

Welcome



Reception Parent's Induction Meeting



The Vision for our School

- That our children will be happy, secure and confident individuals that ask questions, challenge thinking and are motivated to learn. We will see active and engaged learners, experiencing a first-class education with a high achievement culture. Having **Enquiry and Investigation** and **The Arts** at the heart of the curriculum, we ensure that the children have constant opportunities to investigate and apply their knowledge, take risks and respond positively to challenge.
- Quality teaching and provision will ensure that all children are inspired, engaged and motivated through purposeful learning and equipped with the skills to continue as life-long learners.
- We have a 'can do' philosophy with adults and children, the cup is always half full not half empty. As adults we model this through everything we do, what we say and the way we act.

Kindness to yourself

Kindness to others

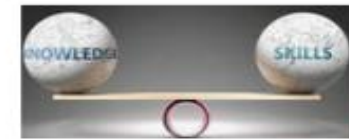
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Curriculum Intent

At The Horsell Village School our curriculum is designed to...

- To develop each child so that they leave here secure in their understanding of themselves as learners and as confident individuals.
- Developing a growth mindset in all aspects of life.
- To develop a sense of belonging for each child in their community, developing strong relationships, celebrating diversity and encouraging respect.
- To develop aspirational ambitions for themselves.
- To take risks in their learning and respond positively to challenge.
- To develop skills for lifelong learning.
- To support in the development for children to be emotionally resilient, robust learners in a world that is constantly changing and to be able to survive in that world.
- To provide children with a wide range of first hands experiences supporting children to make meaningful links in their learning.
- For Arts, Enquiry and Investigation to be the starting point for all learning. Building on what the children already know and what they would like to find out.



 Persevering Parrot I keep trying.	 Concentrating Crocodile I join in with activities and routines.	 Creative Chameleon I have my own ideas.
 Slinky Linky Snake I can make links between ideas.	 Proud Peacock I achieve my goals.	 Go For It Gorilla I try new activities.



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Kindness to yourself

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Values

Our values are as follows:

- **Respect** - Respect self, fellow pupils, teachers and other adults. Respect their own and others property. Respect the right that everyone can have their own thoughts, values and opinions.
- **Honesty** - Be truthful to ourselves and others.
- **Co-operation** – Collaborate with our peers to gain the most from our learning, to learn from each other and utilising everyone's skills.
- **Appreciation** - To learn to build positive relationships with others by developing effective communication, trust and to understand the worth, quality and importance of something or someone.
- **Responsibility** - To develop a sense of community, knowing that actions have an impact on them and others.



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The Learning Cycle



We want our children to leave The Horsell Village School with three essential skills in which will support them in becoming lifelong learners.

Inquisitive minds
Creative thinking
Problem solving

This is in conjunction with supporting children to develop a growth mindset.

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The Learning Cycle



The Learning Cycle has been devised in order to help children take an increased ownership over their learning and be able to express their desires.

It is made up of 4 questions:

- What do I already know?
- What do I want to find out?
- How am I going to find out?
- What did I find out?

These are used as a start and end to each topic that is taught as well as in each lesson.

Every lesson starts with a learning question and the four questions from the investigation cycle are to be used as an assessment for learning tool throughout the lesson but particularly at the start and end of lessons.

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The characteristics of an effective learner



These form part of the essential skills we want our children to be able to do before they leave to support in developing the skills needed to be lifelong learners.

These are taught through

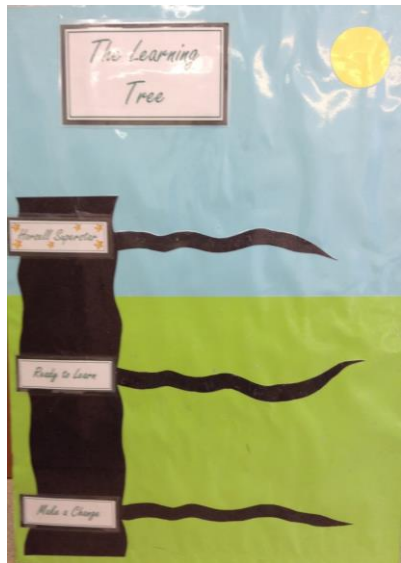
- Jigsaw PSHE lessons
- Reflections
- Modelled from adults
- Discussed as the life skill associated to particular learning activities.
- Form part of our behaviour and well-being approach

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The Learning Tree

The learning tree is based around behaviours for learning as well as supporting children to identify when they are ready to learn. Alongside the learning tree we teach the children a range of self-regulation skills which enables them to be emotionally ready to learn.

- Children start the day off the tree and place their leaf on the 'Ready to learn' branch when they identify themselves as emotionally ready to learn.
- Individual support is provided and tailored to each child throughout the day if children identify themselves as not ready to learn.
- Make a change branch is a discussion point for behaviours that are not appropriate. At this stage adults use emotion coaching to identify the issue and provide structured support to enable the child the time to self regulate and return to ready to learn. Children can self-select to move their leaf should they choose to do so.
- Horsell Superstar. We celebrate through identifying moments related to our characteristics of an effective learner. These may be different and are individualised to each child.
- Horsell Hero. Each day we celebrate an individual's learning journey.

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Our focus in Reception is to develop the children's personal, social and emotional well-being and start them on their journey in becoming independent.

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The Early Years Foundation Stage



Prime areas of learning -

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific areas of learning -

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

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The Early Years Foundation Stage

How do we assess your child's learning and identify next steps?

Over the first few weeks we will be assessing the children using a baseline assessment. It is designed to assess children's knowledge and understanding as they enter school.

Its is NOT carried out like a test. Children's knowledge is assessed through different games, activities and play- just like how we observe our children now.

Observations & Learning Journeys

Each child will have their own learning journey. This contains observations and your child's learning.

The teachers and staff in your child's classroom observe your child through play, adult led activities and child-initiated learning.

They use this information to plan your child's next steps.

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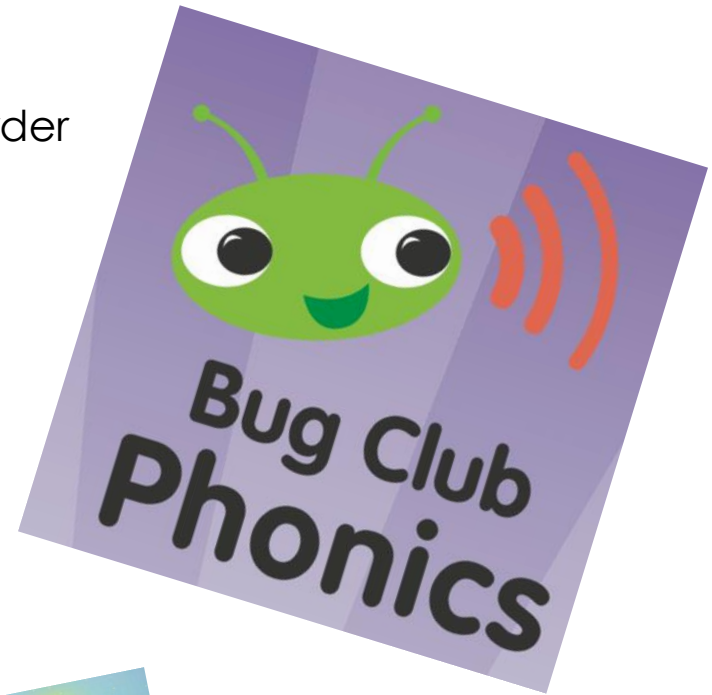
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Phonics

- We use Bug Club Phonics and introduce the Phase 2 sounds in order
- The first 6 sounds are: **s a t p i n**
- Multisensory approach using actions, rhyme and song



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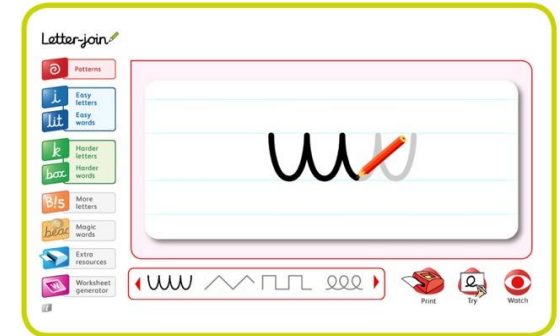
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Handwriting

- Lead outs
- Starting with an effective pencil grip and good posture
- Letter Join
- Handwriting patterns before letters
- Develop fine motor control



Letter-join 

a b c d e f g h i j k
l m n o p q r s t u v
w x y z

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Mathematics

- 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.
- 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.



» EYFS Parent Maths Meeting
» Thursday 14th November 9.00 am



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PE



PE days will alternate through the year

Monday – Foxcubs

Tuesday – Otters

Wednesday – Rabbits

Children will be coming to school in their PE kits.

They can wear trainers but please make sure they aren't lace up, unless they can tie their own laces!

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Mental Health and Wellbeing



The mental health and wellbeing of our children is of utmost importance to us.

To support the development of emotional literacy, social skills and spiritual well-being, we follow the Jigsaw scheme of work which is a mindful approach to the teaching of P.S.H.E.

Weekly lessons include:

- Breathing and calming techniques
- Opportunities to reflect on and share thoughts, ideas and opinions
- Discussions around British Values

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Uniform Expectations

We strive to encourage the children to be as proud of the school community as we are.

To support this, we expect the children to come to school fully equipped for a day of learning.

Please make sure that they are wearing the correct uniform (including hair accessories in school colours) and that everything is **clearly labelled**.

Children are expected to bring their **school bag** to school every day with them.

On occasions there are perfectly valid reasons for why your child may not come to school in the correct uniform, please inform us, however if this continues you will receive a letter from the class teacher, and then a meeting with Mrs Reeve or Mrs Sharkey.

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What does a day in Reception look like?

Sort Belongings

Self-registration

Reflections (Friday only to begin with)

Inside / Outside Learning Time

Fruit and milk time

Inside / Outside Learning Time

Lunch time

Inside / Outside Learning Time

Through the year we build up the amount of class and group inputs.

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Lunch Time

- Order on the app the day before or you can order in advance. It is a 3-weekly rotation of meals so you can choose for the term.
- If you choose packed lunch, this will need to be for a full week rather than just one day. We will need a weeks' notice if you wish to change from packed lunch to school dinners so we can ensure enough food is ordered.
- All children eat in the dining room.
- All allergies etc can be catered for, there is a meat and vegetarian option each day.



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Top Tips

Independence on arrival – coats, bags

Independently use the toilet including washing and drying hands correctly

Taking coats & jumpers on and off

Zips, buttons and poppers

Recognising their own name

Opening and closing their school bag and fruit pot!

Please name jumpers/cardigans/water bottles/fruit pots

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The year ahead...

Autumn Term

Anyone can be a hero!
Dinosaur Celebrations

Spring Term

Are we nearly there yet?
Down on the Farm

Summer Term

The Great Minibeast Adventure
World Explorers

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Reminders

Please name everything!

Your child needs to have at school every day –

- Reading Record
- A waterproof jacket
- A jumper, coat and/or a sunhat (weather dependant)
- A full water bottle
- Named small fruit pot or bag (one piece)
- Long hair tied back
- No jewellery

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Volunteers

Reading

Classroom jobs

Small group games

Library

Trips

Please look on our website about getting a DBS check if you are interested in coming in to help.

If you have one in place, please talk to your class teacher about coming in!

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Volunteers

PTA



The Horsell Schools' Parent Teacher Association (PTA)

The Horsell Schools' PTA is a joint association for The Horsell Village School and Horsell CofE Junior School where all parents/carers with children at either school are automatically members.

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Attendance



School Gates Open at 8.35 am

Doors Close at 8.50 am

School Gates open at 3.10 pm

School finishes at 3.20 pm

If children arrive after the doors have closed at 8.50am they will be marked at late. After this time, you will be asked to sign your child in at the office.

Finance

Thank you for your support

- Schools Budget 2024 to 2025
- How you can help

Anything else?

- Please email the office if someone different will be collecting.
- Parent conferences:
 - Otters: Tuesday 22nd October (am)
 - Rabbits: Wednesday 23rd October (am)
 - Foxcubs: Thursday 24th October (am)
 - All – Wednesday 23rd October Evening Session (4-7pm) - more information to follow
- Please check the website for more information.





Thank you

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