



# Redbridge Primary School

Meet the Teacher  
September 2020

# The Reception team

Robins



Mrs N Khaleeq/Secondment Assistant  
Head Teacher-EYFS Lead



Teacher Assistant  
Mrs Khan

Wrens

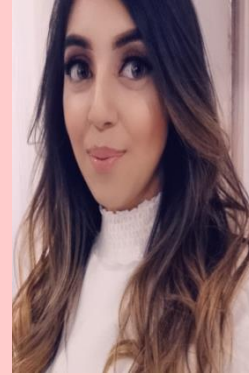


Miss S Khan



Teacher Assistant  
Mrs Shah

Sparrows



Miss S Asghar



Teacher Assistant  
Mrs Kataria

Goldcrest



Miss G Francis



Teacher Assistant  
Mrs Paul

# The Wider Redbridge Team

**Mr S Davies**

*Head Teacher*



**Mrs S Southall**

*Deputy Head Teacher*



**Mrs R Targett-Adams**

*Deputy Head Teacher*



**Ms H Heer**

*Assistant Head Teacher  
SEN Leader*



**Mrs L Panzu**

*Assistant Head Teacher  
Early Years  
Leader/Safeguarding  
Leader*



**Mrs R Sagar**

*Assistant Head Teacher  
KS1 Leader*



**Mrs N Khaleeq**  
*Secondment Assistant  
Head Teacher  
Early Years Leader*



# Transitional Weeks



## Week 1

3<sup>rd</sup> September- Zoom call home visits

4<sup>th</sup> September –Zoom call home visits

## Week 2

7<sup>th</sup> September- Zoom call home visits

8<sup>th</sup> September –Zoom call home visits

9<sup>th</sup> September- Group A children start Reception (spring/summer born) Start 9.30, Finish 1pm (having lunch at school)

10/11<sup>th</sup> September- Group A children- Start normal time (TBC), finish 1pm (Having lunch at school)

## Week 3

14/15<sup>th</sup> September- Group A children- Full Time

16<sup>th</sup> September- Group B children start Reception (Autumn/winter born) Start 9.30, finish 1pm (having lunch at school) + Group A full Time

17/18<sup>th</sup> September- Group B children- start normal time (TBC), finish 1pm (Having lunch at school) + Group A in full Time

## Week 4

21<sup>st</sup> September- Group A and B children- Full Time

# The School Day



## Reception

AM 8:50am- 11:45am

PM 1:15-3:30pm

## Punctuality

It is very important that your children arrive on time for school. The children begin their learning as soon as the school day starts.

***‘My child is only late by 10 minutes... that doesn’t matter does it?’***

It may seem like 10 minutes isn’t really that much, but for the typical school day of 6.5 hours, a student who is 10 minutes late every day will miss **30 hours** of school time that year. That’s the same as 6 full days of learning lost!

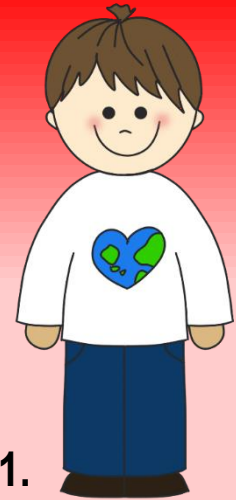
**Please arrive promptly as doors will close at 9am – we aim to complete registration and begin our learning as quickly as possible. If you need to speak to the class teacher about an issue please try to do this at the end of the day.**

**School closes at 2.30pm every Friday!**

# Attendance

It is very important for your child to be in school every day. In recent years at Redbridge, the children who have attended school regularly achieve better results at the end of Foundation Phase, Key Stage 1 and Key stage 2.

Please encourage your children to attend school everyday. If your child is unwell please contact the school to report the absence as soon as you can.



- **This is Simon. He is in Year 1.**
- **His attendance is around 90%**
- 90% attendance means that he is absent from lessons for the equivalent of **one half day every week**.
- If it remains at 90% in Year 1, he will miss the equivalent of **four whole weeks- almost a month!**
- If Simon continues this pattern **over five years**. He will miss the equivalent of about **one half of an entire school year!**



# School Uniform

School uniform is encouraged, to give our pupils a sense of belonging and pride in their school. All clothing should be **clearly labelled**. As there are many stairs in the school, sensible shoes rather than trainers are recommended.

- Red school sweatshirt
- Black school trousers
- **White school polo shirt**
- Red school cardigan
- Grey skirt/pinafore dress or trousers
- White shirt/blouse
- Red and white dress (Summer Term)
- Black Sensible shoes, not trainers are recommended
- Reversible fleeces/rain jackets

Please send in a  
labelled water  
bottle for your  
child



The school uniform can be purchased from  
Lucilla in Ilford

# P.E.

## P.E. KIT:

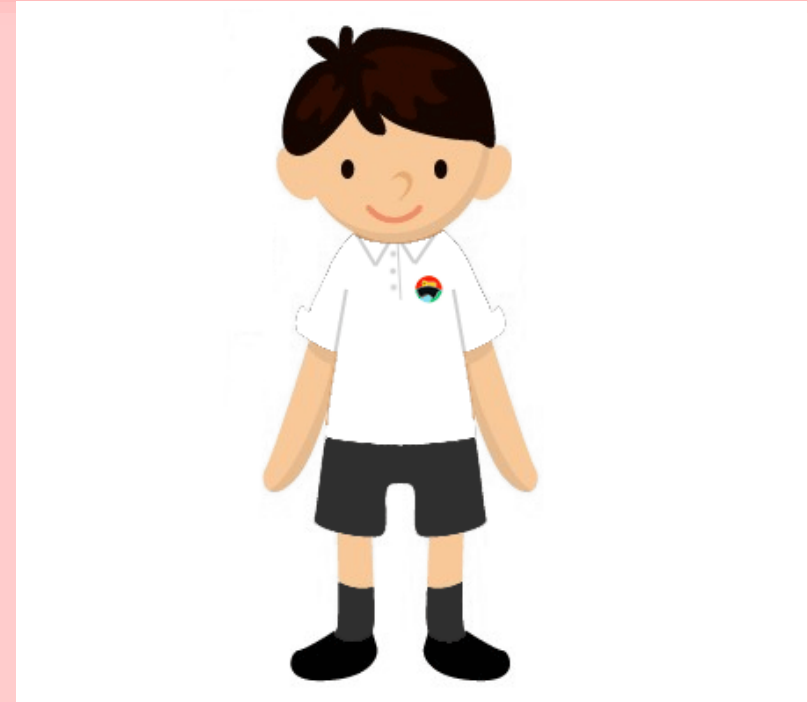
Black shorts/jogging bottoms/leggings

White t-shirt

Plimsolls

Drawstring P.E. bag

Please ensure all items are labelled



P.E days will be up in the parent notice board.



# The Curriculum

# What do we use in reception?

**Early Education**  
The British Association for Early Childhood Education  
[www.early-education.org.uk](http://www.early-education.org.uk)

## Development Matters in the Early Years Foundation Stage (EYFS)

**This non-statutory guidance material supports practitioners  
in implementing the statutory requirements of the EYFS.**

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family

background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at [www.foundationyears.org.uk](http://www.foundationyears.org.uk). The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: [www.education.gov.uk/publications](http://www.education.gov.uk/publications)



# What do we focus on?




Characteristics of Effective Learning
<b>Playing and exploring – engagement</b>  Finding out and exploring Playing with what they know Being willing to 'have a go'
<b>Active learning – motivation</b>  Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
<b>Creating and thinking critically – thinking</b>  Having their own ideas Making links Choosing ways to do things

Area of Learning and Development	Aspect
<b>Prime Areas</b>	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
<b>Specific areas</b>	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative





## Personal, Social and Emotional Development: Making relationships




	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <p><b>Birth - 11 months</b></p>	<ul style="list-style-type: none"> <li>Enjoys the company of others and seeks contact with others from birth.</li> <li>Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes.</li> <li>Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements.</li> <li>Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears.</li> <li>Responds to what carer is paying attention to, e.g. following their gaze.</li> <li>Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.</li> </ul>	<ul style="list-style-type: none"> <li>Make sure babies have their own special person in the setting, who knows them really well and understands their wants and needs.</li> <li>Tune in sensitively to babies, and provide warm, loving, consistent care, responding quickly to babies' needs.</li> <li>Hold and handle babies, since sensitive touch helps to build security and attachment.</li> <li>Ensure that the key person or buddy is available to greet a young baby at the beginning of the session, and to hand them over to parents at the end of a session, so the young baby is supported and communication with parents is maintained.</li> <li>Engage in playful interactions that encourage young babies to respond to, or mimic, adults.</li> <li>Follow the baby's lead by repeating vocalisations, mirroring movements and showing the baby that you are 'listening' fully.</li> <li>Notice when babies turn away, signalling their need for less stimulation.</li> <li>Discover from parents the copying games that their babies enjoy, and use these as the basis for your play.</li> <li>Talk with babies about special people, such as their family members, e.g. grandparents.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure staff are aware of the importance of attachment in relationships.</li> <li>Ensure the key person is paired with a 'buddy' who knows the baby and family as well, and can step in when necessary.</li> <li>At times of transition (such as shift changes) make sure staff greet and say goodbye to babies and their carers. This helps to develop secure and trusting three-way relationships.</li> <li>Plan to have one-to-one time to interact with young babies when they are in an alert and responsive state and willing to engage.</li> <li>Display photos of family and other special people.</li> <li>Share knowledge about languages with staff and parents and make a poster or book of greetings in all languages used within the setting and the community.</li> <li>Repeat greetings at the start and end of each session, so that young babies recognise and become familiar with these daily rituals.</li> </ul>
 <p><b>8-20 months</b></p>	<ul style="list-style-type: none"> <li>Seeks to gain attention in a variety of ways, drawing others into social interaction.</li> <li>Builds relationships with special people.</li> <li>Is wary of unfamiliar people.</li> <li>Interacts with others and explores new situations when supported by familiar person.</li> <li>Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.</li> </ul>	<ul style="list-style-type: none"> <li>Involve all children in welcoming and caring for one another.</li> <li>Give your full attention when young children look to you for a response.</li> <li>Enable children to explore by providing a secure base for them.</li> <li>Help young children to understand the feelings of others by labelling emotions such as sadness or happiness.</li> </ul>	<ul style="list-style-type: none"> <li>Play name games to welcome children to the setting and help them get to know each other and the staff.</li> <li>Regularly evaluate the way you respond to different children.</li> <li>Ensure there are opportunities for the child to play alongside others and play cooperative games with a familiar adult.</li> <li>Provide matching items to encourage adult and child to mimic each other in a cooperative game. e.g. two identical musical instruments.</li> </ul>
 <p><b>16-26 months</b></p>	<ul style="list-style-type: none"> <li>Plays alongside others.</li> <li>Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.</li> <li>Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.</li> </ul>		

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.



Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

## Personal, Social and Emotional Development: Making relationships

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <b>22-36 months</b>	<ul style="list-style-type: none"> <li>Interested in others' play and starting to join in.</li> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them.</li> <li>May form a special friendship with another child.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that children have opportunities to join in.</li> <li>Help them to recognise and understand the rules for being together with others, such as waiting for a turn.</li> <li>Continue to talk about feelings such as sadness, happiness, or feeling cross.</li> <li>Model ways of noticing how others are feeling and comforting/helping them.</li> </ul>	<ul style="list-style-type: none"> <li>Make time for children to be with their key person, individually and in their key group.</li> <li>Create areas in which children can sit and chat with friends, such as a snug den and cosy spaces.</li> <li>Provide resources that promote cooperation between two children such as a big ball to roll or throw to each other.</li> </ul>
 <b>30-50 months</b>	<ul style="list-style-type: none"> <li>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>Initiates play, offering cues to peers to join them.</li> <li>Keeps play going by responding to what others are saying or doing.</li> <li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<ul style="list-style-type: none"> <li>Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults.</li> <li>Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included.</li> <li>Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried.</li> <li>Plan support for children who have not yet made friends.</li> </ul>	<ul style="list-style-type: none"> <li>Plan activities that require collaboration, such as parachute activities and ring games.</li> <li>Provide stability in staffing, key person relationships and in grouping of the children.</li> <li>Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions.</li> <li>Provide a role-play area resourced with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos.</li> <li>Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying 'You can't play'.</li> </ul>
 <b>40-60+ months</b>	<ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Early Learning Goal</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> <li>Support children in linking openly and confidently with others, e.g. to seek help or check information.</li> <li>Model being a considerate and responsive partner in interactions.</li> <li>Ensure that children and adults make opportunities to listen to each other and explain their actions.</li> <li>Be aware of and respond to particular needs of children who are learning English as an additional language.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends.</li> <li>Ensure children have opportunities to relate to their key person, individually and in small groups.</li> <li>Provide activities that involve turn-taking and sharing in small groups.</li> </ul>

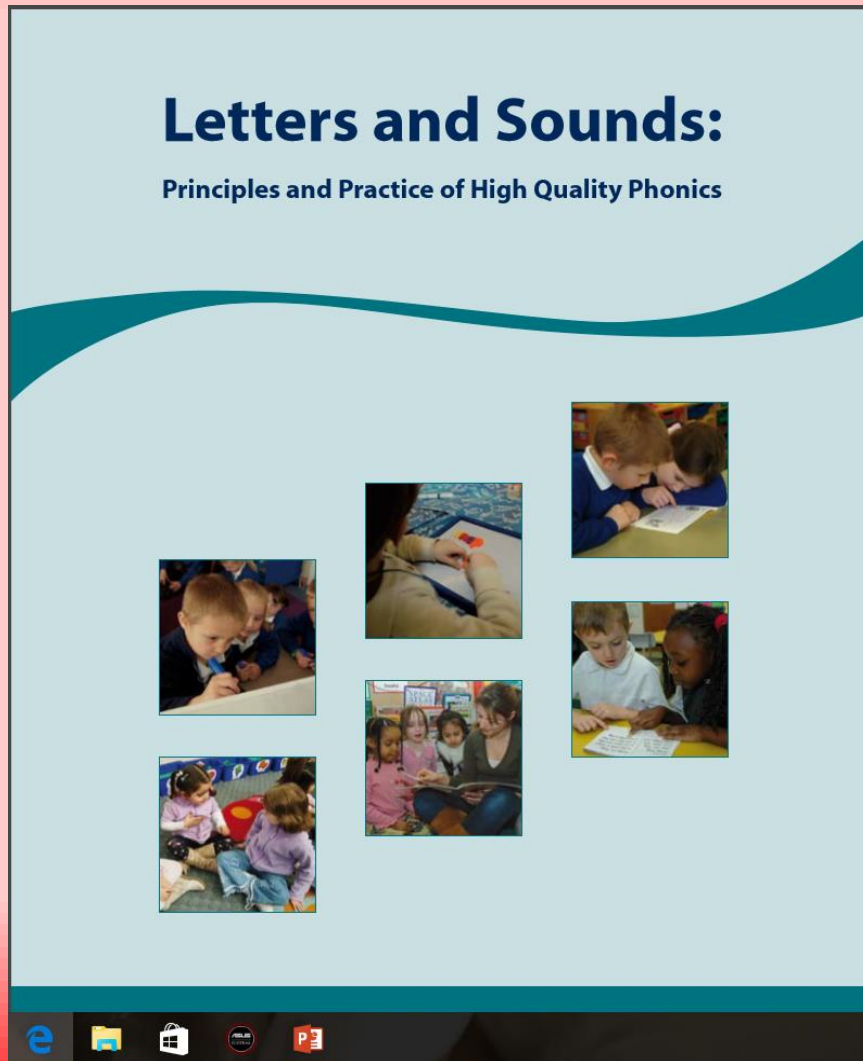
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In order to achieve GLD (Good Learning of Development) children need to show evidence of achieving all of the statements for each aspect.



# Phonics



All children will  
have a 'letters,  
sounds and  
words' card.



## Phase 2



<u>Sounds</u>					<u>Words</u>					
<u>Set 1</u>	s	a	t	p	at	a	as	pat	tap	sat
<u>Set 2</u>	i	n	m	d	it	is	in	am	nap	mad
<u>Set 3</u>	g	o	c	k	cap	got	cat	kit	dog	dad
<u>Set 4</u>	ck	e	u	r	up	mum	cup	rat	duck	rack
<u>Set 5</u>	h	b	f	l	hat	bit	fig	let	luck	him
	ll	ss	ff		sell	fell	mess	fuss	huff	puff
<u>Tricky words</u>	the	go	I	to	into					



# Phase 2

Letter progression (one set per week)

Set 1:	s	a	t	p	
Set 2:	i	n	m	d	
Set 3:	g	o	c	k	
Set 4:	ck	e	u	r	
Set 5:	h	b	f, ff	l, ll	ss



# Phase 3

## Letters

Set 6:      **j**            **v**            **w**            **x\***

Set 7:      **y**            **z, zz**        **qu\***

\*The sounds traditionally taught for the letters **x** and **qu** (/ks/ and /kw/) are both two phonemes, but children do not need to be taught this, at this stage as it does not affect how the letters are used.

Graphemes	Sample words	Graphemes	Sample words
<b>ch</b>	<b>chip</b>	<b>ar</b>	<b>farm</b>
<b>sh</b>	<b>shop</b>	<b>or</b>	<b>for</b>
<b>th</b>	<b>thin/then</b>	<b>ur</b>	<b>hurt</b>
<b>ng</b>	<b>ring</b>	<b>ow</b>	<b>cow</b>
<b>ai</b>	<b>rain</b>	<b>oi</b>	<b>coin</b>
<b>ee</b>	<b>feet</b>	<b>ear</b>	<b>dear</b>
<b>igh</b>	<b>night</b>	<b>air</b>	<b>fair</b>
<b>oa</b>	<b>boat</b>	<b>ure</b>	<b>sure</b>
<b>oo</b>	<b>boot/look</b>	<b>er</b>	<b>corner</b>



# Phase 4

- Teach blending and segmentation of adjacent consonants
- Teach some tricky words
- Practise blending and reading words with adjacent consonants Practise segmentation and spelling words with adjacent consonants
- Apply Read or write sentences using one or more high-frequency words and words containing adjacent consonants



# The Curriculum

We will be sharing our learning journey at various points throughout the school year. Please look out for the termly newsletters as well as special assemblies and invitations to come into school and share our learning. Due to Covid-19 this is subject to change.

# Internet Safety



- One of the biggest risks that children of the modern day are facing is with online media and communication technology.
- We will be working hard this year to ensure that internet and technology safety is embedded across the curriculum. You can support us with this at home by taking the following simple steps;
  - ❖ Set up parental controls which filter what information and programmes that children are able to access.
  - ❖ Talk to your child about staying safe online.
  - ❖ Ensure that your child is supervised whilst browsing the internet.
- *Please speak to the school if you have any concerns regarding internet safety.  
More information can be found online on the NSPCC website.*

# Home Learning

**Our philosophy at Redbridge is that children achieve the best when the child, school and family work in partnership.**

- Make sure your child knows when and how to go to the toilet.
- Keep reminding your child of their lunch time dinner preferences (halal, vegetarian etc.)
- Remind your child of the lunch time menu everyday.
- Please ensure your child is able to dress and undress themselves independently.
- Ensure your child brings in their coat.
- Talk to your child about their school days, allowing them the opportunity to talk in full sentences.
- Read with your child everyday, no longer than 10 minutes.
- Ensure that your child practices their phonics.
- Work with your child in SHORT BURSTS.
- Encourage your children to get to bed at a reasonable time to ensure they are refreshed and ready for learning each day.



# Communication



It is our aspiration to become a paperless, eco-friendly school and are thrilled that many of our families are using the Group Call Redbridge App. This is the school's primary form of communication with families so please ensure you have registered in order to keep up to date letters and important dates.

If you would like support setting up your Group Call account please speak to a member of the office staff team who will assist you.

There are many ways to get in touch with our school if you have a query or need any support or advice.

- Talk directly to your child's class teacher after school
- Telephone the school on **0208 551 7429**
- Come in and see a member of the office team at the front reception
- Email our school admin address which is checked daily  
[admin.redbridgeprimary@redbridge.gov.uk](mailto:admin.redbridgeprimary@redbridge.gov.uk)