



Welcome to Reception

Everything You Need to Know About
the Year Ahead



Meet the team

Core values



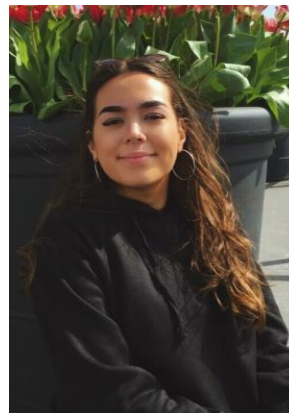
Mrs Chokshi

EYFS Phase
Leader
Ladybirds
Class Teacher



Mrs Louch

Ladybirds
Teaching
Assistant



Miss Beck

Butterflies
Class Teacher



Mrs McKnight

Butterflies
Teaching
Assistant

Breakfast
Club Manager



Mrs O'Shea

EYFS Intervention
TA
Sensory Lead



What topics will my child be learning about?

Autumn Term 1 (7 weeks)

All about me (2 weeks)
Traditional Tales (3 weeks)
Halloween (1 week)
Diwali (1 week)

Autumn Term 2 (7 weeks)

Guy Fawkes (1 week)
Space (4 weeks)
Christmas (2 weeks)

Spring Term 1 (7 weeks)

Superheroes (4 weeks) – dress up as a superhero!
Dinosaurs (3 weeks)

Spring Term 2 (6 weeks)

Chinese New year (1 week)
Changes (5 weeks)

Summer Term 1 (5 weeks)

Amazing Animals (5 weeks)

Summer Term 2 (7 weeks)

Dragons (3 weeks)
Pirates (3 weeks)

Core values





What does learning look like in Reception?

Characteristics of Effective Learning

Playing and Exploring - Finding out and exploring, using what they know in their play, being willing to have a go.

Active Learning – Being involved and concentrating, continuing to try, enjoying and achieving what they set out to do.

Creating and Thinking Critically – Having their own ideas, using what they already know to learn new things, choosing ways to do things and finding new ways.



Early Learning Goal and Good Level of Development (GLD)

By the end of Reception children are expected to reach the Early Learning Goals across all 17 of the areas below. A child is considered to have a Good Level of Development if they have achieved the Early Learning Goal in each of the first 12 areas below.

- **Personal, Social and Emotional Development** – *Making Relationships, Managing feelings and behaviours and Self confidence and awareness*
- **Communication and Language** – *Listening and attention, Understanding and speaking*
- **Physical Development** – *Moving and Handling, Health and Self Care*
- **Maths** – *Number and Shape, Space and Measure*
- **Literacy** – *Reading and Writing*
- **Understanding of the world** – *People and Communities, The World and Technology*
- **Expressive Arts and Design** – *Exploring and using Media and Materials and Being Imaginative*

For more information please refer to the Early Years Outcomes 2013 produced by DfE



What does teaching look like in Reception?

- Whole class English, Maths and UtW and EAD. Focus text each week with learning challenges linked to it (home learning to consolidate skills that have been taught).
- 20 minutes whole class phonics is taught everyday (differentiated according to individual needs based on ongoing teacher assessment). This will change later in the year to 45 minutes to include writing.
- Whole class, small group and 1-1 reading and sharing of books.
- Independent learning with adults- extending learning through co-playing, modelling, challenging and questioning.



Observations, Assessments and Baseline

- Throughout each session, the adults make observations on what and how the children are learning.
- Observations of learning, allow us to assess children's progress towards the expectations for the reception year.
- Assessing children continuously, allows us to ensure all teaching is matched to the needs of all children.
- Observations may be a written description of what a child has done, photographs of the children and what they have achieved or may be an annotation on something a child has drawn, written or made.



Learning Journeys on Tapestry

‘Children’s learning journals sharply focus on early learning goals, and adults make accurate judgements about how well children are doing and plan their next steps effectively’ Ofsted December 2015

Every child will have a Tapestry account. It is an online record of the journey your child will take in reception. It will contain photographs, observations, drawings, writing and examples of number work.

Parent comments and contributions are extremely valuable. Children often do things at home that they do not do in school. For example clubs such as swimming, gymnastics and martial arts. This is part of your child’s Reception journey too.

The observation would start with a picture of the child in action. Followed by a detailed description of what they were doing at the child-initiated activity. The following areas that are linked to the observation would be added. At the bottom of the observation there would be an opportunity for you to comment on.

Parents will also be able to add their own observations of anything related to the areas that the child has done at home. E.g. when walking to school or home, he/she is able to recognise numbers on doors or read labels at the supermarket.



Users with the "Download media" permission can download these photos and videos

Notes

Riley was able to explore the capacity table after a lesson. He was able to make use the jar to make it half full. He then tipped it all out to make empty. He then went to make half full again but wasn't quite in the middle. He looked at the jar, at eye level, and then he added more. He made half full again. He then went on to make a full jar.

Early Years Foundation Stage

Physical Development

Moving and Handling

ELG Developing

- ✓ Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Mathematics

Shape, space and measure

ELG Developing

- ✓ Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Playing and Exploring

Finding out and exploring

- ✓ Engaging in open-ended activity
- ✓ Showing particular interests
- Being willing to 'have a go'
- ✓ Showing a 'can do' attitude

Active Learning

Being involved and concentrating

- ✓ Maintaining focus on their activity for a period of time
- ✓ Showing high levels of energy, fascination
- ✓ Not easily distracted
- ✓ Paying attention to details

Enjoying achieving what they set out to do

- ✓ Showing satisfaction in meeting their own goals
- ✓ Being proud of how they accomplished something - not just the end result
- ✓ Enjoying meeting challenges for their own sake rather than external reward or praise

Creating and Thinking Critically

Having their own ideas

- ✓ Thinking of ideas
- ✓ Finding ways to solve problems

Making links

- ✓ Making links and noticing patterns in their experience



Daily Home Learning Expectations



Phonics – I say, you say to help children learn letter sounds (5 minutes). Key words – I say you say, matching games (5 minutes).

Reading – supporting your child with sounding out words and talking about the pictures. (10 minutes). Keep reading stories to your child too.

Maths – counting to 20, count cars, steps, signs, spot numbers and patterns, use shape names and describe them when you see them. (5 minutes).

Once a week, on a Wednesday, we will set a short home learning task in their home communication book. This will link to the learning in the classroom. This should be completed by the following Monday.



Termly Projects

- In response to the parent questionnaire, many discussions and Parent Forum opinions, there will be several well-considered changes this year to Home Learning. These changes have also been made to allow greater time for you to read with your child. We wanted to take this opportunity to thank you for your feedback to help inform school policy.
- Changes in Home Learning:
 - Firstly, there will **not be a project set until January for all year groups** and information will follow later this term.

We set a new project for the children to work on at home with you. The projects are linked to the topic. All children are expected to complete the project and present it to their class. There will be an exhibition of the children's projects which all parents and families are invited to attend.

- Next Project for January – to build their own Superhero Gadget! You can use any different types of material at home. This could be cardboard, polystyrene, kitchen rolls etc. It can be big, or, it can be small. Its entirely up to you! 😊



Behaviour in Reception

Children are rewarded for showing excellent learning behaviour. Across the school, we have high expectations of all children and reward children with dojo points, bouncy balls, stickers, verbal praise and certificates.

To support children to show the correct behaviours in the classroom, we give choices and consequences to the child in the form of the rainbow and cloud system.





When will your child need their PE Kit in school?



Autumn Term - Fridays

Core values





Reception PE overview

At EPS we recognise the importance of providing a wide range of sporting opportunities. These opportunities enable children to grow in confidence and experiences.
PE will be taught through the curriculum-

Autumn 1: Movement and Space

Autumn 2: Ball Skills

Spring 1: Dance

Spring 2: Large Equipment

Summer 1: Tennis Skills

Summer 2 : Athletics



What enrichment will my child experience this year?

For Reception children they have enrichment sessions all year round.

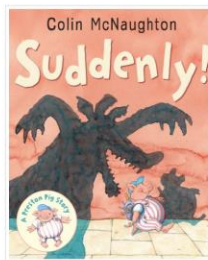
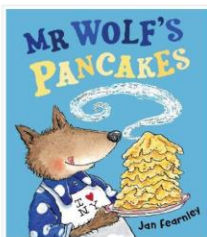
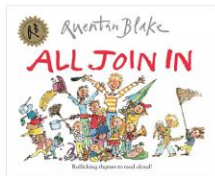
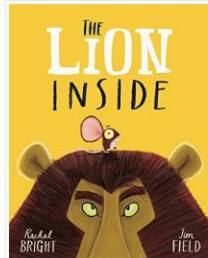
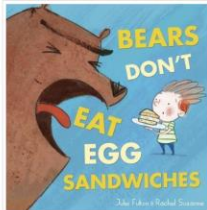
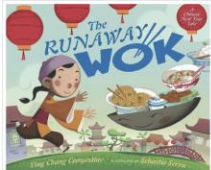
- Balance Bikes
- Multi skills sports
- Cooking
- Music
- Drama
- Art

Core values



Reading at Home

It is important to read a story to your child for 10 minutes everyday. This encourages children to generate a love of reading.



- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.



What trips do we have planned for the Autumn Term?



Science Boffins
11th November 2019
£ 8.60

As the resources of the school are very limited, the proposed trip will not take place if there are insufficient voluntary contributions to cover the cost of the trip. If you are currently experiencing financial difficulties, please come and discuss the trip and payment with Mrs Wilkinson, as there is always a solution and absolute confidentiality is assured.

Please make sure you give permission for your child to attend the school trip by replying on the following email : reply@epsom.surrey.sch.uk. Without this permission , your child will not be able to attend.



What trips do we have planned for the Spring Term?



Bocketts Farm
2nd April 2020
£19.90

As the resources of the school are very limited, the proposed trip will not take place if there are insufficient voluntary contributions to cover the cost of the trip. If you are currently experiencing financial difficulties, please come and discuss the trip and payment with Mrs Wilkinson, as there is always a solution and absolute confidentiality is assured.

Please make sure you give permission for your child to attend the school trip by replying on the following email : reply@epsom.surrey.sch.uk . Without this permission , your child will not be able to attend.



What trips do we have planned for the Spring Term?



Painshill Park
22nd May 2020
£17.35

As the resources of the school are very limited, the proposed trip will not take place if there are insufficient voluntary contributions to cover the cost of the trip. If you are currently experiencing financial difficulties, please come and discuss the trip and payment with Mrs Wilkinson, as there is always a solution and absolute confidentiality is assured.

Please make sure you give permission for your child to attend the school trip by replying on the following email : reply@epsom.surrey.sch.uk . Without this permission , your child will not be able to attend.



Workshops for Parents

This year, we will be running workshops which are tailored to your needs and the information you would like to receive to best support your children at home.

What workshops would you like to receive in Reception?



Workshops and Key events for Reception

Core values



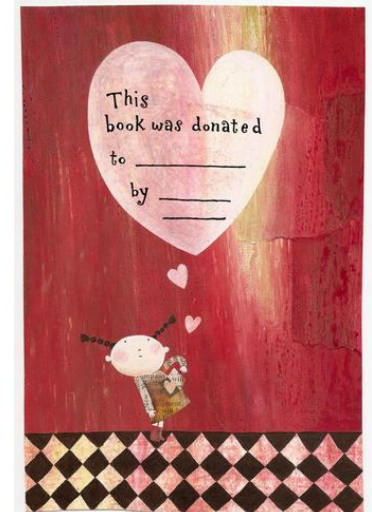
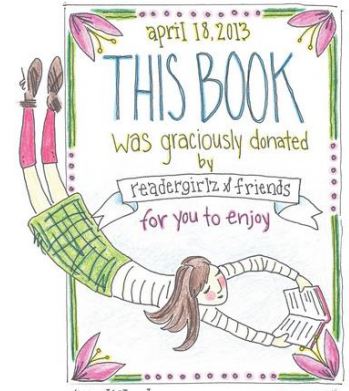
Year Group Focus	Event Name	Date
Whole School	"Everything you need to know evening" – 6pm	18 th September
Reception	Reception Nativity Performance	13 th December
Reception	Phonics workshop – 9-10pm	24 th September



Birthday book

This scheme worked really well last year!

Instead of sweets, children are encouraged to celebrate their birthday by bringing in a special book that they would like to donate to the library. This will then have a special plaque to go inside the book to celebrate your child's exciting occasion.





Some favours to ask...

WE LOVE PARENT HELPERS!

WE HAVE DBS FORMS FOR YOU COMPLETE

ART SHIRT DONATIONS...

NAME LABELS...

WATER BOTTLES...



Any Questions...

Class email addresses

ladybirds@epsom.surrey.sch.uk

butterflies@epsom.surrey.sch.uk