



Reception Class

Welcome Meeting
Thursday 5th October 2023

The Team...



Mrs
Evans



Miss
Quinn



Mrs
King



Mrs
Inwood



Mrs
Carter



Early Years Foundation Stage

The EYFS is the stage of education for children from birth to end of the Reception year.

It is based on the recognition that children learn best through play and active learning.

Prime areas of learning

Personal, Social & Emotional Development

Building Relationships
Managing Self
Self-Regulation

Communication & Language

Listening, Attention & Understanding
Speaking

Physical development

Gross motor skills
Fine motor skills



Specific Areas of Learning

Literacy

Comprehension
Word Reading
Writing

Mathematics

Number
Numerical Patterns

Understanding the World

People, Communities and Cultures
The Natural World
Past and Present

Expressive Arts & Design

Creating with Materials
Being Imaginative and Expressive



EYFS end of year expectations...

Your child will be assessed in all 17 areas throughout the year through independent work and adult observations.

By the end of the year we have a statutory duty to report whether a child had met ELGs (expected) or has not yet met (emerging)

How can I help my child at home



EYFS end of year expectations

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.

A typical day...

- 8.50 Welcome and morning jobs.
- 9.00 Register & prayers
Whole class input
- 9.15 Busy Bees
Continuous Provision & Adult-led groups
- 10.40 Snack
- 10.55 Busy Bees
Continuous Provision & Adult-led groups
- 11.30 Carpet
- 11.45 Lunch











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Afternoon...

- 12.50 Mindfulness
Phonics
- 1.15 Busy Bees
Continuous Provision & Adult-led groups
- 2.15 Tidy up time
- 2.30 Milk & story
- 2.50 Going home jobs



Copy of our curriculum map on class page. Will use newsletter to update you weekly as things change day by day

Transitions

We try to ensure smooth transitions through the day.

We keep vocal instructions to a minimum and use lots of visual aids and musical cues...

Listening poster

Visual timetable

Tamborine

Chimes

Carpet music

Tidy up



Behaviour expectations and rewards

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.

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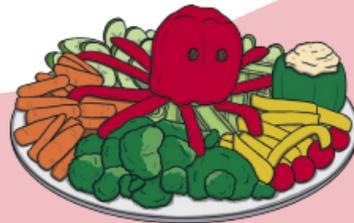
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Managing Self

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.



Early Learning Goals

Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

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Behaviour expectations and rewards

In Reception we use a number of strategies to promote positive behaviour...

Colour Monster
Golden Rules
Verbal praise
Stickers
Teddy in the jar
Wow box
Star of the week
Social stories



Useful Information...

Reading homework.

Story sacks

Snacks

Lunches

Accidents

Illness

Washing

Birthdays

Wow Moments

Secret box

Parents Evening

Baskets



EYFS Project 2023

Development of outdoor area

We need your help!



Thank You

Any Questions?