

Welcome to Reception!



Wellbeing

- ▶ Focusing on the children's wellbeing as they transition back into school life.
- ▶ We understand this is a big change, and can be daunting for both children and parents. Not being able to return to school since March!
- ▶ The children are encouraged to express their feelings. We discuss how to help, be kind, and comfort each other if we are feeling sad.
- ▶ The children are also supported in the transition from free flow child initiated play, to daily carpet sessions for phonics.
- ▶ The children will be taken for small group sessions for Literacy and Maths by Miss Walsh.

Early Years Foundation Stage

Characteristics of Effective Learning
Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to 'have a go'
Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

Personal, Social and Emotional Development: Making relationships

Early Learning Goal:

- ▶ Children **play co-operatively**, taking turns with others.
- ▶ They **take account of one another's ideas** about how to organise their activity.
- ▶ They **show sensitivity to others' needs** and feelings, and **form positive relationships** with adults and other children.



Personal, Social and Emotional Development: Self-confidence and self-awareness

Early Learning Goal:

- ▶ Children are **confident to try** new activities, and say why they like some activities more than others.
- ▶ They are **confident to speak** in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- ▶ They **say when they** do or don't **need help**.



Personal, Social and Emotional Development: Managing feelings and behaviour

Early Learning Goal:

- ▶ Children talk about how they and others show **feelings**, talk about their own and others' **behaviour**, and its **consequences**, and know that some behaviour is unacceptable.
- ▶ They work as part of a group or class, and understand and follow the rules.
- ▶ They adjust their behaviour to different situations, and take changes of routine in their stride.



Communication and Language: Listening and attention

Early Learning Goal:

- ▶ Children **listen** attentively in a range of situations.
- ▶ They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- ▶ They give their attention to what others say and **respond appropriately**, while engaged in another activity.



Communication and Language: Understanding

Early Learning Goal:

- ▶ Children **follow instructions** involving several ideas or actions.
- ▶ They **answer 'how' and 'why' questions** about their experiences and in response to stories or events.



Communication and Language: Speaking

Early Learning Goal:

- ▶ Children **express themselves** effectively, showing awareness of listeners' needs.
- ▶ They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- ▶ They develop their own narratives and explanations by connecting ideas or events.



Physical Development: Moving and Handling

Early Learning Goal:

- ▶ 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.



Physical Development: Health and self-care

Early Learning Goal:

- ▶ Children know the importance for good health of physical **exercise**, and a healthy **diet**, and talk about ways to keep healthy and safe.
- ▶ They manage their own **basic hygiene** and personal needs successfully, including dressing and going to the toilet independently.



Literacy: Reading

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.



Literacy: Writing

Early Learning Goal:

- ▶ Children use their phonic knowledge to write words in ways which match their spoken sounds.
- ▶ They also write some irregular common words.
- ▶ They write simple sentences which can be read by themselves and others.
- ▶ Some words are spelt correctly and others are phonetically plausible.
- ▶ How to help your child at home
- ▶ Develop fine motor skills to strengthen hand muscles – threading, cutting, pinching, squeezing, rolling (playdough)
- ▶ Develop pencil control – tracing, writing name
- ▶ Practise letter formations

Handwriting Guidelines and Expectations

Foundation Stage

*St Vincent's follow the Nelson Handwriting Scheme which starts in Reception and continues to Year 6.
Teachers have high expectations of pupil's handwriting and presentation across all subject areas.*

- Teacher's will create conditions for good writing: atmosphere, seating and posture, and pencil grip.
- Main focus of lower case letters. Capital letters will be started in Year 1.
- The digits 0-9 are covered too.
- The correct formation of most lower case letters should be embedded by the end of the Foundation Stage.

How to support your child at home

- ❖ Develop fine motor skills to strengthen hand muscles - threading, cutting, pinching, squeezing, rolling (playdough)
- ❖ Develop pencil control - tracing, writing name
- ❖ Practise letter formations

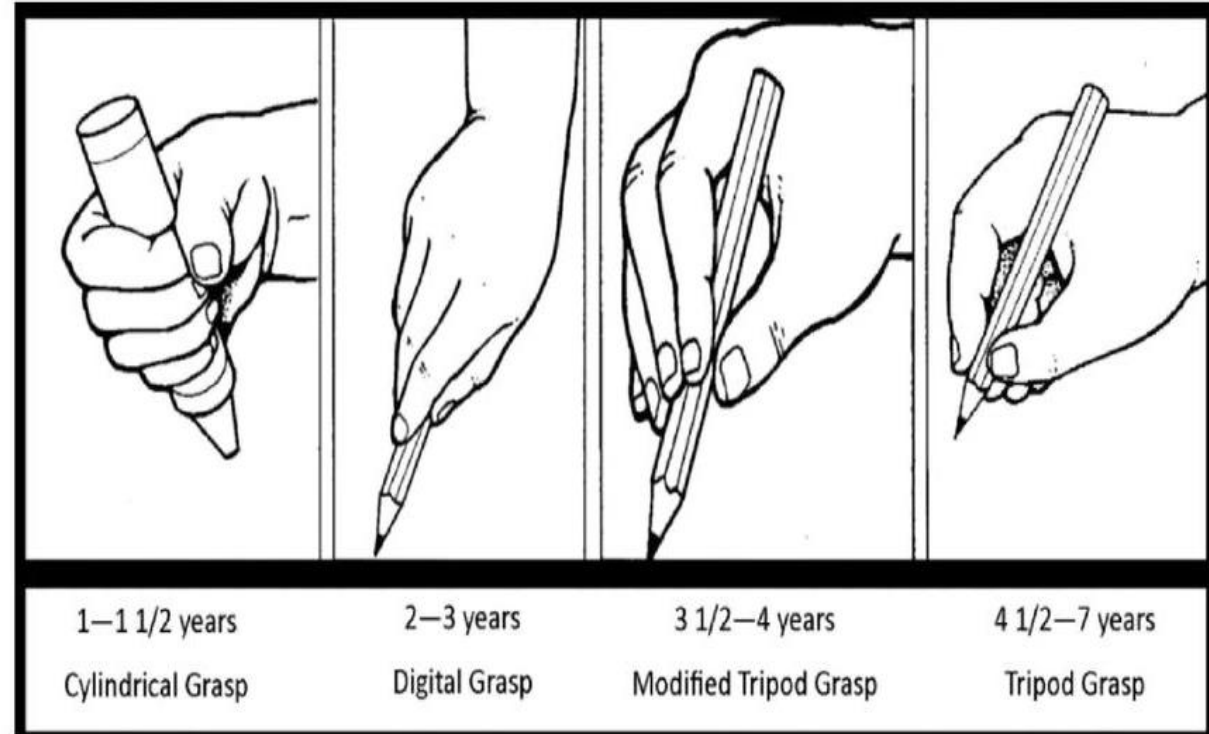


Letter Formations

Aa Bb Cc Dd Ee
Ff Gg Hh Ii Jj
Kk Ll Mm Nn Oo
Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy
Zz

0 1 2 3 4 5 6
7 8 9

Pencil grip • <https://youtu.be/WjzNyHgPZac>



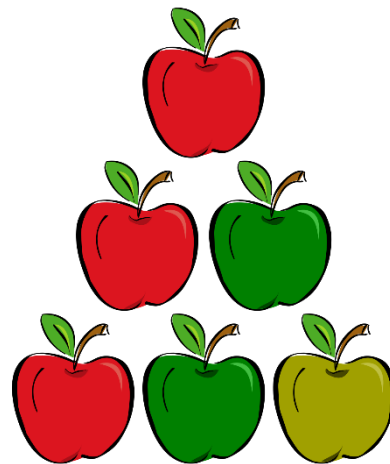
The tripod grip is the most traditional handwriting grip taught.



Mathematics: Numbers

Early Learning Goal:

- ▶ Children **count reliably** with numbers from **one to 20**, place them **in order** and say which number is **one more or one less** than a given number.
- ▶ Using quantities and objects, they **add and subtract two single-digit numbers** and count on or back to find the answer.
- ▶ They **solve problems**, including **doubling, halving and sharing**.



Mathematics: Shape, space and measure

Early Learning Goal:

- ▶ 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.

Understanding the world: People and communities

Early Learning Goal:

- ▶ Children **talk about** past and present **events** in their own lives and in the lives of family members.
- ▶ They know that other children don't always enjoy the same things, and are sensitive to this.
- ▶ They know about **similarities and differences** between themselves and others, and among **families, communities and traditions**.



Religious Education

Our topic this half term is 'Family' – we will focus on the importance of our name and the importance of our family.

For example, we will be learning about how God loves us and we are special to God.

The children are beginning to learn our school prayer, which can be found in their prayer books. We also say morning, lunchtime and end of the day prayers.



Understanding the world: The world

Early Learning Goal:

- ▶ Children know about **similarities and differences** in relation to **places, objects, materials and living things**.
- ▶ They talk about the features of their own immediate **environment** and how environments might vary from one another.
- ▶ They make **observations of animals and plants** and explain why some things occur, and talk about changes.



Understanding the world: Technology

Early Learning Goal:

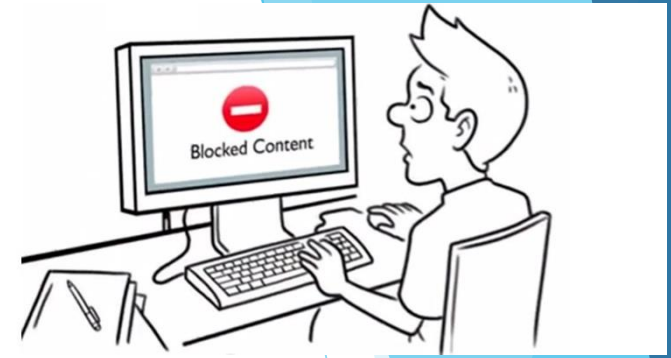
- ▶ Children recognise that a range of **technology** is used in places such as homes and schools.
- ▶ They select and use technology for particular purposes.
- ▶ There has been lots of use of technology throughout lockdown, zoom meetings and online blogs etc.
- ▶ It is very important that children only access **age appropriate** sites and **content**. This is an important discussion at home and at school.





Online Safety

EYFS Online Safety



▶ Objectives

- ▶ Knows that information can be retrieved from computers
- ▶ Uses ICT hardware to interact with age-appropriate computer software--clicking and dragging independently.
- ▶ Recognises that a range of technology is used in places such as homes and schools.
- ▶ Selects and uses technology for particular purposes

More information can always be found on the school website, which is updated regularly.

<https://www.stvincentsprimary.org.uk/school-info/online-safety/>

- Websites with information on the games your children are playing
- Child friendly search engines
- Guides on how to set up parental controls for devices at home
- Games for children to play to help them learn more about staying safe online

Expressive arts and design: Exploring and using media and materials

Early Learning Goal:

- ▶ Children **sing songs, make music and dance**, and experiment with ways of changing them.
- ▶ They safely **use and explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



Expressive Arts and Design: Being imaginative

Early Learning Goal:

- ▶ Children use what they have learnt about media and materials in **original** ways, thinking about uses and purposes.
- ▶ They represent their own ideas, thoughts and feelings through **design and technology, art, music, dance, role play and stories.**

Homework

- ▶ Will continued to be issued each week onto the website/ blog.
- ▶ Reading diaries, Literacy and maths homework for the half term is on the website [permanently](#). Children can complete this in their homework books that will be issued shortly.
- ▶ [Each Wednesday](#), the Creative Curriculum homework will be posted on the website, in addition to a link to the Wednesday Word.
- ▶ [Each Monday](#) we will give out reading books, and take them in on [Friday](#)



Topics

Autumn 1: People Who Help Us

Autumn 2: Celebrations from around the World

Spring 1: Marvellous Marylebone

Spring 2: Seasons

Summer 1: Traditional Tales

Summer 2: Jungle



Timetable

- ▶ A balance between child-initiated play and adult-led activities.
- ▶ Flexible due to trips, whole school activities, etc.
- ▶ Trips: At least one per half term, parents always welcome and appreciated.

ST VINCENT'S CATHOLIC PRIMARY SCHOOL TIMETABLE – FOUNDATION STAGE 2020-21				
YEAR: Reception		TERM: Autumn 1		TEACHER: Miss Walsh
MONDAY <i>Reading books out</i>	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY <i>Reading books in</i>
8:00-9:00 Soft Start			Friday: Information Meeting	
9:00-9:10 Prayer Time and Morning Group <i>Time: PSED</i>	9:00-9:10 Prayer Time and Morning Group <i>Time: PSED</i>	9:00-9:10 Prayer Time and Morning Group <i>Time: RE</i>	9:00-9:10 Prayer Time and Morning Group <i>Time: RE</i>	9:00-9:10 Prayer Time and Morning Group <i>Time: RE</i>
9:10-9:30 WHOLE SCHOOL ZOOM ASSEMBLY	9:10-9:30 Phonics	9:10-9:30 Phonics	9:10-9:30 Phonics	9:10-9:30 WHOLE SCHOOL CLASS ASSEMBLY
9:30-10:15 Literacy Group 1 Outside Group 2	9:30-10:15 Maths Group 1 Outside Group 2	9:30-10:15 Literacy Group 1 Outside Group 2	9:35-10:05 Singing	9:30-10:15 Maths Group 1 Outside Group 2
10:15-11:00 Literacy Group 2 Outside Group 1	10:15-11:00 Maths Group 2 Outside Group 1	10:15-11:00 Literacy Group 2 Outside Group 1	10:05-11:00 RE Activities	10:15-11:00 Maths Group 2 Outside Group 1
11:00-11:30 Phonics and Prayers	11:00-11:30 Speaking and Listening activities and Prayers	11:00-11:30 Speaking and Listening activities and Prayers	11:00-11:30 Oak online assembly.	11:00-11:30 Phonics and Prayers
11:30-12:00 Lunch in hall				
12:00-12:30 Lunch play in courtyard (<i>KS1 in courtyard 12:30-1:00</i>)				
12:30-1:00 Child Initiated Play	12:30-1:00 Child Initiated Play	12:30-1:00 Child Initiated Play	12:30-1:00 Child Initiated Play	12:30-1:00 Child Initiated Play
1:00-1:15 Circle time	12:45-1:15 Circle time	12:45-1:15 Circle time	12:45-1:15 Circle time	12:45-1:15 Circle time
1:15-2:30 Reception Activities inside and Outside	1:15-2:30 Reception Activities inside and Outside	1:15-2:30 Reception Activities inside and Outside	1:15-2:30 Reception Activities inside and Outside	1:15-2:30 Reception Activities inside and Outside
2:30-2:55 Story Time and Prayers	2:30-2:55 Story Time and Prayers	2:30-2:55 Story Time and Prayers	2:30-2:55 Story Time and Prayers	2:30-2:55 Story Time and Prayers
2:55-3:05 End of Day				

Routines

- ▶ Soft Start - 8:00-8:55am
- ▶ End of day - 2:55pm
- ▶ Please label all uniform and water bottles!
- ▶ Each child to have spare uniform that is to be kept in school.