

# Reception Induction



# Aims of the session

- Learn more about the curriculum your child will follow
- View the environment
- Ask any questions





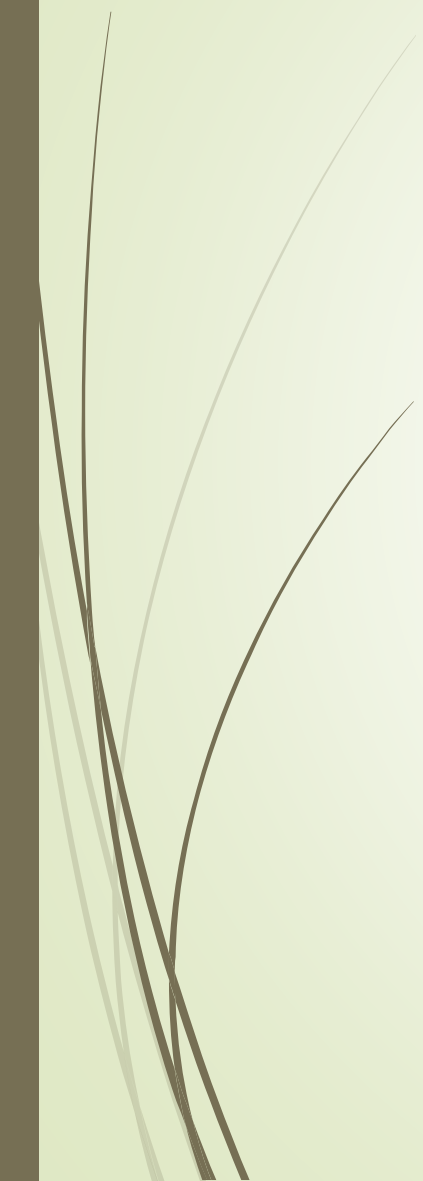
# Curriculum

On entry to Reception your child will be following an Early Years Curriculum called the Early Years Foundation Stage.

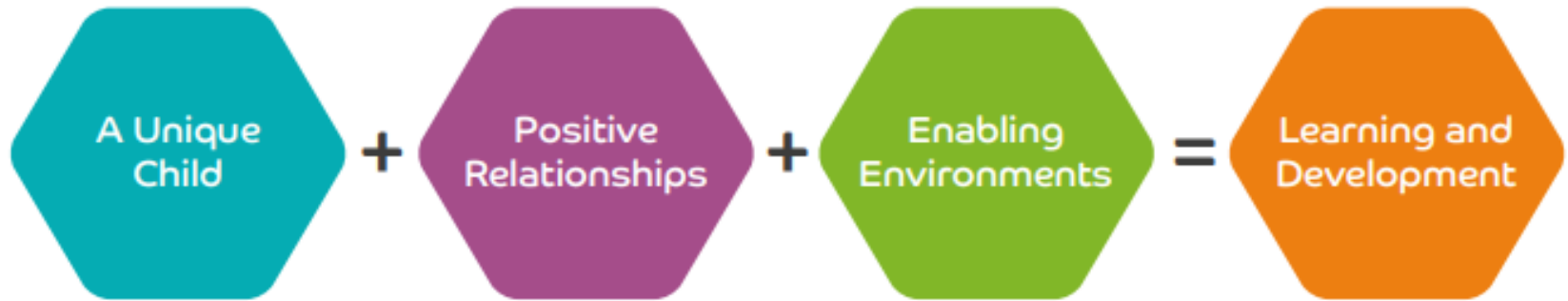
This curriculum prepares them for the National Curriculum which they will follow when they reach Year 1.



# Birth to 5 Matters

- Birth to 5 Matters provides comprehensive guidance, drawing on previous guidance for the Early Years Foundation Stage (EYFS) which has been updated in order to reflect recent research, to meet the needs of practitioners, to respond to current issues in society, to meet the needs of children today and to lay a strong foundation for their futures
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# The 4 Key Principles of the EYFS



Every child is a **unique child**, who is constantly learning and who can be resilient, capable, confident and self-assured.

Children learn to be strong and independent through **positive relationships**.

*EYFS Statutory Framework*

Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests

(Recognise the) importance of **learning and development**. Children develop and learn at different rates.



# The 7 Areas of Learning

- Prime- fundamental
- Communication and Language (S, L and A)
- Physical Development (gross and fine)
- Personal, Social and Emotional Development (Self regulation, managing self, building relationships)
- Specific- skills and knowledge
- Expressive Arts and Design (creating with materials, being imaginative and expressive)
- Literacy (comprehension, reading and writing)
- Mathematics (number, numerical patterns)
- Understanding the World (past and present, people, cultures and communities)
  
- All important in their own right

# Characteristics of Effective Learning

## - **Learners for life!**

### Playing and Exploring- engagement

Finding out an exploring, playing with what they know, being willing to 'have a go'

### Active Learning- motivation

- Being involved and concentrating, keep trying, enjoying achieving what they set out to do.

### Creative and Critical Thinking- thinking

- Having their own ideas
- Making Links
- Working with ideas

# Communication & Language

- Develop conversational skills in a rich language environment and in a range of situations
- Develop listening and concentration skills.
- Express themselves and understand and act on instructions given to them.



# Physical Development

- Supports children's healthy development.
- Opportunities for using a range of large and small equipment.
- Develop a sense of space around themselves and others.
- Encourages balance.
- Handling equipment and tools effectively including pencils for writing.
- Fine motor skills
- Gross motor skills



# Personal, Social & Emotional Development

- Become self-confident and self aware
- Making and building relationships
- Know what their own needs are
- Become independent
- Manage feelings and behaviour - know the difference between right and wrong.





# Literacy

**Reading-** Continue a rhyming string

- link sounds and letters
- 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-** Encourages children to develop pencil control and to begin to make marks on paper.
- Write recognisable letters, most of which are correctly formed; spell words by identifying sounds in them and representing the sounds with letters.
- Write simple phrases that can be read by others.

# Read Write Inc.

- The way in which we teach children to read
- Lots of info on website/further meeting in the new school year
- Linking sounds to letters
- Writing aspect
- Taught as whole class initially, children will then be assessed and grouped according to their ability
- No child left behind- fast track

# Mathematical Development

## Number

- Gain a deep understanding of number to 10, including the composition of numbers.
- Subitise- recognise numbers to 5, without counting.
- Automatic recall of bonds to 5 and some to 10.



## Numerical Pattern

- Verbally count beyond 20
- Compare quantities, recognising greater, less than or the same.
- Explore and represent patterns within numbers up to 10- including evens and odds and double facts.



# Understanding the World

- Talk about the lives of people around them and their roles in society.
- Talk about past and present events
- Encourages them to explore, observe and investigate their environment – animals, plants, seasons
- Technology- all throughout



# Expressive Art and Design

- Explore colour and colour changes.
- Explore a variety of materials, tools and techniques
- Experiment with colour, design, and textures
- Develops interest in music, singing, music-making and dancing.
- Develops confidence and imagination.





# The importance of play

Play underpins the EYFS. It also underpins learning and all aspects of children's development.

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

# What skills are we learning?

## Construction area

- Motor skills
- Math concepts (number, size, shape, space)
- Oral language
- Social skills
- Eye-hand coordination
- Self control
- Imagination.



# Creative area

- Creativity
- Fine motor skills
- Problem solving
- Sharing
- Cooperation
- Independence
- Responsibility



# Writing materials

- Developing eye-hand coordination
- Small motor skills
- phonics
- Self confidence
- Vocabulary
- An interest in print



# Reading area

- Developing oral language- friends, puppet area, sharing stories
- Becoming familiar with books
- Early reading
- Print connections
- Visual skills
- Book knowledge
- A motivation to read



# Role play

- Social skills
- Emotional skills
- Independence
- Oral language
- Imagination
- Responsibility



# Forest School



# Timetable

	9.00 - 9.05	9.05 - 9.20	9.20- 10.10	10.10- 10.30	10.40 - 10.55	10.45 - 11.45	11.45 - 1.00	1- 1.05	1.05-1.25	1.20- 2.25	2.25-3.10
Monday	Register & Date Morning job-names/ formation	Literacy Small group work	Play/choose/ observations EA	Tidy up/ story time/snack to take out	Break- Mrs A duty	Maths Play/choose tidy/toilet	Lunch	Register	Phonics Play/choose/ Observations	Play/choose /quality interactions / Observation	<ul style="list-style-type: none"> <li>Tidy up</li> <li>Storytime</li> <li>Coats, bags, water bottles</li> </ul> Home
Tuesday	Register & Date Morning job-names/ formation	Literacy Small group work	Play/choose/ observations EA	Tidy up/ circle time- Story	Break	Maths Play/choose tidy/toilet	Lunch	Register	Phonic Play/choose/ Observations	Play/choose /quality interactions / Observation	<ul style="list-style-type: none"> <li>Tidy up</li> <li>Storytime</li> <li>Coats, bags, water bottles</li> <li>Home</li> </ul>
Wednesday	Register & Date Morning job-names	Maths- Small group work	Maths- Play/choose/ observations EA	Tidy up Snack Story/songs	Break	Play/choose tidy/toilet	Lunch	Register	Phonics Play/choose/ Observations	Play/choose /quality interactions / Observation	<ul style="list-style-type: none"> <li>Tidy up</li> <li>Storytime</li> <li>Coats, bags, water bottles</li> </ul> Home
Thursday	Register & Date Morning job-names	Maths- Small group work	Maths- Play/choose/ Observations	Tidy up/ Story/songs	Break- My duty	Maths- Play/choose tidy/toilet	Lunch	Register	Phonics Play/choose/ Observations	Play/choose /quality interactions / Observations EA	<ul style="list-style-type: none"> <li>Tidy up</li> <li>Storytime</li> <li>Coats, bags, water bottles</li> </ul> Home
Friday	Register & Date	PE- locomotion- walking lesson 2	Play/choose/ Observations	Tidy up/ Story/songs 10.15 assembly	Break	Play/choose tidy/toilet Maths	Lunch	Register	Phonics	Play/choose /quality interactions / Observations EA	Tidy up/ reflect on week/story



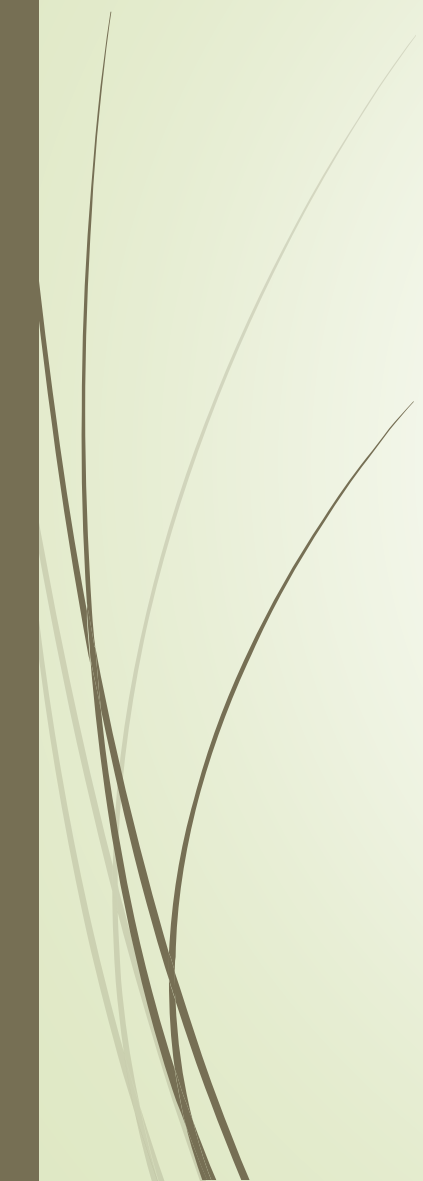
## End of year expectations

Children will be working throughout the year towards the ***Early Learning Goals***.





# How we measure this?

- Interactions
  - Observations  
(Evidence Me)
  - Parental input
  - Small group work
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# The First Few Days...

There can be a lot to remember in the first few days, but please do not worry as your child will quickly be teaching you the routines!

All clothing  
named

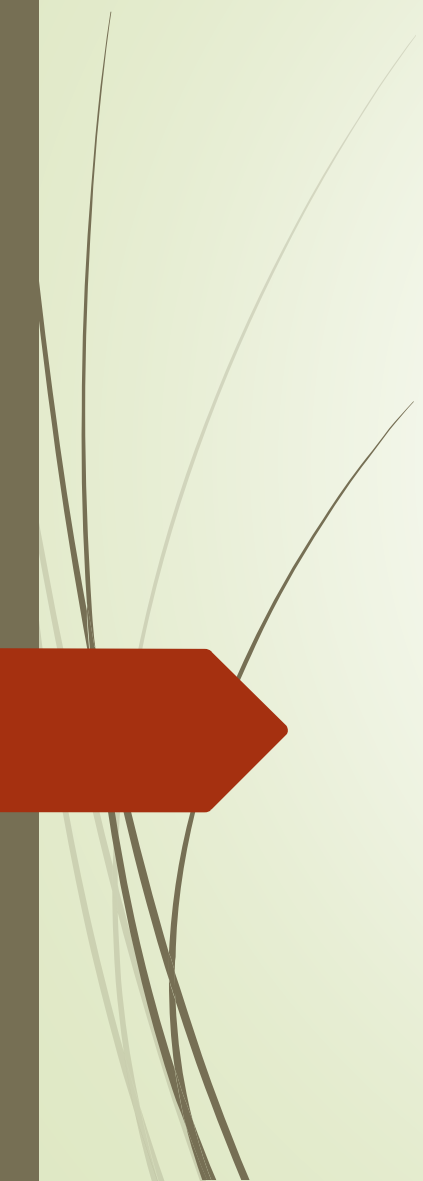
Fruit provided for  
snack

Book bag

Collection – lots  
of new faces!

Water bottles

PE



Parent information booklet will be given out every term to let you know what exciting things your children will be learning about.



Thank you for listening!  
Any questions?

