



Christleton Primary School

Meet the teacher

Reception

Staffing

- Mrs King is the class teacher.
- Miss Speed is the class teaching assistant.
- Mr Reddy will teach PE on a Thursday afternoon in the autumn term.



Our Timetable

	8:50-10:00	10:00-10:15	10:15-11:45	11:45-1:00	1:00-1:15	1:15-2:30	2:30-3:20
Mon	Read Write Inc.	Snack Break Time	Continuous Provision	Lunch	Handwriting	Continuous Provision	Assembly
Tues	Read Write Inc.	Snack Break Time	Continuous Provision		Handwriting	Continuous Provision	Continuous Provision and story
Wed	Assembly	Snack Break Time	Read Write Inc.		Handwriting	Continuous Provision	Circle time and story
Thu	Read Write Inc.	Snack Break Time	Continuous Provision		PE	PE	PSHE
Fri	Read Write Inc.	Snack Break Time	Continuous Provision		Handwriting	Continuous Provision	Assembly

Uniform / Clothing

- Children should wear school uniform at all times.

Unless

- They have PE or they have Forest School.
- When your child has PE they can attend in their PE kit. This will be on a Thursday afternoon in the autumn term.

Boys' uniforms	Girls' uniforms
<ul style="list-style-type: none"> Royal blue crewneck sweatshirt bearing the school emblem. Sky blue polo shirt preferably with the school emblem. Navy / grey trousers / short trousers. Plain white, grey, black or navy socks. Black / Dark shoes 	<ul style="list-style-type: none"> Royal blue crewneck sweatshirt or cardigan with school emblem. Sky blue polo shirt preferably with the school emblem. Navy skirt, trousers or pinafore. Black / Dark shoes
Summer uniform	Summer uniform
<ul style="list-style-type: none"> Short trousers can be worn instead of trousers. Polo shirts can be worn without sweatshirts 	<ul style="list-style-type: none"> Blue and white Gingham checked/ striped dress. Polo shirts can be worn without sweatshirts
Optional	Optional
<ul style="list-style-type: none"> Optional royal blue fleece or reversible fleece with school emblem. 	<ul style="list-style-type: none"> Optional royal blue fleece or reversible fleece with school emblem.
Footwear	
<ul style="list-style-type: none"> Sensible black or dark brown shoes or plain black trainers. These should have flat soles and should ideally be of a waterproof material. No ballet pump type shoes or plimsolls. No sandals, flip flops or open toed shoes. 	

Physical Education (PE)	
Summer	
<ul style="list-style-type: none"> Royal blue t-shirt preferably with the school emblem Dark black or navy PE shorts Change of socks Pumps and trainers for outdoor sports 	
Winter	
<ul style="list-style-type: none"> During the winter months (October half-term to the end of the spring term) a track suit may be worn PE Hoodie No colourful leggings 	
Swimming	
Boys	Girls
<ul style="list-style-type: none"> Shorts or trunks A towel and bag to keep wet kit separate from dry. A pair of goggles (optional) would also be very useful 	<ul style="list-style-type: none"> A one-piece swimming costume A towel and bag to keep wet kit separate from dry. A pair of goggles (optional) would also be very useful

Jewellery

- Jewellery should not be worn other than watches and plain stud earrings (silver or gold colour). It may be requested that a watch is not worn if it proves to be a distraction to the child within lesson time.
- Watches with games or cameras are not permitted.
- The jewellery is the responsibility of the child to look after and should be removed during physical education lessons or covered with a plaster.
- Pupils are not permitted to wear any other jewellery in the school grounds due to health and safety risks.

Make-up

- Christleton Primary School does not consider make-up appropriate and pupils are not permitted to wear any such products. However, there may be exceptions in extreme circumstances, at the headteacher's discretion (i.e. a pupil may be permitted to cover heavy scarring/skin damage).
- No nail varnish should be worn by children in school.

Hair

- Christleton Primary School reserves the right to make a judgement on the suitability or unsuitability of pupils' hair and appearance.
- Extreme hairstyles, such as Mohawks and patterned or brightly coloured hair are unacceptable.
- Pupils with long hair must ensure that this does not impede their vision, cover their face or provide a health and safety risk i.e. it should be tied back during physical education lessons.
- Bandana style headbands and flowers/bows or excessive hair accessories are not to be worn. However, plain hair clips or bands are acceptable
- Protective hairstyles, such as cornrows, are permitted for those with afro-textured hair. Other hairstyles may be exempt from the rule above on religious grounds, taking into account each individual person's scenario.

Learning Powers

This half term there will be a whole class focus on **managing distractions** as a key skill in becoming a resilient learner.

We will be supporting the children to:

- stick to one topic of conversation
- listen without interrupting (when appropriate)
- developing good listening behaviours
- staying on task/seeing things through to the end.





EYFS

Statement of intent

We believe that our Early Years Foundation stage is crucial for developing firm foundations to be built upon throughout the school journey and beyond. It is our intent that children who enter our EYFS develop physically, verbally, emotionally, creatively, intellectually and spiritually whilst embedding a positive attitude to school and learning in order for each child to achieve their full potential. We set high expectations throughout all areas of school life and beyond. Our motto is introduced in our reception class... 'Be the best you can be'. This motto is embedded in all aspects of children's lives, as they become lifelong learners in an environment of acceptance and support. We believe that all children deserve to be valued as individuals and we are passionate in supporting children achieve their full, unique potential.

Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes	Marvellous Me	Autumn Space Christmas	Things that Move People Who Help Us	People Who Help Us	Our Wonderful World Traditional Tales	Our Wonderful World
Key Texts	Gingerbread Man	Star in the Jar	Something Else Naughty Bus	Supertato Juniper Jupiter	Silly Doggy Little Red	The Something
Other text	Only One You You Choose What I like about me Let's make faces The Three Billy Goats Gruff The Three Little Pigs	Star in the Jar Aliens Love Underpants Whatever next Spaceman Bob Look Up There's An Alien in Your Book The Darkest Dark	Big book of cuddles Giraffe's Can't Dance Elmer You Be You The Queens Handbag That's Not my Hat A Walk in London	Different Supertato books There's A Superhero in Your Book Superheroes Don't Get Scared Ten Little Superheroes Traction Man Super Daisy Superworm	Little Red Riding Hood Red Riding Hood Was Rotten Little Red Riding Hood and the Sweet Little Wolf	Meercat Mail Baby Koala Diary of a Wombat Possum Magic Clever Sticks Suki's Kimono Brining the Rain to Kipis Plain For You Are a Kenyan Child Mama Panya's Pancakes
Poetry	All About Me by Jessica McDonald Autumn Leaves are Falling Down Twinkl Bendy Man	Remember, Remember the 5 th November I have a Little Poppy. Zim Zam Zoom	Dragon Dance Song Snow Flake, Snow Flake I'm A Snowflake Snowball I'm a Little Snowman Five Little Snowmen	Down at the Station A Sailor Went to Sea The Big Ship Five Little Firemen The Wheels on the Bus If I was a Superhero	Little Red Summer Summer Summertime	10 Little Lady Bugs Caterpillar Garden

Communication and Language

Listening, attention and understanding
Progression of skills:

Autumn	Spring	Summer
<ul style="list-style-type: none"> To listen to my teachers and friends and follow simple instructions. To listen to traditional stories and stories that are familiar to me recalling the main event. 	<ul style="list-style-type: none"> To listen to my teachers and friends and follow a series of simple instructions. To listen carefully to stories and retain what has been heard and recall the key points. 	<ul style="list-style-type: none"> To listen to my teachers and friends and follow more complex instructions. To listen carefully to stories, retain what has been heard and recall the key points with some exact repetition and offering my opinion on what I have heard.

ELG:
Children at the expected level of development will:

- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- make comments about what they have heard and ask questions to clarify their understanding;
- hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Speaking

Autumn	Spring	Summer
<ul style="list-style-type: none"> To understand and answer how and why questions. To ask simple questions to my friends and adults. To engage in conversations with adults and peers and begin to communicate more confidently. 	<ul style="list-style-type: none"> To begin to use simple connectives to connect one idea or action to another. To use a range of questions when communicating with friends and adults. To communicate confidently with peers and adults and use talk to communicate needs, news, feelings and ideas beginning to use new vocabulary. 	<ul style="list-style-type: none"> To confidently use new vocabulary throughout the day in the correct context. To use talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and express ideas. Respond to discussions with comments and questions.

EYFS Progression Document

This document explains what the children will be learning during the year. It can be viewed on the school website under curriculum or on the class page.

Autumn term Learning Overview

EYFS



Literacy

Through our engaging story tellers area, we will learn to enjoy books with our friends and adults.

Continue rhyming strings and learn songs by heart i.e. If your Happy and You Know it, Head, Shoulders, Knees and Toes.

We will give meaning to marks.

Write and recognise our own name and other things as labels/captions.

We will be following the Read Write Inc. phonics programme to develop our reading and writing.

We will read a range of high quality fiction and non fiction texts and talk about the main events and facts within the books.

Building Learning Powers

Our BLP learning focuses this term will be:

Managing Distractions.

Recognising and reducing distractions; knowing when to walk away and refresh yourself. Creating your own best environment for learning.

Reasoning

Using your logical and rational skills to work things out methodically and rigorously; constructing good arguments and finding flaws in others.

Understanding the World

We will comment on familiar situations in the past during 'show and tell', talking about our 'me bags' and sharing photos on Seesaw.

We will talk about our immediate family and name and describe people who are familiar to us.

Understand what makes us unique and talk about similarities and differences between friends and family.

Recognise that people have different beliefs and celebrate special times in different ways. For example, celebrating Harvest, Diwali, Christmas, St Andrew's Day.

Explore the natural world around us and describe what we see, hear and feel outside during autumn.

We will describe the features of autumn and look at conkers, pine cones, leaves etc..

We will read 'The Gingerbread Man' and create maps of our own adventures.

Mathematics

As a mathematician we will be learning to:

- Recognise some numerals of personal significance.
- Count objects accurately
- Recognise numerals 1-5
- Subitise
- Notice numbers within numbers
- Compare amounts using the vocabulary: fewer, more, fewest, most, more and less.
- Make and spot patterns
- Measure
- Order number 1-10
- Split and recombine sets of objects
- Find one more using a number track and ten frame.
- Name 2D shapes and their properties.



Physical Development

Develop good coordination and balance when negotiating equipment and other people through continuous provision and PE lessons.

Develop our fine motor skills so we can use a range of tools competently, safely and confidently.

Achieve a good posture when sitting at a table and on the floor through developing our core muscle strength.

Tackle parts of the outdoor equipment, such as the climbing frame and trikes/bikes with increasing confidence.



Expressive Arts and Design

We will explore a range of different techniques e.g.; paint, collage, drawing when creating autumnal, bonfire night, remembrance, Diwali and Christmas artwork.

We will begin to use a range of tools and equipment, and with support learn how to access them independently.

We will experiment with a range of percussion instruments when creating firework and autumnal sounds.

We will sing songs together each day and learn a Harvest poem to perform in church.

We will rehearse and perform a Christmas play.

Seesaw

Wow moments will be shared on Seesaw throughout the week to talk about at home. Evidence uploaded onto Seesaw at home will be used during 'show and tell' to develop communication and language skills. Class letters and communication about your child will also be sent out on Seesaw when appropriate.

Twitter and School Newsletter

At least one tweet will be posted each week.

The School newsletter will be emailed and on the website fortnightly.

Communication and Language

We will understand how to listen carefully and why it is important.

Learn new vocabulary and use it through the day.

Ask and answer questions.

Articulate our ideas and thoughts in well formed sentences.

Describe events in some detail.

Develop social phrases. For example when arriving at school: "Good morning, how are you?"

Engage in story time.

Listen and talk about stories.

Retell the main events in a story.

Listen carefully and learn new rhymes and songs.

Listen to and talk about non-fiction books.



Personal, Social and Emotional Development

We will build constructive and respectful relationships.

Develop an understanding of good personal hygiene.

We will introduce classroom/ school rules and routines showing understanding of other people's needs including the adults who work in the setting.

Begin to focus attention for short periods of time during carpet and phonics lessons.

Follow the behaviour rules set in class.

Introduce circle time and calendar activities.

Try out new activities and select resources independently.

Show awareness of our own and others needs.

Read 'The Colour Monster' and begin to use a wider range of feelings.

Reading



- Phonics is taught through the Read Write Inc. programme. It is taught everyday.
- Children will begin to bring home sounds to practise saying as well as forming the letters correctly.
- Over time they will have learnt enough sounds to begin segmenting and blending to enable them to read and write.
- Children will read following this programme in school using books matched to the sounds they are learning.
- These books will be sent home for them to practise.
- Repetition ensures these sounds go into the children's long term memory. Therefore, books will be changed at a slower pace.
- Your child will bring a library book home once a week to enjoy with you.

Guided Reading



Behaviour and Expectations

In school we value praise and recognition and look to promote and reinforce our expectations at every opportunity.

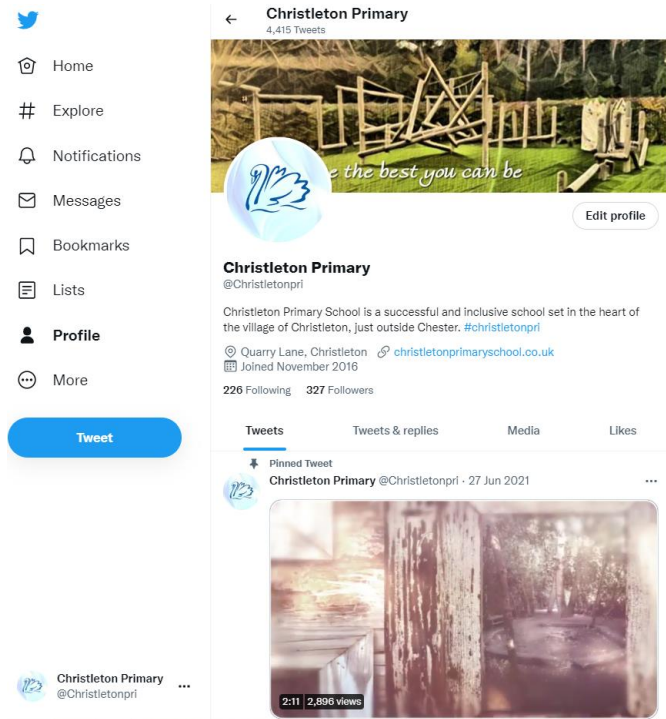
By recognising those who go 'above and beyond' we raise the expectation of behaviour across school. Children may be recognised in a variety of ways, such as; praise boards, praise postcard, positive phone call, public displays of high quality work etc.

Alongside individual recognition we continue to use house points to foster a sense of belonging.

If a child does not meet the expectations we have a structured approach to dealing with this. The idea being that children will get attention for the positive behaviour and not for the negative.



Twitter / Website



Please view the website to find current information.
Twitter will be used to show samples of daily activities
and events in school.

Trips / Visitors / Experiences

- 26th September: Reading Evening
- 29th September: McMillan Coffee Morning
- 29th September: Harvest Service
- 9th October: School Individual Photographs
- W/C 13th November: Anti Bullying Week
- 17th November: Children in Need
- 28th & 30th November: Parents Evening
- 11th December: Nativity Play



Medication

School has agreed to administer both short-term e.g. antibiotics and long-term e.g. asthma medication.

Medication will **ONLY** be accepted and administered by school if it has been prescribed and labelled.

Three forms are available from the office; Short-term Medication (less than three weeks), Healthcare Plans (for those with long term medical conditions and allergies), Asthma Healthcare Plan.



How you can help

- Support with reading, spelling and homework and ensure that your child's reading book and reading record are in their book bag everyday.
- Remind children to hand things in.
- Book bags only in school.
- Ensure water bottles are brought home and are washed and refilled daily. Please only put water in the water bottle.
- Healthy snack for morning break (please only provide one snack).
- Let us know about changes at home, reluctance to come to school etc.
- BLP (Building Learning Power).

Snacks and Hydration

It is very important that children remain hydrated during the school day.

It is essential therefore that children bring a re-usable water bottle, pre-filled, into school each day.

Children are welcome to bring a healthy snack into school for break time. It would be appreciated if these snacks are nut and sesame free e.g. fruit etc.



Attendance / Absence and Punctuality

Please see the school website for information regarding attendance, illness and absence.

Attendance is directly linked to improved academic performance. Good attendance includes being on time and being prepared for learning. Children should arrive at school between 08:20 and 08:50. They should be in the classroom by 08:50 when the register will be taken and we are then ready to learn. The school gates are closed at 08:50.

Illness & Absence

Welcome to the Illness and absence section of the website.

On this page you can find information regarding

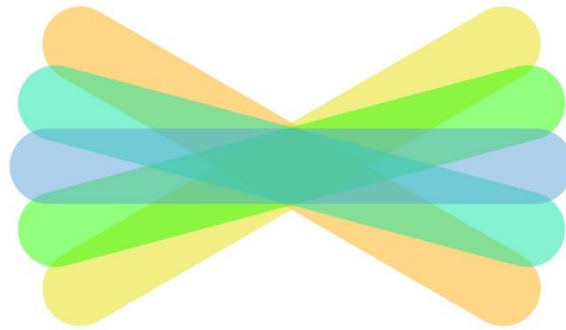
- Attendance
- Illness
- Lateness
- Requests for leave

Attendance

Illness

Lateness

Request for leave / Absence during term time



SEESAW

- Wow moments will be uploaded to Seesaw for you to view. This is a wonderful opportunity for you to talk about your child's school experiences.
- Messages will also be sent via Seesaw.
- Please upload some of the fun things you have been up to at home. This could be bike rides, birthdays, visits and much more. Your child will share what they have been up to outside of school during 'show and tell'.

And Finally...

- Water bottles - named
- Snack, (please be mindful that we have children in school with severe allergies such as nut and sesame etc. it would be appreciated if items containing these ingredients could be avoided.)
- Open door policy
- You can send me a message on Seesaw if you have any questions and concerns.
- Please email admin@chistletonprimary.cheshire.sch.uk for all other communication. For example, child absence, doctors/dentist appointments.



Any Questions

- Please come and see me on Thursday 14th September after school between 3:30-4:30pm if you have any questions.
- If you cannot make this date please send me a message on Seesaw.

