



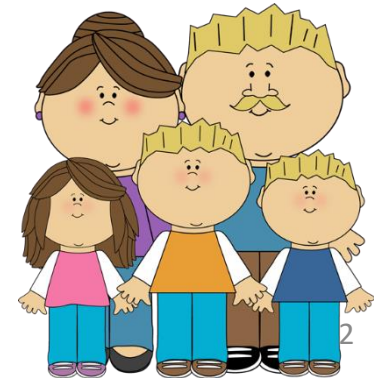
Welcome to Reception



Aims of this Presentation



- Admin
- E-Safety
- EYFS at Park Hill Infants
- Transition, values, super skills, growth mindset, how we teach, topics, characteristics of effective learning, areas of the curriculum including phonics.
- Assessment
- Parent participation
- Home Learning and reading books
- Your child's day at school



The Team



Mrs Hall

Class 3 Teacher, EYFS Leader,
Humanities Leader



Mrs Newell

Class 1 Teacher, Assistant
Headteacher, Phonics Leader, Pupil
Premium Lead



Mrs Smith

Class 1 Teacher, Music Leader, RE
Leader



Mrs Taylor-Robinson

Class 2 Teacher



Mrs Clark

Learning Support



Mrs Ahmed

Learning Support Assistant



Miss Jones

Learning Support

First aid and medicine



If your children bumps themselves during the school day, one of our trained first aiders will attend to your child.

If the bump / mark is to the head area, you will receive a text or phone call and a bump slip in your child's book bag. If this happens near the end of the day your class teacher may speak to you face to face instead of receiving a bump slip or phone call.

If there was an emergency we would call you and explain the situation in full detail.

If your child is unwell and requires medicine this needs to be given to the office. They will ask you to fill out a form in order for the staff to give correct doses and the correct times.

E-safety



- We continue to educate all pupils on the importance of staying safe when using the internet. To enhance this, please think about some of the following ideas at home:
- Maintain open discussions with your child and encourage them to talk to you about their internet use: for example who they're talking to, services they're using, and any issues they may be experiencing.
- Give your child strategies to deal with any online content that they are not comfortable with – such as turning off the screen, telling an adult they trust and using online reporting facilities.
- Consider using filtering software to block unwanted content. In addition to filtering, remember that discussion with your child, and involvement in their internet use, are both effective ways to educate them about the internet.
- Familiarise yourself with the privacy settings and reporting features available on popular sites, services and apps.
- Familiarise yourself with the age ratings for games and apps and ensure that any apps your child uses are age appropriate.
- Encourage your child to use nicknames (where possible) instead of their full name online, to protect their personal information, and create strong passwords for every account.
- Please visit: <https://www.childnet.com/parents-and-carers> for more information and support

Lunchtime



- Packed lunch or school dinner
- Children have dietary badges
- Menu is on the website
- No juices/sweets in the packed lunch
- No nuts (including Nutella)



LUNCH MENU WEEK 1 WEEK BEGINNING: 7 SEPT, 14 SEPT, 20 SEPT, 27 SEPT, 4 OCT, 11 OCT, 18 OCT, 25 OCT, 1 NOV, 2 NOV, 9 NOV, 16 NOV, 23 NOV, 30 NOV, 7 DEC, 14 DEC

GREENSHAW LEARNING TRUST

MONDAY	TUESDAY	WEDNESDAY														
<p>Main Meal 1 Lamb Bolognese Pasta* Served with Mixed Salad & Garlic Bread (2,7) 2</p> <p>Main Meal 2 Tomato and Basil Pasta Served with Mixed Salad & Garlic Bread (2,7) 2</p> <p>Desserts Apple Crumble with Custard 2,7</p>	<p>Main Meal 1 Chicken Burger in a Bap* Served with Sweetcorn and Peas and Baked Wedges 2</p> <p>Main Meal 2 Vegetable Burger in a Bap (VE) Served with Sweetcorn and Peas and Baked Wedges 2</p> <p>Desserts Cherry Cinnamon Wrap 2</p>	<p>Main Meal 1 Roast Chicken Dinner* Served with Roast Potatoes & Seasonal Vegetables A/F</p> <p>Main Meal 2 Vegetarian Sausage Roast (VE) Served with Roast Potatoes & Seasonal Vegetables 12</p> <p>Desserts Cheese & Biscuits 2,7</p>														
THURSDAY	FRIDAY	ALLERGEN KEY														
<p>Main Meal 1 Chicken Korma Curry* Served with Brown and White Rice A/F</p> <p>Main Meal 2 Spinach and Chickpea Curry (VE) Served with Brown and White Rice A/F</p> <p>Desserts Fruit Cocktail Jelly (VE) A/F</p>	<p>Main Meal 1 MSC Pollock or Salmon Fish Fingers Served with Chips & Beans or Peas 2,5</p> <p>Main Meal 2 Quorn Nuggets (VE) Served with Chips & Baked Beans or Peas 2</p> <p>Desserts Strawberry Mousse 7</p>	<p>▲ ALLERGEN KEY</p> <table border="0"> <tr> <td>1. Celery</td> <td>8. Molluscs</td> </tr> <tr> <td>2. Gluten</td> <td>9. Mustard</td> </tr> <tr> <td>3. Crustaceans</td> <td>10. Peanuts</td> </tr> <tr> <td>4. Eggs</td> <td>11. Sesame</td> </tr> <tr> <td>5. Fish</td> <td>12. Soybeans</td> </tr> <tr> <td>6. Lupin</td> <td>13. Sulphites</td> </tr> <tr> <td>7. Milk</td> <td>14. Tree nuts</td> </tr> </table> <p>A/F, Allergen Free</p>	1. Celery	8. Molluscs	2. Gluten	9. Mustard	3. Crustaceans	10. Peanuts	4. Eggs	11. Sesame	5. Fish	12. Soybeans	6. Lupin	13. Sulphites	7. Milk	14. Tree nuts
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AVAILABLE DAILY
Whole meal bread, fresh salads, variety of seasonal fresh fruit, yoghurts & jacket potatoes
PLEASE NOTE THAT ALL OUR DISHES CAN BE ADAPTED TO SUIT THE MAJORITY OF DIETARY REQUIREMENTS
* HALAL SUITABLE

Catering provided by Greenshaw Learning Trust. All products are locally sourced wherever possible. All food is cooked fresh on the school site each day.



Reception at Park Hill Infants



- Early Years Foundation Stage (EYFS) is the stage of education for children from birth to the end of the Reception year.
- It is based on the recognition that children learn best through play and active learning.
- At Park Hill Infants School we want our children to have the best possible start to school. We aim to build meaningful relationships with the children in order to understand their wants and needs then shape the learning accordingly.
- Our curriculum is clearly sequenced, progressive and provides a variety of learning experiences across all 7 areas of the Foundation Stage.

Parental Interaction

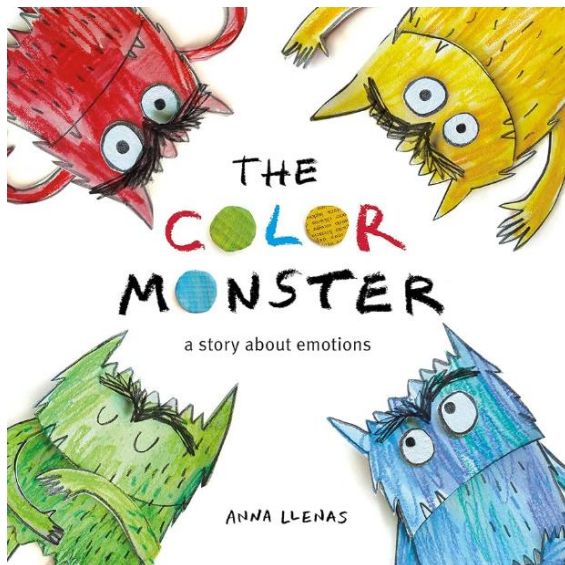
It is important for teaching staff and parents to have strong and respectful partnerships.

Consistency is key to embed learning.

Transition to Reception from Nursery







- The primary focus of this half term will be getting the children settled into a new environment and them building relationships with their peers and adults.
- We will be using circle times and our daily pause to share our feelings about our new school. This continues throughout KSI.
- At morning drop off, once your child is in please head off as it makes the transition easier for children.



Zones of Regulation



Which Zone are you in?

Blue zone	Green zone	Yellow zone	Red zone
			
<p>low</p>	<p>happy</p>	<p>wobbly</p>	<p>angry</p>
<p>Running Slow sad bored tired sick</p>	<p>Good to Go calm focused positive ready to learn</p>	<p>Caution silly frustrated worried excited</p>	<p>STOP scared mean aggressive out of control</p>

Independence



- Toileting
 - Putting on and taking off coats
 - Dressing
 - Shoes – **no laces** until they can do them independently
 - Peeling their banana/orange
 - Washing and drying their hands
 - Rolling up their sleeves
 - Using cutlery and eating independently
- * We are aware that some children have needs that might impact their independence and we will support them but we still will encourage independence as much as possible.

Our School Values



Our school values were developed by our whole school community.

They are **respect**, **honesty**, **positivity**, **kindness** and **courage**.

Children are taught what these values mean and to demonstrate them in everyday life, treating others as they would want to be treated themselves.

We will discuss them more in depth when we start our weekly Reception Assemblies.



Superskills for Learning



In order for all children to achieve their full potential we encourage the use of our 'Superskills for Learning'. Please promote these skills at home so that children can use them in all areas of life.

All children are encouraged to be independent and use our ten 'Superskills for Learning'. We believe an effective learner is someone who ... makes connections; collaborates; communicates; perseveres; is reflective; is confident; is creative; is a risk taker; is resourceful; is curious.

*These Superskills will be learnt throughout their time at our school

Growth Mindset (positive attitude)



Children are encouraged to develop a growth mind set attitude towards their own learning. We teach children:

- Talents can be developed and great abilities can be built over time
- To view mistakes as an opportunity to develop (it is good to make mistakes!)
- To be resilient (they never give up)
- To believe that effort creates success
- To think about how they learn





Independent
Adult led
Indoor and outdoor
PLAY!



Whole class teaching

How we teach



Interventions

Focus activities



Topics



Each half term has a topic. You will receive a topic web. The learning will be shaped by this topic.

Autumn 1 – All About Me

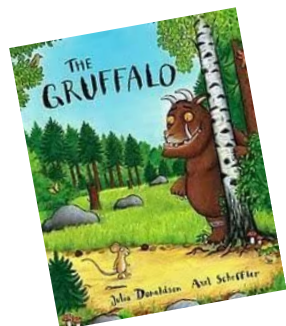
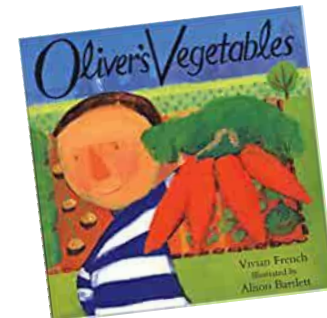
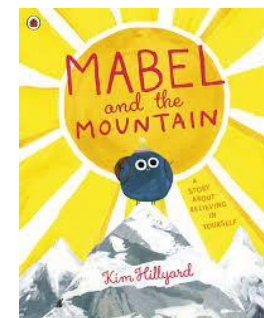
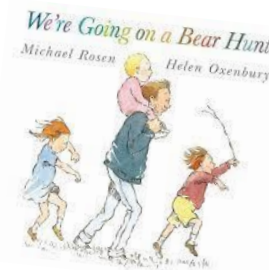
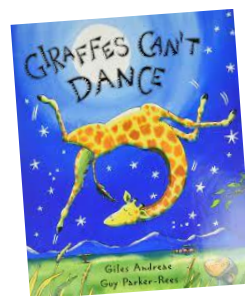
Autumn 2 – Awesome Adventures

Spring 1 – Once Upon A Time

Spring 2 – Creepy Crawlies

Summer 1 – Food, Glorious Food!

Summer 2 – Our Amazing World



Communication and Language

Objectives

- Understand how to listen carefully and why listening is important
- Develop social phrases
- Learn rhymes, poems and songs
- Listen to and talk about stories to build familiarity and understanding
- Learn new vocabulary
- Use new vocabulary throughout the day in a range of contexts
- Engage in story drama
- Describe events in some detail
- Listen carefully to rhymes and songs, paying careful attention to how they sound
- Develop pronunciation
- Use talk to organise themselves and their play
- Understand and answer when and where questions
- Understand a question or instruction that has two parts. Eg: get your coat and line up
- Enjoy listening to longer stories and remember much of what happens
- Be able to express a point of view and to debate when they disagree with a teacher or a peer

In school we will:

- Initiate and continue a conversation with an adult or peer

Home support at home:

- Share and reading stories. Model introducing ourselves. Role-playing social situations. Play games with rules such as dice, duck goose and the bean game. Highlight new vocabulary and explain the meaning. Facilitate and model using new words in games and role-play. Teach the children a variety of simple songs such as the day of the week song, hello song and the how are you song. Teachers will make discussion minutes and allow the children to politely correct them, highlighting their mistakes.
- Use a puppet at home
- Model using common phrases such as hello, good morning, good afternoon, how are you? Prompts and model using please and thank you.
- Organise play dates where children can play and interact with one another.
- When reading books with your child ask them when and where questions such as where is the boy? What has the boy got on his feet? Discuss your child's day with them by asking specific questions, for example who did you play with today? What did you learn in phonics today? What was your favourite part of the day? Why?

Physical Development

Objectives

- Develop and improve fundamental movement skills (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)
- Build hand strength
- Use their climbing physical skills to the table and activities in the setting
- Develop skills using hand tools (scissors, hole punches, hole pencils, tweezers)
- Be increasingly independent in making their own care needs (brushing teeth, tidying, washing and drying their hands)
- Show increasing independence when putting on and taking off their coat
- Use healthy phrases about food, exercise and body brushing
- Use a knife and fork correctly with increasing control
- Use a comfortable grip with good control when holding pens and pencils
- Use large and small body movements to form circles, lines, flags or marks
- Balance on one leg
- Use alternative feet to climb stairs and climbing equipment
- Begin to engage in team activities
- Further develop the skills needed to manage the school day successfully (lining up, machine, personal hygiene)

In school we will:

- Take part in weekly PE lessons with a specific focus
- Provide many opportunities for the children to move in different ways, for example, teach obstacle courses, riding bikes, using the climbing equipment and bring day in activities such as dough days.
- Use one handed tools such as scissors, tweezers and manipulating dough and clay in activities such as dough days.
- We provide a fruit or vegetable each day and regularly promote healthy food choices linking it to where we get our energy and how we should look healthy/happier.
- If your child is having a school dinner they will be shown how to use a knife and fork correctly.
- Begin to promote a 'grab and go' model using the pinch and pull.
- Introduce and practice new school routines and expectations such as how we sit on the carpet, how to line up, doing the door when going to the toilet and washing our hands.

Home support at home:

- Encourage independence when dressing and tidying. For example, they put their own coat on and also know what to do if something is inside out.
- Encourage children to be courageous in their food choices and try new foods.
- Let them use age appropriate tools such as scissors.

Personal, Social, Emotional Development

Objectives

- Set and work towards simple goals
- Select and use appropriate activities and resources with a goal or outcome in mind
- Become increasingly independent in appropriate tasks
- Manage their own needs (hunger, tiring, dressing, undressing, leading activity)
- Begin to moderate their feelings socially and emotionally
- Bring their own experiences into their play
- Understand right and wrong
- Express what they understand why they are important
- Talk about their wants and interests
- Play with one or more other children, extending and elaborating play ideas
- Begin to build positive friendships with their peers
- Begin to build positive relationships with familiar adults
- Develop confidence in new social situations
- Talk about our feelings using vocabulary like 'happy', 'sad' or 'nervous'
- Talk with others to solve conflicts
- Develop their sense of responsibility and membership of their new class
- Understand similarities and differences between people
- Begin to understand how others might be feeling

In school we will:

- Give the children challenge and simple targets in a variety of activities
- Teach children how to ask for help when it is needed.
- Teach the children that others help us to learn and it's ok to get things wrong
- Encourage children to listen to their bodies. If you're thirsty, get a drink. If you're hot, take off your cardigan.
- We will give the children the vocabulary to explain their feelings through stories and role play.
- Introduce and begin to embed social expectations, for example, how we behave in the class and how we speak to our peers and teachers.
- Begin to introduce our school values - Kindness, Respect, Honesty, Courage, Perseverance. Teach and encourage the children to work to solve problems and conflicts.
- Use stories to talk home and promote sharing.
- Talk about names and our families, highlighting simple differences such as 'You have a big brother and I have a big sister'.

Home support at home:

- Promote a positive image of school in order to ease transition especially when dropping off the first term.
- When playing games with your children don't be afraid of letting them lose. It is a great opportunity for children to experience disappointment in a safe environment and build their resilience.
- Play team taking games.
- Promote sharing and patience (you may take time!)
- Model sharing your feelings and verbalise them using a range of words such as nervous, excited or proud.

Half Term Overview

This half term is all about settling into a new school and building new relationships. We will be reading stories that promote independence, kindness and sharing our feelings and others that highlight our personal qualities such as Emsie!

Parental Involvement

Story and Play

Welcomes to Reception meeting



BIG EXPERIENCES

Meeting your new teachers

Settling into your new school

MAKING NEW FRIENDS!!!

African Drumming Workshop

Characteristics of Effective Learning – How your child learns



- **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



Curriculum Areas



There are 7 areas of the EYFS which are then broken down into sections.

Each section has Early Learning Goals (ELGs) which are used at the end of Reception.

The Prime Areas

These areas are particularly important for building strong foundations for future life and learning.

These are the prime areas:

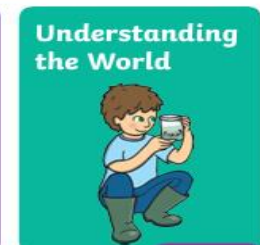
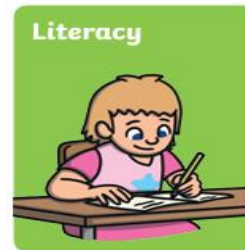
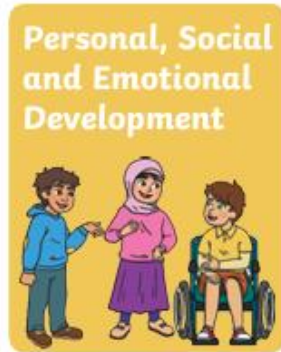
- Communication and language
- Physical development
- Personal, social and emotional development

The Specific Areas

Your children will also be supported in the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



Communication and Language



Constant practise alongside other areas of the curriculum.

Listening, Attention and Understanding

- Following instructions.
- Daily story times.
- Helicopter stories.
- Learn how to answer different question types e.g. Who, how, when, what

How to support at home

- Engage in extended conversations
- Don't shy away from new vocabulary
- Read lots of stories
- Think out loud
- Model routines e.g. "Good morning, how are you?"
- Ask questions
- Sing songs and nursery rhymes

Speaking

- Model using longer sentences through play.
- Develop their social language and how to use talk to shape their play.
- Teach new vocabulary and model it in the correct contexts.



Personal, Social and Emotional Development



Self-Regulation

- Give children simple techniques to deal with their emotions. Counting to 10, worry monsters, worry hands.
- Circles times, daily pause focusing on our views and the views of others.

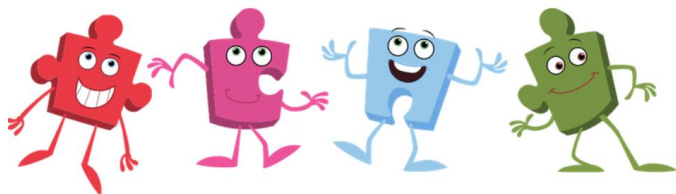
Managing Self

- Try new things.
- Offer difficult challenges that they may get wrong to begin.
- Weekly PE lessons and lots of physical activity outside.
- Making healthy plates in the role play area.
- Tooth brushing.

Building Relationships

- Role plays in assemblies.
- Constant opportunity to play.
- Teachers will set up activities based on the children's interests.

Welcome to



How to support at home

- Model good routines
- Set clear boundaries if needed
- Highlight different emotions
- Let them lose
- Think out loud
- Play games – Board games eg. Snakes and Ladders
- Play dates

Physical Development



Gross Motor

- Using the outdoor area to climb, run, dig, pour, fill, crawl, ride the bikes, build assault courses, wave flags, paint and make marks.
- Putting on coats.
- Weekly PE lessons.
- Dance – Nativity performance, Summer Dance.
- Use their core. Tummy time games, transitioning from our backs to tummies, standing up and sitting down.

Fine Motor

- Develop their fine motor skills.
- Threading, using tweezers, scissors, hole punches, small world toys, playdough, dough disco, Lego, painting, stencils.
- Daily opportunity to write.
- Weekly writing sessions.
 - Palmer grip
 - Tripod grip



How to support at home

- Get out and about
- Build hand strength
- Promote independence when dressing/undressing

Phonics



Over the course of the year the children will learn all Phase 2, 3 and 4 sounds through daily sessions in class.

We are following the Little Wandle Letters and Sounds phonics programme.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

- All children take part in a 15-20 minute class phonics session everyday.
 - If a student requires further support, they will receive targeted daily interventions with teaching staff in class to secure the phonetic learning.

Phonics



- Phonics teaching enables children to read and write.

Phoneme – Single letter sound – s, a, t, p, i, n

Grapheme – Written letter

Digraph – 2 letters that make one sound – ow, oi, ch

Trigraph – 3 letters that make one sound – igh, air

Tricky word – A word that cannot be sounded out

Grapheme Phoneme Correspondence (GPC) – Linking the two

- We learn 4 phonemes/digraphs a week then revise them on a Friday starting with phase 2.
- The children will also learn specific tricky words

Literacy



Comprehension

- Reread stories.
- Ask a variety of questions about the stories we have read.
- Compare familiar stories.
- Talk about our favourite parts of the story and why.
- Role play during play using masks/costumes.

Word Reading

- Daily phonics sessions.
- Daily opportunity to read.
- Reading with a adult at least twice a week.
- Blending practise – Oral blending, extend the first sound, build speed of sounding.
- Tricky word reading.

Writing

- Name writing
 - Letter writing in phonics.
 - Weekly writing which is differentiated.
- Mark make
 - Write letters.
 - Form letters correctly.
 - Write initial sounds of a 3 letter word
 - Write all sounds of a 3 letter word.
 - Write phrases such as red dog.
 - Write simple sentences.
 - Write simple sentences and read them back independently.

How to support at home

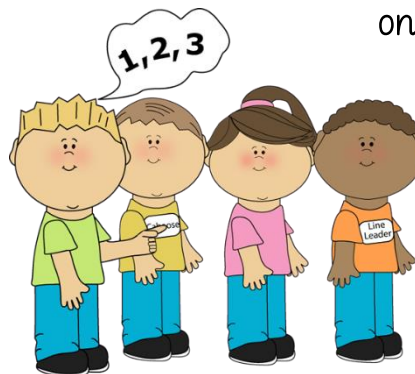
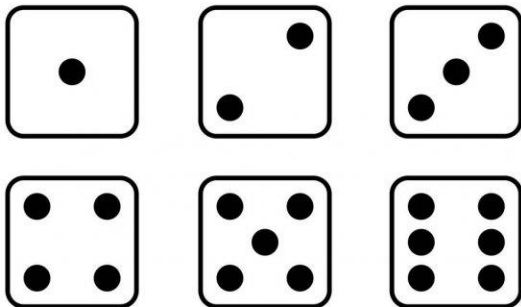
- Read, read, read and more reading!
- Question throughout reading

Mathematics



Number and Numerical Patterns

- Daily maths lessons focusing on practical learning.
- Teaching children new vocabulary and concepts (addition, subtraction, sharing, subitising, | more | less)
- Accurate counting, counting in the correct order and knowing the final amount is the total.
- Opportunity for exploration and investigation.



Space, Shape and Measure

- Measuring using nonstandard units.
- Class heights, water play, using balance scales.
- Compare length, weight and capacity.
- Name common 2D and 3D shapes and begin to identify their properties.
- Shape monsters, shape drawings
- Days of the week, months of the year.
- Timing how long activities take.
- Positional language – beside, between, on, in etc.

Understanding the World



Past and Present

- Compare and contrast characters from stories, toys and familiar environments such as a school or home.
- Learn about famous people from past and present
- Black History Month

People, Culture and Communities

- Begin by talking about ourselves, then our families then others.
- RE lessons.
- Religious festivals.

How to support at home

- Get out and about for trips
- Experience different environments

The Natural World

- Begin to learn about how we can care for the environment by caring for bees, eating all our lunch and using our compost bins.
- Seasons, rainbows, animals and humans.



Expressive Art and Design



Creating with Materials

- Teach and explore different artistic techniques such as painting, pastels, water colours, clay and wax resist.
- DT – junk modelling.
- Whole class art projects.



Being Expressive and Imaginative

- Weekly music lessons.
- Use different instruments in lessons and free play.
- We listen to different music and share our thoughts and feelings.
- Nativity, May dance.
- Use small world toys and role play areas to make shows/plays/storylines.

How to support at home

- Model creating storylines during pretend play.
- Listen to different music
- Sing and dance





What else goes on at our school?

- Formal PE lessons once a week – Changing into PE kits when ready
- Assemblies
- Enrichment (visitors, school trips, workshops etc)
- Weekly Emails highlighting the weeks learning
- Talent Show
- Art Week
- Book Week
- And much more!



Assessment



Reception Baseline Assessment

A statutory, interactive 1:1 assessment that will take place in the first 6 weeks of your child being in Reception.

It is designed to monitor progress from the start of Reception to the end of Year 6.

It is not a high pressure, must pass assessment with judgements but simply a starting point.

No preparation is needed.

End of year

In the final half term of the year the teachers will assess the Children in each of the 7 curriculum areas. If the children have met the **Early learning goals** they will be working at the expected standard.





Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- 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

- 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.

Understanding the World

Past and Present

- 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

- 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

- 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.

Personal, Social and Emotional Development

Self-Regulation

- 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

- 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

- 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.

Expressive Arts and Design

Creating with Materials

- 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

- 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.

Mathematics

Number

- 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 Patterns

- 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.

Physical Development

Gross Motor Skills

- 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

- 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

- 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

- 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

- 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.



Learning Journeys

- Reception staff constantly monitor, observe and record your child's learning carefully. These observations are recorded in an individual and unique 'scrapbook' belonging to your child. These 'Learning Journeys' show your child's progress and special learning moments during their time in Reception.
- Children 'Self Assess' their own learning. They look back through their learning journey and make comments on what they have achieved. This is completed on a self assessment sticker.
- There will be opportunities at open classrooms for you to view your child's 'Learning Journey' and celebrate your child's learning.

WOW Moments



Parents contribute to their child's learning journey by completing 'Wow moment' stickers. These are specially important this year given that we cannot allow parents/carers on site. Every child should have parental contribution in their learning journey.

Please don't be shy to ask for more stickers if you need them...


A rectangular sticker template with a thick orange border. At the top, the words "WOW Moment!" are written in blue, with "(A note from home)" in smaller black text to the right. In the bottom left corner, there is a yellow star with black outlines and radiating lines. To the right of the star, the words "Signed:" and "Date:" are written in black, indicating where a parent should write their name and the date.

WOW Moment! (A note from home)


Signed: Date:




WOW Moment! (A note from home)
Arjun did dress up
all by himself except
shirt buttons :o)

 Signed: P.H. Vantt Date: 21/11/17


WOW Moment! (A note from home)
Saffron peeled the
carrots for dinner by
herself.

 Signed: E. Oneljl. Date: 21/11/17

WOW Moment! (A note from home)
Saffron did the
buckles on her shoes
by herself.

 Signed: E. Oneljl Date: 1/11/17

WOW Moment! (A note from home)
Arjun draw a nice boat with
all necessary parts and he
explained about that all
parts, what that parts
can do & how its
work!!

 Signed: P.H. Vantt Date: 2/11/17



Parent Participation

- Monday 'Drop In'
- Terrific Tuesdays – 20 minutes each Tuesday for you to work with your child (starts later in the year).
- Family Curriculum Workshops – 1 hour themed workshop with around 3 or 4 activities (Spring and Summer Terms)
- Nativity Performance
- Summer Dance
- Sports day
- Parent teacher meetings



Home Learning

Phonics/Handwriting




Each Friday we will provide a sheet with the phonemes that have been taught throughout the week along with practicing the letter formation of it.

Reading

Every week all children will receive two books to share at home. Encourage your child sound out unfamiliar words and talk about what they have read to check their understanding. Your child will have set days they receive new books.

Maths

All children are given the opportunity to access online Maths learning (Mathletics). You will need to give permission to use this resource. Once given you will receive a personal login.

Reception Home Learning Week 1 – Little Wandle Letters and Sounds Phase 2 Autumn 1 Week 1	
Focus: saying and writing the sounds (phonemes)	



Down the snake from head to tail.

s _____

Around the astronaut's helmet and down into space.

a _____

Down the tiger and across its neck.

t _____

Down the penguin's back, up and around its head.

p _____



Reading books and diaries



- Your child will read with an adult at least twice a week in school.
- Please keep your child's book and diary in their bag.
- Each week your child will receive 2 books.
- One will match their reading ability – colour banded.
- One will be a book to promote the enjoyment of reading and will require support to read or listen to.
- Re-reading a story develops reading ability and confidence.
- Children will move through the levels as their word reading and comprehension develops.

- Lilac books do not have words
 - Talk about the pictures
 - Talk about what is happening on each page
 - Make guesses and predictions based on what you can see

A day in the life of..

9.00-9:10 Drop off time

9:10-9:30 Self Registration and Early Morning Work

9.30 Whole Class Carpet Session

9:45 Children choose their own learning inside or outside. Focused group activities take place with adults.

10:30 Fruit time (only at the start of the year)

11:15 Phonics Input

12:00-1:15 Lunch and outside play time

1:15 Whole Class Carpet Session

1:30 Children choose their own learning inside or outside. Focused group activities take place with adults.

2:45 Tidy up time

3:00 Whole Class Carpet Session

3:15 Prepare to go home

3:30 Home Time.

Routines can change depending on the learning and children's wants and needs.





Parent Information

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf - EYFS Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf -
Development Matters 2021

<https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>
- Birth to 5 Matters

<https://www.childnet.com/parents-and-carers> - E-Safety

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1004560/2021_Information_for_parents_reception_baseline_assessment.pdf - Reception
Baseline Assessment

Family Tree Display



Please send a picture to:
enquiries@parkhill-inf.croydon.sch.uk
Include child's first name and class
in subject line
e.x. John, Class 3





Thank you!