



**British**  
International School, Phuket

# Welcome to Reception

"Play is our  
brain's favourite  
way of learning."

=Diane Ackerman=

Play is the highest  
form of research.

-Albert Einstein





# British

International School, Phuket

# Transition





# British

International School, Phuket

# Transition



# Reception Teachers



**Miss Laura**  
Reception Green  
Team Leader



**Miss Emily**  
Reception Purple



**Miss Rashy**  
Reception Orange

# Reception Teaching Assistants



Miss Tik



Miss O



Miss Tukta



# British

International School, Phuket



Miss Hayley  
Learning Support



Miss Georgia  
Intern

# What will stay the same?

- ❑ Start and finish times – 7.50am and 2.15pm
- ❑ Specialist lessons (Music, Swimming, PE and Library)
- ❑ Uniforms (hat/water bottle/mask)
- ❑ Snacks and lunches

Reception Green  
Specialist Timetable

Monday	PE 	
Tuesday	Swimming 	
Wednesday	Library 	Thai 
Thursday	PE 	Music 
Friday	Thai 	

# What will stay the same?

- ❑ Term 1 – Personal, Social, Emotional Development
- ❑ Children will explore and play in the environment with their friends and teachers
- ❑ We have a flow from inside to outside play
- ❑ Children will follow their own interests
- ❑ Early Learning Goals are the goals that children should achieve by the end of Reception

*Children learn as they play. More importantly, in play, children learn how to learn. - Fred Donaldson*



# Early Learning Goals

## Early Learning Goals

### Communication and Language

#### Listening, Attention and Understanding

- 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

- 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.

### Understanding the World

#### Past and Present

- 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

- 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

- 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.

### Personal, Social and Emotional Development

#### Self-Regulation

- 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

- 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

- 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.

### Expressive Arts and Design

#### Creating with Materials

- 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

- 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.

### Mathematics

#### Number

- 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

- 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.

### Physical Development

#### Gross Motor Skills

- 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

- 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 cutlery.
- Begin to show accuracy and care when drawing.

### Literacy

#### Comprehension

- 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

- 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

- 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.

## Understanding the World

### Past and Present

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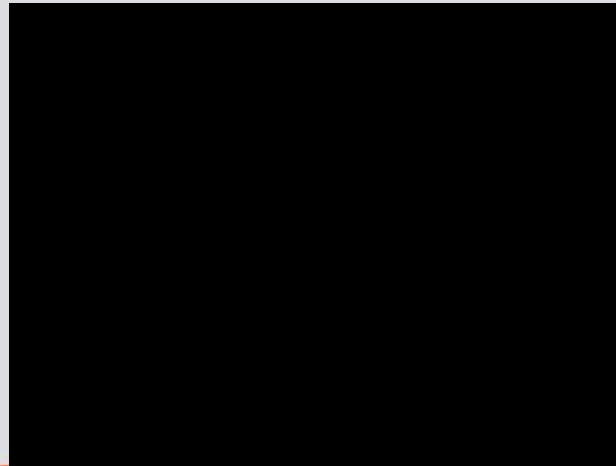
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## Literacy

### Comprehension

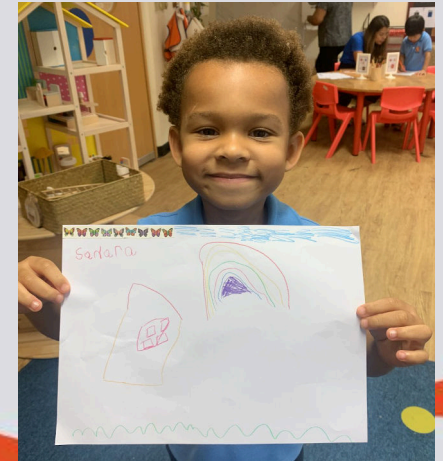
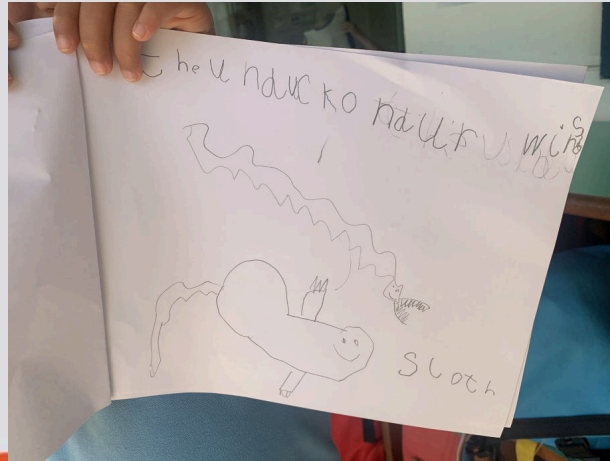
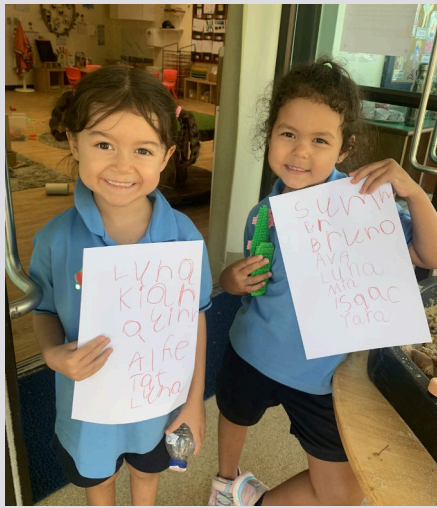
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# Main Changes from Nursery

## Sleep/Naps

Reception is a full school day with no option to sleep.

*We recommend that you begin withdrawing naps in the last week or two of the school holidays to give the children a chance to acclimatise!*

# Main Changes from Nursery

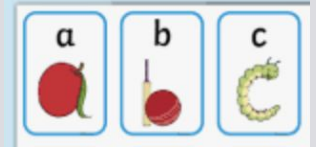
## Communication

We will be adopting a new application called Toddle Play. It is similar to Seesaw and we will use it for sending photos and information to parents. Please check it regularly!

More information to follow.

# Main Changes from Nursery

## Phonics



In the middle of Term 1, we will begin our Read Write Inc.  
Phonics program

First we focus on **listening** then we begin to learn sounds.

We will have a parent session early in Term 1 about how you  
can support your child at home.

# Main Changes from Nursery

## Reading Books

After the October half term holiday, some children will begin to get weekly reading books.



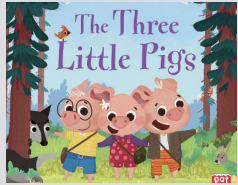
First they will be books without words.



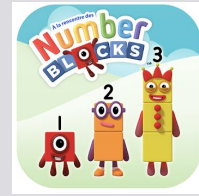
There will be a Toddle video and a parent session about Phonics and how you can support your child at home.



# Main Changes from Nursery



## Maths



Each day we will do a short Maths group time, this will often involve stories, music, singing and lots of practical resources.



# Main Changes from Nursery

## Two Thai Lessons each week



Term 1 – All children with a Thai Passport will join Thai Lessons

(we can talk to parents on a individual basis if they are not sure if their children should join this group)

Term 2 – Non-Thai Children can join Thai Lessons

*We recommend that children who are also learning to speak English do not take part in these sessions.*

We will send an online form in Term 1

# Settling In

This **settling procedure** aims to ensure your child has a happy and successful start to the school year. If your child is having some difficulties, please get in touch and we can put a plan in place together.

## Week 1 – 19th – 23rd August

**For the first week of school children will be having a half day of school, finishing at 12:30pm for everyone.**

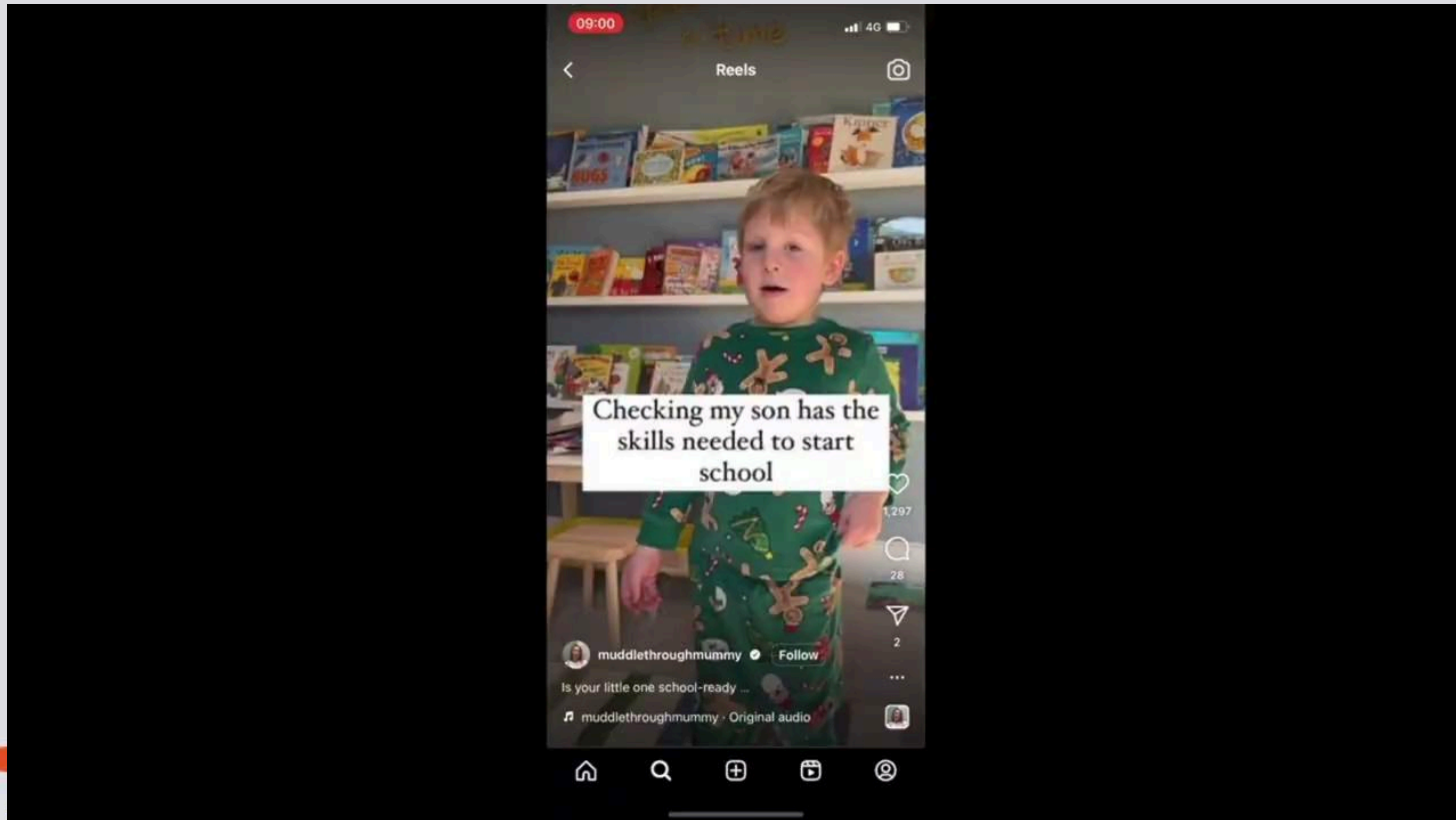
## Week 2

If your child is currently still sleeping and needs another week to settle in, they can go home at 12.30pm in Week 2 as well.

## Week 3

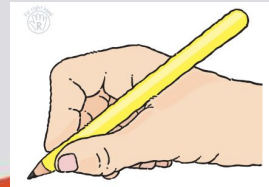
Normal timetable

# What can you do at home?



# How You Can Help – Children

- Lots of snuggle time with books! Sharing stories, singing nursery rhymes and listening games i.e. I Spy!
- Can recognise their name i.e. in clothes, on water bottle
- Can take their shoes on and off independently
- Can get dressed and undressed independently
- Can take things in and out of their bag
- Can hold a pencil
- Starting to use scissors independently
- Can wash hands independently



# How You Can Help – Parents!

- No toys from home!
- Start a good sleep routine – between 10–13 hours
- Please label **everything or make it recognisable**
- Engage with our Phonics and reading books and learn alongside your children
- Talking – Build vocabulary, confidence and understanding
- Talk positively about school, friends and starting Reception over the summer and this will build lots of excitement!
- Come and talk to us, our door is always open and we are happy to

help.

# How You Can Help – Mr David

- Confidence in our team
- No toys from home
- No food from home
- Avoid bringing expensive items into school
- Please arrive to school on time in the morning and at the end of the school day
- Go to Primary Office if late
- Doctors notes are required if children will miss swimming lessons
- Keep everyone safe and healthy by checking with the school nurse if you think your child is unwell
- No nuts – for birthday cakes, cookies etc
- Please engage with teachers for the best outcomes

# Question Time

Please let me know if you have any questions.  
We are always here to help!

Miss Laura – [lsmith@bisphuket.ac.th](mailto:lsmith@bisphuket.ac.th)

Miss Emily – [ejoos@bisphuket.ac.th](mailto:ejoos@bisphuket.ac.th)

Miss Rashy – [rkhanijou@bisphuket.ac.th](mailto:rkhanijou@bisphuket.ac.th)

Mr David Hyde – [dhyde@bisphuket.ac.th](mailto:dhyde@bisphuket.ac.th)







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