

# The Reception Year

at

# Garden Suburb Infant School



## MOVING TO RECEPTION

- ▶ Our children start with us from a number of different experiences: Nursery, home or just moved into the area.
- ▶ We try our best to create an environment that is warm and welcoming.
- ▶ The start of the year is staggered, allowing the children time to adjust to their new surroundings and routines.

# Getting to know one another

- ▶ Settling into reception is so important to build relationships with adults and peers.
- ▶ The first term is about getting to know one another and it is the prime opportunity for the adults to get to know what the children know and where their learning is going to start from.
- ▶ A baseline is completed by the members of the staff who will complete small Maths and English activities with your child. Observations will also be made to find out your child's strengths and areas to work on.

# What is the Early Years Foundation Stage?

- It is an outline of teaching and learning from birth to 5 years
- The final year of the EYFS is the Reception class of a primary school.
- It is based on the recognition that children learn best through play and active learning.

# Areas of learning

The foundation stage curriculum comprises 3 prime areas of learning and 4 specific areas:

Area of Learning and Development	
Prime Areas	Personal, Social & Emotional Development
	Physical Development
	Communication & Language
Specific Areas	Literacy
	Mathematics
	Understanding the World
	Expressive Arts and Designs

# Assessment and attainment

On entry	Throughout the year	The profile - end of EYFS
Baseline	Continuous formative and summative assessment by EYFS staff	The Early Learning Goals followed by an end of year report. The children are expected to be meeting the Early Learning Goals by June / July

**Tapestry - Tapestry is an online Learning Journal** to record photos, videos, observations and comments in line with the Early Years Foundation Stage curriculum.

## Characteristics of effective learning:

- ▶ Playing and exploring
- ▶ Active learning
- ▶ Creating and thinking critically

The characteristics of effective learning show the children's attitude to being curious, having a go and keep trying although things might be tricky, learning by trial and error, solving problems and being proud of their achievements.

# LEARNING BEHAVIOURS

- To have the appropriate attitudes and behaviour towards their learning.
- We give a high priority to developing these learning behaviours across all aspects of the curriculum.
- We have 5 learning behavior mascots who represent these behaviours and engage the children.



Independent Iris



Inventive Ivy



Reflective Rowan



Co-operative Colin



Resilient Rupert

# Timetable of the day

Am	<ul style="list-style-type: none"><li>• Phonics teaching session -Little Wandle</li><li>• Adult focus and child led activities</li><li>• Snack/story time and playground time</li><li>• Carpet teaching session - Topic</li></ul>
Lunch	
Pm	<ul style="list-style-type: none"><li>• Maths teaching session - White Rose Hub</li><li>• Adult focus and child led activities</li><li>• Playground time</li><li>• Story and home time</li></ul>

## In addition we have:

- ▶ PE twice a week on Tuesday and Wednesday (joggers or leggings and a t-shirt)
- ▶ Music with a specialist teacher

# HOW TO SUPPORT YOUR CHILD'S LEARNING IN RECEPTION

- ▶ A newsletter and planning document every half term. It will help your child if you discuss the day and the topics with them and share what they are doing at school.
- ▶ Talk to your child about the things they bring home and any pictures/ videos you see on Tapestry.
- ▶ **READING** Later in the Term: Please read with your child every day. They will be allocated a Collins e book, chosen by their teacher, for them to read to you, but will also bring home a book for you to share. Your child's reading books will be changed weekly
- ▶ **HOMEWORK** - not formal, phonics videos and reading books and occasionally asked to do a small activity e.g. scavenger hunt

- ▶ Establish rules and learn that different rules operate in different places e.g. ask to go to the toilet
- ▶ Develop confidence and manage their own feelings and behavior
- ▶ Play with friends outside school
- ▶ Go to the park and take risks on climbing equipment.
- ▶ Dress and undress independently and eat and drink independently / use the toilet independently
- ▶ Engage in every day conversations and read stories
- ▶ Writing cards, drawing, mark making
- ▶ Counting activities, identifying numbers and shapes in the environment
- ▶ Explore together the world around you -museums, changes in the environment, talk about family members, past and present.
- ▶ Sing songs, dress up, explore dancing

Thank you for your attention