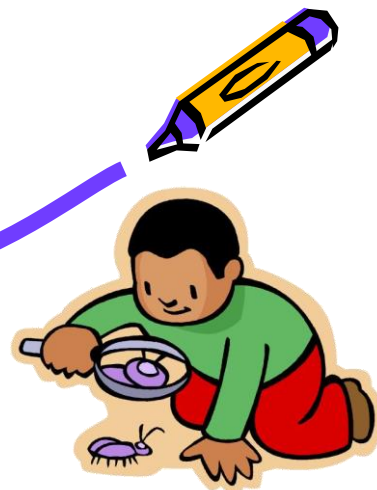


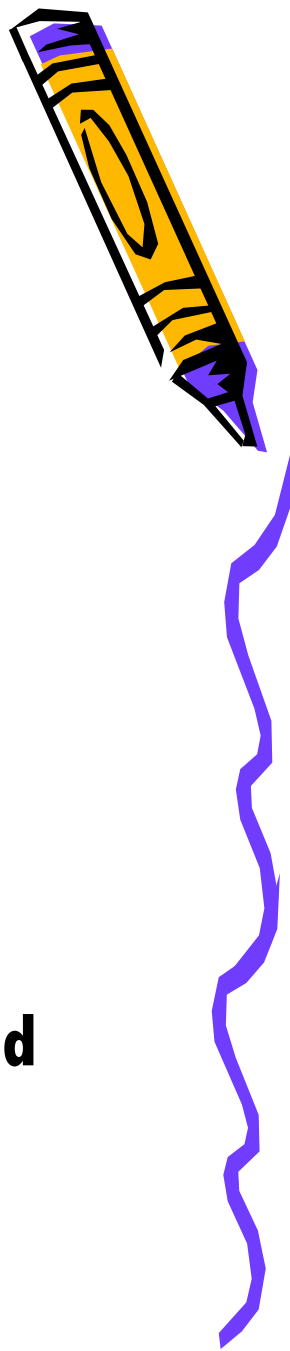


Welcome to Reception

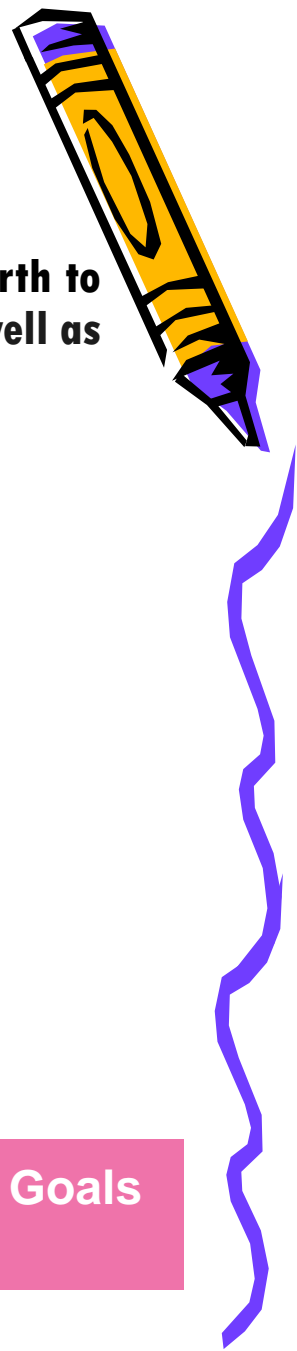


General Routines

- **Drop off and collection**
- **Book bags in school every day**
- **Water bottles every day**
- **PE kits ~ Wednesday**
- **Socks / spare clothes in PE bags**
- **Hair tied up**
- **Library day ~ Tuesday**
- **Waterproof coat**
- **Wellington boots ~ stay in school- named**
- **Colouring books for wet play.**



What Is the EYFS?



The Early Years Foundation Stage (EYFS) covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

All schools and Ofsted registered early years providers in England must follow the EYFS.

There are seven Areas of Learning that are covered and they are

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

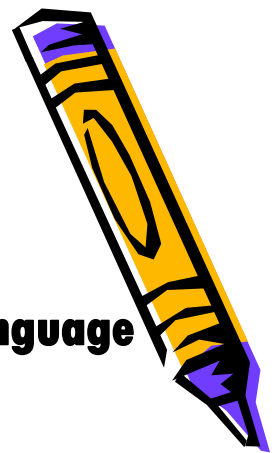


At the end of the EYFS, there are 17 Early Learning Goals that children are expected to achieve.

EYFS

There an emphasis on the importance of developing communication and language skills.

- **Children should be supported in building up vocabulary by increasing the amount of words they know and can use.**
- **Encourage more conversations between adults and children, but also children and their peers.**
- **Good language skills are the basis for all other learning and social interaction, so this is vital to focus on.**



EYFS



There is a focus on how reading stories is important to help children develop in all of areas of learning.

- **Daily reading of stories encourages an enjoyment of reading from a young age.**
- **Lots of other learning opportunities happen when looking at books, for example comparisons of culture or the past.**
- **Listening to stories develops imagination, ideas and language.**
- **Reading is an essential skill and so should be shown to children, as well as practiced by them regularly.**
- **Children are also encouraged to use story ideas in their play.**



Early Learning Goals



At the end Reception, children are assessed against the 17 Early Learning Goals (ELG)

It is important to remember:

- **The ELGs are not a test. Staff will use what they already know about a child to make their decisions.**
- **The ELGs are not used to be taught to, they are just the end point.**

The ELG's match up with the National Curriculum in Year 1, which helps children be better prepared for their move to the next Key Stage.

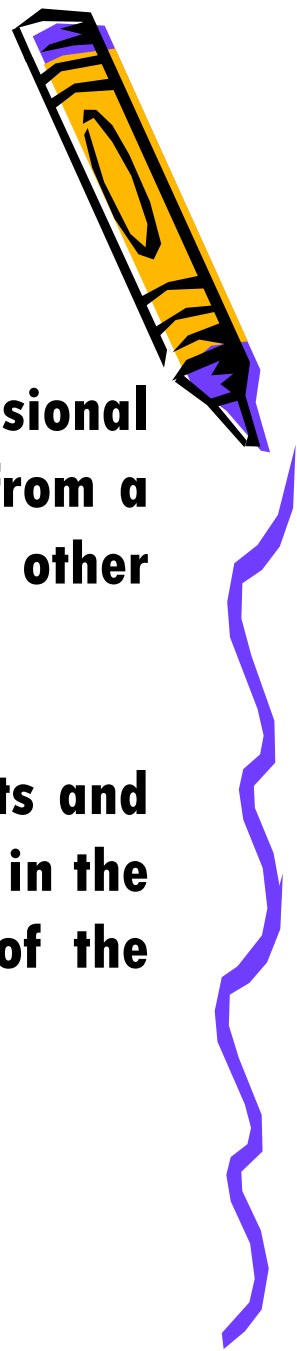
There are no exceeding judgements, children are challenged to have a greater depth and understanding of things before moving onto new learning.



Parents Involvement

EYFS handbook

- **Assessment is predominantly based on the teacher's professional judgement, but should also take account of contributions from a range of perspectives including the child, their parents and other adults.**
- **Teachers should also actively engage children, their parents and other adults who have significant interaction with the child in the assessment process. This will provide a rounded picture of the child's attainment.**



WOW Moments Book

- **Further engage you as parents in the two way flow of information.**
- **They will be coming home to you Friday 21 October**
- **They will then be collected in just before the end of the following half term.**
- **Each half term there will be a different area for you to focus on where you can provide examples of your children at work through their play.**
- **Don't hesitate to ask staff if you need clarification regarding this.**



Further information will be provided in the front of your child's book.



Reading and Phonics



Literacy Curriculum Intent



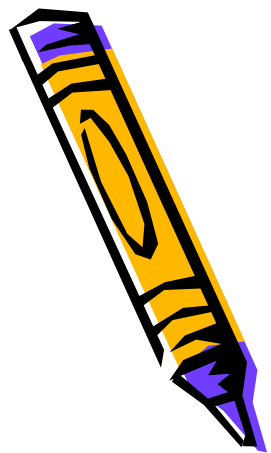
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)



Early Learning Goal

Comprehension

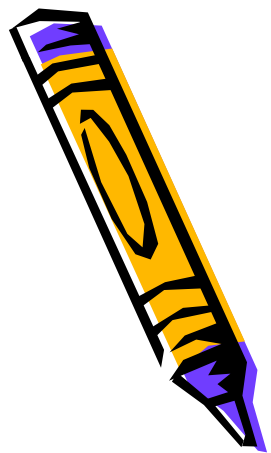
- **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.**
- **Anticipate key events in stories.**
- **Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems during role play.**



Early Learning Goal

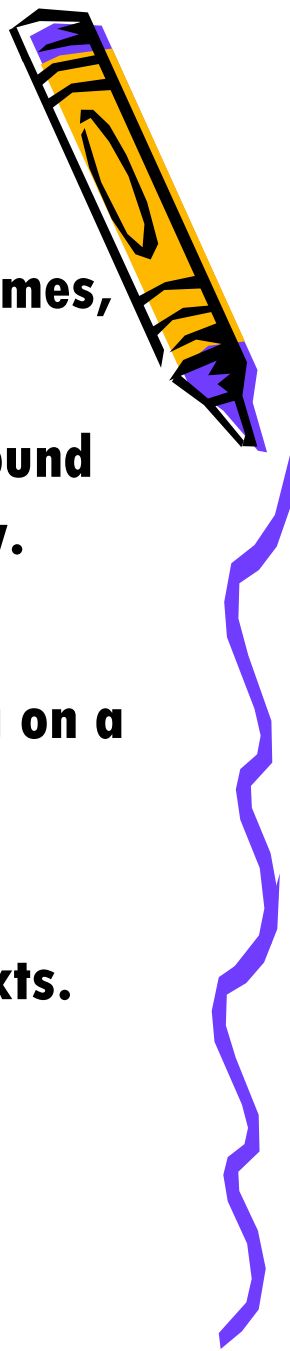
Word Reading

- **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.**



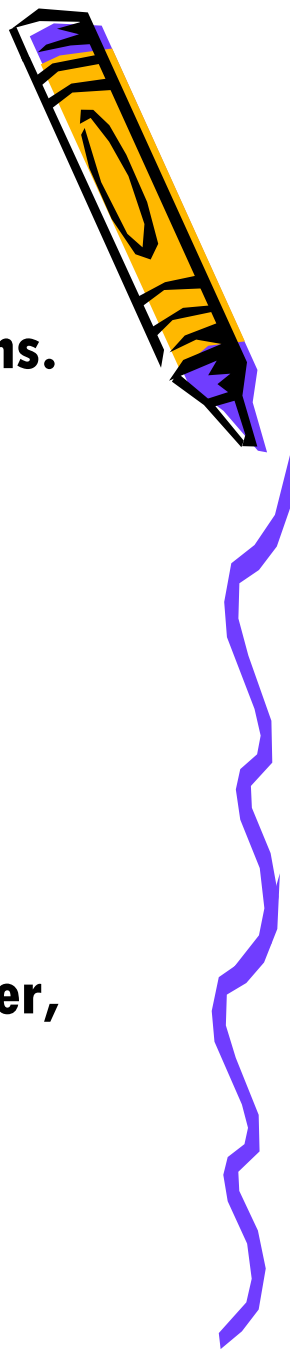
Reading together

- **Enjoy listening to and joining in with stories, non-fiction, rhymes, poems and songs together.**
- **Develop comprehension skills; talking about what we have found out in a non-fiction text or what might happen next in a story.**
- **Introduce new vocabulary.**
- **Read some stories we get to know really well eg We're Going on a Bear Hunt.**
- **Role play.**
- **Reading area in the classroom including familiar and new texts.**



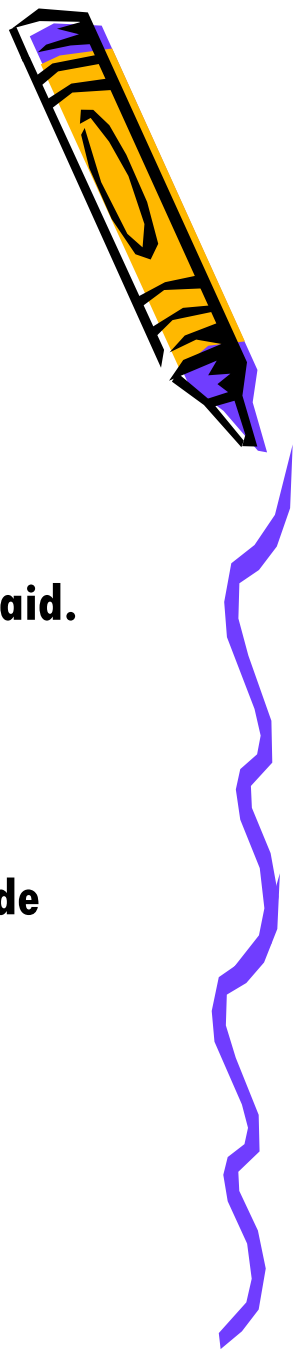
Phonics

- Follow the Sounds~Write programme in daily phonics sessions.
- Reading - recognise each sound
 - **blend** the sounds
- Writing - soundlines
 - **segment** the sounds (hear each sound)
 - write the sounds
- Sound swap
- Dictation – write a simple sentence, introducing a capital letter, finger spaces and a full stop.



Phonics

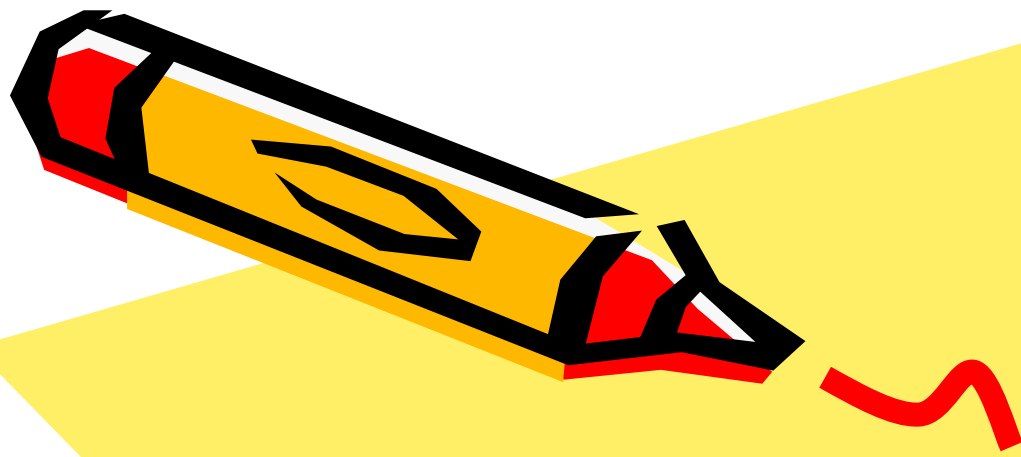
- Introduce more sounds and constantly revisit previous sounds.
- Move onto words with 4 sounds, CVCC and CCVC words.
- Introduce digraphs, 2 letters 1 sound.
- High frequency words to read on sight and write by the end of Reception.
- Tricky words – high frequency words we can't use our phonics to read eg said.
- Individual reading.
- <https://www.udemy.com/course/help-your-child-to-read-and-write/> free training for parents which shows how Sounds~Write is taught
- There is a Sounds~Write handout available to take home which will provide further information



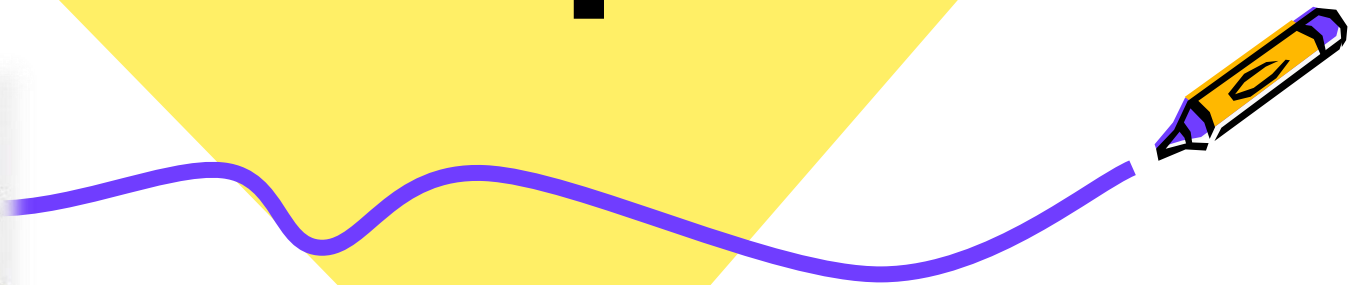
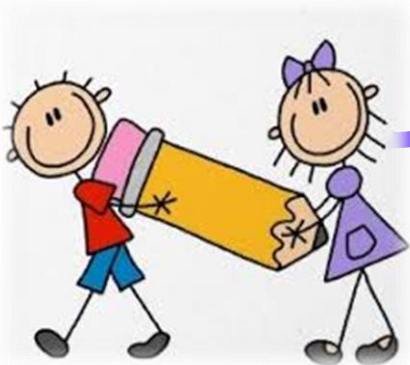
Reading at home

- We will send two reading books each week which we will change on the same day each week.
- These books will enable children to practise the sounds we have previously learnt in phonics, recognising and blending sounds.
- Develop reading fluency.
- Children may need you to say the sounds for them to blend.
- Reading record – please sign and write any comments.
- **Enjoy reading!!**





Writing in Reception



Literacy ~

Early Learning Goal



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 do we teach writing?

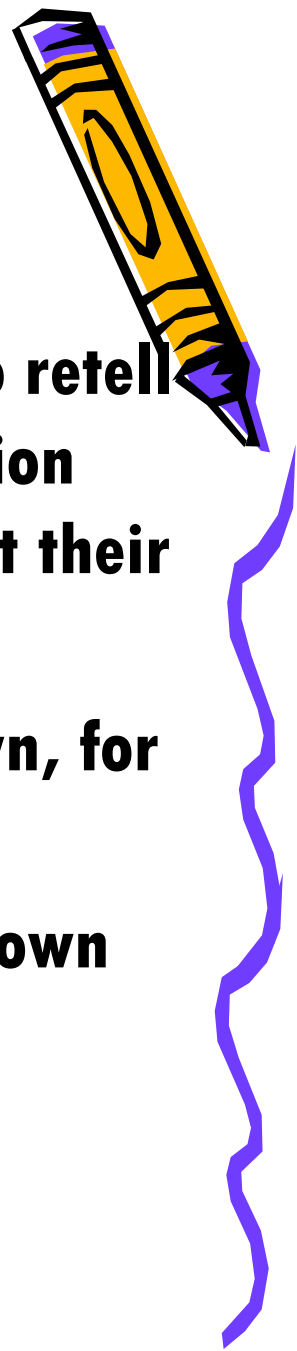


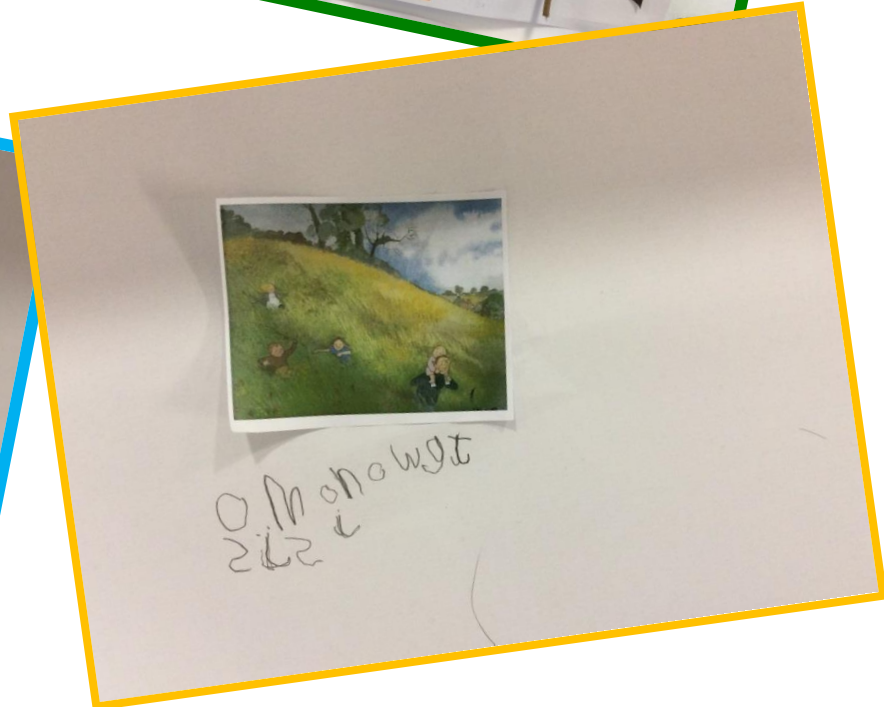
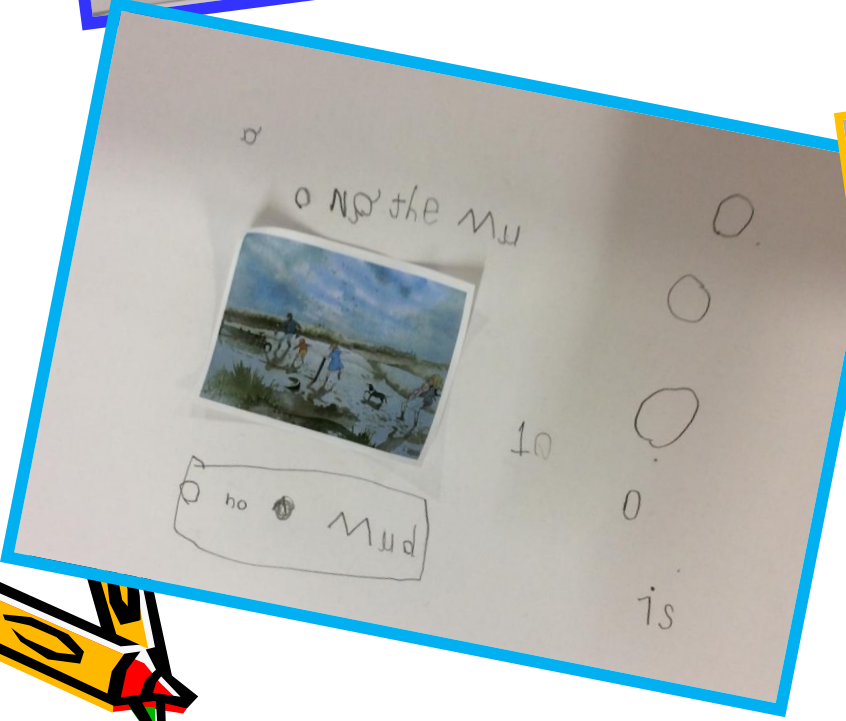
- **Writing opportunities are linked to our themes and topics.**
- **Independent writing in our classroom provision.**
- **Adult directed writing tasks**
- **Modelled writing sessions**
- **Children are encouraged to use their phonics to spell new words in their writing**
- **High frequency words**



Talk for Writing

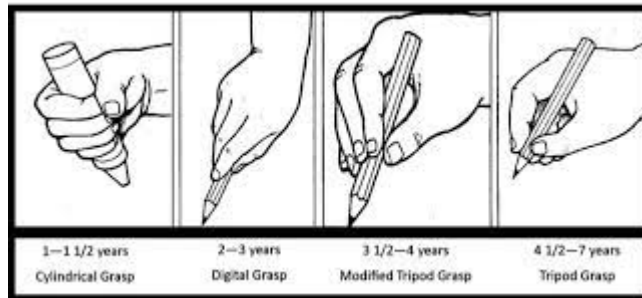
- Used across the whole school
- During the initial '**imitation**' stage children learn to retell a story off by heart. They retell a text with expression and actions and make use of a story map to support their retelling.
- At the '**innovation**' stage children make up their own, for example, by changing the character or setting.
- Finally at the '**invention**' stage children write their own text independently.





How do we teach handwriting?

- Regular discrete lessons
- Modelling of handwriting
- Correct pencil grip ~ tripod grasp



- Correct letter formation/orientation/size
- Formation of the ascenders and descenders



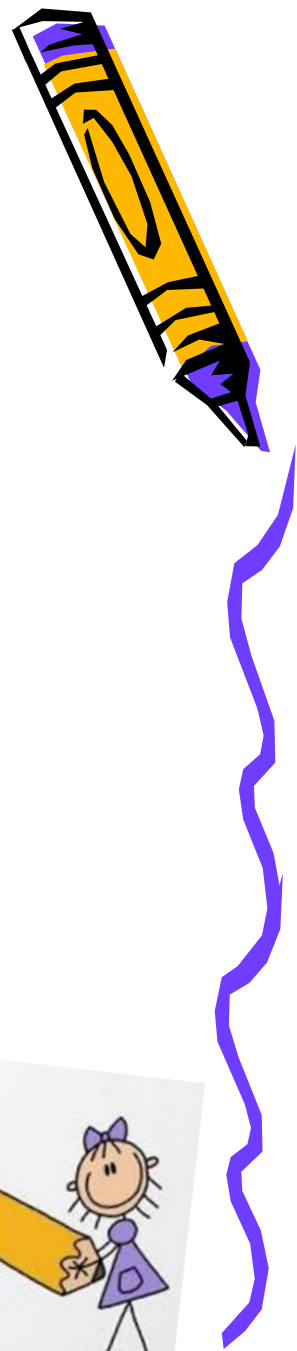
Motor Skills

Gross Motor Skills

- Balancing
- Climbing
- Developing their core strength

Fine Motor Skills

- Lego
- Play-dough
- Doing their own buttons and zips



What can I do at home?

- Be good talkers
- Model writing ~ lists, labels, captions, letters, notes
- Lots of opportunities for writing at home e.g. shopping lists
- Describing games - 'Guess who' / 'Pictionary'
- Use of different stationary ~ papers, pens, stampers, foam/magnetic letters etc.
- Handwriting ~ chalk, sand, mud, water and paintbrush, corn flour, playdough etc.
- Use the language used in stories (Talk for Writing)
- Read lots of different stories at home

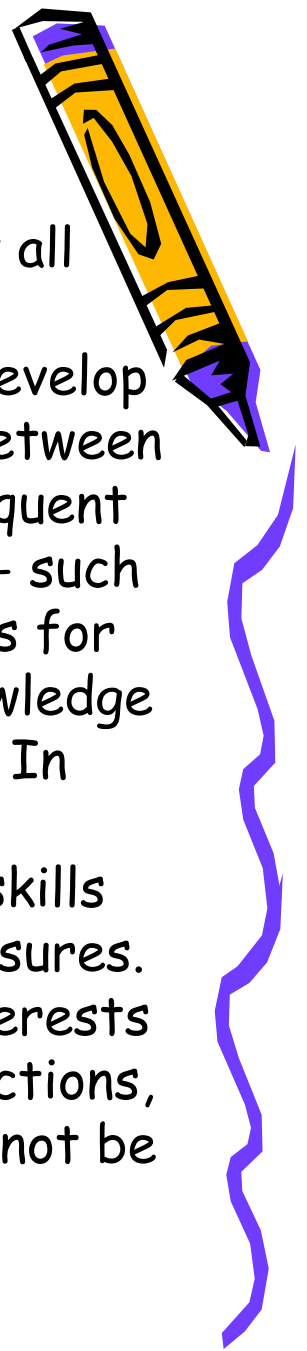




Maths in Reception



Mathematics Curriculum Intent



Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.



Mathematics ~

Early Learning Goals

NUMBER

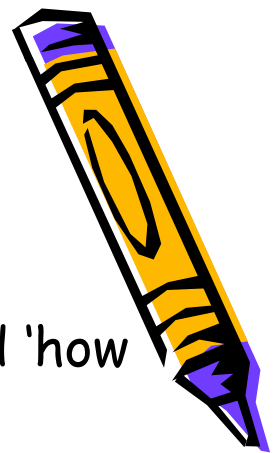


Children at the expected level of development will:

- 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.



Let's talk about Subitising.....



- Earliest 'number sense' skill a child develops to understand 'how many?'
- Subitising: From the Latin 'subito' meaning to arrive suddenly. It's brains ability to instantly recognise whole (and parts) of amounts without counting.
- Subitising forms the foundation of calculating: without subitising children can fail to gain fluency in their calculation strategies, continuing to 'count in ones' instead of efficiently using part-whole and place value.
- Perceptual Subitising: being able to instantly recognise a quantity
- Conceptual Subitising- the 'threeness of three', understanding the concept of a number and its parts.



Let's talk about Subitising.....

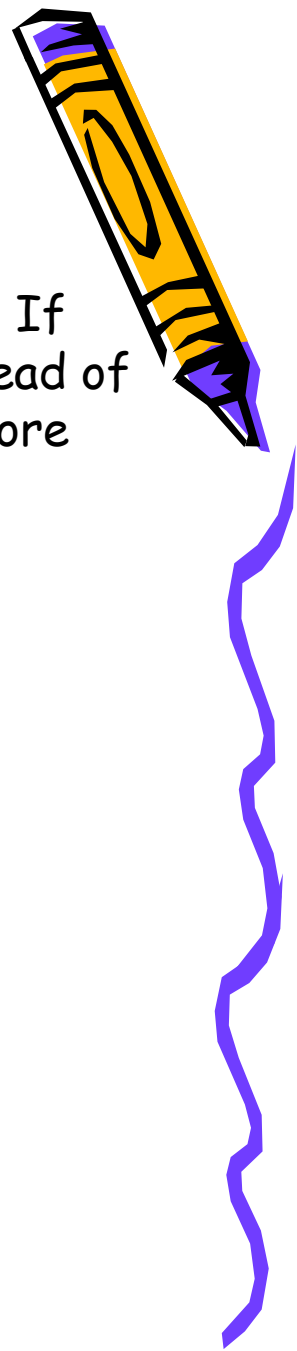
- We teach numbers as concept images, not just abstract symbols. If children can 'see' amounts in their mind and rely on 'memory' instead of 'memorisation' when learning number facts they will have much more number confidence.
- What do you see? How do you see it?
- <https://www.youtube.com/watch?v=w-P6DIWDG10>

Question: How many 2's in this 6? (Symbol for 6)

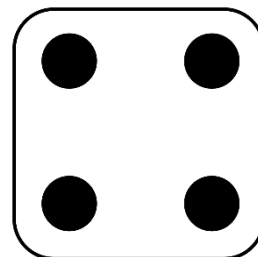
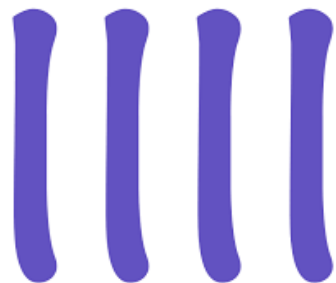
Answer: 0? So 6 divided by 2 = 0?

**Question: How many 2's in this 6?
(A concept image of 6)**

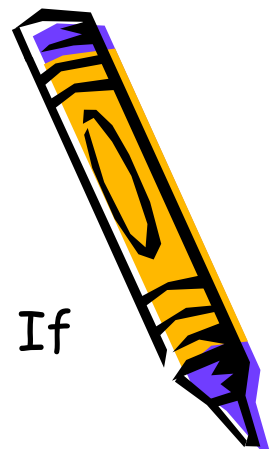
Answer: 3 So 6 divided by 2 = 3?



- We teach children to see '4' as four fingers, four tally marks, four on a five frame or four as a dot pattern.
- If we then asked what half of four is, as long as they understands what 'half' means they can then 'see' it's 2. If they only know 4 as the symbol they cannot see half.



- We teach maths by making it real and meaningful:
Part of our everyday life- self registrations, voting for a story, scoring a game, sharing snack, stories.

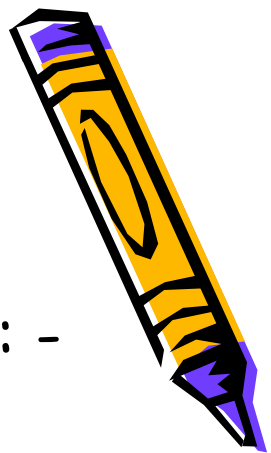


Early Learning Goal

Numerical Patterns

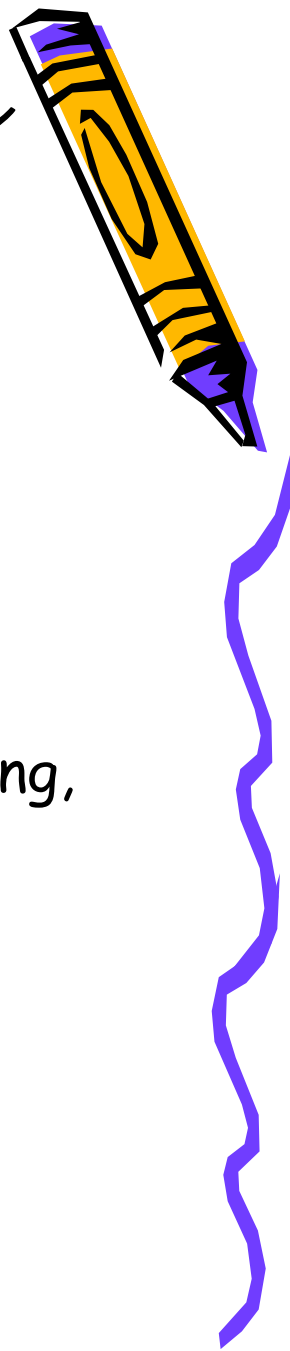
Children at the expected level of development will: -

- 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.



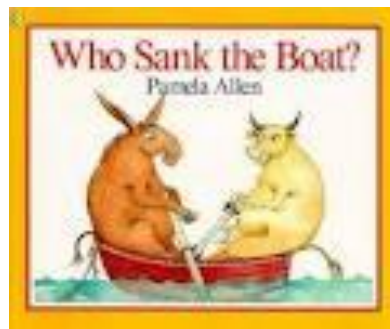
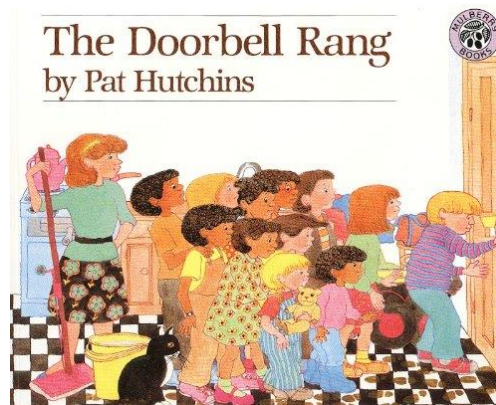
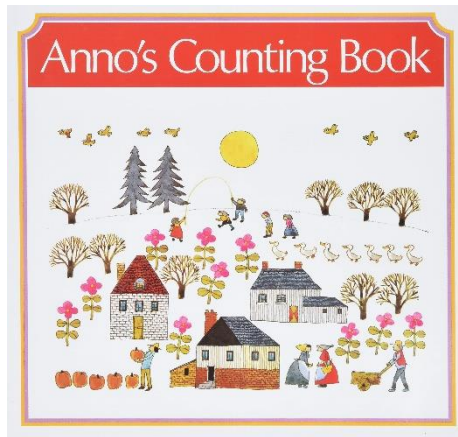
Activities which support the teaching and learning of mathematics:

- Noticing- go outside and follow your child's interests- what do you see?
- Board games.
- Large and small construction- creating shapes, patterns, spatial awareness.
- Stories, songs, rhymes and number games.
- Sand and water- experimenting with sizes, filling, emptying, comparing.
- Imaginative play.
- Cooking- measuring, mixing, sharing
- Outdoor play and 'playground' games.
- Interactive games and activities.



Mathematics through stories

- Picture books are an excellent way to introduce children to mathematical concepts. They can show how the characters use maths to solve problems that are meaningful and engaging to children.

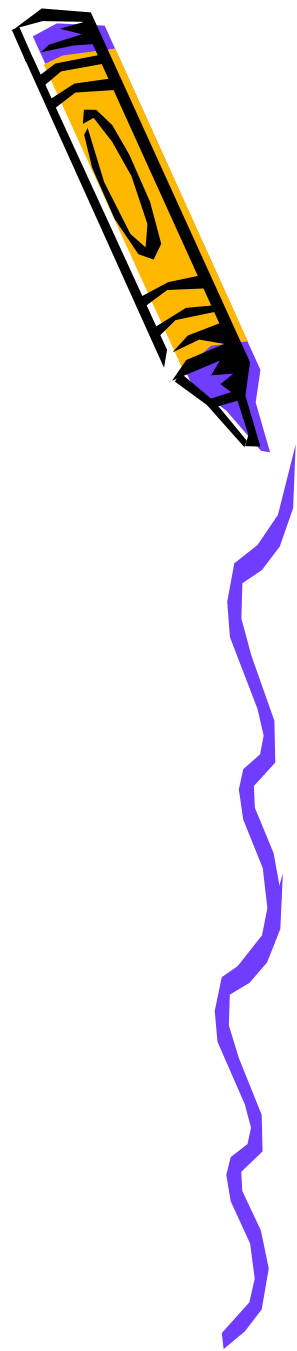


Useful websites for further reading:

<https://www.ncetm.org.uk/in-the-classroom/early-years/>

<https://www.learningtrajectories.org/>

<https://www.eymaths.co.uk/>





**Thank you
for listening.**



**Thank
you!**