

**Welcome to the  
Reception Spring  
term class talk**

## Year team

Phase Leader – Miss Miller

Classes – RQ- MR Ali

RM- Miss Miah

Support – Mrs Gadhvi, Miss Bartlett, Mrs Zainab,  
Miss Kiran and Miss Alex

**Year group specific dates:**

**P.E Days – Monday - Children to come to school dressed in P.E kit.**

**Library –**

**RQ- Thursday**

**RM- Monday**

**Welly Wednesday**

**Please ensure children are in Glade P.E kit or dark coloured tracksuit.**

**Please ensure children have a spare set of wellies.**

**Thursday 19<sup>th</sup> January – Phonics workshop 3:45-4:45**

**Thursday 2<sup>nd</sup> February – Writing workshop 3:45-4:45**

**3<sup>rd</sup> February – NSPCC Number day**

**6<sup>th</sup> February – Mental Health awareness week**

**7<sup>th</sup> February – Internet Safety day**

**Thursday 9<sup>th</sup> February – Parent consultation from 1:30pm onwards**

**Half term – 13<sup>th</sup> February – 17<sup>th</sup> February**

**23<sup>rd</sup> Maths Workshop**

**2<sup>nd</sup> March – World book day**

**13<sup>th</sup> March – My right to be safe week**

**Whole school dates**

**27<sup>th</sup> March – World of work/Aspirations week**

**Last day of term – Friday 31<sup>st</sup> March – half day.**

**Whole school dates**

# Curriculum Plan

## Understanding the world

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways
- Knows some similarities and differences between different religious and cultural communities
- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different to the one in which they live.
- Compare and contrast characters from stories, including figures from the past.
- Look at differences and similarities between things in the past and things now.
- Visit a library

- Coverage for KUW

### Topic

- What's that growing?
- Where would you go?
- Chinese new year
- Space – Astro girl
- Healthy eating, planting and growing – Oliver's Vegetable Patch and Runaway Pea
- Mapping of the local area
- Directional language through programmable toys.

### Expressive Arts and Design

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Share their creations, explaining the process they have used.
- Use a range of materials experimenting with colour, design and texture.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

### Physical development

- Progress towards a more fluent style of moving, with developing control and grace.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

### Learning experiences

- Cooking
- Gardening and planting
- Pond dipping
- Forest walks and local area walk.

# Maths

How to help your child in Maths:

Topics we cover

- Subitise (ability to look at a small number of objects and instantly recognise how many objects there are without needing to count.)
- Recognising and writing numbers 0-20
- Addition using numbers 0-10
- Subtraction using numbers up to 20
- Number bonds to ten
- Odd and even numbers
- Doubling and halving
- Counting in 2's, 5's and 10's
- Correct number formation



# Reading

How to help your child in Reading:

- Hearing others read is just as important.
- Audio books can also help.
- You could take it in turns and read a page each.
- Collins Online set books – Part of guided reading.
- High frequency words (HFW's) – these words can't always be sounded out the children just have to know them. We will send home a set of the high frequency words we have already covered so you can practise these words as much as possible at home as this will really help.
- Also when looking at books instead of reading them get the children to look at the pictures and tell their own story. This really helps with their language skills.
- Reading diaries and reading rockets.

# Writing

## How to help your child in Writing:

- At this age children can find writing very hard. It doesn't matter what stage your child is at, it is just important that they practise little and often.
- Try and get your child to write their name on all of their work. If they are struggling with forming a certain letter correctly, then write it for them so they can copy.
- When completing a writing task please let the children do as much of it as they can even if they can only write the first letter of each word. You can then annotate what they have written.
- If the children are struggling to write or are just having a bad day (we all have them) then let them tell you what they want to write and you can write it for them. Ask them if they know what letter the words start with.
- Formation – We will add a formation sheet to the website phonic section to show how we form each letter. Again as much practise as the children can have with this will really help.
- Nelson's handwriting.

# Phonics

- The phonic scheme we use is Little Wandle.
- We have now introduced group reading which is also part of the Little Wandle scheme.
- The children will receive a new online e-book each week to share with you at home.
- The children all have Education city login details. (In their reading diaries) there are lots of games on there for phonics.
- Reading records have a list of phonemes.
- Phonics workshop with Miss Miller on 19<sup>th</sup> Jan

<b><u>Workshop</u></b>	<b><u>Date and time</u></b>	<b><u>Led by</u></b>
<b>How to support your child with reading and phonics (All year groups)</b>	Thursday 19 <sup>th</sup> January 3:45pm – 4:45pm	Miss Miller and Mrs Ahmed
<b>How to support your child with writing Reception – Year 2</b>	Thursday 2 <sup>nd</sup> February 3:45pm – 4:45pm	Mrs Ahmed and Miss Miller
<b>How to support your child with writing Years 3-6</b>	Thursday 9 <sup>th</sup> February 3:45pm – 4:45pm	Mrs Ahmed
<b>How to support your child with Maths Reception – Year 2</b>	Thursday 23 <sup>rd</sup> February 3:45pm – 4:45pm	Mrs Dhadwal
<b>How to support your child with Maths Years 3-6</b>	Thursday 2 <sup>nd</sup> March 3:45pm – 4:45pm	Mrs Dhadwal
<b>How to support your child's Wellbeing (All year groups)</b>	Thursday 23 <sup>rd</sup> March 3:45pm – 4:45pm	Mrs Jones and Miss A. Hussain
<b>How to support your child online (E-Safety) (All year groups)</b>	Thursday 30 <sup>th</sup> March 3:45pm – 4:45pm	Mrs Miah and Mr Merchant

# Parent workshops

All children in Reception, Year 1 and Year 2 are entitled to a hot free school meal. However, if your child is in Reception, Year 1 or Year 2 and you receive one of the listed qualifying benefits, you should make an application for free school meals as we will receive extra funding.

If your child is in Year 3 or above, and you receive one of the listed qualifying benefits, you should make an application for free school meals.

The listed qualifying benefits can be found by using the link below.

Apply for free school meals online today ➡ <https://orlo.uk/QDCuy>

If you would like any support with applying or have any questions, please speak to the office.

# Free school meals

Here at Glade, we take any reports of bullying very seriously. We hold regular anti-bullying assemblies and workshops with all year groups to raise awareness of this important issue. Pupils are aware that they can talk to any member of staff if they are being bullied or witness any bullying or can use one of the 'Bubble boxes.' Children also complete a half termly anti-bullying questionnaire.

## **Anti bullying policy**

## PATHWAYS OF HELP

Report of child being bullied



Parent /Carer and /or child arranges meeting with /class teacher **(within 2 days)**

Discussion on the facts  
Suggested ways forward  
Short review time is set



**If this continues:**

Designated adult  
Discussion/Interview with all parties  
Will use: suggested and agreed actions/strategies  
Parents informed  
Short term review



**If this continues:**

Senior member of staff  
Directs to a variety of help strategies delivered by 'trained' personnel e.g.

- Restorative justice
- Mediation/counselling
- Anger management training & self help
- Peer Mentor/Buddy support
- External Agencies



**If this continues:**

Headteacher and Chair of Governors and inform/seek advice from LA Head of Inclusion services

Class teacher (Always first port of call)



Phase Leader



Mr Merchant - Deputy Headteacher



Mrs Hussain - Headteacher

**Passing on concerns**



Please ensure that no NUTS are sent into school. This includes any treats that are sent in for birthdays.

If sending treats in for birthdays, please ensure that they are in a wrapper which clearly shows the ingredients.

Thank you for your support.

**We are a no nut school**

Website:

[www.glade.redbridge.sch.uk](http://www.glade.redbridge.sch.uk)

Facebook – Glade Primary School



Please check Parentmail regularly.

If you aren't receiving emails, please phone the office who will be able to add you.

**Keeping in touch**

Thank you for attending! Please direct any other questions/concerns through the office by phoning 020 8708 0200 or email [parentinfo@glade.redbridge.sch.uk](mailto:parentinfo@glade.redbridge.sch.uk)



Any  
questions?