



Reception Class New
Intake meeting

24th June 2024

Reception Class Teachers:

Mrs Price

Mrs Ward

Miss Ellis

Mrs Warburton/Mrs Smith



What do you see?



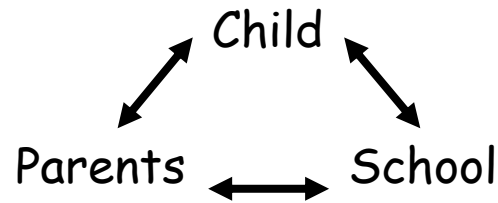
The children see 'PLAY'

WE see these key objectives:

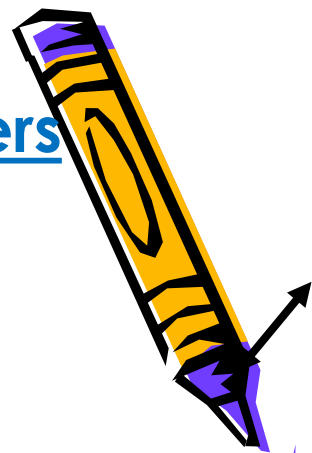
- Design Technology skills – building and adapting and talking about the process. (Expressive Arts and Design)
- Science skills – Investigating which materials float and sink
- Science – investigating forces, talking about what is happening.
- Literacy & Communication – Children making up their own stories.
- Social skills (PSED)– children learning to take turns in play and conversation.
- Listening skills – Children listening and responding to their friends, through back and forth conversations.
- Maths – Problem solving skills.



EYFS is about 'Working Together' - Parents as Partners



- Parents are children's first and most enduring educators. When parents and practitioners work together in an Early Years setting, the results have a positive impact on children's development and learning.
- We are really looking forward to building a relationship with your family to ensure the best support for your child.



What is the Early Years Foundation Stage?

The Early Years Foundation Stage (E.Y.F.S.) 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.



From September 2021, EYFS started a new curriculum



The new EYFS curriculum –

There are 7 Areas of Learning

The Prime Areas

Communication and Language Development

Listening, Attention and Understanding

Speaking

Personal, Social and Emotional Development

Self-Regulation

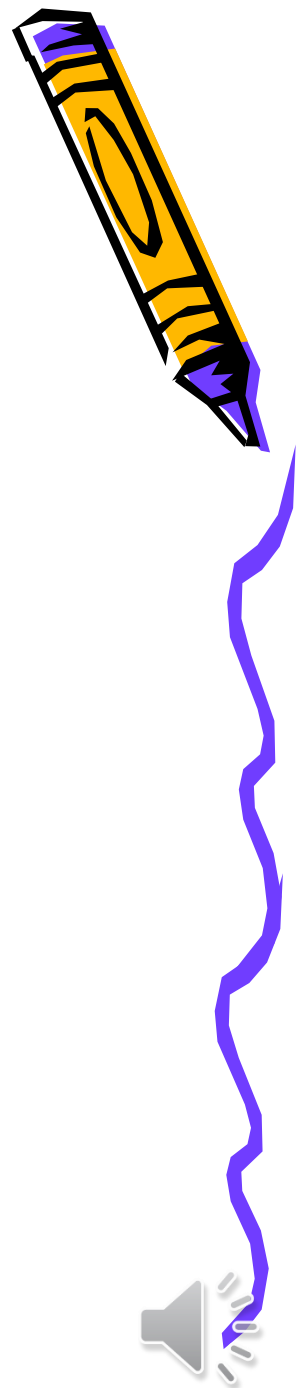
Managing self

Building Relationships

Physical Development

Gross Motor Skills

Fine Motor Skills





EYFS Development Matters 2020 Statements Children in Reception - Prime Areas

Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Personal, Social and Emotional Development

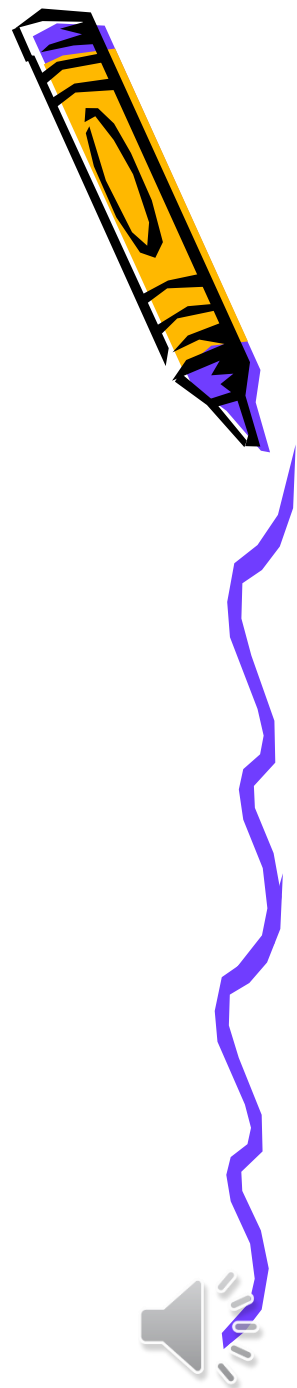
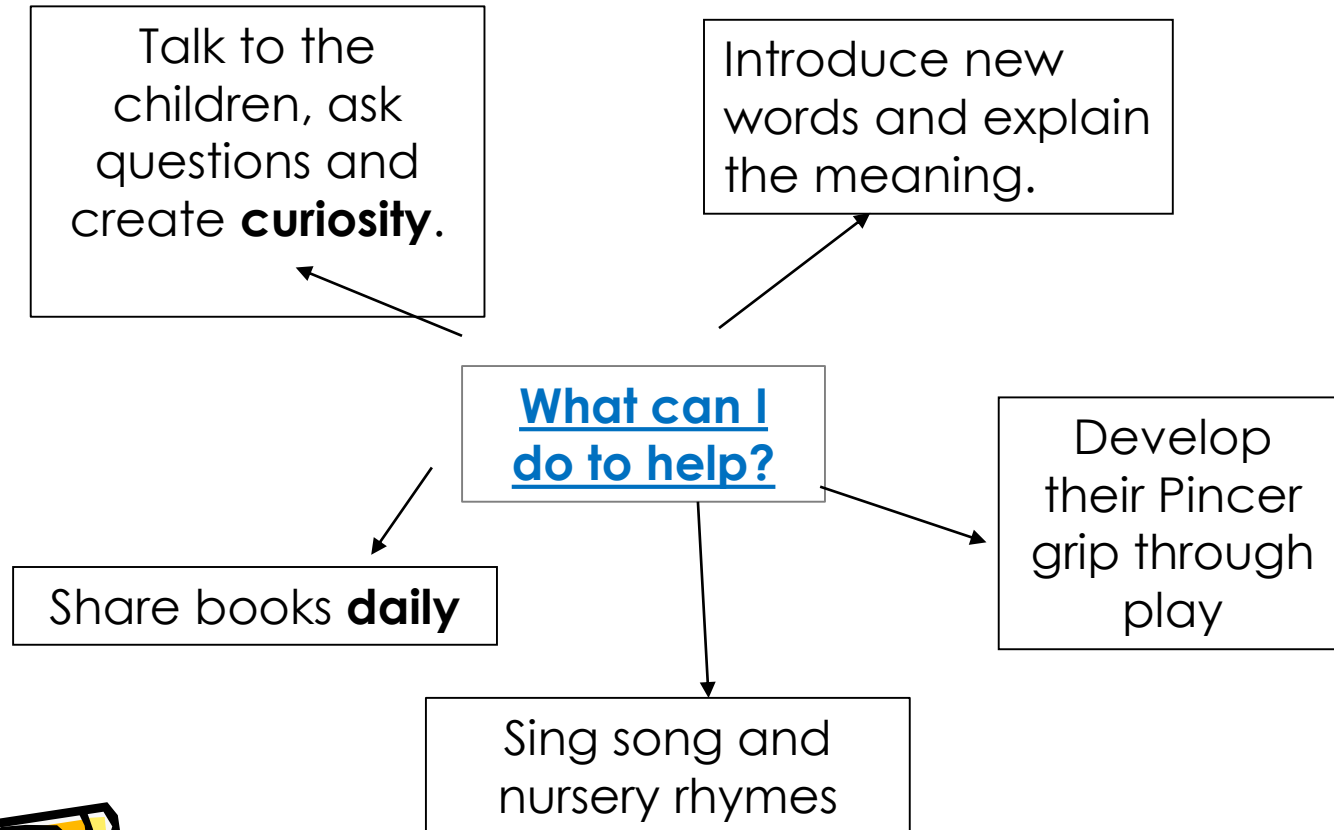
- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
 - Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

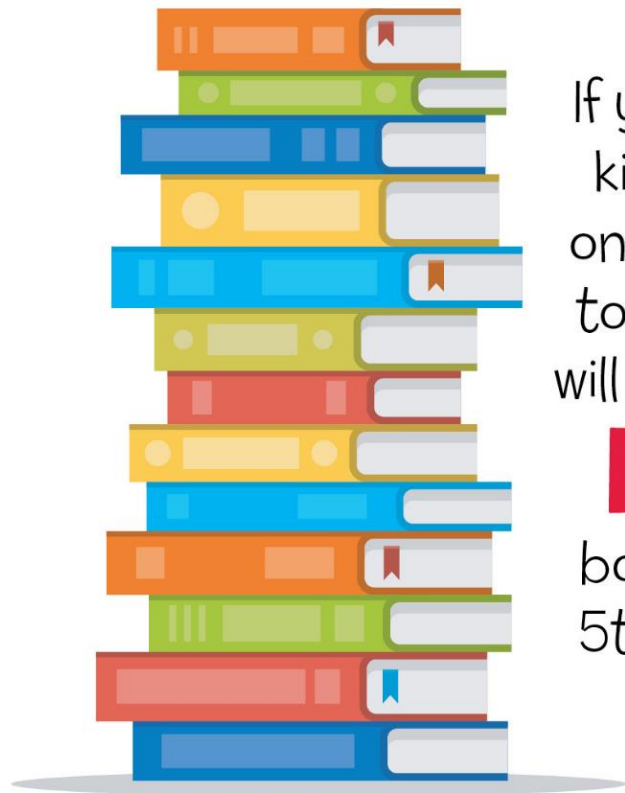
Physical Development

- Revise and refine the fundamental movement skills they have already acquired:
 - rolling
 - crawling
 - walking
 - jumping
 - running
 - hopping
 - skipping
 - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes



The new EYFS curriculum talks about developing the children's **love of books, reading**, language and **communication** skills and introducing **new vocabulary**.





If you and your
kids read just
one book a day
together, they
will have enjoyed

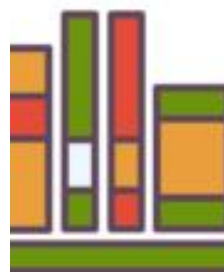
1,825

books by their
5th birthdays.

Highlights



If you read to a child
15 minutes a day,
by age 5 that will add up
to **27,375 minutes** or
456 hours or
19 days!



GROWING
BOOK BY BOOK



A yellow pencil with a purple eraser and a purple band is shown at the top, angled downwards. A long, wavy purple line extends from the pencil's tip down the page. At the bottom of this line is a small grey speaker icon with sound waves, indicating an audio recording.

You will receive a copy in
your child's gift bag.



The EYFS curriculum The Specific Areas

Literacy

Comprehension

Word Reading

Writing

Mathematics

Numbers

Numerical Patterns

Understanding of the World

Past and Present

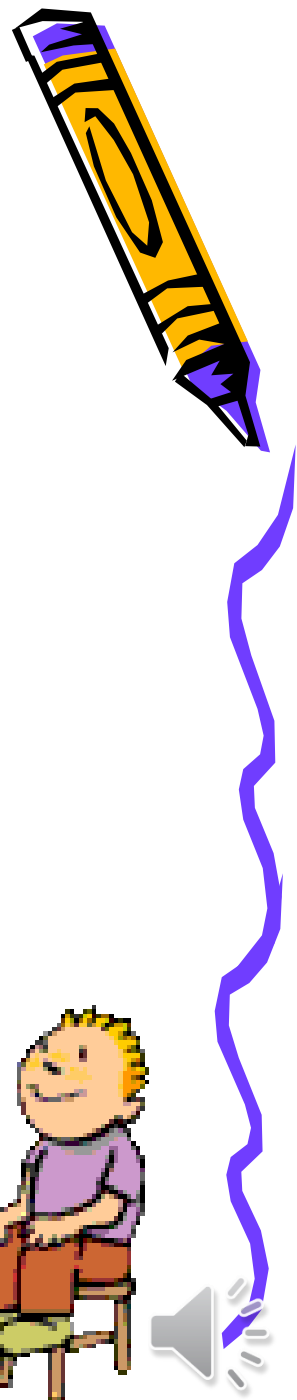
People, Culture and Communities

The Natural World

Expressive Arts and Design

Creating Materials

Being Imaginative and Expressive





EYFS Development Matters 2020 Statements Children in Reception - Specific Areas

Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Mathematics

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within it*, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.



‘Play’ activities

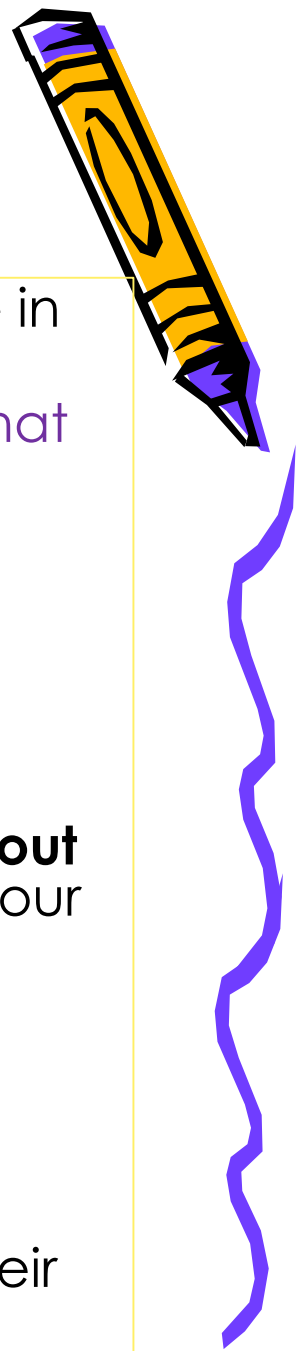


Outdoor learning is as important as indoor learning.

Our outdoor area is open throughout the day for the children to explore.



What will happen in the first few weeks of starting school in September?



Our priority is to ensure the children feel safe and secure in their **new school routines!**

Staff will find out **what the children already know and what they can do.**

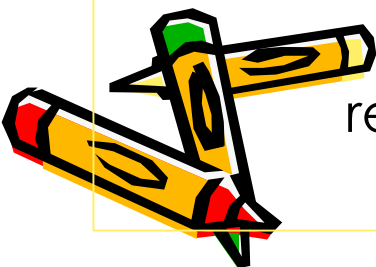
We will use this information to help us plan their future **learning.**

We also value your contributions to help us to 'get to know' your child's needs.

You can share this information by completing the '**All about me' booklet** which is in their pack and by completing our Tapestry **on-line activities set.**
(More information to follow).

When your child starts school they will also

receive a '**Keeping in Touch Reading Diary**' in their book bag.



Our School Routines:

Your child will have a named class teacher.
The children will arrive and exit through their own
classroom door;

YR Blue (Mrs Price/Mrs Ward) or **YR Green (Miss Ellis)**

School starts at 8.40am
And finishes at 3.15pm

Reception children will use the gate on Lark Street.
They will enter and exit through the gate near the Reception class
climbing tower.



School Routines:

Your first week is 'settling in' week ...

Their first day in school - Tuesday 3rd September 2024

Their first week will be $\frac{1}{2}$ **days sessions.**

The morning session - 8.45am – 10.45am

The afternoon session - 1.15pm - 3.15pm

Week 2 9th September - The children will stay for a
full day and stay for lunch

(8.40am – 3.15pm)

A copy of your child's 'settling in session' will be on display, during their Stay and Play session and
confirmed via email.



Throughout the year we have many
opportunities to
build positive relationships with you
through...

- Parents Evening – October
 - Keeping in Reading Touch Diary
 - Parent Pop-ins – Stay & Learn sessions
 - Phonics & Reading meeting- November
 - Our on-line Tapestry journal
- and we have an open door policy**



We use a topic based approach to learning

We plan to the children's needs and their interests!

We also have 'starter themed topics' each half term, for example:

- We Are Children – All about us
- Traditional Tales
- People Who Help Us – Our local heroes
- Watching Things Grow – Plants, animals & life cycles
- Seasons
- Journeys Around The World – linked to pirates



Other important information...



- **Book Bags:** please bring your book bag to school everyday. Please ensure these are checked daily for messages and letters.
- Please **do not bring ruck sacks** to school as we do struggle with space in class. Thank you for your co-operation.
- **Snack Time** - School provide a warm toast snack. This will be £2.50 weekly (subject to increase at short notice) and must be paid for in advance on a Monday morning, alternatively you may pay half termly. This is via our Parent Pay app.
- Alternatively, children may bring their own healthy snack/ fruit to school (no chocolate or crisps please) and please **write their name on their snack** so they don't get their snack mixed up.



• **Milk & Fruit-** Reception received free milk and fruit daily and this is available on the snack table throughout the day and at snack time.





Water bottles

Children must bring their own water bottle to school every day. This must be **labelled with their name** and we ask that the children bring water rather than juice.



- We encourage the children to eat well and drink plenty, as we know this is essential to their well-being and learning.
- We encourage children to bring **water** in their bottle, rather than juice, especially when they are drinking from the bottle.



Other important information...

- PE kits can be brought into school on their first week. This is a white polo shirt, black shorts and black velcro PE pumps in a PE bag clearly **labelled with their name**.
- It is very important that **every item** is clearly labelled with their name. This helps us to return lost items to you.
- We ask that children **do not** wear jewellery in school, and earrings must NOT be worn on PE days. Their PE day will be confirmed in September.



Other important information...

- A water-proof coat and sunhat can be brought into school, depending on the weather to support their outdoor learning.
- Reception class play outdoors daily as part of their outdoor learning, so please ensure your child brings a coat to school every day. Sunhats can also be brought into school, depending on the weather.
- Please ensure **No TOYS** are brought into school from home, as these can often get lost within our class resources and cause upset.



Reading books – Many parents ask, when will my child get a reading book?

- Please be **very patient**, our priority in the first half term is the children. We feel it is very important to settle the children into their new class and develop their confidence and their social skills.
- We start our daily phonics sessions after a couple of weeks. When the children show a good understanding of phonics and blending skills, and have good foundations for early reading, then we begin to look at individual reading books. These books will be inline with their phonics assessments.
- Parent phonics and reading meeting ,Autumn term 2. We will share our reading scheme with you.



How can I help at home?



Encourage your child to develop their independence.

- Can they recognise their own name?
- Practise putting their uniform on and off - putting on and taking off their jumpers/coats/cardigans, ready for their PE lessons.
- Practise hanging up their own coat with the hook.
- Zip up their coat,
- Practise putting on and taking off their own shoes. **Velcro shoes**, **please**, these are fantastic to support independence.
- Fasten buttons etc...
- Going to the toilet independently.
- To use a tissue to wipe his/her nose.





Getting ready for school
My check list - I can...

Open and close my own book bag...



Open and close my own PE bag...



I can 'have a go' at getting dressed and undressed by myself...



I can change into my PE kit by myself...



I can go to the toilet on my own...



I can wash and dry my hands...



I can wipe my own nose...



I can use my knife and fork...



I can share toys with my friends...



You will receive a copy in
your child's gift bag.



How can I help at home?

Talk to your child about starting school and read positive 'starting school' books (Book or stories on You Tube).

Share your child's interests, achievements and WOW moments with us on Tapestry.

Regularly check Tapestry, our school website, Reception Class blog and Twitter account for updates.

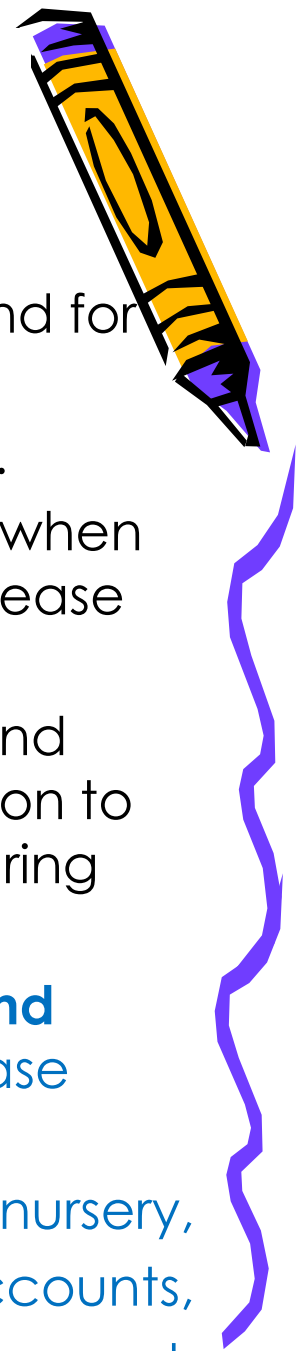
Help your child become 'School Ready'

- Additional information is available on our new Reception Class Blog
- <https://blog.st-peters-farnworth.bolton.sch.uk/category/new-reception-intake-september-2024/>
- On tapestry
- Follow our school on Twitter @stpetersfarn and Reception Twitter @StYrbg

Once the children are in school, please check their book bags, reading packs and 'reading diary' daily for updates.



What is Tapestry?



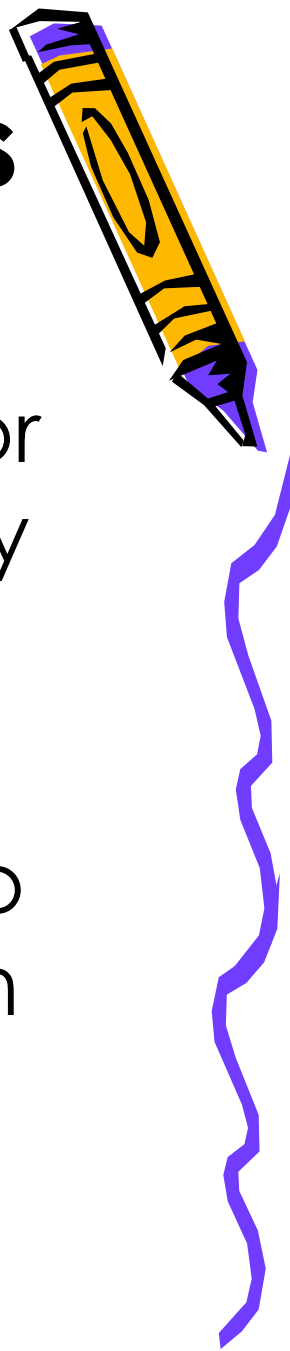
- Tapestry is our EYFS online learning Journal
- This is a wonderful way to share our learning in school and for you to share learning at home.
- It is a great way to share your children's interests with us.
- When learning is shared, then please 'Like' a comment when you have read it, by pressing on the 'thumbs up' and please leave us a comment.
- **Please note, Tapestry is NOT checked** at regular times and therefore if you have an important question or information to share we recommend you contact the school office during school times.
- **You will be sent an activation email, so please check and activate your account.** (If you would like to opt out please inform your class teacher)



- If your child is using Tapestry at nursery, you can use 2 tapestry accounts, you just need to log in with an alternative password.

Nursery reports and files

- Some nurseries will pass on your child's nursery file, assessments or reports at the end of their nursery year.
- Please could you send these into school in July or their first week in September.



“Adults who help children to play are adults who help children to learn.”



The Early Years Curriculum is very special!
As the children say “we’ve just played today
, but it was fun!”

Our team are really looking forward
to meeting you and working with
you in September! See you all soon.



If you have any further questions,
please do not hesitate to ask.

