



Reception

September 2023

Chagall



Hockney



Warhol



Early Years Foundation Stage

- 7 Areas of learning:

Prime Areas:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Early Years Foundation Stage Framework

Personal, Social and Emotional development

- Self Regulation

Children at the expected level of development will: - 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

Children at the expected level of development will: - 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

Children at the expected level of development will: - 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.

Early Years Foundation Stage Framework

Physical Development

- **Gross Motor Skills**

Children at the expected level of development will: - 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**

Children at the expected level of development will: - 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Early Years Foundation Stage Framework

Communication

- Listening, Attention and Understanding

Children at the expected level of development will: - 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

Children at the expected level of development will: - 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.

Early Years Foundation Stage Framework

Literacy

- **Comprehension**

Children at the expected level of development will: - 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**

Children at the expected level of development will: - 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**

Children at the expected level of development will: - 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.

Early Years Foundation Stage Framework

Mathematics

- **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.

- **Numerical Pattern**

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.

Early Years Foundation Stage Framework

Understanding the World

- **Past and Present**

Children at the expected level of development will: - 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**

Children at the expected level of development will: - 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**

Children at the expected level of development will: - 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.

Early Years Foundation Stage Framework

Expressive Arts and Design

- **Creating with Materials**

Children at the expected level of development will: - 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**

Children at the expected level of development will: - 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.

Class Expectations

We will expect the children to:

- Be kind with their hands, feet and voices
- Display good manners
- Stop, look and listen when someone is talking
- Follow the school values and Charter of Rights

Our school day

Our daily routine includes:

- Self registration/Funky Fingers
- Phonics
- Key skills including visit to the library (this will become our guided reading time after half term)
- Snack/playtime
- Literacy/Maths — discovery learning
- Lunch
- Maths/PE/Language activities
- Discovery Learning
- Story time

Phonics



- Daily lessons — foci on matching phoneme to grapheme, segmenting and blending sounds
- Weekly overview to show which phonemes and key words we are teaching
- Parent Login to follow
- Characters in the classroom
- <https://www.youtube.com/watch?v=AJsIpcXdI7Y>

Books

- Your child will bring a library book home once a week. This is for you to share together. Books can be changed weekly.
- When your child is ready, they will bring home a Monster Phonics reading book.
- We will read with your child three times a week in school and we will change the book weekly.
- Reading sessions will also include reading the high frequency words and focus words at the front of the book.
- You will have a login to our online 'ebooks' to read additional books at home

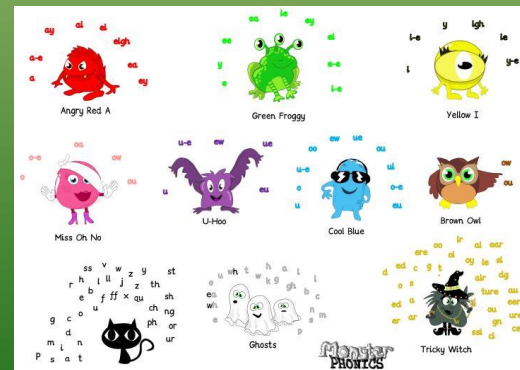
Reading Books

Each book will focus on a phoneme or digraph



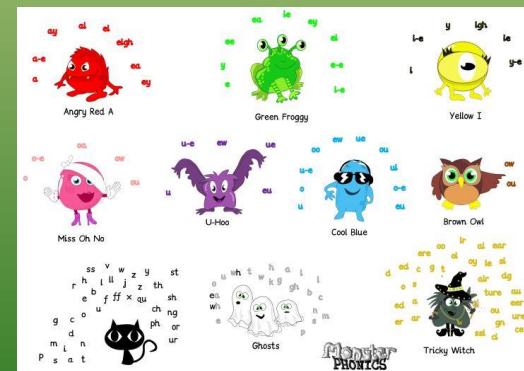
Reading Diaries

- We will use a reading diary to keep a record of books your child has read. We will add comments about your child's reading at the end of each week.
- Please feel free to write in your comments after hearing your child read at home.



Reading

- Please do not feel you have to read the whole book every night
- Take turns to read each page
- Track your finger as you read each word — encourage your child to do this also
- Read the additional text at the bottom of the page to enhance the story
- Discuss the pictures, characters and plot
- Read through the focus words at the front of the book — vary the order
- Share stories



Marvellous Me!

Things we may talk about: Starting school, my family, pets, vets, people who help us, looking after ourselves, exploring and observing our environment

Key books this term:



Elmer/Three Little Pigs/You Choose/Homes.

Story themes:

- Being unique
- Knowing I am special
- Friends
- Where we live
- Different homes around the world
- Materials

Family



Have you looked at photographs of yourself as a baby? Can you bring one into school to share with your friends?



"When I was a baby I ..."

Spring

Summer

Autumn

Winter



"Now I am starting school, I can..."



Can you spot any signs of Autism?

Houses and Homes



What type of home do you live in? Can you spot any other types of houses and homes on your way to school?



Key Vocabulary

school, community, classroom, corridor, dinner hall, library, playground, family, mum, dad, brother, sister, granddad, grandma, house, flat, bungalow, terrace, house, window, door, roof, chimney, garden, fence, wall, autumn, seasons, healthy, bath, body, bones, heart, brain.



We will visit the computer room to learn how to use a mouse to drag and drop icons.

Literacy: Reading

We will be listening to sounds in the environment to orally blends sound together. We will be listening for the initial sounds in words.



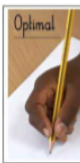
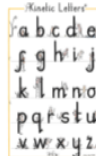
We will meet the monsters from Monster Phonics (our phonics scheme) to help us learn our phase 2 initial phonemes. We will learn an action with each phoneme linked to the picture.



Literacy: Writing

We will be encouraging the children to make marks that represent meaning to them and to record the initial sounds they can hear in words.

We will be introducing our handwriting scheme, including some monkeys who will help us know where to start each letter. We will be learning to hold our pencil correctly.



Animal poses we use at school to make bodies stronger



There are lots of opportunities to make bodies stronger at home using these poses:

- Play games (board games/cards)
- Lead
- Watching TV

Maths:

We will learn about numbers to 5, 2D shapes and creating and continuing patterns.

We will:

- Show numbers in different ways
- Recognise quantities without counting (subitising)
- Comparing quantities of identical objects



Can you play with dice or card games at home?



PSED

Children will be encouraged to:

- Be kind with their hands, feet and voices
- Display good manners
- Follow our charter of rights (our class expectations)

Expressive Arts and Design

Sculpture, painting and collage

- We will be drawing and painting our own portraits
- We will be learning to use colours for a particular purpose and explore colour mixing with our hands
- We will be doing some observational drawings of leaves



Physical Development

Gross and Fine Motor Skills

- Funky Fingers - threading, cutting, using tweezers, tearing and shredding paper
- Using the three friends held (holding a pencil correctly)
- PE - Having an awareness of space/negotiating space, exploring different ways of moving, travelling with confidence and enjoying fundamental skills
- Looking at animal problems to help make our bodies stronger

Home Learning - Nursery Rhymes

- Each week, we will be focusing on a nursery rhyme.
- Via Seesaw, we will send out the words and link to a video for you to support your child with reciting these at home.

Home Learning— Rhyming Games

Take turns to make up rhyming names for different types of animals.

**Chunky the
Monkey**



**Matt
the Cat**



**Trish
the Fish**

Rhyming Activity 1

Home Learning— Rhyming Games

Rhyming Tower - the child can only add a block when they hear you say a word that rhymes with eg "hat".

cat mat pat
bun bat sat tin
fat lid flat

It's OK to
repeat words!



Rhyming Activity 2

Home Learning— Rhyming Games

Rhyming Pairs

Draw simple pictures on 10 (or more) cards.

Place cards face down.

Take turns to try and find matching pairs.



Rhyming Activity 3

Home Learning— Rhyming Games

Read a rhyming book together but put in a "wrong" word which rhymes but doesn't make sense...

**Poor old Fox
Has lost his clocks.**



...it won't take long for your child to correct you!

Rhyming Activity 4

Home Learning— Rhyming Games

Whisper and SHOUT!

Choose a nursery rhyme and have fun by whispering it together but SHOUTING the rhyming words - Twinkle, Twinkle Little Star works well!



Rhyming Activity 5

Please can we ask:

- Your child has a named water bottle every day in school
- Water only (flavoured water or squash are not permitted)
- No sweets in lunch boxes or for any celebrations (or products containing nuts)
- Trainers only to be worn on PE days
- Jewellery removed for PE days
- Long hair tied back
- School colour hair accessories (purple, white, green, black)



Parental Involvement

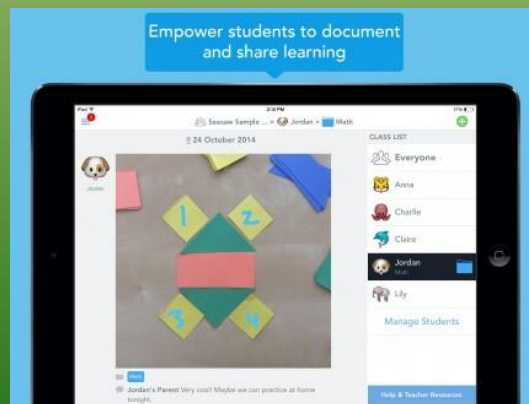
- Contact us on Seesaw and/or share anything with us from home or places you have visited
- Talk to your child about their learning in school

chagall@pps.bedssch.co.uk

hockney@pps.bedssch.co.uk

warhol@pps.bedssch.co.uk

Or you can telephone on 01234 303400



Assessment

Baseline Assessments now complete

Click on the link below to find out more information

- <https://www.youtube.com/watch?v=qIJFI8NJwe8>
- We will share results with you during parent consultation evening (Tuesday 17th October)