



Fun filled  
days

Independent  
Learning

Outdoor  
Learning

# Reception Classes

Creative  
Thinkers

Wonderful  
Wales

Ready,  
Respectful  
and Safe



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# A day in the Life of a Reception Child

## Bore da



### Altogether Again:

We welcome the children into Reception with fun songs and rhymes these include counting, Welsh, phonics and Makaton.



### Discovery Time:

Children explore and indoor and outdoor areas. They have freedom to choose across Reception provision areas. Children are given opportunities to learn and develop skills through in-depth exploration. During this time children have access to rolling healthy snack.



### Fun Phonics:

We introduce our sounds for the week. We practise through games, rhymes, sharing books, and fun practical letter formation activities. This forms part of the development of early reading and writing skills.



### Storytime:

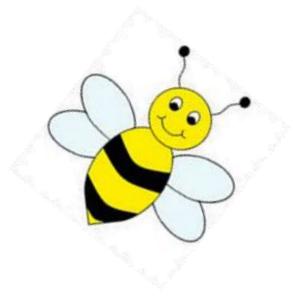
Time to take an adventure into the world of books.



### Lunch Time:

Children eat in the classroom with familiar adults. This is a social time where children have the opportunity to chat whilst eating their lunch. Children also have the opportunity to play outside in the fresh air.





# Phawn da



## Number Time:

We introduce our numbers, shapes and measures for the week. Ten Town characters help us learn the names, shapes and values of numbers through games, songs and stories in fun practical way.



## Discovery Time:

Children continue to explore and indoor and outdoor areas across the Reception. During this time children take risks, develop friendships, resilience, self discipline and begin to learn how to manage conflicts and negotiate independently.



## Time to Talk:

Children sit in a small group to share our news and discoveries over a glass of milk.



## Reflection Time:

This is a special quiet time where children reflect through collective worship and circle time.

# Hwyl Fawr





# Continuous Provision



In the continuous provision areas we strive to provide opportunities for children to become ambitious, capable learners who are ethically informed. The areas are enhanced to allow the children to develop resilience through problem solving and enable children to apply knowledge and skills to create ideas and ask questions.

Paent/Paint



Ty bach twt/Home Corner



Marciau/Mark-making



Byd bach ni/Small world



Toes/Dough



Miwsig/Music



ICT



Blociau/Blocks



Tywod/Sand



Dwr/Water



Darllen/Reading



Posau/Puzzles





## Planning in the moment

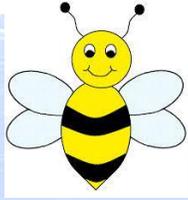


Planning in the Moment in Reception follows on from the Nursery Year. Children learn class routines and expectations as well as following their own interests. Children have a natural desire to explore, communicate, create and learn. We establish an environment where this is possible. One vital part of this is to ensure that each child feels safe, valued and important within the setting. Firm boundaries and expectations with regard to behaviour and relationships are established and enforced from day one. Children thrive when a Reception class is organised and managed by the adults and led by the children.

## Observation

When children are playing and selecting what to do themselves, they become deeply engaged. While this is happening, the adults are observing and waiting for a moment in which they feel they can make a difference. They then interact to 'teach' the 'next step' as appropriate for that unique child at that precise moment. Each time they interact with a child, they are observing, assessing, planning for, and responding to, that individual child. Such interactions are the most important and powerful teaching moments.





# A Year in Reception

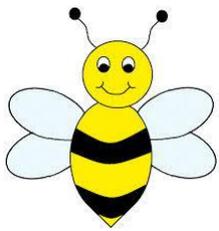


In Reception we aim to provide children with a sense of place and time. Our themes throughout the year help the children have a wider understanding of their world and the world around them.

Hydref/Autumn	Gwanwyn/Spring	Haf/Summer
<p><u>Marvellous Me</u> What's important to me When I was a baby My family Where I live People who help me Helping Others/Harvest Diwali Christmas</p>	<p><u>The World Around Me</u> Winter St Dwynwens Day Spring St Davids Day Growing New Life Mothers Day Easter</p>	<p><u>Moving On</u> Story telling People and Places Weather Fathers Day Look how much I've grown</p>

These are the predicted needs and interests of the children. However, themes and topics are guided by the experiences and interests of the children within Reception.





# Experiences...



Outdoor Learning



Developing Numeracy



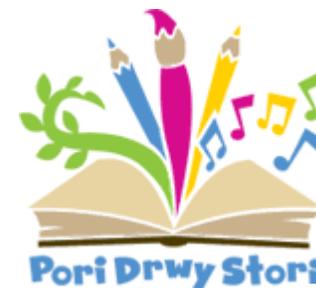
Keeping fit



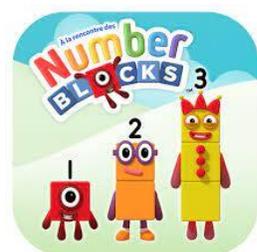
Local Area



Developing Literacy



Keeping in touch





# Victoria Community Primary School Home School Agreement



This school is committed to co-operating with individual families and their children to provide the highest quality of education. This education will be based on a partnership of shared values and beliefs will be challenging, engaging and will extend achievement from 3-11 years of age. Our aim is to develop confident young people, capable of independent learning, ready and willing to operate as responsible and effective members of the community and equipped for the challenges of the 21<sup>st</sup> century.

## Pupil

### I WILL BE READY;

- Attend school regularly and on time.
- Be prepared – e.g., bring your reading diary into school.
- Share any problems that might affect my work or behaviour.
- Understand your rights and responsibilities as a child and learner, e.g., knowing and working towards your targets.
- To be an ambitious & capable learner, an ethical & informed citizen, a healthy & confident individual and an enterprising & creative contributor.
- Do all my class work and homework as well as I can.

### I WILL BE RESPECTFUL;

- Be kind and polite to everyone within school, including our valuable dinner time staff.
- Wear the school uniform and be tidy in appearance.
- Keep the school free from litter.
- Look after my personal belongings, and respect those of others.

### I WILL BE SAFE;

- Be kind and considerate to everyone within school and outside, as well as online.
- Play safely inside and outside of school.
- Walk sensibly inside and outside of school.

Signed \_\_\_\_\_ Pupil

Signed \_\_\_\_\_  
on behalf of the pupil.

## Family

### I/WE WILL

- See that my child goes to school every day, on time, properly dressed and equipped, to include PE kit on PE days and reading diaries.
- Provide an explanation if my child is absent, in accordance with the school's attendance policy. **You must phone/email/dojo school.**
- Make the school aware of any concerns or problems that might affect my child's work or behaviour.
- Support the school's policies and guidelines for behaviour and discipline.
- Support the school's 'Healthy School' ethos, i.e., healthy snack & balanced lunches.
- Support my child with their homework and other opportunities for home learning, especially reading. Infant children must return their book bags weekly.
- Attend parents' evenings to discuss my child's progress.
- Engage in the life of the school.
- Do our/my best to avoid holiday absence during term time.

Signed \_\_\_\_\_ Parent/Carer

\_\_\_\_\_ Please print

## Victoria School

### THE SCHOOL WILL

- Encourage children to believe in themselves, feel valued and achieve their full potential.
- Promote each pupil's health, safety, happiness and well-being so that they are able to start making choices about a healthy lifestyle.
- Encourage the children to develop their growth mindset and resilience.
- Provide a broad and balanced curriculum, which is enhanced with rich learning experiences and is inclusive of all children.
- Encourage the children to be ambitious & capable learners, ethical & informed citizens, healthy & confident individuals and enterprising & creative contributors.
- Teach children to develop a positive attitude to everyone regardless of differences in gender, race, culture, belief, values, age and need.
- Let parents know of any concerns or problems that affect the pupil's attendance, work or behaviour, including suitable interventions if necessary.
- Keep parents informed about general school matters.
- Keep parents regularly informed of their child's progress; through parents' evenings, messages and written reports.
- Be transparent and welcoming at all times and offer opportunities for parents to become involved in the life of the school.

Signed: *Mrs D Eccles*  
Headteacher



# Victoria Community Primary School PUPIL OFFER



## WORKING TOGETHER, ALL CHILDREN CAN ACHIEVE

AT VICTORIA CP SCHOOL, WE STRIVE TO ENSURE THAT ALL OUR LEARNERS ARE:

- Ambitious, capable learners who display a growth mind-set and give 100%
- Enterprising and creative contributors in school and their community
- Ethical, informed citizens who value their own and each other's cultures
- Healthy, happy and confident individuals who value participation
- Kind, forgiving, compassionate and respectful

*(And as staff we will mirror these values)*

WHO:

- Feel safe, secure and fearless
- Feel valued
- Strive to be the best they can be

WE DO THIS BY:

- Providing an inclusive and responsive ethos where all pupils have the equal chance to be the best they can be
- Creating an innovative, exciting and relevant curriculum which engages and stimulates all learners
- Planning enriching learning experiences and providing extra-curricular activities
- Ensuring all pupils develop their literacy/communication, numeracy and ICT/Digital Literacy skills to enable them to be successful in life
- Promoting the Welsh language, culture and heritage
- Celebrating diversity within our school
- Robustly challenging and assessing our learners
- Developing learners who can assess and narrate their own progress
- Developing all practitioners within school
- Acknowledging our accountability
- Building partnerships with all parents

WE PLEDGE TO USE A RANGE OF SUCCESSFUL WAYS TO STIMULATE A PASSION FOR LEARNING AND INCREASE THE CONFIDENCE IN ALL PUPILS TO ACCESS THE CURRICULUM. WE WILL WORK ALONGSIDE A RANGE OF PARTNERS TO BROADEN THE HORIZONS OF OUR PUPILS AND ENRICH THEIR LEARNING IN MEANINGFUL AND EXCITING WAYS.

**WE HAVE HIGH EXPECTATIONS OF EVERY CHILD**