



EYFS Reception
Parent Curriculum Meeting
Monday 11th September 2023

- Give you a better understanding of your child's learning this year
- What is the EYFS?
- Help parents/carers to feel empowered to support their children
- Share our behaviour policy
- Give you the opportunity to ask questions

Introductions

Class A

Miss Susko – Reception teacher

Miss Gibbs – Teaching assistant

Class B

Ms Tibbs – EYFS Lead and Reception teacher

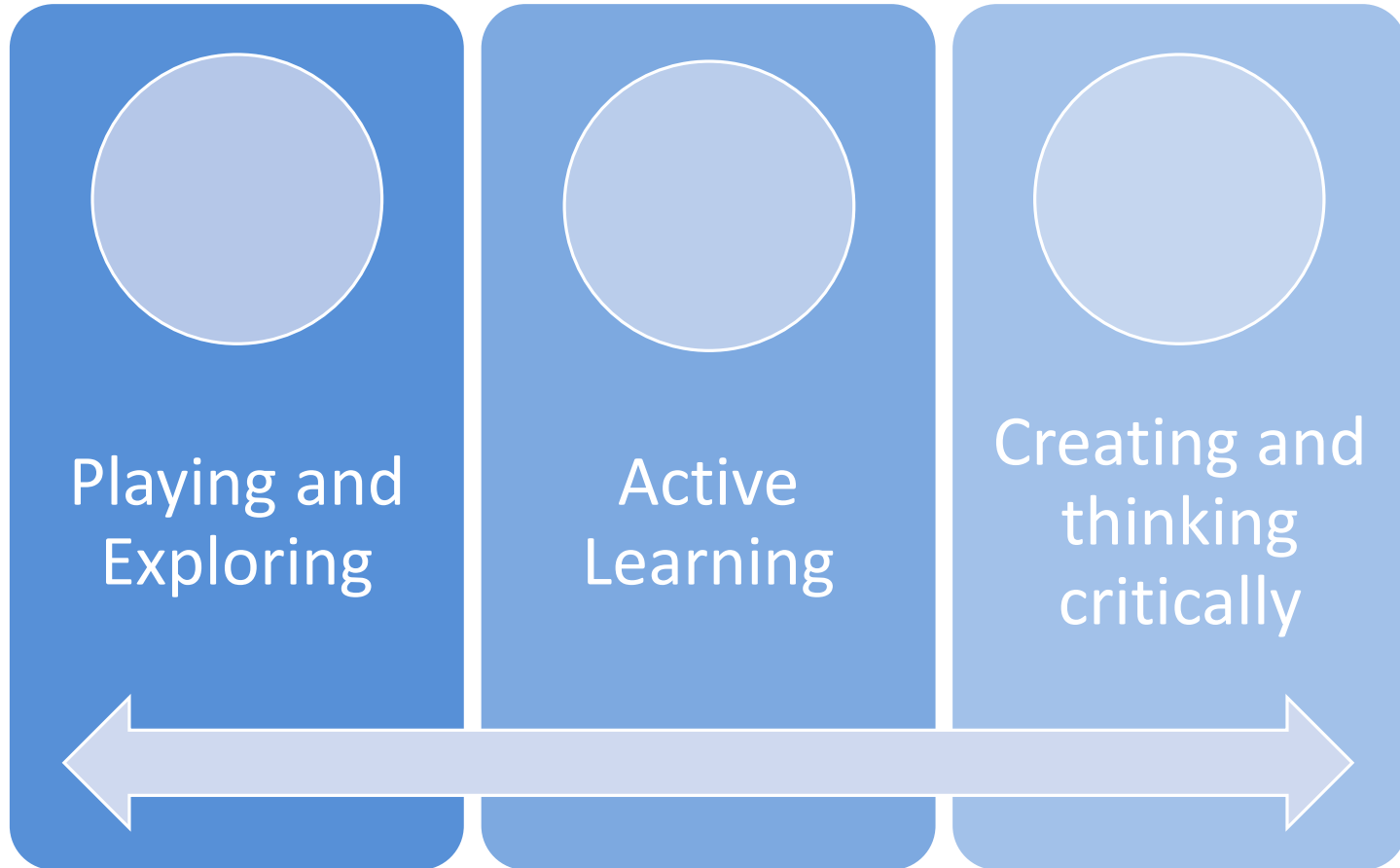
Miss Nel– Teaching assistant

- The 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

It is developed around 4 themes that underpin the EYFS:

1. A Unique Child - Observe what a child is learning
2. Positive Relationships - What adults can do to support learners
3. Enabling Environments - What adults could provide to enhance learning
4. Learning and Developing - Children's achievements through the above

Characteristics of Effective Learning



The EYFS Framework is broken down into:

3 Prime areas -

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

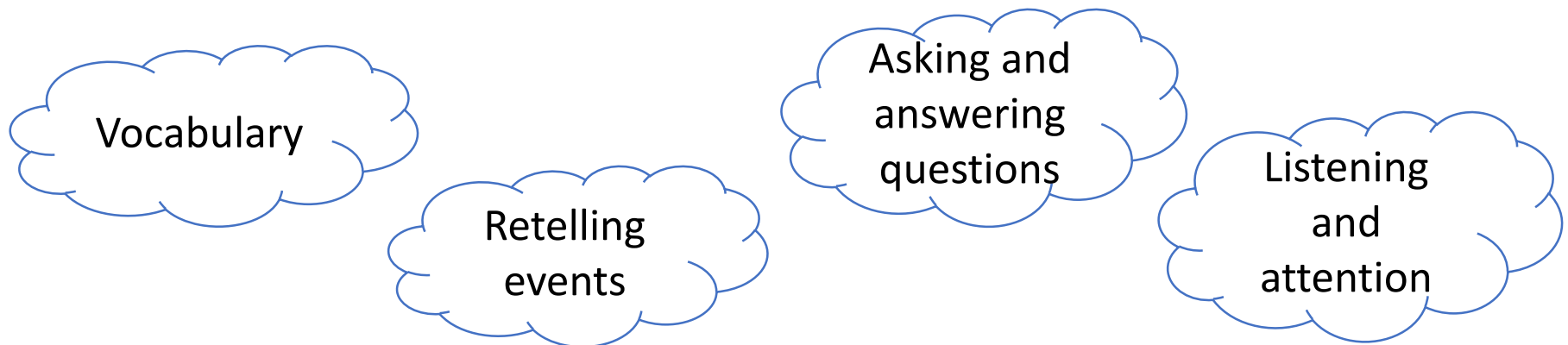
And then 4 specific areas -

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

Communication and Language

There is an emphasis on the importance of developing communication and language skills.

- Children should be supported in building up vocabulary by increasing the amount of words they know and can use.
- Be encouraged to join in with more conversations between adults and children, but also with their peers.
- Good language skills are the basis for all other learning and social interaction, so this is vital to focus on.



Personal, Social and Emotional Development

- Emphasis on self-regulation
- Making and building relationships
- Know what their own needs are
- Dress and undress independently
- Develop independence
- Manage feelings and behaviour - telling the difference between right and wrong
- Health and Self-Care – identifying dangers, washing hands

| Zones of Regulation | | | |
|---|---|---|---|
| Blue | Green | Yellow | Red |
|  |  |  |  |
| Bored Lonely Sad Tired Unwell | Calm Content Focused Happy Ready to learn | Anxious Confused Excited Frustrated Worried | Angry Aggressive Terrified I need time and space |

Physical Development

- Provides opportunities for using a range of large and small equipment
- Helps them to develop a sense of space around themselves and others
- Encourages balance
- Develops practical skills such as dressing, undressing etc.
- Handling equipment and tools effectively including pencils for writing
- Focus on developing both fine and gross motor skills



Children's independent learning through play



Through careful observation we
put things in place to develop
children's learning in the context
of their interests.

Adult directed tasks

- ✓ Based on child's individual needs
- ✓ Adult support and questioning extends learning
- ✓ Planned using themes however these may change according to children's interests
- ✓ Incorporate children's interests
- ✓ Indoors and outdoors

Outdoor learning

- Has a positive impact on children's sense of wellbeing and development
- Provides opportunities for doing things in different ways and on a larger scale than indoors
- Gives children first-hand contact with the weather, changing seasons and the natural world



End of Reception expectations:

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.

Reception: Maths

- Whole-School Mastery approach
- Adult led investigations moving towards more independent
- Guided practice
- Everyday fluency
- Using a wide-range of manipulatives (Numicon, bead strings...)
- Enhanced by technology
- Indoor and outdoors



Maths: Key strategies

- ☺ Subitise – to recognise a small amount without the need for counting
- ☺ Cardinality – understanding that when counting, the last number represents the amount in the set
- ☺ Concept of counting relies on 1:1 correspondence
- ☺ Develop reasoning: “How do you know that?” “Prove it”
- ☺ Modelling vocabulary
- ☺ Practical situations
- ☺ Addition and subtraction development
- ☺ Recording and representation in forms other than numerals

End of Reception expectations:

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.

Reception: Literacy

- We plan using high quality texts to integrate all areas of learning.
- Use a range of texts as a starting point, for example *In Our Hands*
- Plan opportunities for children to write and read during their independent play
- Model writing, linking to phonics
- Daily phonic sessions

Reading in the EYFS

- ☺ Daily story time
- ☺ Puppet/role play
- ☺ Environmental print
- ☺ Shared reading using online resources
- ☺ Phonic sessions
- ☺ Guided Reading
- ☺ Book marks with common words linked to reading level

Writing in the EYFS

- 😊 Independent writing for a range of purposes
- 😊 Encouraging emergent writing and mark making
- 😊 Shared writing
- 😊 Adult directed writing tasks
- 😊 Phonic sessions
- 😊 Encouraging phonetic sounding out of words
- 😊 Letter formation

Reception: supporting your child at home

Reading:

- Ten minutes reading with your child each day
- Comment in the Reading Record and ensure you sign it daily
- Books changed weekly
- Bookmarks: when your child begins to take home phonics books linked to their phonic ability, they will be given a bookmark with the red 'tricky' words that they will encounter when reading. Your child will need to learn to read and spell these words. Each time they move up a reading level, they will be given a new bookmark.

Reception: supporting your child at home

Homework:

- Phonics videos are posted on Tapestry each week and as the year progresses, we will incorporate additional work that supports the rest of the EYFS curriculum
- Children are expected to read and practise bookmarks every night and reading records are to be filled in and signed by an adult everyday
- Children will also have weekly handwriting practise (please reinforce the cursive script and use pencil only). It will go home on a Friday and return the following Wednesday
- Each week a child will be selected to take home the class mascot and record their adventures on Tapestry ready to be shared and discussed in class
- The class prayer book will go home each week with a different child and the prayer that is recorded will be shared in class/assembly throughout the week

St Joan of Arc Behaviour Policy update

| CHRISTIAN VALUES | LOVE | SERVICE | RESPECT | COURAGE |
|------------------|-----------------------------------|---|--|---------------------|
| ETHOS | Be kind, loving and well mannered | Be generous, helpful and thoughtful of others | Look after yourself, each other and the school | Be honest and brave |

- Our Christian values and ethos are the basis from which any rule in the school is formed. E.g. wearing the correct school uniform relates to respect. Treating each other as we would like to be treated relates to respect and love.
- Following your class rules relates to respect and service. Being proactive and positive, standing up to bullyish behaviour relates to courage.

I am making
good choices



I am doing
my *best* to
👍!! *learn* 🧠

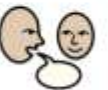


I can make
better
choices



I am being
🧠 *kind* 👍❤️
and *thoughtful*

I can *talk*
about my
behaviour



Other matters...

- Please let us know if someone different is collecting your child or call the office!
- Children should attend school everyday, and there is an expectation that children have a minimum of 96% attendance
- Please ensure all clothing is named
- Also ensure your child is wearing the correct school uniform (including jackets/coats – navy blue, grey or black and shoes not trainers)
- Please help your child at home by encouraging them to dress and undress themselves, put on their own coats and zip them up
- PE is on Tuesday, please send your child into school wearing their PE kit
- We will have a celebration assembly each Friday

Tapestry

- You should all have received your Tapestry email to activate your account
- The Tapestry App is free of charge from the app store
- All homework will be set on Tapestry
- We will communicate any EYFS news with you via the Tapestry platform, so please ensure that you check your notifications regularly so that you do not miss out on important information and reminders.

Handwriting – EYFS

- Form lower-case letters correctly
- Know and form capital letters

Letter Formation:

Straight letters: i l t u

2 o'clocks: c a d g q s

Tunnel letters: n m h b p

Top joiners: o r v w

Square letters: x z

Odd letters: f k j y e

Handwriting Formation

PHONICS PHRASES

- m: Go up to Maisie's head, down to Maisie's toe, up and over two mountains and that's the way to go!
- a: Go up round the apple and down the leaf.
- s: Go up to the snake's head and slither down the snake.
- d: Up and over the dinosaur's back, round his bottom, up his tall neck and down to his feet.
- t: Up the tower, down the tower and across the tower
- i: Up the insect's body, stroke him down the back and poke him in the eye
- n: Go up to Nobby's head, down to Nobby's toe, up and over the net, that's the way to score a goal!
- p: Go up to the parrot, down the plait, around the pirate's face and walk the plank.
- q: Go up to the top of her head, round her face, down her plait and give her a curl.
- o: Go up to the top of the orange, around the orange and squirt!
- c: Go up to the top of the caterpillar, curl around the caterpillar.
- k: Go up to the kangaroo's head, down the body, around the tail, down the leg and kick!

PHONICS PHRASES

- u: Go up, down and under the umbrella, up to the top and down into the puddle.
- b: Go up to the top of the boot, down to the heel, round the toe and kick!
- f: Go up to the flower, down the stem and across the leaves.
- e: lift off the top and scoop out the egg.
- l: Go up the leg, down the leg
- h: Go up to the head, down the head to the hooves and over the horse's back.
- r: Up to the robot's head, down his back, then curl over his arm
- j: Up to Jack's head, down his body, curl and dot
- v: Go up, down a wing, up a wing
- y: Go up to the horn, down a horn, up a horn and under his head
- w: Go up, down, up, down, up
- z: Go up to the top, zig, zag, zig
- g: Go up to the top of the queen's head, round her head, up past her earrings and down her hair.
- x: Go up, down the arm and leg, go up the other leg and arm.

Learning Resources at home

- ▶ Your child's LGfL log-in will be sent home in their reading record
- ▶ Access interactive resources across all areas of learning via free LGfL website

The LGfL logo consists of the letters 'LGfL' in a white, bold, sans-serif font, centered within a solid red rectangular background.

LGfL

A banner with a light green background. At the top, the word 'FAIRYTALES' is written in a white, bold, sans-serif font with a black outline. Below the text are three cartoon characters: a girl in a red dress and hood, a pig in a red and blue striped shirt, and a gingerbread man.

FAIRYTALES

The 'Busy Things' logo features the words 'Busy Things' in a large, bubbly, yellow font with a thick black outline, set against a light blue background. To the right of the text are two award logos: a 'best AWARDS 2017' badge and an 'era 2017 WINNER' badge.

Busy Things

busythings.lgfl.net