



Welcome to Reception

Early Years Foundation Stage



Monday 2nd October 2023
Mrs Loquens



The Reception Team

Mrs Loquens
Class Teacher

Mrs Nicholds-Trainor
Teacher Cover Monday

Miss Barrett
Teaching Assistant

Miss Singleton
Teaching Assistant

The EYFS

Early Years Foundation Stage Framework

- 7 areas: High focus on 3 prime areas:
Personal, social and emotional development,
communication and language, physical development
- Includes: Self-care skills, independence, confidence, friendships, conflict resolution, feelings and emotions, gross and fine motor skills, getting ready for school

Early Learning Goals

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	Maths	Number	<ul style="list-style-type: none"> 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.
	Word Reading	<ul style="list-style-type: none"> Say a sound for each letter. Read words consistently using sound-blending. Read aloud simple sentences using phonic knowledge, including words with digraphs. 			Numerical patterns
	Writing	<ul style="list-style-type: none"> Write recognisable letters and words. Spell words by identifying sounds with a letter or letters. Write simple phrases and sentences. 			
Understanding the World	Past and Present	<ul style="list-style-type: none"> 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. 	Expressive Arts and Design	Creating with Materials	Being Imaginative and Expressive
	People, Culture and Communities	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Explore the natural world around them, making drawings of animals and plants. Know some similarities and differences between different environments around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes in the world around them, including the seasons and the life cycle of plants and animals. 			
Expressive Arts and Design	Creating with Materials	Being Imaginative and Expressive	Creating with Materials	Being Imaginative and Expressive	<ul style="list-style-type: none"> 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.
					<ul style="list-style-type: none"> 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.

The early learning goals (ELGs), summarise the knowledge, skills and understanding that all young children should have gained by the end of their Reception year.

Our Topics and Aims

- **Loose themes and topics throughout the year**
- **Room to follow child led ideas**
- **Behaviour curriculum**

Autumn 1	My Family and Me
Autumn 2	Starry Night
Spring 1	Winter
Spring 2	Life Cycles
Summer 1	On the Farm
Summer 2	Journeys

Knowledge Organiser

Reception Knowledge Organiser

Autumn 1 Topic



As part of our topic 'My Family and Me' we will be learning about how to take care of our body.



My Family and Me

Three Key Questions

What do we need to do to keep healthy?

Why is exercise important?

What do you need to do to take care of your teeth?

Vocabulary

General Knowledge

Key Texts

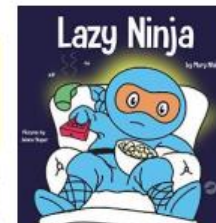
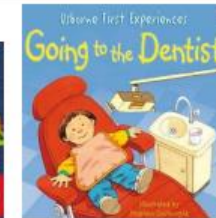
Healthy Eating	Choosing the right foods to help your body to grow.
Balanced diet	Eating a wide variety of foods.
Exercise	A way of keeping your body healthy by moving.
Teeth	Hard white things in our mouth which we use to chew our food.
Dentist	A lady or man who checks our teeth are well looked after and growing how they should.
Sleep	When your eyes are closed, your body is relaxed and you are lying down. Resting your body for the next day.

Questions to ask your child

Which foods are healthy?
Which foods are unhealthy?
Can you name some types of exercises?
Why is exercise important?
What must you do to take care of your teeth?
Why is sleep important?

Activities to do together at home

Draw a picture of you doing your favourite exercise.
Prepare and make a balanced meal together.
Sort a variety of foods in your kitchen in to two groups. Food that are healthy and foods which are unhealthy
Take up a new form of exercise together.
Draw some pictures to show how to look after your teeth.



Activities carried out at home together can be shared with us using your Tapestry app by adding an observation. Please do share your child's work with us. We love to see how they are getting on at home.

Our Daily Routines

On certain days of the week we also do other activities during the afternoon.

Monday - Multi-skills P.E (with trained sports coaches).

Wednesday – Library

Thursday – Music

Friday – P.E and Worker of the week assembly

Time	Activity
8:50-9:00am	Registration, Lunch orders, Calendar.
9:00-9:10am	Dough Disco (Activity playing with dough to music to strengthen hands ready to write).
9:10-9:35am	Phonics (Learning sounds ready to read).
9:35-10:30am	Learning through play, guided maths/writing groups, intervention and 1:1 reading.
10:30-11:20am	Access to the outdoor and indoor area whilst learning through play.
11:20-11:45am	Talk for writing (A focused story across 2 weeks where the children learn the story so well that they are able to retell it).
11:45-12:00pm	Get ready for lunch.
12:00-1:00pm	Lunch and outside play.
1:00-1:10pm	Registration
1:10-1:30pm	Marvellous Maths (Learning of early maths).
1:30 - 2:40pm	Learning through play, guided maths/writing groups, intervention and 1:1 reading.
2:40-3:00pm	Guided Reading linked to our topic
3:00-3:15pm	Get ready to go home.

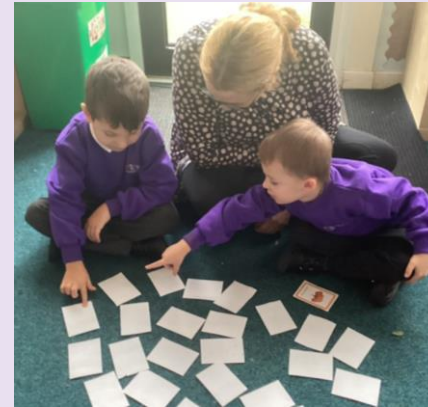
How learning might look in Reception?



Lots of learning through play!



Open-ended activities to allow children to develop as thinkers



1:1 and small group activities led by an adult



Whole class teaching



Areas of learning overlapping



Learning not going as Intended...but great learning nonetheless!



Learning often not-recorded



Mess, chaos, noise...engagement!

Behaviour at school

- ✓ Fantastic listening
- ✓ Wonderful walking
- ✓ Be Ready, Be Respectful, Be safe
- ✓ Recognition Board

Phonics and Reading



Phonics Phase 2

Letters and Sounds


- In Reception, we start learning letters and sounds, once we feel that as a group the children are ready to listen and are secure with their phase 1 phonics.
- We follow 'Twinkl Phonics' and we begin with Phase 2 sounds.
- By the end of Reception, children will have been taught phase 2, 3 and 4.
- If we feel that your child may be struggling with their letters and sounds then we may repeat a phase to make sure they are secure. They will also receive daily intervention on a 1:1 basis.










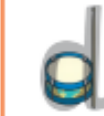















Phonics Phase 2


These are the sounds we start with. Children need to know 20 sounds confidently before they move on to read books with words which link to these sounds.

Sounds



Level 2

s	a	t	p	i	n	m	d
							
g	o	c	k	ck	e	u	r
							
h	b	f	ff	l	ll	ss	
							



visit [twinkl.com](https://www.twinkl.com)

Tricky Words

I	no	go
the	to	

Phonics Phase 3

These sounds are taught after Phase 2. These sounds really build on a child's blending skills.

Sounds



Level 3




Tricky Words

we	me	be	she	all	here
are	they	you	he	my	was

Phonics Phase 4

In Phase 4, children are not taught any new sounds. Instead, they are taught to further manipulate the sounds they have already learnt.

Level 4 Tricky Words




said have like so


do some come

little one

there were what

out when



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Tricky Words

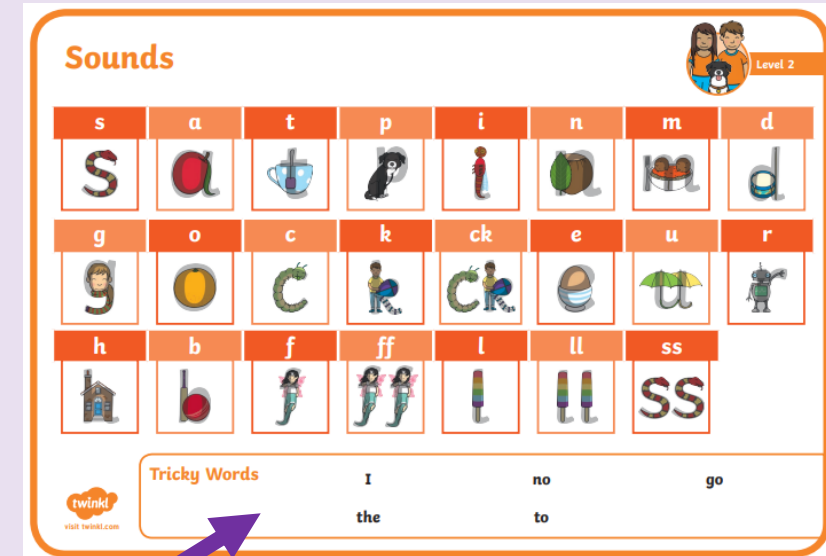
- Some of the more common words we use have uncommon spellings and look nothing like they sound.
- We call these 'tricky' words.
- They can only be learnt by sight.
- Children learn a set of words for each Phase.

Phase 2 tricky words- I, to, no, go, the, into.
























Phase 3 tricky words – he, she, we, me, be, you, all, are, her, was, they, my.

Phase 4 tricky words – said, have, like, so, do, some, come, little, one, there, were, what, out, when

As we learn each phase, please have the linked tricky words on display for your child to see and learn. They can be found at the bottom of the phase mat.



Sounds Level 2

s	a	t	p	i	n	m	d
							
g	o	c	k	ck	e	u	r
							
h	b	f	ff	l	ll	ss	
							

Tricky Words

I	no	go
the	to	

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Learning to Read

Segmenting
(Sounding out)

c-a-t
● ● ●

ch — i-p
■ ● ●

Blending (Putting the
sounds together)

c-a-t = cat

ch-i-p = chip

Parent Partnership



Tapestry

- Great way to communicate
- Limits time on the door in the morning
- Helps share home and school life
- Parent partnership

Feedback on Learning



- ✓ Interim report - Autumn Term
- ✓ Parents' Evening - November
- ✓ Interim report – Spring Term
- ✓ Parents' Evening – Spring Term
- ✓ Reports at the end of the Summer term – This is when we will officially report your child's statutory end of 'Early Years Foundation Stage' Learning Goals, in each area of their learning.



Any questions?

