

Welcome to Reception!



INFO

Miss Walsh
Reception Teacher



INFO

**Mrs Maurao
Pereira**
Teaching
Assistant,
Reception, and
Midday Supervisor



INFO

Miss O'Connell
Nursery Nurse,
Reception

Routines

- ▶ Soft Start – 8:30-8:55am
- ▶ End of day – 3:05pm
- ▶ Please label all uniform and water bottles!
- ▶ All SVPA uniform is £1
- ▶ Each child to have spare uniform that is to be kept in school.

Early Years Foundation Stage

Characteristics of Effective Teaching and Learning

Playing and exploring:

Children investigate and experience things, and 'have a go'

Active learning:

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically:

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Area of Learning and Development	Aspect
Prime Areas	
Communication and Language	Listening, attention and understanding
	Speaking
Physical Development	Gross motor skills
	Fine motor skills
Personal, Social and Emotional Development	Self-regulation
	Managing self
	Building relationships
Specific Areas	
Literacy	Comprehension
	Word reading
	Writing
Maths	Number
	Numerical patterns
Understanding	Past and present
	People, culture and communities
	The natural world
Expressive Arts and Design	Creating with materials
	Being imaginative and expressive

Communication and Language:

Listening, attention and understanding

ELG Listening, attention and understanding: Children at the expected level of development will:

- ▶ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- ▶ Make comments about what they have heard and ask questions to clarify their understanding;
- ▶ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Communication and Language: Speaking

ELG Speaking: Children at the expected level of development will

- ▶ **Participate** in small group, class and one-to-one discussions, offering their **own ideas**, using recently introduced vocabulary;
- ▶ Offer **explanations** for **why** things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- ▶ **Express** their ideas and feelings about their experiences using **full sentences**, including use of **past, present and future** tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development: Fine Motor Skills

ELG Fine Motor Skills: Children at the expected level of development will:

- ▶ Hold a pencil effectively in preparation for fluent writing – using the **tripod grip** in almost all cases;
- ▶ Use a range of **small tools**, including scissors, paint brushes and cutlery;
- ▶ Begin to show **accuracy** and **care** when drawing.



Physical Development: Gross Motor Skills

ELG Gross Motor Skills: Children at the expected level of development will:

- ▶ Negotiate space and obstacles **safely**, with **consideration** for themselves and others;
- ▶ Demonstrate **strength, balance and coordination** when playing;
- ▶ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



Personal, Social and Emotional Development:

Self regulation

ELG Self-Regulation: Children at the expected level of development will:

- ▶ Show an **understanding** of their own feelings and those of others, and begin to **regulate** their behaviour accordingly;
- ▶ Set and work towards simple goals, being able to **wait** for what they want and **control** their **immediate impulses** when appropriate;
- ▶ Give **focused attention** to what the teacher says, responding appropriately even when engaged in activity, and show an ability to **follow instructions** involving several ideas or actions.

Personal, Social and Emotional Development: Managing self

ELG: Managing Self: Children at the expected level of development will:

- ▶ Be **confident** to try new activities and show **independence, resilience** and **perseverance** in the face of challenge;
- ▶ **Explain** the reasons for rules, know **right from wrong** and try to behave accordingly;
- ▶ Manage their own **basic hygiene** and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



Personal, Social and Emotional Development: Managing feelings and behaviour

ELG Building Relationships: Children at the expected level of development will:

- ▶ Work and play **cooperatively** and **take turns** with others;
- ▶ Form **positive attachments** to adults and **friendships** with peers;
- ▶ Show **sensitivity** to their own and to others' needs.



Literacy: Reading

ELG Word Reading: Children at the expected level of development will:

- ▶ 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.



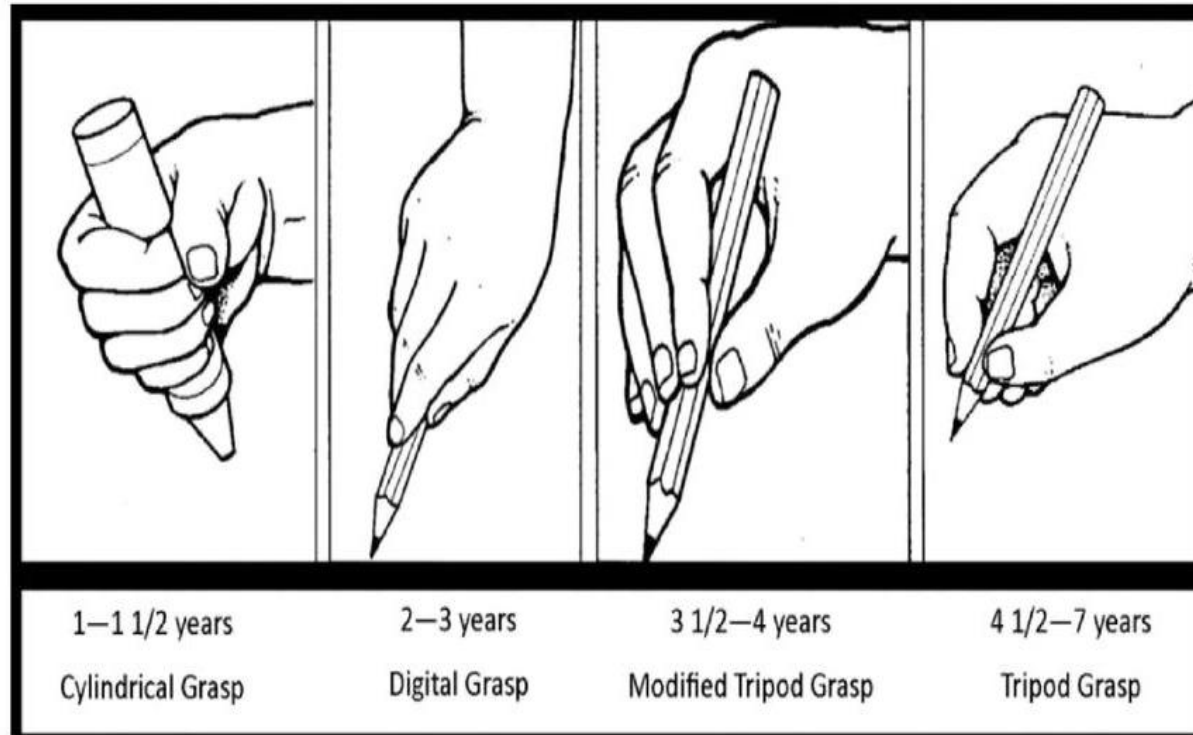
Literacy: Writing

ELG Writing: Children at the expected level of development will:

- ▶ 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.



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



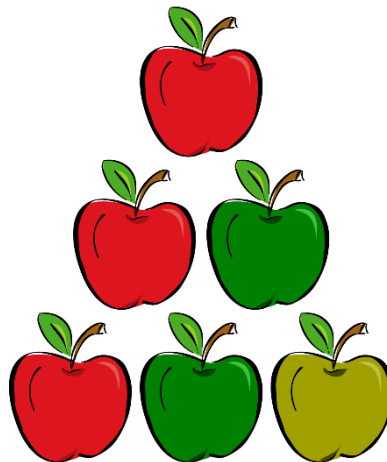
The tripod grip is the most traditional handwriting grip taught.



Mathematics: Number

ELG: Number: Children at the expected level of development will:

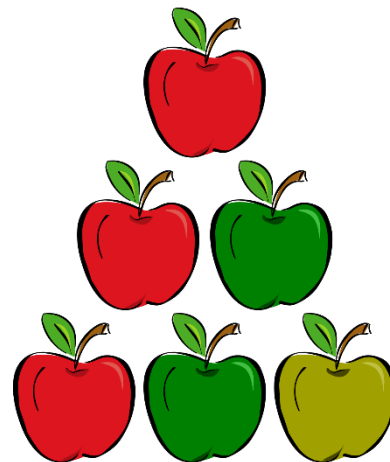
- ▶ Have a **deep understanding** of number to **10**, including the composition of each number;
- ▶ **Subitise** (recognise quantities without counting) up to 5;
- ▶ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to **5** (including subtraction facts) and some number bonds to **10**, including **double** facts.



Mathematics: Numerical patterns

ELG Numerical Patterns: Children at the expected level of development will:

- ▶ 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.



Understanding the world: Past and Present

ELG: Past and Present: Children at the expected level of development will:

- ▶ Talk about the lives of the **people** around them and their roles in society;
- ▶ Know some **similarities and differences** between things in the past and now, drawing on their experiences and what has been read in class;
- ▶ **Understand the past** through settings, characters and events encountered in books read in class and storytelling.

Understanding the world: People and communities

ELG: People, Culture and Communities: Children at the expected level of development will:

- ▶ Describe their **immediate environment** using knowledge from observation, discussion, stories, non-fiction texts and maps;
- ▶ Know some **similarities and differences** between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- ▶ Explain some **similarities and differences** between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.



Understanding the World: The Natural World

ELG: The Natural World: Children at the expected level of development will:

- ▶ Explore the natural world around them, making observations and drawing pictures of animals and plants;
- ▶ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- ▶ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Expressive arts and design:

Creating with materials

ELG Creating with Materials: Children at the expected level of development will:

- ▶ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- ▶ Share their creations, explaining the process they have used;
- ▶ Make use of props and materials when role playing characters in narratives and stories.



Expressive Arts and Design:

Being imaginative and expressive

ELG Being Imaginative and Expressive: Children at the expected level of development will:

- ▶ Invent, adapt and recount narratives and stories with peers and their teacher;
- ▶ Sing a range of well-known nursery rhymes and songs;
- ▶ Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Religious Education

1 hour each week

Core value of the school and daily interactions.

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.

Please can your child bring in a photo of your family, for Religious Education activities and discussion?



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

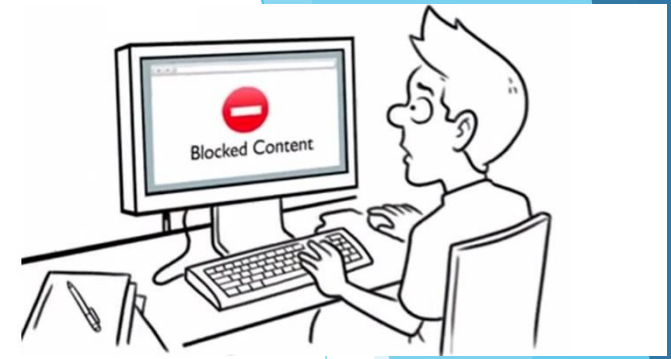
- ❖ Develop fine motor skills to strengthen hand muscles - threading, cutting, pinching, squeezing, rolling (playdough)
- ❖ Develop pencil control - tracing, writing name
- ❖ Practise letter formations





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



Homework

- ▶ Homework will be posted on Google Classroom every **Monday** starting from 13th September.
- ▶ Children to receive a yellow homework book and Phonics workbook. Children to complete homework in yellow book.
- ▶ **Each Monday** we will give out reading books, and take them in on **Friday**





Google Classroom

Remote Learning

- If a child has to self isolate (Reception – Year 6):
 - Work can be accessed via their class Google Classroom page. This work will be lessons using Oak Academy that we have mapped to our school curriculum.
 - Every week, 'Self Isolation Work' will be shared so that if someone needs to isolate then they can immediately access the work. Work can be done in their Homework Books and marked when they return to school
 - Times of registration will also be shared and children have the option of video calling (using Google Meet) their class at school to keep in touch with their friends and teachers
- If a whole class has to isolate (Nursery – Year 6):
 - In the event of a whole class isolating, you will be contacted by the school to inform you of this
 - There will be a set timetable that children can follow with a mixture of live sessions with their class and pre-recorded lessons from their teacher
 - All of the classwork and timetables will be shared via Google Classroom
- For more information, please see the Remote Learning page on the school website

Topics

Autumn 1: Our Community

Autumn 2: Celebrations from around the World

Spring 1: People Who Help Us

Spring 2: Seasons

Summer 1: Traditional Tales

Summer 2: Jungle

