

Welcome to  
Reception at  
Roe Green Infant  
School

# The Reception Team

- ▶ Year group leader - Ms McLaren
- ▶ Red Robins - Miss Simpson & Ms Osei
- ▶ Yellow Canaries - Miss Ntakou & Mrs Vyas
- ▶ Green Parrots - Miss Maftei & Mrs Devshi
- ▶ Blue Jays - Miss Ryan & Mrs Faki

# What is the EYFS?

- ▶ The Early Years Foundation Stage focuses on the distinct needs of children from birth to five or until the end of their reception year.
- ▶ The Early Years Foundation Stage has its own curriculum which emphasises learning based on play and hands-on experiences.
- ▶ It is a broad, balanced and purposeful curriculum, delivered through planned play activities to help ensure all children have the opportunity to reach their full potential and experience the best possible start to their education.

# Reception Times

- ▶ School starts at 8.50 am and finishes at 3.15 pm.
- ▶ Doors are closed at 9.00 am. If you are late please go to the main office to sign in your child.
- ▶ Late children in the afternoon (after 3.25pm) will be taken to the welfare room where they will be looked after by a member of staff.

# HEALTH/MEDICAL ISSUES

- ▶ There are many staff who are first aid trained.
- ▶ See the First Aider regarding medication that your child needs to take.
- ▶ Sickness and diarrhoea - children need to be kept at home for 48 hours.
- ▶ If your child has a bump to the head we will call you. For any minor accidents you will be sent a medical slip in your book bag.

# House Keeping

- ▶ Only small stud earrings: no hoops or dangly earrings are allowed or other jewellery.
- ▶ Please make sure that your child only wears shoes with laces if they can tie them independently.
- ▶ All clothing including coats, hats, scarves, gloves, water bottles should be clearly labelled.
- ▶ Please label your child's book bag and make sure they bring it into school every day.

# Behaviour expectations at RGI

- ▶ RGI Golden rules



- ▶ Praise

- ▶ Dojo points

- ▶ Pupil of the week

- ▶ Positive attitude leaf

- ▶ Head teacher award - Entry in the Green Book

- ▶ Traffic lights

# What will my child be learning?





# What will my child be learning?

- ▶ There are 7 areas of learning in the EYFS curriculum.
- ▶ The 3 prime areas include:
  - ▶ Personal, Social and Emotional Development
  - ▶ Communication & Language
  - ▶ Physical development
- ▶ The 4 specific areas include:
  - ▶ Literacy
  - ▶ Mathematics
  - ▶ Understanding the World
  - ▶ Expressive Arts & Design

**All seven areas of the curriculum are connected and are equally important.**

# Personal, Social & Emotional Development

- ▶ This is further divided into 3 strands - Self-Regulation, Managing Self and Building Relationships.
- ▶ In the EYFS we provide experiences and support to enable children to develop confidence, good attitudes, friendships, self-help skills and a sense of community.
- ▶ Children are encouraged to interact appropriately and develop a respect for others. They develop social skills and learn how to manage their feelings as well as to understand appropriate behaviour.

# Communication & Language

- ▶ This is further divided into 3 strands - Listening, Attention & Understanding and Speaking.
- ▶ The development of spoken language is of central importance as it underpins all seven areas of learning and development.
- ▶ We provide a language rich environment for your child to develop their skills in speaking and listening and engage in quality conversations.
- ▶ Children are read to frequently and actively engaged in a range of texts, both fiction and non-fiction. This provides many opportunities for the children to become comfortable using a rich range of vocabulary.

# Physical Development

- ▶ This is further divided into 2 strands - *Gross Motor Skills* and *Fine Motor Skills*.
- ▶ Children are encouraged to be active and to improve their skills of co-ordination, control, manipulation and movement.
- ▶ They take part in weekly PE lessons and have opportunities to develop in this area during everyday activities both inside and out.
- ▶ We also provide lots of activities for children to develop their fine motor skills, such as cutting, writing and finger gym.
- ▶ Children are supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

# What you can do to help.

## 4 & 5-year-olds: how you can help me with my learning

### Communication & Language

- Play games with me where I have to listen to your instructions such as a treasure hunt.
- Share a wide range of books and stories with me, including non-fiction and poetry.
- Talk out aloud, commenting on your actions and mine. This helps me hear clear, well-formed sentences.
- Encourage me to have lots of back and forth conversations with other children and adults.

### Personal, Social & Emotional Development

- Listen carefully to me. Encourage me to express my feelings using words.
- Help me solve problems by talking them through with me. This will help me keep going even when I find it really hard.



### Physical Development

- Give me time and space to be highly active and get out of breath every day.
- Encourage me to crawl on all fours, climb, pull myself up on a rope and hang on monkey bars. These activities will help me develop the strength I need for writing.
- Let me use one-handed tools like peelers and knives.

# Literacy

- ▶ This is further divided into 3 strands - Comprehension, Word Reading and Writing.
- ▶ Children have the opportunity to look at and enjoy a range of books and are encouraged to develop a life-long love of reading. Children are taught phonics and common exception words daily which supports them in developing reading skills. Once they are ready, they will begin to take a guided reading book home.
- ▶ Staff value all children's attempts at early writing.
- ▶ Children are encouraged to draw and paint and give meaning to their marks.
- ▶ They are encouraged to attempt to write for a variety of purposes and use their phonic knowledge to sound out and write simple words.

# Mathematics

- ▶ This is further divided into 2 strands - Number and Numerical Patterns.
- ▶ Children will develop a secure base of mathematical knowledge and vocabulary together with positive attitudes to and interest in mathematics.
- ▶ Children are given frequent and varied opportunities to experience mathematical activities in practical ways and shown different ways to record their learning.
- ▶ They will develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.
- ▶ They are taught about shapes and patterns, and encouraged to use mathematical language to describe them and to develop spatial reasoning skills.

# Expressive Arts & Design

- ▶ This is further divided into 2 strands - Past and Present, People, Culture and Communities and The Natural World.
- ▶ Children are encouraged to explore a wide range of media and materials so as to support their imagination and creativity.
- ▶ They are provided with opportunities for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design & technology.
- ▶ Children regularly explore a rich and varied cross section of the arts, enabling them to develop use their imaginations, develop fine motor skills and realise how to express their ideas and emotions.
- ▶ The children have weekly music lessons with a specialist music teacher.



# What you can do to help.

## 4 & 5-year-olds: how you can help me with my learning

### Mathematics

- [Name small groups of things, this helps me to 'subitise'](#) (instantly seeing how many without counting) e.g. "There are 3 slices of pizza left."
- Ask me to count out a number of things from a group, e.g. "Could you get me 6 eggs?"
- Make number snap or bingo with numerals and pictures. Match the numerals with the right amount.
- Make patterns with objects, e.g. buttons or shells. Such as 'big, small, big...' Make a mistake and talk with me about how to fix it.

### Understanding the World

- Share photos and tell stories about my family, both past and present.
- Take me to places of worship and places of local importance in my community.
- Let me help you cook. Talk about changes such as 'melting' or 'boiling'

### Literacy

- Keep reading with me everyday. Share books that let me see people of different races, cultures, gender and religion.
- Play games where you give me an instruction like "Can you h-o-p?" I have to put the sounds of the word together.
- Let me make up stories – you could write them down for me and we could act them out.
- Make a photo book of our family or when we went to the park and let me write my own words in it.



### Expressive Arts & Design

- Sing and dance with me when we hear our favourite songs. Encourage me to make up my own routine.
- Give me string, scissors, glue, sticky tape and boxes to make a model.

# The importance of play

It is through play that children develop essential life skills.

In play children can:

- ▶ be creative
- ▶ be in control
- ▶ be on their own
- ▶ collaborate with others
- ▶ explore how to keep safe from dangers in the world
- ▶ express themselves
- ▶ imagine
- ▶ make their own decisions and their own rules
- ▶ make sense of their experiences
- ▶ make sense of the people, places and things they encounter
- ▶ manipulate materials
- ▶ move freely using a range of motor skills
- ▶ recreate events
- ▶ test out new knowledge
- ▶ use and explore language freely
- ▶ work to the limits of their skills
- ▶ and much more...

# Outdoor Play

- ▶ Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development.
- ▶ Being outdoors offers opportunities for doing things in different ways and on different scales.
- ▶ It gives children first hand contact with weather, seasons and the natural world.
- ▶ The outdoor environment offers children freedom to explore, use their senses, and be physically active and exuberant.

# Foundation Footsteps

- ▶ Every other Wednesday your child will have a full day of Foundation Footsteps based on a variety of different topics. They will have the opportunity to learn with a different educator, engaging in a range of creative activities, both inside and out.
- ▶ Red Robins - Miss Lehane
- ▶ Green Parrots - Miss Jennings
- ▶ Yellow Canaries - Miss Lush
- ▶ Blue Jays - Mrs Aziz
- ▶ There will always be opportunities for junk modelling on this day and we would welcome your contributions of clean packaging.

# How will my child be assessed?

- A Reception Baseline Assessment will be carried out in the first 6 weeks of school.
- A mixture of teacher assessment and continuous observations.
- Every child will have an online 'Learning Journey', which is on Tapestry. This is where we record evidence of their significant learning.
- Focus adult activities are recorded in their writing books, maths books and handwriting books.
- The EYFS stresses the importance of communication with parents - we want to take on board what you know about your child.

# Home School Communication

- ▶ SchoolPing - regular updates on relevant whole school information
- ▶ Class Dojo - regular updates on class information and home learning
- ▶ Talk to your child about what they have been doing during their day
- ▶ Email your child's class teacher
- ▶ Any special events or achievements that you wish to share with us can be uploaded onto Tapestry.

# Further Information.

[What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf \(foundationyears.org.uk\)](#)



# Nothing!

When children come home at the end of the day,  
The question they're asked as they scurry to play is,

"What did you do at school today"?

The answer they give makes you sigh with dismay,

"Nothing, I did nothing today!"

Perhaps nothing means that I played with blocks,

Or counted to ten or sorted some rocks.

Maybe I painted a picture of red and blue,

Or heard a story of a mouse that flew.

Maybe I watched the fish eat today,

Or went outside on the swings to play.

Maybe today was the very first time,

That my scissors followed a very straight line.

Maybe I sang a song from beginning to end,

Or played with a special brand new friend.

When you are in school and your heart has wings,

'Nothing' can mean so many, many things!