

Welcome to
Reception!

Staff in our class



Miss Turley
Reception class
teacher and phase
leader



Ms Gurik



Ms Parker

What Is the EYFS?

The **Early Years Foundation Stage (EYFS)** statutory framework is a government document that all schools in England must follow. It sets standards for the learning, development, and care of your child from birth to 5 years old.

The standards ensure your child will learn and develop well and that they are kept healthy and safe.

What will my child be learning?

The EYFS framework outlines seven areas of learning and development and educational programmes. There are **three prime areas of learning**, which are particularly important for your child's development and future learning and there are **four specific areas of learning**, through which the prime areas are strengthened and applied.

These 3 prime areas are the most essential for your child's healthy development and future learning.

**Communication
and Language**

**Personal, Social
and Emotional
Development**

**Physical
Development**

As children grow, the prime areas will help them to develop skills in **4 specific areas.**


Literacy

Mathematics

**Understanding
the World**

**Expressive
Arts & Design**

The EYFS framework also identifies **three characteristics of effective teaching and learning:**



**Playing &
Exploring**



Active Learning



**Creating & Thinking
Critically**

At the end of the EYFS, there are **17 Early Learning Goals** that children are expected to achieve.

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.

How will my child be learning?

The EYFS framework identifies the essential role of play in your child's development. It is through both child-led play and adult guided activities that your child will develop confidence and relationships with others. Through play, the EYFS team will help your child to extend their vocabulary and develop their communication skills.



Messy learning

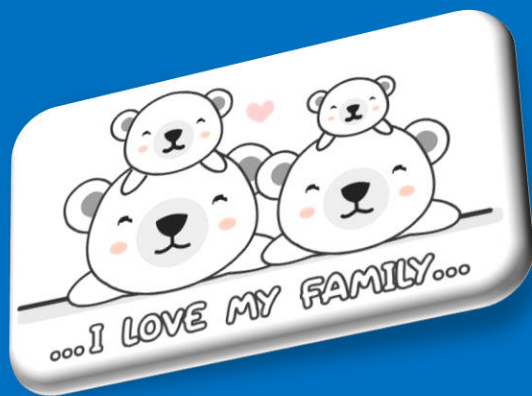


'Marvellous Me'

Each term we will have a new 'topic'

We will be linking these topics to the different curriculum areas in the Early Years Foundation Stage.

- The curriculum overview has been sent home via your child's book bag.
- You can help by taking your child to the library and visiting museums.

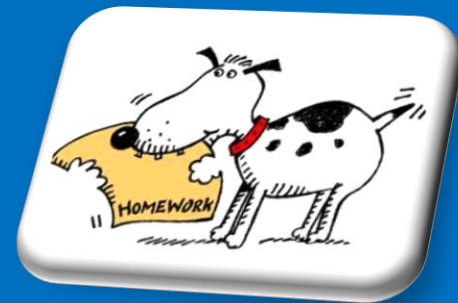


Phonics

- Your child will take part in a daily phonics session at school, this is how they will learn to read.
- The children will learn the sounds that letters represent and use this knowledge to blend words.
- Phonics has subject-specific vocabulary that I will share via google classroom for you to learn alongside your child in order to support them.

Keeping in contact

- We will keep in touch using Google Classroom. We will let you know when this is set up and you child's log in
- We will send homework for you to complete with your child over the weekend.



Class Bear

- The children will all have a chance to take home the class bear.
- When the bear comes home with your child please record his adventures in his diary! It would be great to have lots of pictures included.

General Information

Illness - make sure you ring the office first thing in the morning.

Be at school on time. School starts at 8.55.

Make sure your **child is picked up on time** – 3.15

Check the weekly **newsletter** that is uploaded onto the school's website - check bags daily for any other correspondence.

PE – On Wednesdays. The children need to have a named PE kit at school to change into.

Medical needs – Please keep the school updated through the year.

Toys from home

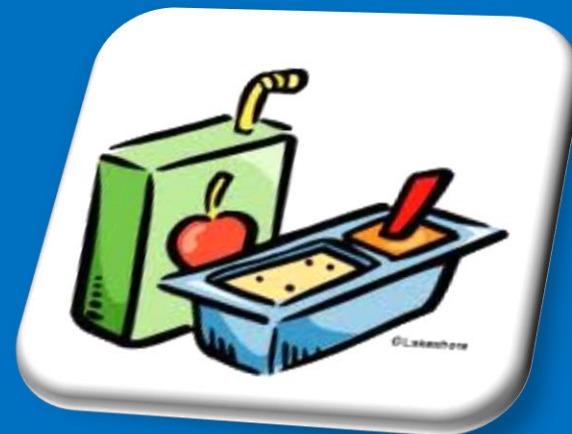
- Please do not send any toys with your child to school.
- There are plenty of toys for them to play with and the nursery can not replace any toys which are lost or damaged.



Snacks and Lunchtime

Healthy snacks for play time - no crisps, biscuits, chocolate, nuts, baked goods.

Every child can choose fresh fruit everyday. They can access water from the fountains and our snack area.



Correct Winter Uniform

- ❖ White polo shirt with Emmanuel logo.
- ❖ Navy cardigan or jumper with Emmanuel logo.
- ❖ Grey trousers / Navy skirt or dress.
- ❖ Black shoes with velcro and white socks
- ❖ No jewellery
- ❖ No nail varnish
- ❖ Yellow, white or navy hair bands



- Please label all items of clothing, including shoes and socks.

Important information

- As a school our budget has diminished in real terms over the past few years. We would greatly appreciate a monthly donation to help us to deliver the highest quality care and education to your child.



How can I help?

- ❖ Teach your child how to put a coat on.



- ❖ Encourage them to put their clothes on, especially socks and shoes.
- ❖ Encourage them to sit at the table and use a knife and fork when eating.

Reading

- Regular reading at home.
- Make reading fun and pleasurable!
- Ensure your child has understood what is happening in the story.



Phonics

- Please use the correct pronunciation of the sounds when reading or helping your child with phonics.
- A video will be going up onto Google Classroom to help you.

What else can you do?

- Please do not worry if your child's uniform gets messy at school.
- Read with your child every night.
- Encourage independence in dressing and eating.
- Encourage perseverance in activities and play.
- Speak to your child with proper language, '**not baby talk!**'
- Ask your child what he/she has learnt at school.
- Could they teach you what they have learnt?
- What do they enjoy doing at school?

If there is a concern...

Children- circle times, time to talk

Parents/Carers- at pick up or drop off an appointment can be arranged.

Questions???

