



The Early Years Foundation Stage

In Reception the children follow the Early Years Framework which covers a wide range of skills and subjects.

There are seven areas which we cover.



Communication and Language, and Personal, Social and Emotional Development are crucial to the Early Years curriculum. They focus on;

- The children's relationships with others
- Their self confidence, self awareness and self control
- How they talk and how they listen

We cover the seven areas in a variety of ways including;

- Whole class teaching sessions
- Adult led learning - 1 to 1 or in small groups
- Independent learning opportunities
- Outdoor learning



In order for your child to gain as much as possible from these activities, we encourage them to be;

- Independent
- Confident when trying new things
- Happy to "have a go"
- Creative in their thinking
- Curious
- Determined



Some things you can do to help at home;

- *Talk, talk and talk some more...*
- *Question of the week*
- Read stories together
- Encourage your child to become more independent, for example when dressing, eating or going to the toilet
- Give your child the opportunity to help you with small tasks. This will help them to practise listening and remembering one or two instructions

Reading

By the end of Reception children will be able to :

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



Blending

in

cat

pin

spin

thin

sheep

High Frequency words eg the, in, to



Phonics

- Children learn letter sounds (phonemes) in a particular order
- Phonemes are blended into words for reading
- Words are segmented into phonemes for writing
- They are taught phonics everyday from Nursery to Year 2.
- They learn the phonemes, identify words beginning with the phoneme. Start to read and write words and sentences with the phonemes in them.
- <https://www.youtube.com/watch?v=MOW3pB2KwGA>

Phonics into writing

- Recognise and read the sound
- Find it in a selection of letters (eg letter cards, magnetic or foam letters)
- Write
- Children can only write what they can read, they apply what they have learnt - it is not necessarily conventional!!

Segmenting and spelling



dg



donkee

Writing

By the end of Reception most children will be able to:

- use their phonic knowledge to write words in ways which match their spoken sounds.
- write some irregular common words.
- write simple sentences which can be read by themselves and others.
- spell some words correctly and others are phonetically plausible.

How to help at home:

- Read school reading books three times a week and talk about the pictures.
- Phonics homework books.
- There will be weekly reading challenges and prizes each term.
- When they have read 100 times they will earn a certificate.

Mathematics:

By the end of Reception the expectation for most children is to:

- count reliably with numbers from one to 20 and place them in order
- say which number is one more or one less than a given number.
- use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer.
- solve problems, including doubling, halving and sharing.
- use everyday language to talk about size, weight, capacity, position, distance, time, money
- use everyday language to talk about and compare quantities and objects and to solve problems.
- recognise, create and describe patterns.
- explore characteristics of everyday objects and shapes and use mathematical language to describe them.

What does Maths look like in Reception?



- practical activities
- Counting in lots of different ways
- Talking and using vocabulary related to maths



How you can support at home

In the street

Recognising numbers eg on doors or buses

Counting - how many lampposts on the way to school?

Adding things you can see or find eg I have 4 leaves and you have 3, how many altogether?

Doing the washing

Counting in 2s

Sorting by colour and size

Matching and pairing up socks





Making Food

- Can you cut your toast into 4 pieces? Can you cut it into triangles?
- Setting the table. Counting the right number of plates etc. How many more do we need?
- Helping with the cooking by measuring and counting ingredients.
- Setting the timer.

Time:

Yesterday, today, tomorrow

Days of the week

O'clock

Morning, afternoon, evening

Going shopping

- Reading price tags
- Counting items into the basket
- Finding and counting coins
- Comparing weights – which is heavier



Games

- Putting cards into piles
- Jigsaws (you can make your own by cutting up a magazine picture)
- Snap (matching pairs) or Happy Families (collect 4 of a kind)
 - Snakes and ladders or other simple dice games.
 - Adding numbers on two dice.
 - Bingo, with numbers or shapes
 - Hopscotch



Expressive arts and design

Children will explore and use different materials and media, learn to use their imagination in different activities



Understanding the World

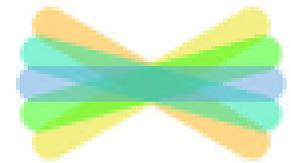
Children will find out and talk about, people and communities, the world and technology

... and a few other reminders!

- PE lesson on Wednesday
- PE activities every day
- Daily k
- Wellbeing
- Clubs
- Lunchtimes

Seesaw

- ▶ An app that can be used to store your child's work, like an online learning journal.
- ▶ Practical work including videos can be uploaded to give an insight into the children's learning that cannot always be shown in their books.
- ▶ Supports the Computing curriculum – create and store digital content, use a camera, record sound and play back.
- ▶ Cross-curricular links – using technology to record work in other subject areas.
- ▶ We use Pic Collage and Chatter pix apps in school, which can be saved onto SeeSaw.



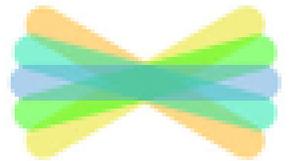
CLASS



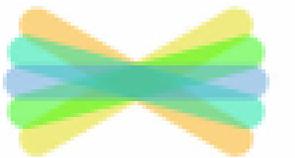
FAMILY

Seesaw

- ▶ Seesaw was trialled last year in Year 2 and was well received by the children and parents.
- ▶ It is safe and secure. Each teacher has a login and the class has an individual QR code login.
- ▶ Only the child's first name is needed to create their account.
- ▶ Parents will be given a QR code for their child, so that you can access their account from home.
- ▶ As soon as something is uploaded, you will be notified and can see it straight away.
- ▶ Gives you an insight into what your child has been learning, offering you the chance to talk about learning together.



CLASS



FAMILY

Activity passports

- Runs from Nursery to Year 2 in school.
- Enrichment activities
- Develops school values:
 - Respectful
 - Resilient
 - Independent
 - Collaborative
 - Inquisitive

Reporting To parents

- 3 times a year
- Simple
- Identifies next steps
- Clear to see progression
- Informed more regularly
- Reports will be in addition to parents evening

Hadleigh Infant and Nursery Pupil Profile

Name: Teddy Long	Year: 2017/2018	Term: Autumn	Teacher: Mr Proctor
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Key for Colours		The target for all children is to be working at the expected standard for their year group by the end of each half term. As the children progress through the year, they will need to be able to meet more of their year group standards in order to remain as working at the expected standard. Exceeding will only be recorded in the final term of the school year.
Working towards the expected standard	Yellow	
Working at the expected standard	Green	
Exceeding the expected standard	Blue	
[Redacted]		

	Autumn Term	Spring Term	Summer Term
Reading	Green		
Writing	Green		
Number	Yellow		
Shape, Space and Measure	Green		

Personal target related to achievement set by the child:	To count to 10 using objects.
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	Autumn Term	Spring Term	Summer Term
Attendance			
Punctuality			
Behaviour			
Attitude to learning			
Reading at home			

Personal target related to attitude set by the child:	To make sure I read at least three times at home a week.
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	Autumn Term	Spring Term	Summer Term
Reading	Green	Yellow	
Writing	Green	Green	
Number	Yellow	Green	
Shape, Space and Measure	Green	Green	

Personal target related to achievement set by the child:	To blend sounds to read words.
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Hadleigh Infants and Nursery School

NAME: Teddy Long

CLASS: Bumblebees

YEAR: Reception

Number

TARGET

Aut

Spring

Summer

Recognise some numerals of personal significance and numerals 1 to 5.

1

X

Counts up to three or four objects by saying one number name for each item.

2

X

Counts objects to 10, and beginning to count beyond 10.

3

X

Counts out up to six objects from a larger group.

4

\

Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

5

\

Counts an irregular arrangement of up to ten objects.

6

\

Estimates how many objects they can see and checks by counting them.

7

.

Uses the language of 'more' and 'fewer' to compare two sets of objects.

8

X

Finds the total numbers of items in two groups by counting all of them.

9

X

Says the number that is one more than a given number.

10

\

Finds one more or one less from a group of up to five objects, then ten objects.

11

X

X = achieved the statement

\ = partly achieved

. = not achieved

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11

x

x

How could you help Hadleigh?

- PA
- Funds
- Facilitates the vision
- Provides additional experiences
- Develops personal skills

How could you help Hadleigh?

- Gofs
- Faced with big challenges – funding / Ofsted
- Parent representation (atl)
- Ensures the school is providing good or better provision
- Key way we will improve provision for children
- 1 Year Term
- 6 times a year – During the day