



**Red Oaks Reception
(Foundation Stage - F2)**

**Parent Welcome Meeting
September 2023**

Getting in touch - DOJO



The screenshot shows the ClassDojo website interface. At the top left is the ClassDojo logo. To its right are navigation links: "Beyond School", "Learn more", "Schools", "Resources", and "Welcome back, T! Come on in". A blue banner below the navigation contains the text "Be remote ready with ClassDojo. [Learn how](#)" and a close button (X). The main content area features the headline "Bring every family into your classroom" in large, bold, dark blue text. Below this is a sub-headline: "Join 95% of U.S. schools using ClassDojo to engage kids and connect with families! Free for teachers, forever.". Underneath is the text "Sign up as a..." followed by four rounded square buttons with icons and labels: "Teacher" (heart icon), "Parent" (house icon), "Student" (school bag icon), and "School Leader" (trophy icon). On the right side of the main content is a large circular image of a hand holding a smartphone displaying a classroom scene, with a play button overlay. Below this image are three colorful cartoon characters: a green one with a volcano, a blue one with a speech bubble, and a yellow one with a heart.

ClassDojo

Beyond School Learn more Schools Resources [Welcome back, T! Come on in](#)

Be remote ready with ClassDojo. [Learn how](#)

Bring every family into your classroom

Join 95% of U.S. schools using ClassDojo to engage kids and connect with families! Free for teachers, forever.

Sign up as a...

- Teacher
- Parent
- Student
- School Leader

The School Website



The screenshot shows the homepage of the Red Oaks Primary School website. At the top, there is a navigation bar with the school's logo on the left and the text "RED OAKS PRIMARY SCHOOL" and "Aspire Achieve Grow" in large, bold letters. Below the navigation bar is a vertical menu on the left side with various links: Welcome, Home, Covid-19, Children, Children, Children, Inclusion, Swindon's Local Offer/ SEND, Safeguarding, Mental Health and Well-Being, Parents, Curriculum, and The Park Academies Trust. The main content area features a large photograph of children playing on a paved path with a red and yellow toy car and a yellow tricycle. Below the photograph, there are two buttons: "Our mission: [read here](#)" and "Vision - what we aim to do".

www.redoaks.org

Celebrating children

Aspire Achieve Grow

Children Children Children: Main Menu

[House Points](#)

[Wall of Talent](#)

[Thank You](#)

NEW September 2020 - Little Book of Adventures

The Little Book of Adventures is inspired by lists such as '50 things to do before you're 11 3/4.' The aim is to give all pupils the opportunity to try new things and develop new skills to expand their confidence, expand their understanding of the world around them or introduce a hobby or passion that could last for years to come. It is designed to be lots of fun!

[Reception to Year 6 Booklet](#)



School Day/ Our Charter
A taster of Red Oaks
[ENTER](#)



Celebrating Children
Our class pages
[ENTER](#)



Enquiry Learning
Our curriculum
[ENTER](#)



Staying Safe/ Safeguarding
Advice/ sources of support
[ENTER](#)



Creative Learning
The Arts, Music, Sports...
[ENTER](#)



Clubs/Family Learning
Something for everyone
[ENTER](#)



Pupil Voice
Pupil initiatives
[ENTER](#)



Values Education
Termly Values
[ENTER](#)





RED OAKS PRIMARY SCHOOL

Aspire Achieve Grow

- Welcome
- Home
- Covid-19
- Children Children Children
- Inclusion
- Swindon's Local Offer/ SEND
- Safeguarding
- Mental Health and Well-Being
- Parents
- Curriculum
- The Park Academies Trust
- Governors
- Awards, Ofsted and Results

[Return to the main Children Children Children Menu](#)

[Celebrating Children](#)
 [Homework](#)
 [Educational Apps](#)
 [Creative Learning](#)
 [Education City](#)

Celebrating Children 2020/21

Whole School					
20th July: Red Oaks Transition Week 2021					
Forest Class: Miss Harvey		Nursery: Orange Class Mrs Granger		Reception: Apple and Cherry Classes Mr Cowell, Miss Hearn and Mrs Wright	
Photos 16th June	News 2nd June	Photos 21st June	News 6th April	Photos 20th July	News 19th April
Year 1: Ash and Pine Mrs Talmage and Mrs Hogan		Year 2: Birch and Willow Mrs Maxfield and Mrs Prophet, and Miss McGahey		Year 3: Palm and Maple Mr Carter and Miss Wilson	
Photos 10th June	News/ Homework 19th April	Photos 11th June	News 19th July	Photos 11th June	News 9th June
Year 4: Oak and Pear Miss Gerrard and Mrs Marsden		Year 5: Beech and Hazel Mrs Tinson and Mrs Storey, and Mr Newton		Year 6: Elm and Elder Miss Griffiths and Miss Manning	
Photos 2nd July	News 23rd June	Photos 25th June	News 19th April	Photos 19th June	News/ Homework 11th June

[View the 2019/20 Classes Archive here](#)

Under the Year group you will find photos and class news.



Contact us



The Park
Academies
Trust

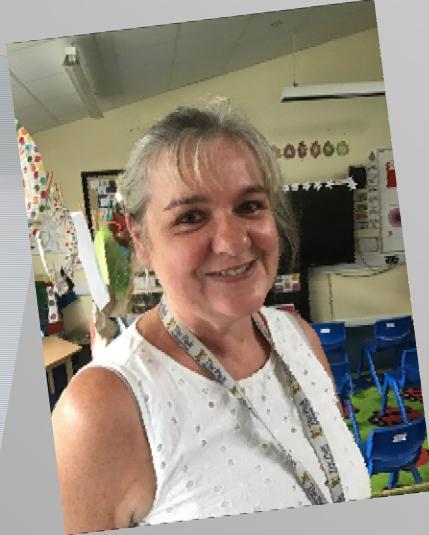
- Mr Lee (Mrs Maxfield)– head@redoaks.org.uk
 - Mrs Jacques (Mr Lee)- deputyhead@redoaks.org.uk
 - Mr Cowell fsmanager@redoaks.org.uk

 - Admin team - admin@redoaks.swindon.sch.uk
- Emails will then be passed on to the relevant teachers.

Reception Team 2023-2024



Cherry



Apple

- Mrs Prophet (Monday, Tuesday all day and Wednesday Morning) and Mrs Wright (Wednesday afternoon and Thursday and Friday all day) in Cherry class.
- Mr Cowell in Apple Class
- We also have a wonderful team of TA's and 1:1 support staff.

INFORMATION FOR PARENTS



Red Oaks Primary School
Redhouse Way
North Swindon Learning Campus
Swindon
SN25 2AN
Tel: 01793 493920

Email: admin@redoaks.swindon.sch.uk

Website: www.redoaks.org

School Day Monday to Friday



<i>Reception</i>	<i>Cherry and Apple</i>
Doors open	8.30am
Morning session starts	8.40am
Lunchtime	12.00 noon
Afternoon session starts	1.00pm
End of school day	3.00pm

Childcare Opportunities

Red Oaks Primary School.
(7.45am-8.30am and 3pm-5.45pm)

'Breakfast Club'
&
'Acorns After School Club'



School Uniform

What to wear:

- Grey Trousers/Shorts/Skirts/Pinafores
- Red Polo Shirts
- Navy Blue Sweatshirt/Fleece/Cardigan
- Red Check Summer Dresses
- Black Shoes - not trainers, no white sole (Velcro straps if possible)

Nursery and Reception:

- Wellington Boots to be kept in school at all times

PE Kit:

- Coloured T Shirts - see house colours
- Black Shorts
- Black Jogging Bottoms/Leggings
- Trainers/Plimsolls

Supplier:

Trutex Schoolwear & More

Tel: (01793) 520843

All children must have a book bag and a water bottle in school everyday please labelled.



Cool Milk & Fruit for Schools

➤ Daily milk available up to 5yrs



➤ Free fruit for FS & KS1

➤ Snack fruit vegetables - explain learning benefits



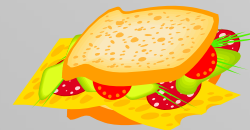
School Brochure

*Absence from school



*Somebody else picking up

*School meals - still need to book



*Money, valuables and toys



*Administration of medicine



Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and outlery. Begin to show accuracy and care when drawing.
Literacy	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Maths	Number	<ul style="list-style-type: none"> 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.
	Numerical Patterns	<ul style="list-style-type: none"> 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.

Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	The Natural World	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

What we do here



- Day to day routine (Timetable).
- How we teach? Adult Led and Child initiated, exciting, fun and friendly dress up, in & outdoors.
- Messy play and regular 'Welly Walks'.
- Behaviour -positive praise, stickers, Class Dojo.
- Trips- Pay as you go.
- At the beginning of the school year our main emphasis will be on getting to know the children, Communication and Language, Physical Development and Personal and Social Development
- Phonics to develop rhyming skills, hearing letter sounds, recognising letters (phonemes) and later Digraphs and Trigraphs
- Handwriting & Reading. Lots of story telling opportunities.
- Practical maths in real world situations.

Assessment

In September

- We get to know your children and settling them in.
- We find out about children's interests and find out about what each individual child can do, how we can support them and how we can develop their learning. (Baseline Assessment)

Throughout the Year

- We will assess the children's development observing them during play or while they are involved in small group, bigger group activities or on a one to one basis against the 5 key strands .
- Continued assessment of needs and interests will continue to inform planning.
- Produce a 'Special' Learning Journey book showing achievements over the year.

The Interactive Learning Diary will be used to let you know what the children have been doing at school.

What you can do at home

In Reception:

- ❖ Phonics - huge focus for us.

(Initial pure sounds we use to build words through segmenting then blending.)

We start with phonemes - **s, a, t, p, i, n** (see school website.)

- ❖ Tricky words (High Frequency Words) which can't be blended.
- ❖ Reading books - changed weekly. Need lots of re reading and discussion using pictures.
- ❖ Number songs
- ❖ Poems/rhymes
- ❖ ILD- access child's photos and observations, plus send your own photos to us.

Important Dates

- Individual Photos
- Parents Evening
- TD Day
- Break up
- Back to School

Check Newsletter (E-mail)

Red Oaks Website

www.redoaks.org

Questions

