



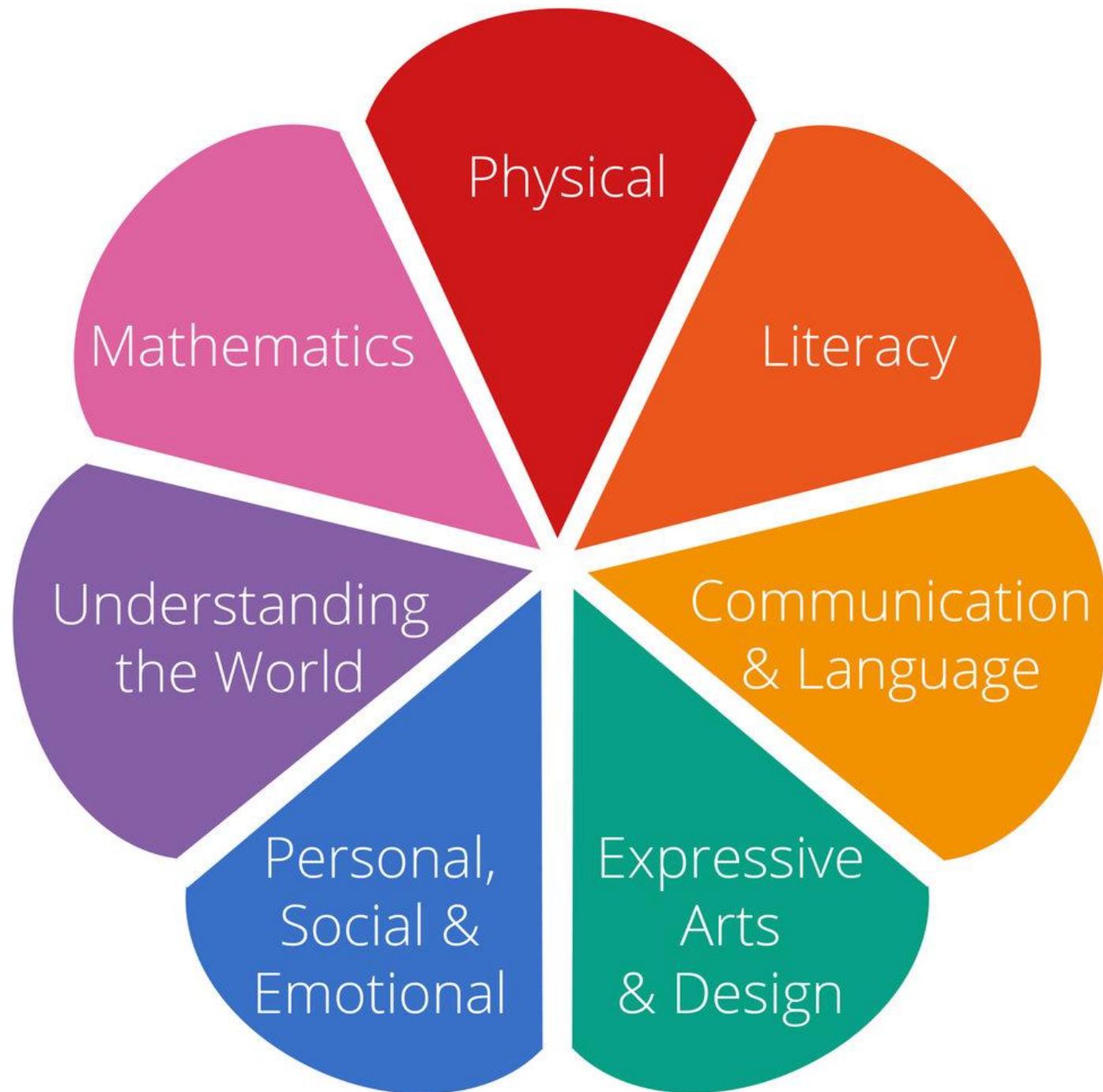
**2021/2022**



## The Early Years Foundation Stage

In Reception the children follow the Early Years Framework which covers a wide range of skills and subjects.

There are seven areas which we cover.



# Characteristics of Effective Learning

Activities provided in school will help to teach your child to become independent, resilient and curious.

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things



# Communication and Language

- Listening, Attention and Understanding
- Speaking



# Personal, Emotional and Social Development

- Self-Regulation
- Managing Self
- Building Relationships



# Physical Development

- Gross Motor Skills
- Fine Motor Skills



Some things you can do to help at home;



- *Talk, talk and talk some more...*
- Read stories together
- Encourage your child to become more independent, for example when dressing, eating or going to the toilet
- Give your child the opportunity to help you with small tasks. This will help them to practise listening and remembering one or two instructions

# Reading



By the end of Reception children will be able to :

- Say a sound for most letters in the alphabet (including groups of letter that make one sound - ch, sh)
- 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.
- 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.

# Phonics

Phonics  
ee ur ow  
wh y au

- Children learn letter sounds (phonemes) in a particular order
- Phonemes are blended into words for reading
- Words are segmented into phonemes for writing
- They are taught phonics everyday from Nursery to Year 2.
- Start to read and write words and sentences with the phonemes in them.
- Youtube - Mr Thorne

# How to help at home:

## Reading Scheme - Collins Big Cats

- Levelled books with phonics readers (called "for Letters and Sounds") and then books requiring a wider range of reading skills within each level.
- Books will be re-read to increase fluency and confidence.
- Stories and non-fiction books at every level.



# Reading Scheme - Collins Big Cats

- For children who have completed the phonics programme there are carefully levelled texts.
- These increase the range of skills the children use to comprehend and ensure they apply their phonics skills in to new contexts.
- More information in the document that will be uploaded to the school website.



# Reading Scheme - Collins Big Cats

- Talk about the pictures - What can you see? What is happening? What might happen next?
- Look for letters that your child knows and say the sound.
- In the coming weeks your child will begin to learn how to blend the words and as they re-read books will be able to recognise more words without having to blend.
- Re-read for fluency and to build confidence.









# Blending

in

cat

pin

spin

thin

sheep

High Frequency words eg the, in, to

Start a new page for each new week. Write the week beginning date at the top of the page.

There are five spaces per page for each day.

3 reads per week, this may be one or two pages per night.

WB: 20/09/21

Date	Book and page number	Comments

Tricky words, or words to practise


New sounds I have spotted (e.g. night rain)


Date	Book and page number	Comments

Tricky words, or words to practise


New sounds I have spotted (e.g. night rain)


# Phonics into writing

- Recognise and read the sound
- Find it in a selection of letters (eg letter cards, magnetic or foam letters)
- Write by segmenting and using high frequency words
- Most children can write what they can read, they apply what they have learnt.

# Segmenting and spelling



dg



donkee

# Writing

By the end of Reception most children will be able to:

- 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.



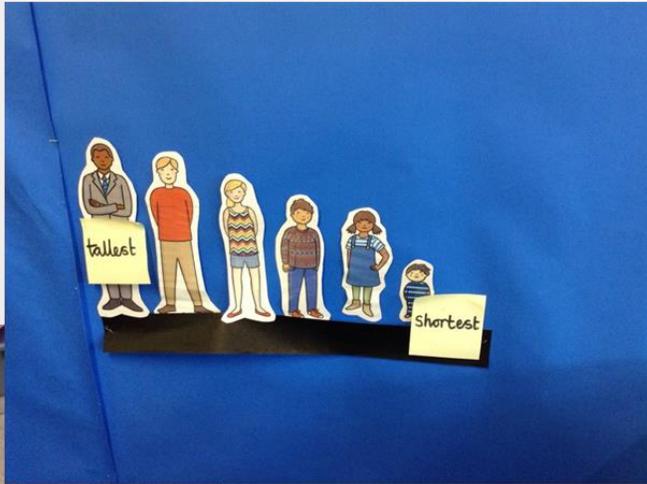
# Mathematics

By the end of Reception the expectation for most children is to:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5
- Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern
- 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.



## What does Maths look like in Reception?



- Practical activities
- Counting in lots of different ways
- Talking and using vocabulary related to maths

# How you can support at home



## In the street

- Recognising numbers eg on doors or buses
- Counting - how many lampposts on the way to school?
- Adding things you can see or find eg I have 4 leaves and you have 3, how many altogether?

## Doing the washing

- Counting in 2s
- Sorting by colour and size
- Matching and pairing up socks



## Making Food

- Can you cut your toast into 4 pieces?
- Setting the table - counting the right number of plates etc. How many more do we need?
- Helping with the cooking by measuring and counting ingredients.
- Setting a timer

## Time:

Yesterday, today, tomorrow

Days of the week

O'clock

Morning, afternoon, evening



## Going shopping

- Reading price tags
- Counting items into the basket
- Finding and counting coins



## Playing Games

- Using playing cards - matching, counting
- Jigsaws - you can make your own by cutting up pictures
- Snap or Happy families - asking questions
- Snakes and ladders
- Bingo



# Expressive Arts and Design

- Safely use and explore a variety of materials, tools and techniques
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories.



- Invent 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.

# Understanding the World

- Talk about the lives of the people around them, look at similarities and differences in the world around them and understand the past through settings, characters and events encountered in books read in class and storytelling.
  - Describe their immediate environment
  - Know some similarities and differences between different religious and cultural communities.
  - Explain some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them, making observations
- Know some similarities and differences between the natural world around them.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



We cover the seven areas in a variety of ways including;

- Whole class teaching sessions
- Adult led learning - 1 to 1 or in small groups
- Independent learning opportunities
- Outdoor learning





... and a few other reminders!

- PE lesson on Monday and Friday
- Snack
- Daily k
- Wellbeing
- Lunchtimes
- Read 3 times a week/homework

# Use of Seesaw in school

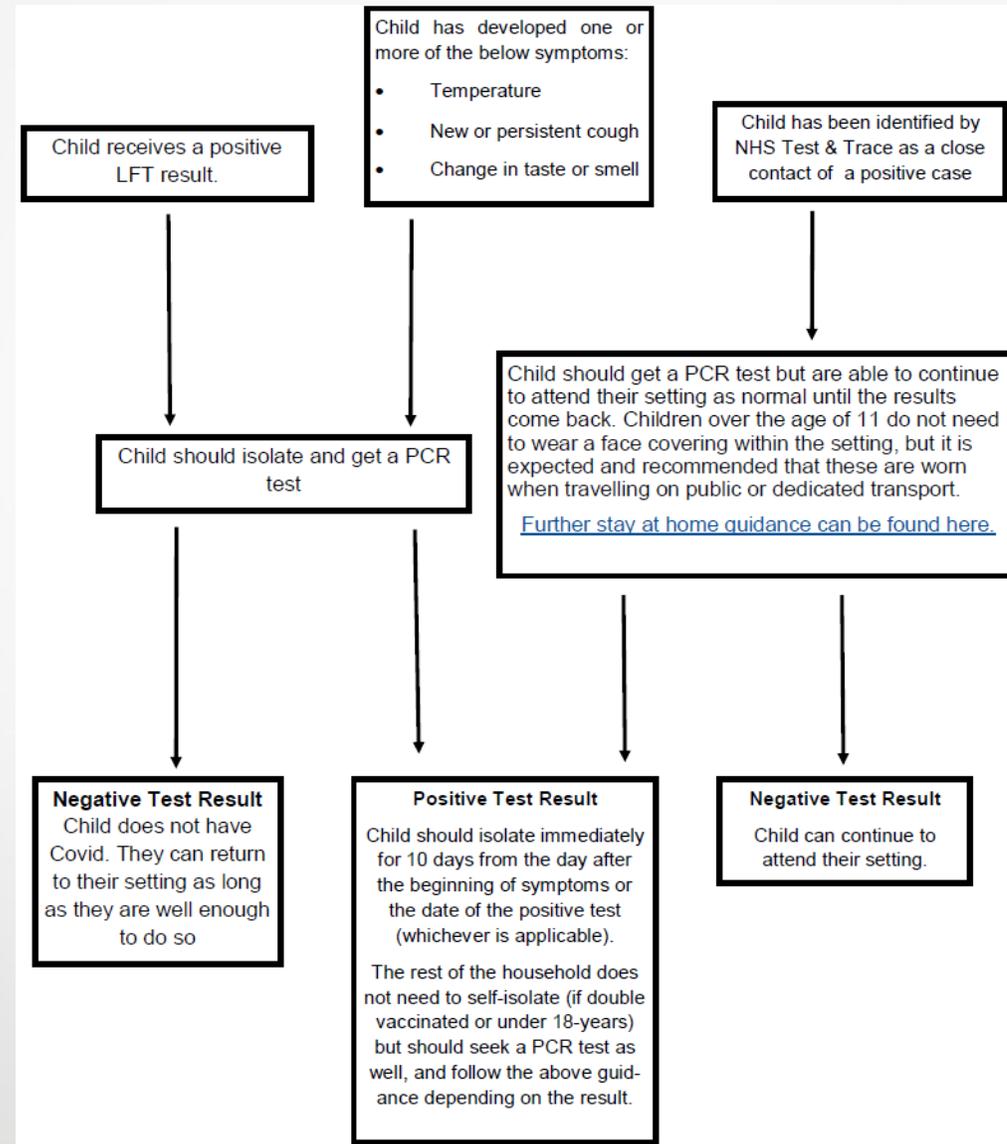
- ▶ An app that can be used to store your child's work, like an online learning journal.
- ▶ Practical work including videos can be uploaded to give an insight into the children's learning that cannot always be shown in their books.
- ▶ Supports the Computing curriculum – create and store digital content, use a camera, record sound and play back.
- ▶ Cross-curricular links – using technology to record work in other subject areas.
- ▶ You will be given a 'Family Access' code to use to create a family account. You will need a new code even if you have used Seesaw previously.





**2021/2022**

# COVID-19



# COVID-19 Cont...

- Close contact
- Home learning
- Outbreak Management Plan
- What is classed as an outbreak?
- Approach schools are advised will mirror national approach of staggered response

# Behaviour

- New approach to be introduced from September 6th
- Focus on the positives
- All old rules will be replaced
- Built around three words (rules) – Respect, Safe and Ready
- Underpinned by staff behaviours of – Respect, non-judgemental and fair
- Designed to make our approach more consistent / less reliant on off-the-cuff discussions / fairer for all / simpler
- Bring value back to our rewards

# Behaviour Cont...

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Stickers</li> <li>• Recognition board</li> <li>• Being used as an example for others</li> <li>• Marbles in a jar</li> </ul>	<ul style="list-style-type: none"> <li>• Star of the week</li> <li>• Year Group Leader/AHT Sticker</li> <li>• Attendance Hero</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition cards</li> <li>• Head Teacher's Sticker</li> <li>• Attendance Termly certificates</li> </ul>	<ul style="list-style-type: none"> <li>• Class Badges</li> <li>• Posh pencils</li> <li>• Sports Hero</li> <li>• HT Special Recognition award</li> </ul>	<ul style="list-style-type: none"> <li>• Commendations</li> </ul>

## Behaviour Cont...

1 Yellow card (5 seconds)

2 Second yellow cards (10 seconds)

3 Red card (30 second intervention)



# Behaviour Cont...

I've noticed .... (the poor behaviour)

This means you have broken our school  
rule of (Respect/Ready/Safe)

You have chosen (state the  
consequence)

Do you remember last week/ yesterday/  
earlier when you (state positive) ?  
That's the person I need to see today.

Thank you for listening

Walk away.

Praise 3!

## Activity Passport ...

- Year N – Year 2
- 15 activities per year
- Designed to inspire and spark interest in a range of activities
- There will be no cost for these activities
- Each child will bring home a passport sheet at the end of the year

## Reporting to parents ...

- 3 times a year - 6th January / 21st April / 14th July
- Simple
- Identifies next steps
- Clear to see progression
- Informed more regularly
- Reports will be in addition to parents evening - 19th/21st October and 8th/10th February

## Communication ...

- All letters and correspondence remain online
- Weekly newsletters
- Facebook / Website
- Emails / contact numbers
- Forms – Child information / Seesaw consent / Photo permission / medicine / Change of parent information / Holiday request

## How you could support the school ...

- PA
- Funds
- Facilitates the vision
- Provides additional experiences
- Develops personal skills
- Next meeting 28<sup>th</sup> September