

Welcome to Reception!



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:

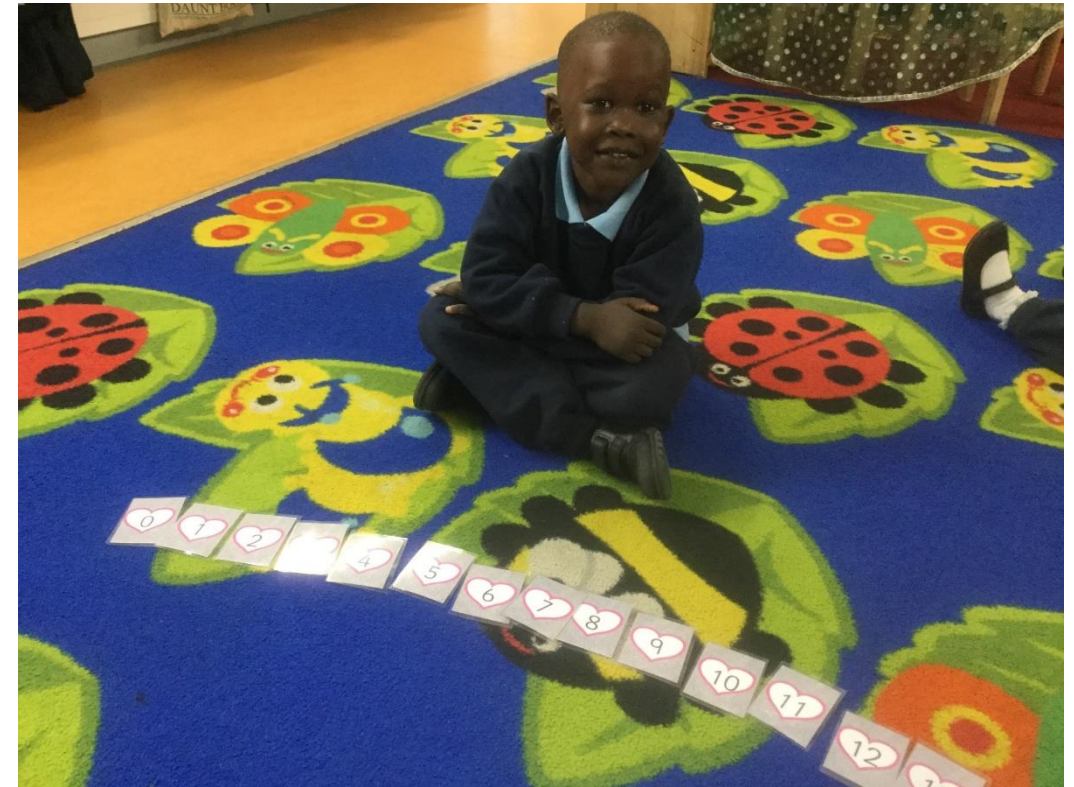
- Children use their phonic knowledge to **write words in ways which match their spoken sounds**.
- They also **write some irregular common words**.
- They **write simple sentences** which can be read by themselves and others.
- **Some words are spelt correctly** and others are phonetically plausible.



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**.



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.



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.**



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, this week we have focused on Psalm 131 and talked to the children about feeling safe and loved.

The children are beginning to learn our school prayer, which can be found in their prayer books.



Topics



Autumn 1: Houses and Homes

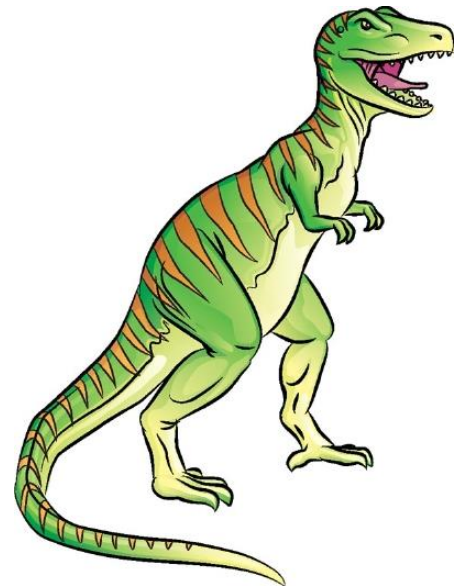
Autumn 2: Celebrations from around the World

Spring 1: Dinosaurs

Spring 2: Seasons

Summer 1: Traditional Tales

Summer 2: Jungle



Treasure Time

- 5 children a week present their 'Treasure' to the class. The class then ask the children questions about their special object/ photograph.
- This enhances their speaking and listening skills.
- The 'Treasure' can be linked to our topic of 'Houses and Homes' or anything that is special to them.



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.

Monday –

Computing group 1 (9.50)
Computing group 2 (10.20)

Thursday –

Library group 1 (9.25)
Library group 2 (9.35)
Library group 3 (11.30)
Library group 4 (11.40)
Library group 5 (11.50)

ST VINCENT'S CATHOLIC PRIMARY SCHOOL TIMETABLE 2018-19				
YEAR: Reception		DATE: 10/09/18	TEACHER: Miss Savage	
MONDAY Homework in	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
REGISTRATION AND PRAYERS (8.55-9.15)				
9.15-9.35 WHOLE SCHOOL ASSEMBLY	9.15 – 9.30 Phonics PPA day cover by Una	9.15-9.30 Phonics	9.15 – 9.25 RE Input 9.25 – 9.45 RE Groups	9.15-9.30 Phonics
9.35-9.50 Literacy Input 9.50-10.50 Literacy Groups	9.50 – 10.10 Speaking and Listening	9.30 – 10.10 PE 10.15-10.30 EYFS / KEY STAGE 1 ASSEMBLY Mentor meeting	9.50-10.15 Foundation Singing Hall	9.30 – 9.40 Literacy Input 9.40 – 10.30 Literacy Groups (Inside)
				KS1 BREAK (10.15- 10.30) courtyard
10.50 – 11.10 Phonics	10.30 – 12.15 Joint FS	10.35 – 10.50 Literacy Input 10.50 – 11.35 Literacy groups	10.15- 10.30 Literacy Input 10.30 – 11.15 Literacy Groups	10.35 – 11.00 WHOLE SCHOOL ASSEMBLY
			11.20 – 11.35 Phonics	11.00 – 11.10 RE Input 11.10 – 11.30 RE Groups
11.10 – 11.25 RE Input 11.25 – 12.15 RE Groups		11.35 – 11.50 Maths Input 11.50 – 12.15 Maths groups	11.35 – 11.50 Maths input 11.50 – 12.15 Maths groups	11.30-12.00 Music Music Room
LUNCH PLAY (12.15-1.25)				
				Thursday or Friday STAFF MEETING (1.00-1.40)
13.25 – 13.45 Afternoon registration and prayers	13.25-13.45 Afternoon registration and prayers	13.25-13.45 Afternoon registration and prayers	13.25 – 13.45 Afternoon registration and prayers	13.25 - 13. 45 Afternoon registration and prayers
13.45 – 14.00 Maths input 14.00 – 14.45 Maths groups	Joint FS 14.35-14.55 PSHE	13.45 – 14.00 Topic input 14.00 – 14.45 Topic Groups	13.45 – 14.00 Topic Input 14.00 – 14.45 Topic groups	13.45 – 14.00 Topic input 14.00 – 14.45 Topic groups
14.45 – 15.15 Story time and home time	14.55-15.15 CLASS ASSEMBLY: CHILD-LED WORSHIP	14.45 – 15.15 Story time and home time	14.45 – 15.15 Story time and home time	14.45 – 15.15 Story time and home time
	STAFF MEETING	HOMEWORK OUT		

Homework



St Vincent's Catholic Primary Reading Reflection Diary

Reception

Date	This Week we have looked at this book/ these books:	Parent comment and signature: What did your child do well in their reading this week? What did they enjoy?
Week 1 W/C 4 th Sept		
Week 2 W/C 11 th Sept		
Week 3 W/C 18 th Sept		
Week 4 W/C 25 th Sept		
Week 5 W/C 2 nd Oct		
Week 6 W/C 9 th Oct		
Week 7 W/C 16 th Oct		
Teacher Comment:		

Reading Diary – please aim to read with your child 5-10 minutes a day if possible, record this in your reading diary (coming soon!)

Phonics homework – up to three sounds per week

Occasional Home School Learning tasks- practical activities including Religious Education

Optional Wednesday Word Reflection