



# Welcome to Reception

## Meet the Reception Team



**Christopher Rogers**

**Guatemala Class Teacher**

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I am so excited to continue my journey at the British International School of Washington in Reception next year. More importantly to inspire your child to celebrate the diversity of all and achieve their aspirations.

I have taught in Early Years and Year 1 for 6 years now and continue to love every minute. Raised in the countryside of Yorkshire, I have always aspired to travel and see the world. Some of my favourite places I have been include Prague, Croatia and, of course, America.

I am most looking forward for a new adventure alongside your child as we continue to develop our love of education through learning, laughter, sharing and fun.

I am originally from Birmingham, England and graduated from Coventry University with a Bachelor of Arts in Theatre and Performance before completing my Primary PGCE at Birmingham City University.

As a person with an international perspective, meeting people from all over the world and experiencing different cultures and traditions is something I thrive on. I am a strong believer that children should feel happy in school as this allows them to really reach their potential.

In my spare time, I enjoy attending theatre and dance productions and like to experience and try food from all around the world.

I am truly excited to be teaching Reception this year and look forward to meeting you and your children in August. I hope you have a super summer vacation.



**Daniel Dickenson**

**Honduras Class Teacher**

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Helping to develop children as unique individuals through personalised learning opportunities is one of the greatest rewards in teaching. I believe all learning should be engaging and fun; creating beautiful lifetime memories.

Originally from Lincolnshire in the United Kingdom, I completed a Biomedical Science degree from the University of Kent, followed by a Postgraduate Certificate of Education at the University of East Anglia. Since then, I have been teaching for 8 wonderful years in Early Years and Key Stage One, in both London and internationally in the United Arab Emirates. My additional roles as Head of Teaching and Learning, and Head of Year have further enhanced my understanding of how children develop the curiosity and skills to become life-long learners.

I am truly delighted to be joining the British International School of Washington where I can bring my experience and passion for teaching to this fantastic, collaborative community. Lastly, as an avid traveller and foodie, I am also very excited to explore all that the US has to offer!



**Emma Jennings**

**Belize Class Teacher**

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**Noreen Crawford**

**Guatemala Learning Assistant**

My name is Noreen Crawford. I am from Ireland but grew up in Geneva, Switzerland where I attended the International School. I am a mother of a college aged daughter. I have been working at BISW for four years but in an administrative capacity at the front desk. I sought a new opportunity to work directly the younger students. I am very excited to join the Reception class.



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**Madeline Dain**

**Honduras Learning Assistant**

Hi, I'm Madeline! I grew up in London and studied Biology at the University of Oxford. I have three children at BISW, and having previously worked as a Learning Assistant at a UK primary school, I am delighted to be joining the Early Years team working in Reception.

My name is Seema Arora. I have been working at BISW for the last two years with Pre-Nursery students. My specialty is working with with Early Years, and this year, I am excited to be working with Reception. I can't wait to meet all of the children! It will be a great experience to see them grow and progress this upcoming school year.



**Seema Arora**

**Belize Learning Assistant**



## Prime Areas

Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development: Making relationships, Self-confidence and self-awareness, Managing feelings and behavior
- Communication and Language: Listening and attention, Understanding, Speaking
- Physical Development: Moving and handling, Health and self-care

Typical age related objectives include:

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

## Specific Areas

Specific areas include essential skills and knowledge for children to participate successfully in society.

- 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

Typical age related objectives include:

- Begins to read words and simple sentences.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Children count reliably with numbers from one to twenty.
- Beginning to use mathematical names for 'solid' three dimensional shapes and 'flat' two dimensional shapes, and mathematical terms to describe shapes.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Constructs with a purpose in mind, using a variety of resources.



## IPC Units Yearly Overview

Term	First Half-Term	Second Half-Term
Autumn Term	<p><b>Family and Friends</b></p> <p>In this unit, the children are going to be learning about their family and friends and all kinds of houses and homes. Activities may include: Meeting new people, making new friends, playing in the house area, making pictures of their families, inviting their family to come to school, going and looking at the houses near the school, listening to stories, learning about special homes, making houses in the construction area and baking a house of sweets.</p>	<p><b>Shopping</b></p> <p>In this unit, the children are going to be learning about all kinds of shops. Activities may include: Visiting shops and markets, making a shop in the classroom, learning about money, sorting bags of shopping, making things to sell and listening to stories about shops.</p>
Winter Term	<p><b>Bears</b></p> <p>In this unit, the children are going to be learning all about bears. Activities may include: Finding out about real bears, listening to the story of Goldilocks and the three bears, making porridge, painting a portrait of their bear, making bear masks, counting and sorting teddy bears, washing the bear's clothes and looking at some old bears.</p>	<p><b>Press it, Click It</b></p> <p>In this unit, the children are provided with opportunities to explore and play with technology, offering structured use of ICT such as cameras, phones, recording devices, tablets and computers to provide a varied range of sensory and learning experiences. Activities may include: Exploring the machines in our homes, making a photo story, going on a sound walk and exploring different sounds and music.</p>
Spring Term	<p><b>A Knights Tale</b></p> <p>In this unit, the children are going to be learning about all about knights and castles. Activities may include: Designing and making their coat of arms, building a castle, researching castles around the world including their home country, learning about mythical legends such as dragons and wizards.</p>	<p><b>Changes</b></p> <p>In this unit, the children are going to be learning about all kinds of changes. Activities may include: Making ice-cubes, jelly and chocolate shapes, learning about young animals changing into adults, changing words and make new rhymes, playing in the sand and water tray and seeing how many ways they can change the sand and water, making new shapes and making loud and soft music.</p>

## IPC Personal Learning Goals

Personal goals underpin the individual qualities and dispositions we believe children will find essential in the 21st century. Opportunities to experience and practice these are built into the learning tasks within each unit of work.

Adaptability  
Communication  
Cooperation

Enquiry  
Morality  
Resilience

Respect  
Thoughtfulness  
International Mindedness



## A Typical Day

Time	Activity
8 a.m.	Arrive, go to Nursery playground
8.25 a.m.	Teachers meet children on the playground, walk to the classroom together
8.30 a.m.	Register
8: 40 a.m.	Class learning- teacher or student led
9:30 a.m.	Phonics
10 a.m.	Break & snack
10.20 a.m.	Spanish
10.45 a.m.	Class learning- teacher or student led
11.40 a.m.	Lunch and outdoor break
12.40 p.m.	P.E.
1.30 p.m.	Class learning – teacher or student led
3.20 p.m.	Dismissal

### Specialist Lessons

Your child will receive specialist tuition in the following subjects each week

- Spanish
- PE

### Phonics

Children in Reception have a daily phonics lesson following the Read Write inc. Scheme. Children learn the English alphabetic code; first they learn one way to read the 40+ sounds and blend these sounds into words working towards learning to read the same sounds with alternative graphemes.

They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and ‘tricky’ words and, as children re-read the stories, their fluency increases.

## Outdoor Learning

### Walk in the Woods

Research suggests that outdoor learning boosts problem-solving and critical thinking skills alongside building independence and resilience. That is why in

Reception your child will venture out into Dumbarton Oaks Park as part of our Walk in the Woods experience. These weekly outdoor learning sessions provide opportunities to build important physical, social, cognitive and life skills. They also allow us to apply learning inside the classroom to a real-life setting. Some examples of Walk in the Woods activities include: Observing signs of a new seasons, tree and bird identification, art, yoga and mindfulness and litter picking.

