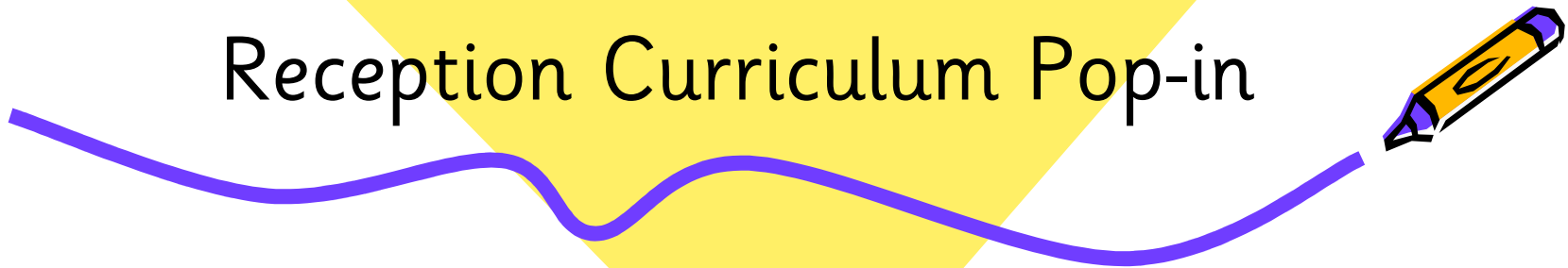




Welcome to

St John the Baptist

Reception Curriculum Pop-in



What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) is the stage of education for children from **birth** to the **end of the Reception year**.

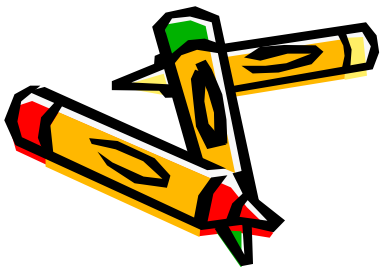
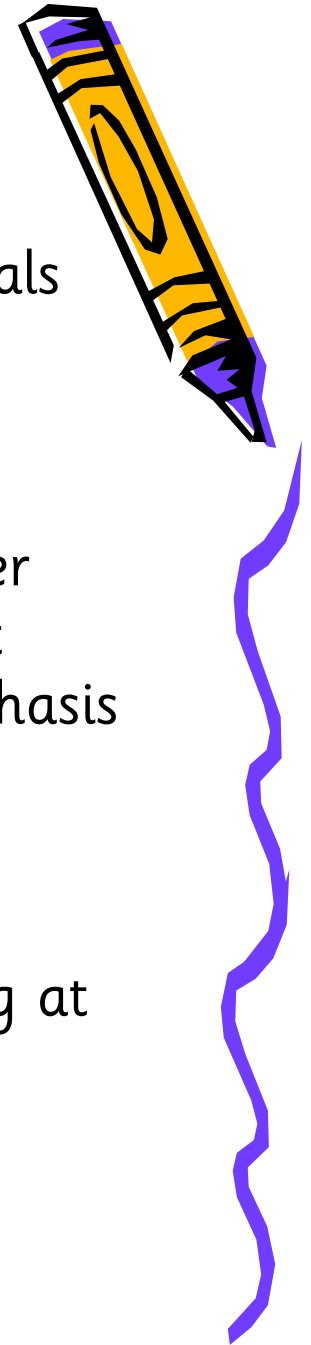
It is based on the recognition that children learn best through **playing and exploring, active learning & creating, and thinking critically**.

This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes by encouraging learning behaviours. From when your child is born up until the age of 5, their early years experience should be happy, active, exciting, fun and secure; supporting their development, care and learning needs.



The EYFS

- The EYFS Framework exists to support all professionals working in the EYFS to help your child, and was developed with a number of early years experts and parents.
- In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This framework also has a greater emphasis on your role in helping your child develop.
- The document 'What to expect, when?' is also really useful, and we will give you a copy of the 40-60m information which is where your child will be working at during the Reception year.



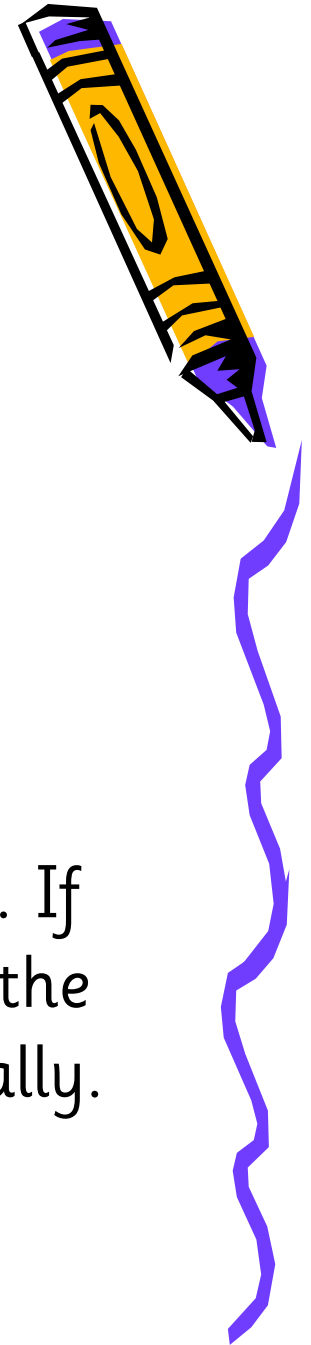
You can find a copy of 'Development Matters 2012' by clicking the link on the school website.

The EYFS has 4 themes.

These are:

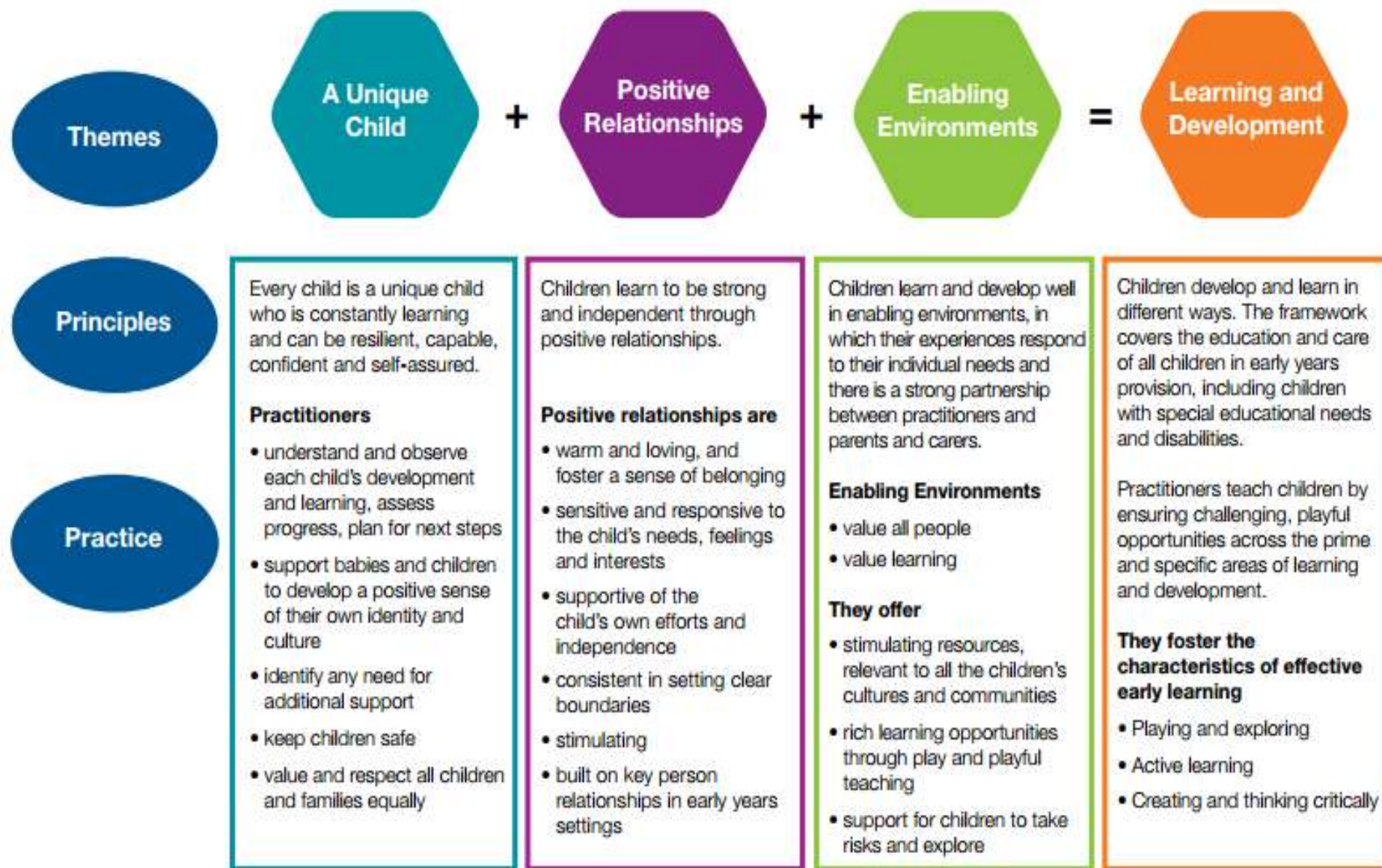
- 1 A Unique Child
- 2 Positive Relationships
- 3 Enabling Environments
- 4 Learning and Development

These four themes underpin all of the guidance. If you get the balance of the first 3 correct, then the Learning and Development happens automatically.



Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

The four themes of the EYFS underpin all the guidance. This document - Development Matters - shows how these themes, and the principles that inform them, work together for children in the EYFS.



The Characteristics of Effective Learning and the prime and specific Areas of Learning and Development are all interconnected.

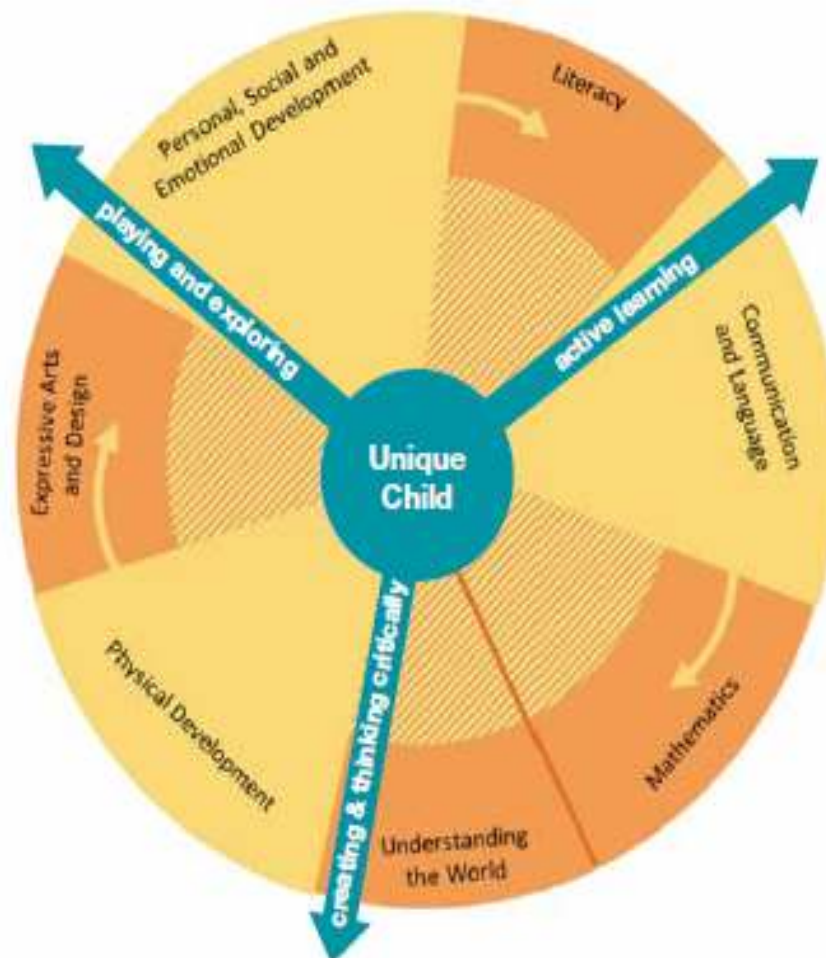
- The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.
- The **prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.
- The **specific** areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and are moved through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

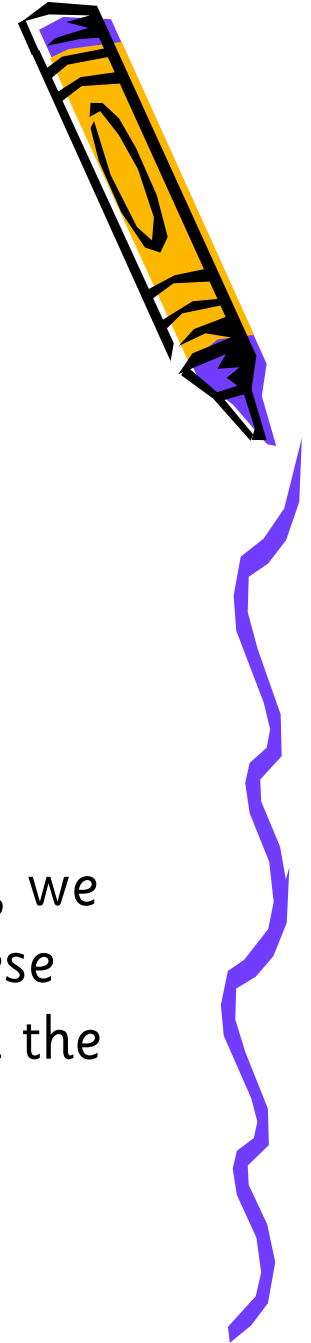
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Characteristics of Effective Learning

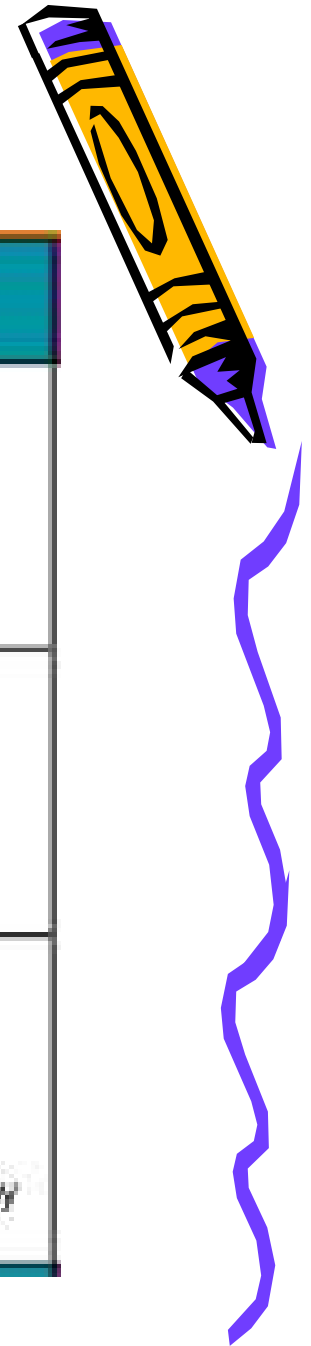
These are crucial to **how a child learns**.

- Playing and Exploring (engagement)
- Active Learning (motivation)
- Creating and Thinking Critically (thinking)

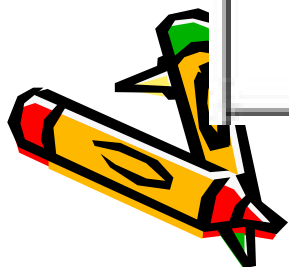
When planning learning opportunities for your children, we plan carefully for all children to exhibit a range of these characteristics, and in our observations we comment on the variety of characteristics seen.



Playing and Exploring



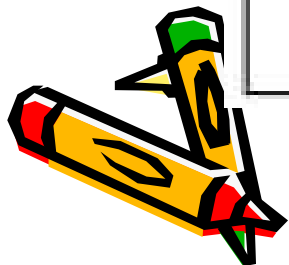
	A Unique Child: observing how a child is learning
Playing and Exploring <i>engagement</i>	Finding out and exploring <ul style="list-style-type: none">• Showing curiosity about objects, events and people• Using senses to explore the world around them• Engaging in open-ended activity• Showing particular interests
	Playing with what they know <ul style="list-style-type: none">• Pretending objects are things from their experience• Representing their experiences in play• Taking on a role in their play• Acting out experiences with other people
	Being willing to 'have a go' <ul style="list-style-type: none">• Initiating activities• Seeking challenge• Showing a 'can do' attitude• Taking a risk, engaging in new experiences, and learning by trial and error



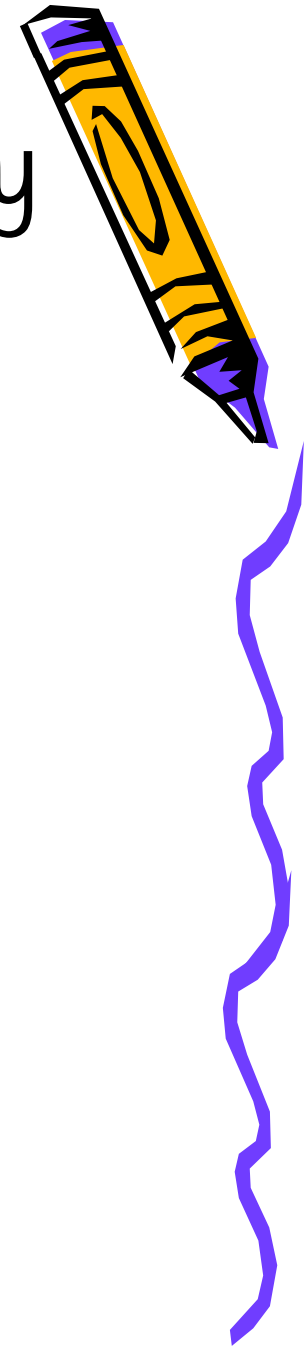
Active Learning



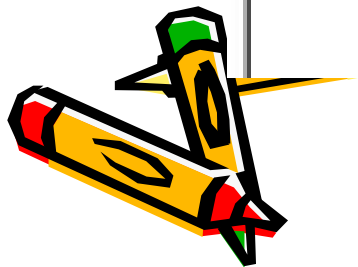
	A Unique Child: observing how a child is learning
Active Learning <i>motivation</i>	Being involved and concentrating <ul style="list-style-type: none">• Maintaining focus on their activity for a period of time• Showing high levels of energy, fascination• Not easily distracted• Paying attention to details
	Keeping on trying <ul style="list-style-type: none">• Persisting with activity when challenges occur• Showing a belief that more effort or a different approach will pay off• Bouncing back after difficulties
	Enjoying achieving what they set out to do <ul style="list-style-type: none">• Showing satisfaction in meeting their own goals• Being proud of how they accomplished something – not just the end result• Enjoying meeting challenges for their own sake rather than external rewards or praise



Creating and Thinking Critically



	A Unique Child: observing how a child is learning
Creating and Thinking Critically <i>thinking</i>	Having their own ideas <ul style="list-style-type: none">• Thinking of ideas• Finding ways to solve problems• Finding new ways to do things
	Making links <ul style="list-style-type: none">• Making links and noticing patterns in their experience• Making predictions• Testing their ideas• Developing ideas of grouping, sequences, cause and effect
	Choosing ways to do things <ul style="list-style-type: none">• Planning, making decisions about how to approach a task, solve a problem and reach a goal• Checking how well their activities are going• Changing strategy as needed• Reviewing how well the approach worked



Your child will be learning skills, acquiring new knowledge, and demonstrating their understanding through **7 areas of Learning and Development**.

The **Prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS

The **Prime** areas are:

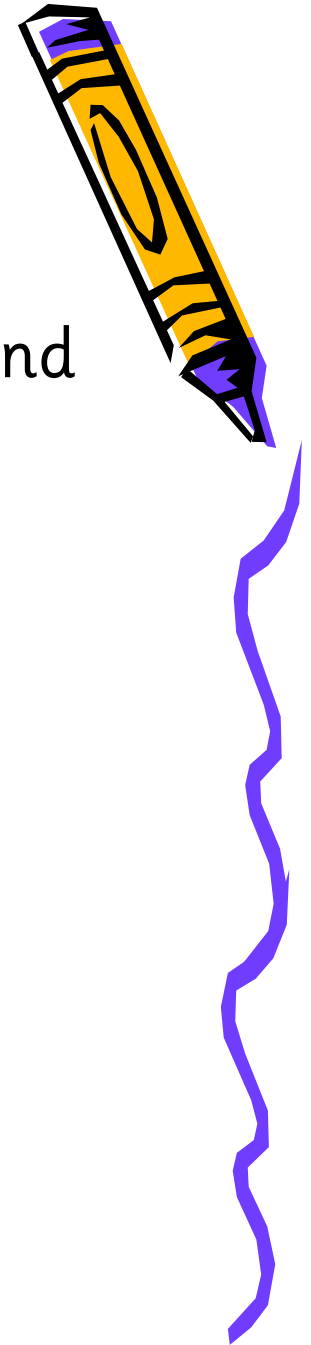
1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development



The **Specific** areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

The **Specific** areas are:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design



Personal, Social and Emotional Development



The children will be learning to:

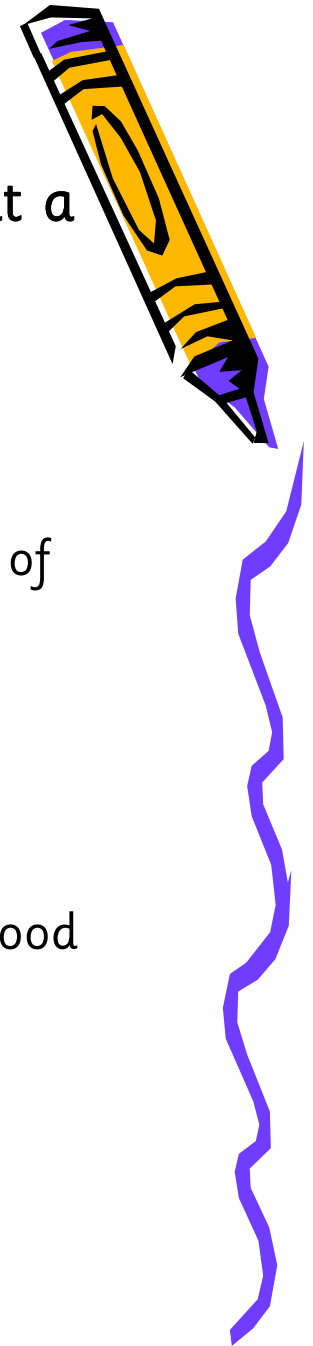


- become self-confident knowing what they are good at and what they need to improve;
- be aware of and talk about their own feelings and feelings of others;
- take an active interest in things;
- become independent learners;
- tell the difference between right and wrong, and change their behaviour to match the expectation given.



Communication and Language

This area underpins all the others as most evidence of what a child knows is communicated verbally.



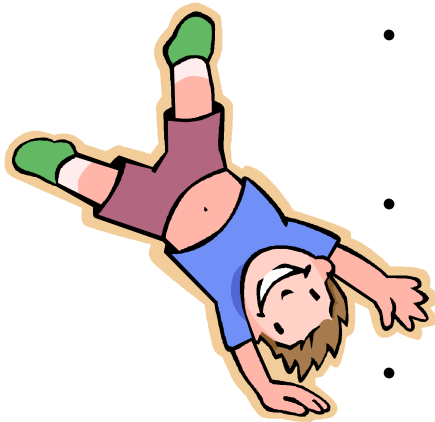
The children will be learning to:

- talk confidently and clearly in front of the whole class of children explaining their thinking;
- show awareness of the listener and respond to their questions;
- enjoy listening to stories, songs and poems, showing good attention and expressing themselves effectively;
- follow instructions involving several ideas or actions;
- answer 'how' and 'why' questions about stories;
- use the past, present and future forms accurately.

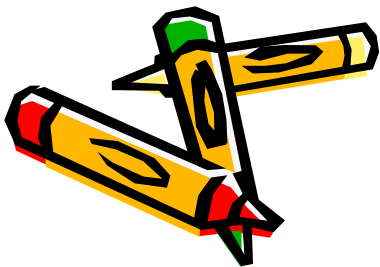


Physical Development

The children will be learning to:



- move confidently showing good control and co-ordination in large and small movements;
- control their body in different ways and negotiate space;
- handle equipment and tools effectively, including pencils for writing. Physical Development has a huge impact on other curriculum areas;
- manage their own basic hygiene and personal needs including dressing and undressing independently;
- know how to keep healthy and safe.





Literacy

The children will be learning to:

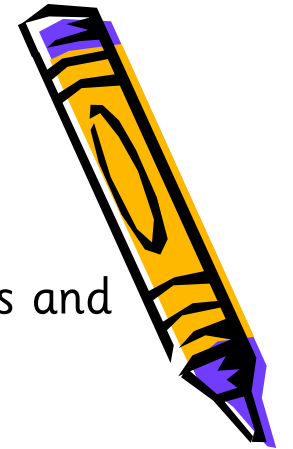
- hear and say phonemes (sounds), and link them to the grapheme (letter);
- begin to read and write familiar words and sentences by segmenting and blending;
- read and write common irregular words correctly (Tricky Words);
- enjoy an increasing range of books and be able to talk about them confidently with understanding;
- learn to use a pencil effectively to write correctly formed letters.



Mathematics

The children will be learning to:

- develop an understanding of maths through stories, songs, games and imaginative play with adults and other children;
- become confident with numbers to 20 (and beyond) by ordering, writing, recognising and counting objects with 1:1 correspondence. Children will also begin to know 1 more and 1 less than a given number;
- practically add and subtract using objects, and be able to talk about what they are doing using appropriate language. Write number sentences and use a number line to help them add and subtract;
- use their mathematical knowledge to solve problems by linking ideas together;
- know about 2D and 3D shapes and their properties; use everyday language to talk about size, weight, capacity, position, distance, time and money.

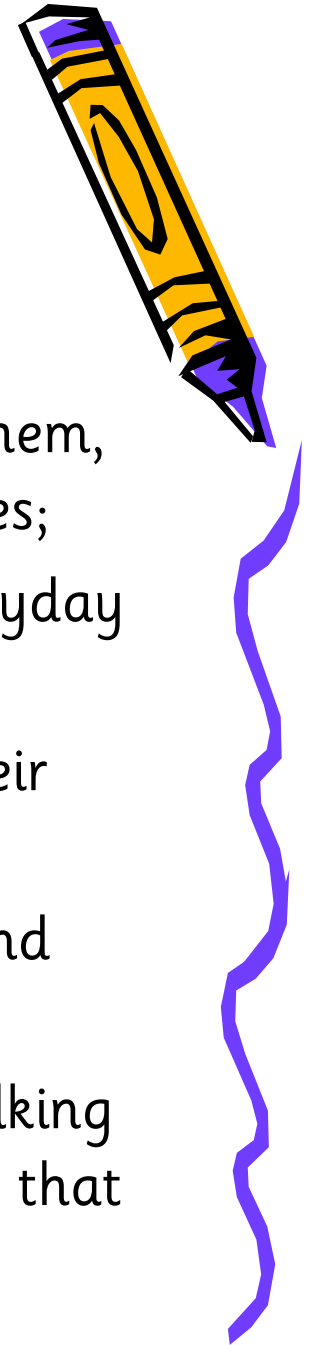


Understanding the World

The children will:



- explore and find out about the world around them, asking questions about it and observing changes;
- build with different materials, know about everyday technology and learn what it is used for;
- find out about past events in their lives and their families' lives and talk about them confidently;
- talk about their own immediate environment and how environments may vary from another;
- find out about different cultures and beliefs, talking about similarities and differences, and knowing that not everybody believes in the same thing.



Expressive Arts and Design



The children will:

- sing songs, make music and dance, and experiment with changing them;
- safely use and explore a variety of materials, tools and techniques allowing them to experiment with colour, design, texture, form and function;
- use what they have learnt in original ways;
- represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



Monitoring Progress

Each of the 7 areas of learning has its own set of **Early Learning Goals** which determine what children are expected to achieve by the end of the Reception year.

We use Development Matters to identify the developing knowledge, skills, understanding and attitudes that children will need if they are to achieve the early learning goals by the end of the EYFS.

By observing the children in their independent learning we make judgements about their development and acquisition of skills - where they are achieving and where they may need support. Children develop at their own rates and in their own ways. We support each child to achieve all they are capable of.



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



“a skilled adult who interacts with children in
particular ways to enhance their learning is a
crucial ingredient in children making good
progress”

Learning, Playing and Interacting - DfE document

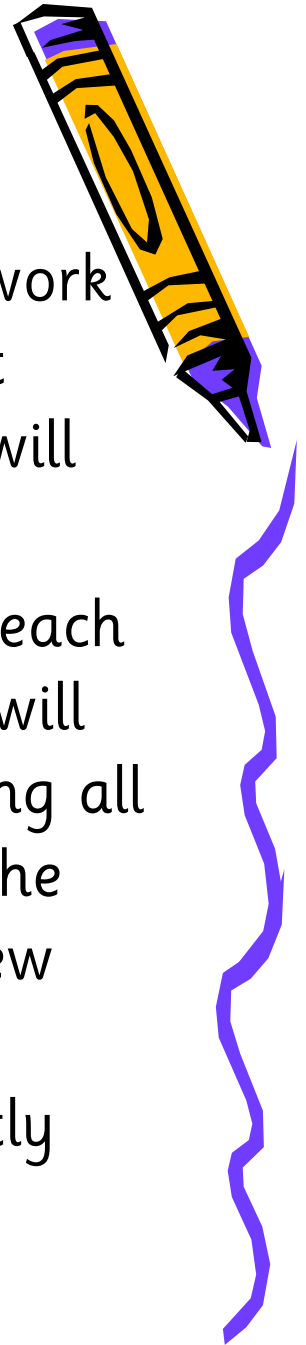


Working Together

It is important that parents and the Reception staff work together. We want you to feel comfortable about exchanging information and discussing things that will benefit your child.

All the Reception staff have day to day contact with each child as we run our setting as a 'unit'. The children will rotate in colour groups between the 2 teachers enabling all the staff to develop meaningful relationships with the children, as well as the children getting to know new friends.

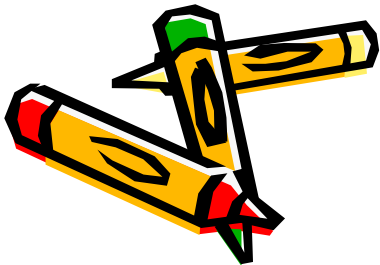
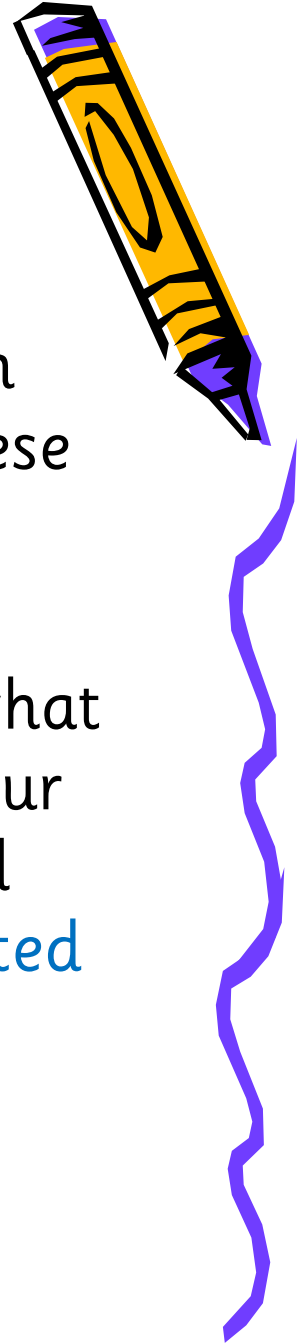
Your child's 'key person' is the teacher they currently register with.



Learning Journeys

We keep a record of significant observations, conversations and examples of work for each child. All adults in the setting contribute to these documents called **Learning Journeys**.

The Learning Journey informs us as teachers of what your child can do **independently**, and what your child needs to do next. The observations and photographs are taken from mainly **child-initiated learning**, which is a true indication of what your child can do.



Learning Journeys

It is important that the evidence in the Learning Journey is child-initiated rather than adult-led. We try to plan topics and experiences that will excite and motivate your child to want to find things out, explore and investigate, and show us what they can do as well as what they have learnt. Recording things in their own way allows children to describe and explain their thoughts and thought processes, as well as showing their creativity.

Learning Journeys are shared at Parents' Evening and during future 'pop-ins' or open days.

We value any contributions you would like to make in helping us get to know your child's interests and any significant learning you have noticed at home on the 'wow' postcards.



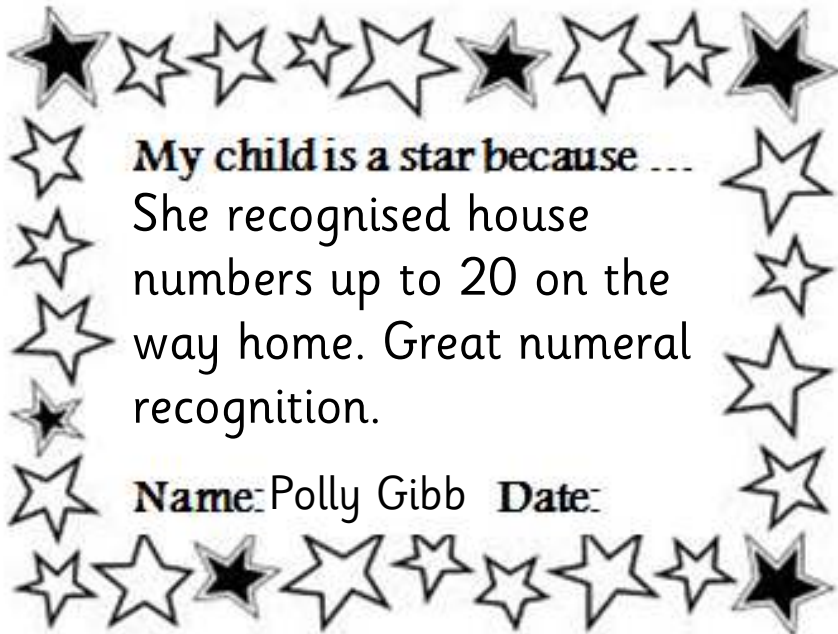
I was so proud of my child when...
they rode their bike without
stabilisers at the weekend.
They also swam a whole width
and got a swimming
certificate. Well done!

Name: Joshua A Date:



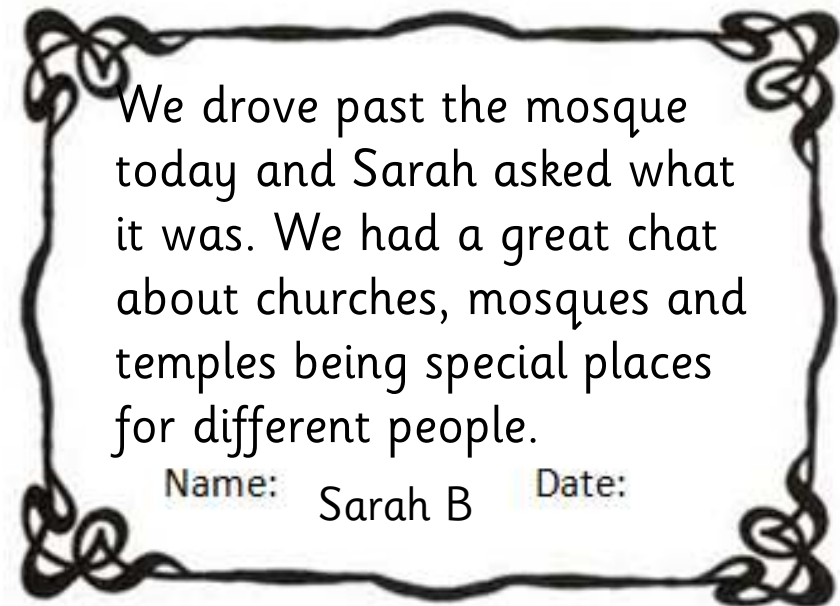
I didn't know my child could ...
find their favourite song
independently on the iPod
and sing along to it
tunefully.

Name: Ben Ross Date:



My child is a star because ...
She recognised house
numbers up to 20 on the
way home. Great numeral
recognition.

Name: Polly Gibb Date:

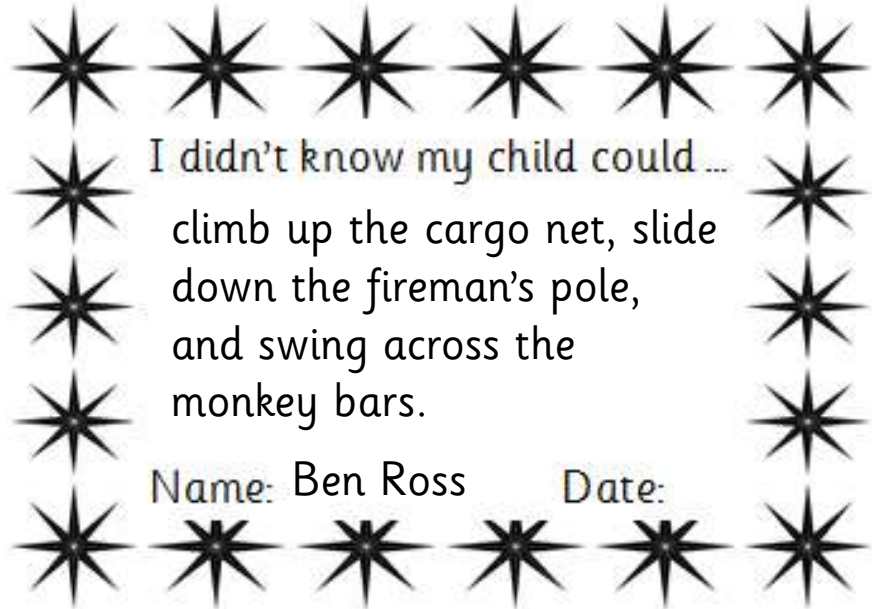


We drove past the mosque
today and Sarah asked what
it was. We had a great chat
about churches, mosques and
temples being special places
for different people.

Name: Sarah B Date:

I was so proud of my child when...
they brushed their teeth
independently, ate all their
vegetables using a knife and
fork and then told me "This is
how we keep healthy."

Name: Joshua A Date:



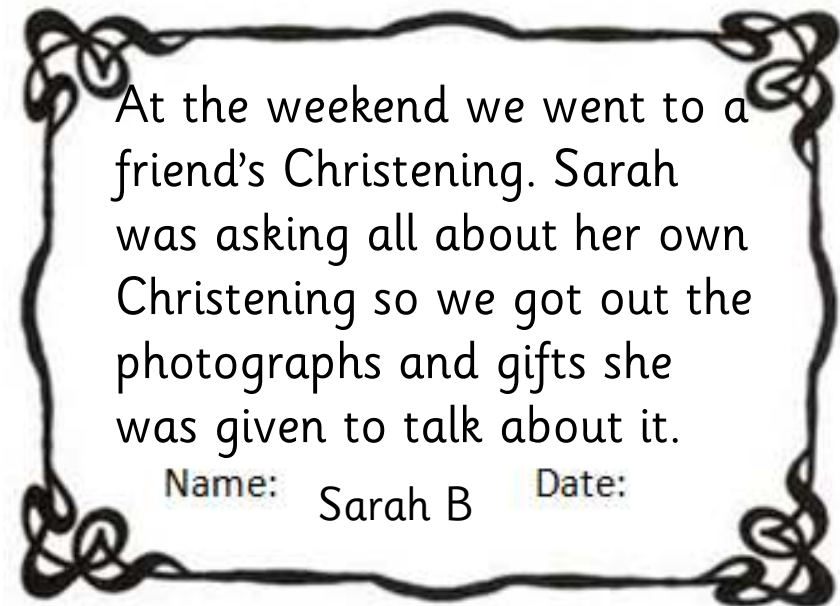
I didn't know my child could...
climb up the cargo net, slide
down the fireman's pole,
and swing across the
monkey bars.

Name: Ben Ross Date:



My child is a star because ...
Polly came home and re-told a
story she had heard at school,
then made her own puppets to
help her tell it to me again!

Name: Polly Gibb Date:



At the weekend we went to a
friend's Christening. Sarah
was asking all about her own
Christening so we got out the
photographs and gifts she
was given to talk about it.

Name: Sarah B Date:

Reading

- Phonics is the key ingredient for learning to read. Children recognising, hearing and saying the sounds correctly is the first skill children need.
- Children will start off with a sharing book from the book box. Once they are able to blend and segment sounds, they will be given a de-codable phonics reading book. Along with their phonics book, it must be brought to school every day as children won't have a set day for their reading.
- Please do not put water bottles in your child's book bag as they tend to leak over the books.

The expectation for home learning is that children will share their phonics book and reading book at least 3 times a week.

Finger Gym or Dough Disco would also be beneficial several times a week.



Learning this term

Once we have secured our Baseline observations and seen what your child can do in their independent learning, we will then begin to teach next steps for your child.

Our topics for Term 1 are:

- **Autumn Days and Harvest.** We will be taking Autumn walks in the woods, looking at animals that hibernate, and creating some Autumn collages. We will also celebrate Harvest Festival alongside the rest of school in St John's Church.
- **Healthy, Happy Me!** We will be looking at all ways to keep healthy – eating, sleeping, exercise and washing ourselves, including cleaning our teeth.



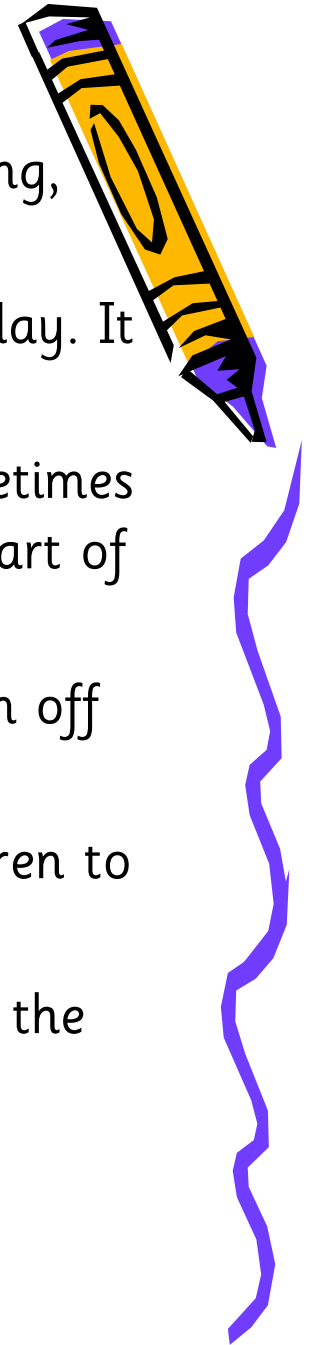
Look out for the topic flyers in book bags and on the notice board in the outside area.



Reminders!

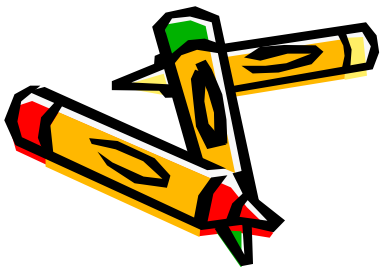
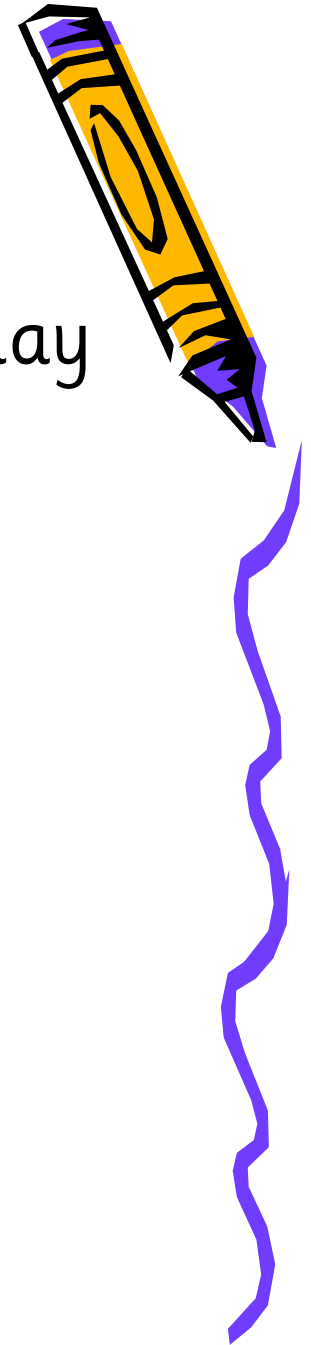
- Please ensure that your child's name is in all items of clothing, including shoes... in an obvious place!
- P.E kit must be kept in school, so that it is available every day. It can be taken home half termly to be washed.
- Your child will be taking part in lots of interesting and sometimes messy experiences, so they may come home dirty! It is all part of the fun!
- If your child has had sickness or diarrhoea please keep them off school for 48 hours since the last episode.
- We provide fruit at morning playtimes and encourage children to bring a second piece of fruit for afternoon playtimes.
- We also encourage children to drink plenty of water during the day to keep hydrated so please bring in a named bottle.

No flavoured or sparkling water please!



Diary Dates

- Phonics demonstration lesson – Wednesday 28th September at 9am
- Harvest Service in Church – Friday 7th October at 2pm
- Parents' Evening – Wednesday 19th and Thursday 20th October



Please remember...

If you have any concerns or questions, we will be happy to help you.

Miss L Abbott – Phase Leader & Reception
Teacher

Miss E Casson- Reception Teacher

Mrs C Rangeley - Teaching Assistant

Mrs S Beardwell - Teaching Assistant

