

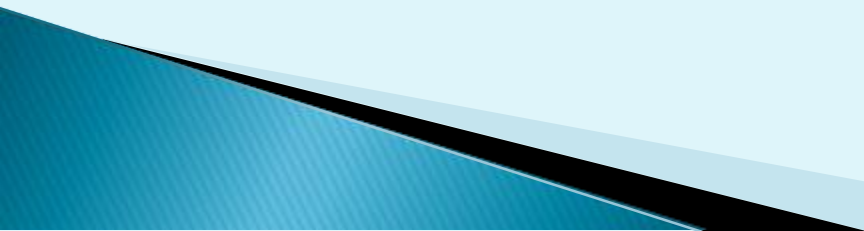


# Reception Induction Meeting 2021

# Staff

EYFS Manager: Mrs Emma Goodfellow  
Hedgehogs Teachers: Mrs Ellie Wilkinson and  
Mrs Goodfellow  
Teaching Assistant: Mrs Emma Stewart

# Meeting

- To give you an overview of the new 2021 Early Years Foundation Stage (EYFS) and the curriculum.
  - To find out how the school day is organised.
  - To understand how you can support your child at home.
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# What is the Early Years Foundation Stage (E.Y.F.S)?

▶ **The Early Years Foundation Stage** covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

▶ All schools and Ofsted registered early years providers in England must follow the EYFS.

▶ Also included in the EYFS are the **seven Areas of Learning**.

**There is a new curriculum for 2021 and there will be some changes to provision, teaching and routines at Springfields.**

# Key changes to the EYFS curriculum

- 1. Reduced the amount of unneeded written recordings and assessment of children by staff.**
  - This means staff do not need to keep a large amount of written evidence that proves children are able to do lots of things.
  - Staff still know the abilities and skills of each child, and know how to support them to develop. However, now they do not need to write this down unnecessarily.
  - This frees up more time for staff to spend directly with the children.
  - By taking away the need for constant recording, it helps to develop more natural play, conversations and interaction between adults and children.
- 2. There is more of an emphasis on the importance of developing communication and language skills.**
  - Children should be supported in building up vocabulary by increasing the amount of words they know and can use.
  - Encourage more conversations between adults and children, but also children and their peers.
  - Good language skills are the basis for all other learning and social interaction, so this is vital to focus on.

**3. There is a focus on how reading stories is important to help children develop in all of Areas of Learning.**

- Daily reading of stories encourages an enjoyment of reading from a young age.
- Lots of other learning opportunities happen when looking at books, for example comparisons of culture or the past.
- Listening to stories develops imagination, ideas and language.
- Reading is an essential skill and so should be shown to children, as well as practised by them regularly.
- Children are also encouraged to use story ideas in their play.

**4. There is a focus on encouraging healthy choices overall and an understanding of oral health.**

- Required to teach children the importance of brushing teeth.
- Supervised toothbrushing is not expected in settings and schools and will not take place!
- Focus on helping children to understand which choices to make that will help them to be healthy, for example which foods to eat and why.
- Getting into good routines from a young age is important as these often continue into adult life.



The seven areas of learning are:

# Personal, Social and Emotional Development

Children learn:

- how to understand their own feelings and those of others
- to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention
- to look after their bodies, including healthy eating, and manage personal needs independently.
- how to make good friendships, co-operate and resolve conflicts.





# Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.

- Children will experience a language-rich environment
- By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, staff will build children's language effectively.
- Staff will read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems, and then provide them with extensive opportunities to use and embed new words in a range of contexts. This will give children the opportunity to thrive.
- Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, the children will become comfortable using a rich range of vocabulary and language structures







# Physical Development



- ▶ Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.
- By creating games and providing opportunities for play both indoors and outdoors, staff will support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.
- Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.
- Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.
- Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from staff, will allow the children to develop proficiency, control and confidence.



# Literacy

It is crucial for children to develop a life-long love of reading.

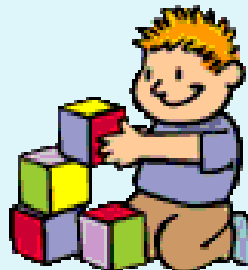
- Reading consists of two dimensions: language comprehension and word reading.
- Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.
- Skilled word reading, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing).



# Maths



- ▶ Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.
- Children will develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.
- It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.





# Understanding the World

- ▶ Understanding the world involves guiding children to make sense of their physical world and their community.
- The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.
- In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across all subjects.

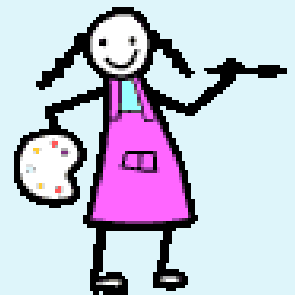
Enriching and widening children's vocabulary will support later reading comprehension.



# Expressive Arts and Design



- ▶ The development of children's artistic and cultural awareness supports their imagination and creativity.
- Children will be given regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.
- The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- The children will learn to interpret and appreciate what they hear, respond to and observe.



# Observations and assessment...

- ▶ Observations will be made using an iPad app called Target Tracker.
- ▶ A few observations will be emailed during/at the end of each half term. Wow stickers also used to celebrate achievements at home - important part of our partnership working together to further your child's education.
- ▶ Open evening twice a year.
- ▶ Learning journey and a written report sent home in July.
- ▶ At the beginning of Reception the children will complete a national Reception Baseline Assessment

**At the end of the reception year, children are assessed against the 17 Early Learning Goals.**

It is important to remember that:

- The ELGs are not a test. We will use what they already know about a child to make our decisions.

Changes have been made to the Early Learning Goals so that they are now clearer, easier to use and understand. They have also been adapted to better match up with the national curriculum in year 1. This will help children to be better prepared for their move to the next key stage.

Exceeding judgements have also been removed. Children are now encouraged and challenged to have a greater depth and understanding of things before moving onto new learning.

# A typical day...

(timings subject to change depending on Covid-19 situation and parental consultation regarding school hours)

- ▶ 8.45 Children to come in classroom door without an adult. Children choose a book to read/write Super Sentences.
- ▶ 9.00-9.10- Registration and helpers
- ▶ 9.10-11 English or Maths, continuous provision and snack
- ▶ 11 - 11.30 Phonics
- ▶ 11:30-12:30 Lunch (Free school meal)
- ▶ 12.30- 12.35 Registration
- ▶ 12.35 - 12.50 Assembly,
- ▶ 12.50- 2.30 Topic and snack time
- ▶ 2.30-2.50 Playtime
- ▶ 2.50 Story, songs, storybook massage, and home at 3.15pm from the classroom door.



# Induction into school

- ▶ Taster sessions for all children will be held in September and there will be staggered start at the start of term.
- ▶ For those children who already attend our Pre-school the Reception staff have met and worked with your child so this will help ease their transition into Reception. They will also have the opportunity to visit the Reception classroom and garden this half term. They will start school on Monday 6<sup>th</sup> September at 8.45am.
- ▶ Those children who have not attended our Pre-school will attend two transition days on Thursday 2<sup>nd</sup> September and Friday 3<sup>rd</sup> September from 8.45am - 3.15pm. This will allow this smaller group of children two days to get to know their new school and the staff in Early Years before the whole class joins on Monday 6<sup>th</sup> September.
- ▶ This year we will have one Reception class. The Reception children will be in Hedgehogs class, taught by Mrs Goodfellow and Mrs Wilkinson.

# What can you do to help your child's learning when they begin school?

- ▶ Sharing books, talking about the pictures
- ▶ Reading book and words - make comments in their reading diary
- ▶ Read/share books at **least** 5 times a week, it does make a difference. Studies show that children who read at home make 20% better progress than children who never read at home.
- ▶ Ongoing-encourage mark making, shopping lists etc.
- ▶ Encourage children to talk.
- ▶ Practise counting at any time-climbing the stairs, shopping etc.
- ▶ Play simple board games
- ▶ Sing number rhymes and songs together
- ▶ Support any homework that comes home, sounds and number work, reading books and reading word cards.
- ▶ Get your child to dress and undress independently (they will need to do this for PE sessions)
- ▶ Encourage independent toileting (including wiping of own bottom), dressing and good hygiene habits

# Uniform

- ▶ 2 suppliers- 'School's in' on Stone Business Park and Crested School Wear in Stafford.
- ▶ Please ensure that names are in EVERYTHING!!!
- ▶ Send coats EVERY DAY; spare tights/socks/pants/uniform in bag
- ▶ Sensible shoes (no laces) and no jewellery
- ▶ P.E. kits in school on Mondays, sent home in week ready for Fitness Friday.
- ▶ Fitness Friday - children will come in their PE kit and school hoodie which is available from School's In uniform shop in Stone.
- ▶ A pair of wellies to stay in school
- ▶ Labelled water bottles (containing water not juice please) are needed every day.

# The First Few Days ...

There can be a lot to remember in the first few days, but please do not worry as your child will soon be teaching you the routines!

All clothing  
named with  
proper labels  
not pen!

Wellies in  
school

Book bag  
everyday

Fruit snack if  
needed in the  
morning

Milk every  
afternoon until  
they are age 5.

Free hot  
school dinner

PE bag - left in  
school, brought  
home later in the  
week, then  
returned on a  
Monday.

# Other matters...

- ▶ Please let us know if someone different is collecting your child! Children collected from the classroom door by **3.15pm (timing subject to consultation results)**

## Medical

- Any sickness or diarrhoea must be followed by at least 48 hours absence.
- Dietary requirements - need to make an appointment to see the cook before the end of term.
- Head lice are common! Please check regularly and treat as recommended (day 1 and then 7 days later.)
- Any absence requires a telephone call to the school office by 9:15am
- Any prescribed medication can only be administered by prior arrangement with the school office
- ▶ Please complete and return all school forms on the website by Friday 26<sup>th</sup> June at the latest.

# Thank you

- ▶ We look forward to a happy partnership in your child's first year at school and beyond.



Useful website:

[www.foundationyears.org.uk](http://www.foundationyears.org.uk)