



Welcome to Year R!



Meet the Reception team:

Miss Magda
Reception Class Teacher



Miss Rennie
Cover Teacher (Monday afternoon)



Mrs Hart
Teaching Assistant



Miss Murray
Teaching Assistant



A day in the EYFS

- Breakfast club
- 9:00 - 9:10 Children in/Register
- 9:10 - 9:25 Phonics
- 9:25 - 10:10 Child Initiated Activity (focus work)
- 10:15 - 10:30 Assembly
- 10:30 - 10:50 Playtime
- 10:50 - 11:05 Whole class teaching input
- 11:05 - 11:55 Child initiated activities (focus work)
- 12:00 -1:05 Lunch Time (school dinners, lunch box labelled)
- 1:05 - 1:20 Register then an activity/phonics game
- 1:20 - 2:40 Child initiated Activities (focus work)
- 2:40 - 2:50 Tidy up time
- 2:50-3:10 Getting Ready for home time/story time/ circle time news

First week:

Wednesday 9th September 2020

- Week 1 - half days (9am - 12pm)
 - Week 2 - Monday - Wednesday (9am - 1.15pm)
- Thursday + Friday - first full days (9am-3.15)

What is the EYFS?



- The EYFS document combines Early Years and Foundation Stage (a national curriculum for 5s and under)
- 6 areas of learning through areas of provision and directed activities
- All areas of learning are reflected inside and outdoors.



7 Areas of Learning and Development in the EYFS

Prime Areas:

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

Specific Areas:

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

PSED

Personal, Social and Emotional Development

- Making friends
- Learning rules
- Learning daily routines
- Learning about other cultures and respect
- Understanding boundaries
- Making relationships with adults

PSED - How can you help?

- You can help by encouraging your child to use the toilet independently, wash their hands, put on and fasten their coats.
- Playing games which encourage sharing and turn taking will help your child to build their social skills.

PSRN

Problem Solving, Reasoning and Numeracy

- Counting (practice counting, counting songs)
- Recognising numbers and what they mean (point out numbers all around)
- Shape (talk about shapes you can see in the environment)
- Pattern
- Calculation and Problem solving (counting, adding and subtracting anything and everything - socks, cars, shopping, cutlery, fingers and toes!)
- Measuring (comparing things which are heavy, light, long or short, more or less)

Knowledge and Understanding of the World

- Exploring (talk about the places you go and the things they see around them)
- Investigating (questioning - what if..?)
- Learning about other cultures, places, things that happened in the past and living things
- ICT
- Constructing
- Educational visits
- Outdoor area

Physical Development

How can you help?

- Gross and fine motor skills
 - Malleable area
 - Mark making area
 - Shoes and coats
 - PE - getting changed
 - Dance
 - Outdoor area
 - Pencil control
- Give children time to run, jump, climb and play outdoors
 - Encourage children in activities such as building, drawing, threading beads, or filling and emptying containers in the water.

See parents' guide for more information about your child's development and how you can help to prepare them:

https://www.foundationyears.org.uk/files/2015/04/4Children_ParentsGuide_2015_FINAL_WEBv2.pdf

Our Challenge Values

- Co-operation
- Perseverance
- Independence
- Creativity
- Motivation
- Aspiration

Uniform Reminder

- Uniform and bags (including lunch boxes) need to be clearly labelled with names please!
- If you have a spare pair of wellies please bring them in and we can put them on our rack outside so your child can wear them in the rain and mud.

Assessment Targets

- Assessed in age bands throughout the year.
e.g. 30 -50 months, 40 - 60 months.
- At the end of the year assessed against the Early Learning Goals
- 1 - Not met the Early Learning Goal
- 2 - Met the Early Learning Goal
- 3 - Exceeded the Early Learning Goal
- Tapestry observations shared with you.

Phonics

- Letters and sounds & Jolly phonics songs/actions
- Phases 2, 3 and some of phase 4 covered throughout the reception year
- Mornings at least 4 times a week

How can you help?

- Encourage the children to read to you as much as possible at home (books, newspapers, comics)
- talk about books
- Sing songs and nursery rhymes
- Model correct letter formation and pencil grip
- Take time to listen to your child talking about things they've done and answer their questions.

Phonics

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Thank you!

Feel free to ask any questions.

Our class e-mail:

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