress through the Foundation Stage; Nursery aims to follow approximately 80% child initiated activities at the outset which reduces to approximately 40% before a pupil moves into Year 1.

Within Foundation stage the following broad overarching topics are followed:

| | Nursery Year 1 | Nursery Year 2 | Reception |
|----------|-----------------|--------------------|-------------------------------|
| Autumn 1 | All about me | Homes | Travel / Journeys / Transport |
| Autumn 2 | Stories we love | People who help us | Traditional tales |

| | | | |
|----------|---------------|--------------------|------------------------|
| Spring 1 | Investigating | Weather | Hot & Cold / Dinosaurs |
| Spring 2 | Heroes | Fantasy Characters | Ourselves/ Growth |
| Summer 1 | The Farm | Mini beasts | Space |
| Summer 2 | Hedgerows | Animals | Under the sea |

*Due to the time pupils can be part of Nursery we follow a 2 year cycle of topics to ensure areas are not repeated unnecessarily.

Opportunities are also given to include mini topics such as weeks on particular colours, and there are opportunities for pupils to guide the curriculum in a way that interests them.

Within all topics a wide range of activities are planned; they follow a three-tier system:

Continuous activities: these are stationary areas which offer continuous stable learning opportunities throughout the year, including mark making, water, sand, malleable materials and construction. These continuous activities provide the opportunity to repeat concepts and skills with pupils.

Enhanced activities: Within the stationary areas extra resources games or stimuli may be added. These are linked to topics or areas highlighted as a result of pupil observations.

Guided activities: Taught individual, small group or large group activities linked to a specific learning objective and outcome.

All three types of activity occur both in both the indoor and outdoor learning environments.

Assessment

All teachers plan using the appropriate learning and development requirements within the EYFS; this includes opportunities for assessment and observation throughout the year.

Home school links also provide evidence towards a pupil's profile, this includes discussions with parents, scrap books which illustrate home activities and learning and Red House Rainbows where parents record significant home events and learning.

Observational assessment and in-depth teacher knowledge go towards building a portfolio of evidence which in turn forms the Foundation Stage Profile at the end of the Reception. The information from the profile is shared with parents. It is also available, if requested, to Stockton Local Authority for regional and national analysis.

Formative assessment will be used throughout the year and pupils will be given points for development.

Differentiation and Support for MAGT Pupils

Projects will offer extension tasks, giving more gifted pupils the opportunity to take their work to the next level. Differentiated tasks will also be set, allowing pupils of different abilities to achieve their potential.

Autumn Term 1

Topic overviews:

Travel / Journeys / Transport This topic looks at popular modes of transport at home and further afield. The children look at ways they travel around the world and also share aspects of holidays. The children also look being safe around cars and other vehicles

Mini units: This term also allows for mini units on Harvest and Autumn, looking at environmental change.

Communication and Language: Linked to topic work the children will build language through group discussions. They will also work on asking questions based upon first hand observations. They will be encouraged to explain why things happen and give opinion. Activities will also expand the use of descriptive language.

French. French activities this term, will consolidate and extend understanding and language linked to greetings; saying hello and goodbye in French, in varied forms, say their name and ask how others are feeling and give a reply

Personal, Social and Emotional Development. The children will start the term by learning about the new expectations and rules for Reception. Then linked to Well Being Wednesday the children will think about change, look at ways of managing emotions and calming ourselves when upset or excited, they will also look at setting new goals for the year. They will also talk about what makes them special and unique.

Physical Development. Fine motor skills will focus upon pencil control and letter formation, the children will also work on object manipulation using tools such as tweezers and scissors. The children will also engage with weekly 'Dough Disco' sessions.

Gross motor skills in PE will be covered in Dance and Games. In Dance, ideas, images and characters allow the children to experiment with moving in different ways and at different speeds. For instance, they create dance movements based on the nursery rhyme 'Hickory, Dickory, Dock'. In Games, the focus is on throwing balls in different ways of different sizes and aiming at targets. The importance of physical fitness for the body is underlined throughout and enforced further in warm up activities.

Literacy. Reading; The term starts by looking at the story 'Find your happy' and talking about the new setting. Reading will look at story sequence and prediction through texts such as 'What the Ladybird heard on holiday' and 'We are going on a bear hunt'

In writing the children will work on writing for purpose, this includes orally preparing and recording short phrases, writing posters and labels and consolidate the writing of their names.

Phonics will focus on the teaching and application of the letter sounds s,a,t,i,p,n,m,d,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss. These are taught one a day and skills linked to segmenting and blending with these sounds are taught to support early reading and writing. Key words I, no, go, the, and to are also taught.

Mathematics: Pupils will develop a deep understanding of number, including the composition of numbers. They will compare quantities in different contexts and subitise (recognise without counting) different quantities. *They will learn the names of many 2D shapes and learn to describe their properties, such as, how many sides and corners. There will be a focus on addition using a part-whole model.*

Understanding the World: The children will start the unit by talking about their summer holidays, where we visited and look at the ways they have travelled. This will be linked to a general overview of transport now and in the past. They will then move onto transport in the local area, with a particular focus on road safety. They will complete the unit by thinking about a special adventure and how to get there and a special journey to Africa. The children will also engage in several investigations, looking at, friction, cause and effect, floating and sinking

ICT. Computing is integrated into all subject areas, through use of tablets, remote control toys and computers the children develop awareness of the use of technology alongside practical skills.

Expressive Arts and Design: Art activities linked to this term include a collage train, pattern and colour exploration using paint and toy cars. They will also create a collage/texture adventure map and African paper necklaces. The Autumn unit has links to craft hedgehogs. The role play area will be set up as an *ice cream shop*, to allow narratives on the topic. Music lessons will involve games and songs to develop children's sense of beat and turn-taking, whilst focusing on Harvest and Autumn songs.

Autumn Term 2

Topic overviews:

Traditional tales: This unit looks at key traditional tales; Goldilocks and the three bears, Jack and the beanstalk, the Gingerbread man, The three little pigs. The children will explore the events of the stories the characters and also the outcomes.

Mini units: Halloween and Bonfire night; looking at personal safety and cultural relevance. Divali and Christmas; looking at the key elements of the festival as well as more general traditions such as Father Christmas

Communication and Language: Linked to topic, the children will develop descriptive language and also extend awareness of character through role play and retelling activities. Listening skills are also developed through oral comprehension activities. Instructional language is covered when using a simple porridge recipe and decorating gingerbread.

French. French activities this term, will consolidate and extend understanding and language linked to greetings; saying hello and goodbye in French, in varied forms, say their name and ask how others are feeling and give a reply

Personal, Social and Emotional Development. This term the children will build upon their awareness of emotions, looking at happy, sad, angry and excited. They will look at ways of recognising these in others as well as themselves. Through topic work the children will look at sharing, teamwork, honesty and safety around strangers.

Physical Development. Fine motor work will continue to use dough disco sessions to strengthen the muscles in the hands. Fine manipulation activities including threading and weaving will support hand eye co-ordination. The children will continue to work on letter formation using a variety of media.

Gross motor skills in PE this half term are highlighted in Gymnastics and Games. In Gymnastics the focus is on different ways of travelling and creating shapes both on and off apparatus. In Games, the key skill is on catching balls of different sizes. This then leads to circle ball games which develop throwing and catching control, and spatial awareness. The benefits of physical fitness is underlined throughout the lessons.

Literacy. Reading will focus on the stories Goldilocks and the three bears, Jack and the beanstalk, the Gingerbread man, The three little pigs and the Jolly Christmas Postmen. The children will talk about characters, story recall and prediction.

Writing will look at the blending and writing of cvc words linked to visual stimuli. They will also be supported in writing simple sentences about key characters, wanted posters including adjectives to describe the wolf, and Christmas cards.

Phonics will focus on the teaching and application of the letter sounds j,v,w,x,y,z,zz,qu,ch. These are taught one a day and skills linked to segmenting and blending with these sounds are taught to support early reading and writing. Key words are also taught.

Mathematics: Pupils will develop their number and calculation skills within 10, learning to recall one more than and one less than for a given number. They will also look at recognising coins and adding small quantities of money. Shape and measure will focus on developing positional language and spatial awareness.

Understanding the World: Through the Literacy based topic the children will also develop science experiments to engage with wider learning. They will explore the properties of materials when building a house for the three little pigs as well as learning about woodland habitats. A 'floating gingerbread' science experiment, will develop awareness of material changes and properties.

Mini units on Diwali, Christmas and Remembrance day will develop cultural awareness and knowledge of the wider world.

ICT. Computing is integrated into all subject areas, through use of tablets, remote control toys and computers the children develop awareness of the use of technology alongside practical skills.

Expressive Arts and Design: Art skills in this unit include paint and colour mixing when creating fireworks pictures. Collage and texture when creating a bear mask. Small world and construction opportunities linked to house building will allow for model making. Role play and Drama will be developed by bringing story-based props into the role play area and small world. In Music the focus will be on Christmas songs as part of preparing for a Christmas performance at the end of the term.

Spring Term 1

Topic overviews:

Hot & Cold / Dinosaurs This unit focuses on Dinosaurs both from a historical perspective and fantasy perspective. Children investigate fossils and engage in creative activities linked to dinosaurs. The topic then looks at habitats and extreme hot and extreme cold environments (Rainforest, jungle and Polar Regions)

Mini units: Our mini units this term link to cultural celebrations, including Chinese New Year and Saint Valentine's day.

Communication and Language. Linked to topic work the children will further develop descriptive language, looking at words such as because and why. They will develop research and questioning skills, listening to the ideas of others and giving opinions.

French. This term we will revisit colours and numbers, again through games and songs, the children will count to 10 in French and beyond and name 10 colours in French.

Personal, Social and Emotional Development. The term will start by looking at worries and how we can face them, using a guided meditation called the Bye Bye Boat. The children will then develop awareness of more complex emotions such as nervousness, sadness and anger. Through discussion, topic books and shared games the children will identify these emotions in themselves and others and develop strategies to face these. This term will also look at Internet safety and being safe online.

Physical Development. Fine motor work will continue to use dough disco sessions to strengthen the muscles in the hands. Fine manipulation activities, including use of scissors and tweezers, will support hand eye co-ordination. The children will continue to work on letter formation using a variety of media.

Gross motor skills in PE are developed through Dance and Games. Linking to their study on dinosaurs, the children consider how different dinosaurs move and a dance incorporating their ideas is created. How different animals move is developed further and the children create dances based around animal stories, such as 'Angry Elephant'. In Games, the rolling, bowling and bouncing of large balls is developed. The children learn to play games such as dodgeball and roller dodgeball, which extend their fitness skills to include spatial awareness, agility, speed and reaction time.

Literacy. This unit makes use of a mixture of fiction and non-fiction texts. The children will look at the key features of both and note the differences. Through reading activities, the aim is for children to begin to read and understand short statements and phrases, including those using cvcc and ccvc words.

Writing will further develop sentence composition and recording. The children will write descriptively on the topic of fossils and recount events from educational visits. Through all

writing activities focus on use of high frequency words will be key, alongside letter formation

Phonics will move children beyond CVC words into the segmenting and blending of CCVC and CVCC words. Phonemes covered this term are ch,sh,th,ai,ee,igh,oa,or and ur. Also building a practical understanding and application of the Reception high frequency words.

Mathematics: Children will focus on addition to find the total when two groups are combined, linked to number bonds to 10. They will also explore the concepts of doubling and halving. In shape and measures, children will learn about length, height and distance and how to make comparisons and learn the names of some 3D shapes.

Understanding the World. The work on Dinosaurs will expand pupil awareness of the past, giving an awareness between recent and distant past. It will also look at change over time and altered states. The work on hot and cold habits brings in world geography and well as activities and discussions linked to habitats. Jungle work will look at animals and how they adapt to surroundings.

Mini units on Chinese New Year will help to develop cultural awareness and differences around the world.

ICT: Computing is integrated into all subject areas, through use of tablets, remote control toys and computers the children develop awareness of the use of technology alongside practical skills.

Expressive Arts and Design. Art activities will develop use of shape and form as well as colour. Creating dinosaur art will develop use of texture, collage and model making. The children will talk about what they have created and give reasons around colour and texture choices. In role play the children will recreate key stories, again talking with adults and peers about what they have used in their work. In Music, children will be working on 'Sounds all around', using their voices and instruments to explore sound.

Spring Term 2

Topic overviews:

Ourselves/ Growth. This term's unit starts with the children and looks at how they change over time and how they have families that are both similar and diverse. The topic then moves into growth in animals, looking at life cycles in birds, insects and general animal babies.

Mini units: Our mini units this term link to cultural celebrations, including Saint Patrick's Day, Mother's Day and Easter.

Communication and Language. This term will focus on families and growth. Activities will allow children to talk about themselves and their families. Developing use of descriptive language when looking at how they have changed over time. They will be supported in the use of extended sentences. Using props and images the children will develop use of narrative language when retelling shared stories, in particular, the story Owl Babies.

French. This term we will revisit colours and numbers, again through games and songs, the children will count to 10 in French and beyond and name 10 colours in French.

Personal, Social and Emotional Development. This term the children will look at the importance of rules and why we need them to keep us safe. We will also look at developing relationships within our families and wider communities. Through Wellbeing Wednesday activities, the children will continue to develop self-regulation strategies, including using breathing techniques.

Physical Development. Fine motor work will continue to use dough disco sessions to strengthen the muscles in the hands. Children will also engage in weekly finger gym activities to develop hand eye co-ordination and fine manipulation. The children will consolidate scissor skills. The children will continue to work on letter formation using a variety of media.

Gross motor skills in PE will be covered in Gymnastics and Games. In Gymnastics, the children will develop their curling, stretching and balancing skills, both on and off apparatus. Their Games skills will chiefly be on kicking skills, such as dribbling, passing, receiving and shooting. Spatial awareness will be further developed, as will pace and directional change. Physical fitness will continue to be emphasised and teamwork will be underlined.

Literacy. This unit consolidates awareness of fiction and non-fiction texts. The children will look at the key features of both and not the differences. Through reading activities, the aim is for children to begin to read and understand short statements and phrases, including those using cvcc and ccvc words

Writing this term will focus on caption writing, making use of the word because. The children will also label diagrams with technical vocabulary, particularly linked to life cycles. The children will also work on writing direct speech, making use of speech bubbles.

Phonics will move children beyond CVC words into the segmenting and blending of two syllable words. Phonemes covered this term are ur,ow,oi,ear,air,ure,er. The children will also link single letter sounds to letter names. Also building a practical understanding and application of the Reception high frequency words.

Mathematics: Children will focus on the composition of numbers to 10, and practise recalling number bonds to 5 and 10. They will explore the concept of time, thinking about the different parts of a day, such as, morning/afternoon, and begin learning to recognise an 'o'clock' time.

Understanding the World. This term the topic focuses on growth in humans and animals. Through first hand observations of their own families the children will take about family composition and similarities. They will also observe change and growth in themselves. The topic then moves onto growth in animals, looking at the life cycle of a butterfly and bird. The topic then looks at young animals in general thinking about how they are cared for.

The mini unit on Easter looks at the cultural significance of the festival both in the UK and further afield.

ICT: Computing is integrated into all subject areas, through use of tablets, remote control toys and computers the children develop awareness of the use of technology alongside practical skills.

Expressive Arts and Design. This term has a focus on portraits and how children can draw/create images of faces. They will be supported in use of artistic effect to show emotions in facial images. Work in topic will allow children the opportunity to show life cycles in creative way, making use of mixed media. In role play the children will recreate key stories, again talking with adults and peers about what they have used in their work. Music lessons will continue to build on the children's sense of beat, and they will learn Easter and Mother's Day themed songs.

Summer Term 1

Topic overviews:

Space. This topic looks at our solar system, talking about the major planets within it. It looks at space travel and develops imaginative work through fictional stories involving space travel. The children also engage in a number of space-based investigations.

Mini units: The summer term allows time to investigate the traditions of Saint George's day, Father's Day, PRIDE and Summer in general

Communication and Language. This unit gives opportunity for children to develop spoken, descriptive language in response to visual stimuli, talking about planets, rockets and other space artefacts. They also develop understanding of simple and more complex instructional/directional language. The children are encouraged to give and justify opinions and choices when talking about a trip into space. When looking at planets comparative language is developed. Imaginative language is further developed when talking about aliens.

French. This term focuses on transport, the children will be taught seven modes of transport, including a short phrase, in French, linked to each.

Personal, Social and Emotional Development. This term we start by looking at our place in the wider world and our impact upon it, talking about caring for others, animals and the environment. The unit looks at the global impact of pollution and how we can help. In Wellbeing sessions, we work on supporting resilience and change through activities and strategies to support us when we are finding something difficult.

Physical Development. Fine motor work will continue to use dough disco and finger gym sessions to strengthen the muscles in the hands. Children will also engage in weekly cutting activities to develop hand eye co-ordination. They will continue to develop handwriting skills and pencil control.

Gross motor skills in PE will be covered in Athletics and striking skills in Games. Athletics will focus on activities which the children will participate in on Sports Day: sprint, egg and spoon race, beanbag race (balancing a beanbag on the head) and an obstacle course race. In Games, striking skills will be covered in variations on rounders games and there will be a strong emphasis on teamwork.

Literacy. Space allows for a mixture of fiction and non-fiction texts. The children will use age-appropriate fact books to make discoveries about the planets and space travel alongside developing imaginative narratives. The key text 'Little moon' mixes both telling a story of a moon travelling through space, using images from the Hubble space telescope

Writing this term blends both factual and imaginative writing. The children will produce fact sheets and lists linked to real space travel and develop use of descriptive writing when looking at aliens. They also revisit the language of direct speech.

Phonics will move children beyond CVC words into the segmenting and blending of two syllable words. They will revisit all phonemes covered this year. The children will also link single letter sounds to letter names. They will also build a practical understanding and application of the Reception high frequency words.

Mathematics: Children will learn about adding by counting on and taking away by counting back. They will consolidate their understanding of counting both forwards and backwards. Children will look at numerical patterns, such as doubling, halving, odd numbers and even numbers. When studying shape and measure, pupils will learn about composing and decomposing shapes.

Understanding the World. The space topic looks at elements of History and Science. It will look at the history of space travel, talking about the first people in space, including Yuri Gagarin, Neil Armstrong, Mae Jemison and Major Tim Peake. The children will also complete several investigations linked to space, investigating the constellations, magnets and the planets within our solar system.

ICT: Computing is integrated into all subject areas, through use of tablets, remote control toys and computers the children develop awareness of the use of technology alongside practical skills.

Expressive Arts and Design. This unit looks at model making, constructing rockets using junk modelling and collage materials. The children are encouraged to talk about their choices of media and materials. They will also explore wax resistant art when creating constellation images. Role play activities link to the more imaginative and abstract areas of space travel, allowing children to produce narratives that move beyond the familiar. In Music the children will explore a space adventure using music and movement, and develop musical skills through space themed songs and rhymes.

Summer Term 2

Topic overviews:

Under the sea. This unit looks at the oceans and seas. Looking at animals and other living creatures under the water. It looks at the impact of pollution on our oceans. The children are supported in identifying seas and oceans. The unit includes a visit to an aquarium to develop their awareness.

Mini units: The summer term allows time to investigate the traditions of Saint George's day, Father's Day, PRIDE and Summer in general

Communication and Language. Children to listen to facts read by teacher from non-fiction books about under the sea creatures. Answer questions to assess listening skills. Children to share any thoughts they have on various sea creatures. They will develop descriptive language and vocabulary when viewing creatures under the sea.

French. This term focuses on transport, the children will be taught seven modes of transport, including a short phrase, in French, linked to each.

Personal, Social and Emotional Development. This term we talk about keeping the oceans healthy but also ourselves, looking at healthy eating, self care and healthy teeth. We link in the healthy mind also, looking at ways of supporting ourselves and others when things are worrying us. At the end of the term and talk about being proud and also support the transition into Year 1.

Physical Development. Fine motor work will continue to use dough disco and finger gym sessions to strengthen the muscles in the hands. Children will also engage in weekly activities to develop hand eye co-ordination and fine manipulation. The children will consolidate scissor skills. The children will continue to work on letter formation using a variety of media.

Gross motor skills in PE will see a continuation of the Athletics skills outlined in the first half of the summer term; this will culminate in Sports Day in June. Games striking skills will continue and the children will also participate in Parachute Games, which will develop their cooperation and teamwork.

Literacy. Reading this term includes non-fiction texts, narrative and poetry. The children will listen to poems and give opinions on them as well as creating their own ideas. Non-fiction books will be used to find key facts on different water animals.

Writing will build upon fact writing alongside recounts. The children will write sentences about animals they have observed and first-hand experiences at the aquarium. They will be supported in language choices and to develop language that gives opinion.

Phonics will move children beyond CVC words into the segmenting and blending of two syllable words. The children will revisit all phonemes covered this year with a focus on

digraph and trigraphs sounds (e.g. ai, igh) The children will also link single letter sounds to letter names. Also building a practical understanding and application of the Reception high frequency words.

Mathematics: Children will consolidate their understanding of numbers to 20 and recap on the calculation skills and strategies taught throughout Reception. In shape and measure, they will explore the concept of volume and capacity.

Understanding the World. The children look at historical, geographical and scientific skills in this unit. Looking at the seaside we look at how these areas have changed over time. We then look at major seas and oceans around the world and identify them on a global map. The children then look at animal classification and the differences between fish, mammals and amphibians. The unit also looks at the impact of global pollution on the oceans.

ICT: Computing is integrated into all subject areas, through use of tablets, remote control toys and computers the children develop awareness of the use of technology alongside practical skills.

Expressive Arts and Design. This term the children will continue to develop drawing skills, creating images of sea creatures. They will also look at colour choices and develop skills using mixed media. They will look at printing as a skill when painting and colour mixing. Music will look at ocean sounds, and the children will revisit other songs covered during the year. Under the sea role play and small world activities will also develop narrative and imaginative play. In Music children will be preparing for an end of key stage performance and begin to explore rhythm.

HOMEWORK

The children will receive either a Literacy/Phonics or Math's game/activity (these will alternate each week) each Friday, along with the following;

Words of the week

Each week the children will be given three Reception high frequency words to learn; these will have been covered in our phonics lessons.

Reading

Each Friday the children will bring home three reading books with a home reading record book.

Scrapbooks

This book can be used to record the following:

- Any outings e.g. trips to the seaside, museums, farm etc
- Clubs/activities that your child enjoys participating in outside of school
- Achievements outside of school e.g. swimming certificate, learning to ride a bike etc
- Homework activities/sheets (excluding words of the week, you may like to put these where your child can see them daily at home).

The role of parents

The school encourages parents, as far as possible, to:

- Provide a reasonably peaceful, suitable place in which pupils can do their home activities.
- Give help and assistance, when necessary.
- Make it clear to their child that they value homework and support the school in explaining how it can help him/her make progress at school.
- Encourage their child and give praise when s/he has completed homework.
- Expect homework deadlines to be met and check that they are.

FURTHER ADVICE AND HELP

Help and advice are always available in school. Below is a guide to the best person to approach, depending on the nature of the enquiry. Telephone requests can be left with Mrs Mason at the school office, requesting teachers to call you back. Alternatively, an email message can be used to set out the enquiry and allow the teacher to come back to you directly with an answer – this is normally the best approach. Staff email addresses are available on the Parent Portal.

Reception Class Teacher (Miss Rachel Dring)

rachel.dring@redhouseschool.co.uk

EYFS Lead (Mr Ian Barnbrook-McKay)

ian.mckay@redhouseschool.co.uk

SENCo (Mr Ian Barnbrook-McKay)

For advice, early help, diagnosis and support of specific learning difficulties, such as speech and language support.

ian.mckay@redhouseschool.co.uk

Head of the Junior School (Mr Simon Haywood)

simon.haywood@redhouseschool.co.uk