

# Welcome to Reception (EYFS)



- Ms Sesay Assistant Headteacher and EYFS Lead
- Ms Sesay & Miss James – Willow Class Teachers
  - Miss Olson – Holly Class Teacher
- Ms Montalbo, Ms Humphries and Ms Guenouni, Ms Hutson, Ms Williams
  - Learning Support Assistants



*Living and learning by the values of Love, Compassion and Respect.*

John 13:34 "Love one another as I have loved you."

# Learning throughout the year

**Autumn 1** - Baselines and settling into school routines.

**Autumn /Spring Term** – Play based curriculum & focused activities / child initiated activities.

**Summer term** - Play based curriculum & focused activities / child initiated activities. Begin carousel learning to prepare for Year 1.

# Behaviour Policy



"Encouraging every child to reach their full potential – nurtured and supported in a Christian community that lives and learns by the values of Love, Compassion and Respect".

John 13:34 "Love one another as I have loved you."

## Behaviourist vs Relational Approach

### Types of Reward Used

Good Work Bag

King's Shield badge and Certificates

Whole class rewards

Stars in the jar

Extra playtime

Praise to parents

### Sanctions

Reflection time with another teacher

A restorative chat.

Love, Compassion and Respect



I am demonstrating the school values of Love, Compassion and Respect

I am following the golden rules and my classroom rules

I am proud of my behaviour

Reminder of expected behaviour, school values and golden rules

I have a choice - I can change my behaviour to show Love, Compassion and Respect

I need to change my behaviour

What can I do differently?  
What do I need help with?

I will have a restorative conversation with an adult

My behaviour does not meet expectations

I may need to see another adult

I will miss some of playtime and reflect on what I could do differently

I may need to see the Assistant/ Deputy Headteacher

I may need to see the Headteacher

(sanctions/ reparations/ internal or external exclusion/ parent contact)

# Strategies that can be used at school and home

## Emotion Coaching

4 steps: CALM

- E.g. 1. A child wants your attention all the time and has begun asking you lots of questions. You try to listen to another child and don't want to reject them.
- E.g. 2. A child refuses to engage in work and does not want to accept your support. They seem withdrawn.

### Connect:

1. I think you're worried about what's happening next and need a little reassurance. You're asking me lots of questions.
2. I think you're finding it hard to start the work, you might feel a bit worried about it.

### Acknowledge:

1. It's okay to feel worried and to ask for reassurance.
2. It's okay to be stuck and to feel like you don't want to do it. Sometimes I feel that way too.

### Limits (if necessary):

1. It's not okay to interrupt me when I am talking to someone.
2. It's not okay to opt out of learning. I expect you to take part.

### Make a plan (problem solve):

1. Next time, please can you wait for me to finish talking. I love to hear your ideas and I'd like to be able to give you my full attention. You can put your hand up. I can give you a card to show me that you would like my attention.
2. I'm going to give you some space. If you'd like to walk around and see what other people have done you can. Or you can have some water. When I come back in 3 minutes (use sand timer), I'd like to see that you've made a start.

## The four zones:

### ZONES OF REGULATION

Choose your **zone**. How are you feeling?

Blue	Green	Yellow	Red
			
Sad Sick Tired Bored Moving slowly	Happy Calm Good to go Focused Ready to learn	Frustrated Worried Silly Anxious I need some help	Mad Angry Yelling / Hitting Out of control I need time and space

# Daily Routine



- 8.40am ~ Drop off
- 8.50am ~ School starts / Registration
- 9.00am ~ Carpet Session (phonics )
- 9.15am ~ Free-Flow (Indoor and Outdoor Learning)
- 10.35-10.50am ~ Snack
- 10.50am ~ Free-Flow (Indoor and Outdoor Learning)
- 11.25am ~ Carpet session
- 11.50am ~ Lunchtime
- 1pm ~ Carpet session
- 1.15pm ~ Free-Flow (Indoor and Outdoor Learning)
- 2-2.15pm ~ Snack and milk
- 2.15pm ~ Free-Flow (Indoor and Outdoor Learning)
- 3pm ~ Story
- 3.20pm ~ Home time

# Early Years Foundation Stage Curriculum

## Three Prime Areas of Learning

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

## Four Specific Areas of Learning

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

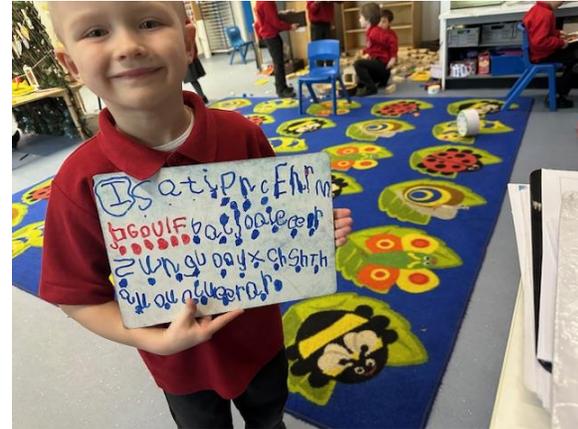
# Characteristics of Effective Learning

## Characteristics of Effective Learning

### Playing and Exploring

#### ENGAGEMENT

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'



### Active Learning

#### MOTIVATION

- Being involved and concentrating
- Keep trying
- Enjoying achieving what they set out to do



### Creative and Critical Thinking

#### THINKING

- Having their own ideas
- Making links
- Working with ideas

# Personal, Social and Emotional Development

## Managing Self

### Early Learning Goal

*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.*

- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



## Building Relationships

### Early Learning Goal

*Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.*



## Self - Regulation

### Early Learning Goal

*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.*

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.



# Physical Development

## Gross Motor Skills

### Early Learning Goal

*Negotiate space and obstacles safely, with consideration for themselves and others.*

- *Demonstrate strength, balance and coordination when playing.*
- *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.*

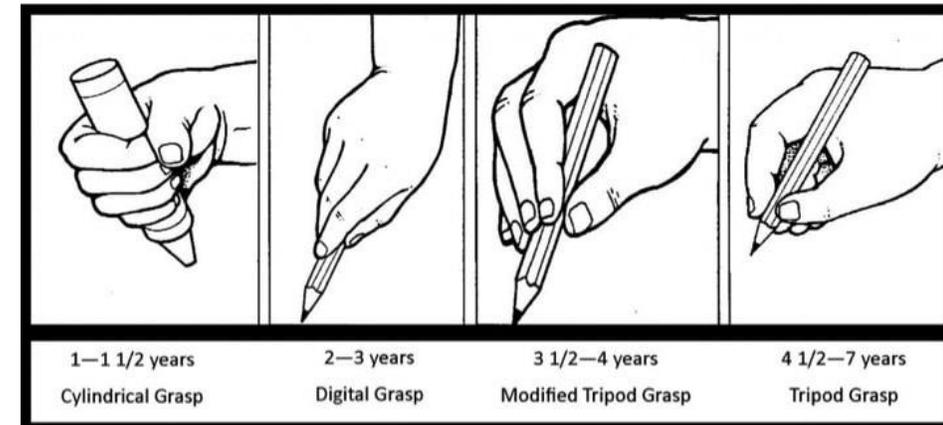


## Fine Motor Skills

### Early Learning Goal

*Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.*

- *Use a range of small tools, including scissors, paintbrushes and cutlery.*
- *Begin to show accuracy and care when drawing.*



# Communication and Language

## Listening and Attention

### Early Learning Goal

*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.*

- *Make comments about what they have heard and ask questions to clarify their understanding.*
- *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*

## Speaking

### Early Learning Goal

*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.*

- *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.*
- *Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.*



# Literacy

## Reading

### Early Learning Goal

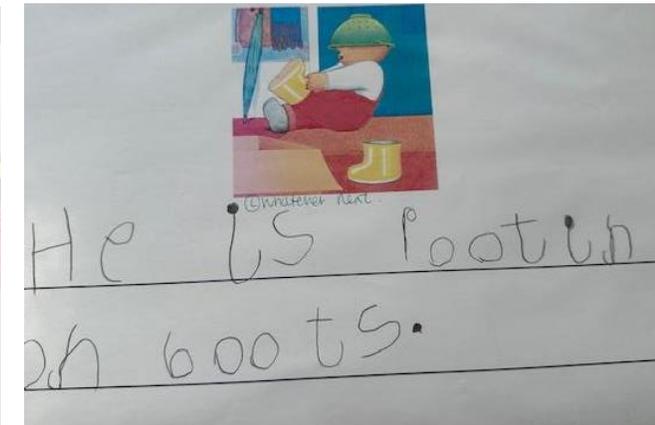
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read



## Writing

### Early Learning Goal

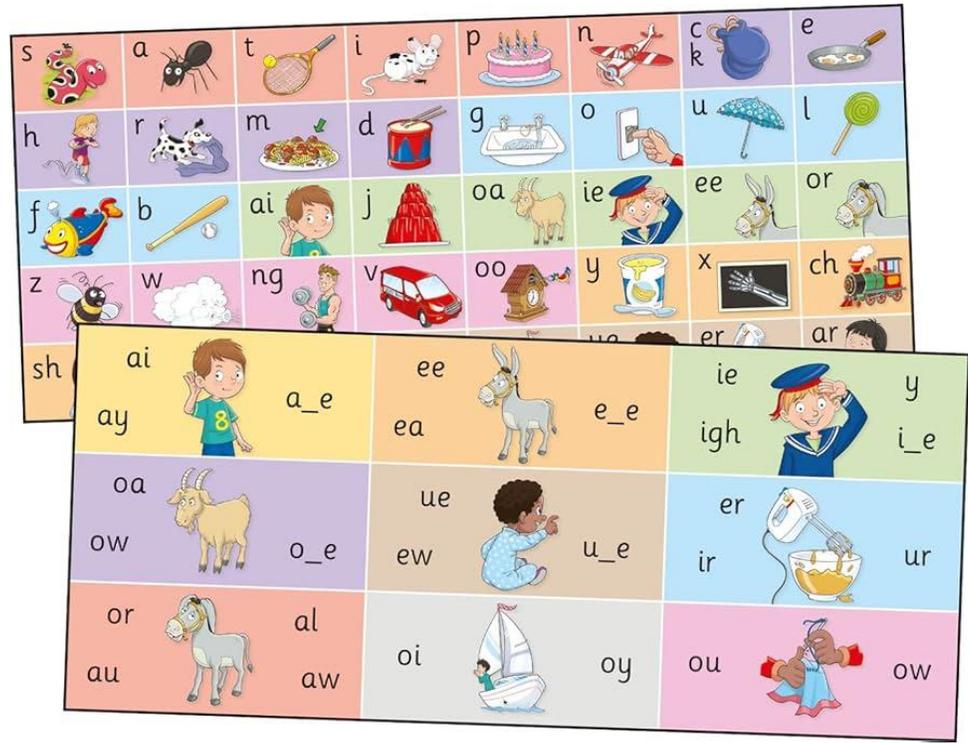
Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.



# Phonics



- On entering Reception children begin to follow the 'Jolly Phonics' programme.
- Children in Reception and Year 1 have daily phonics lessons building up to an hour by the end of year.  
( This is broken up into shorter sessions throughout the day) with elements of reading and writing.
- We ensure that children will be well-placed to read and spell words with fluency and confidence by the time they reach the end of Year 1.
- A Jolly Phonics session lasts for an 20-30 when taught explicitly and is done in a fun way but also with rigor and pace.
- Children's phonological awareness and spelling strategies are assessed every six weeks/ half term using Jolly phonics assessments and they are used to inform planning and teaching.

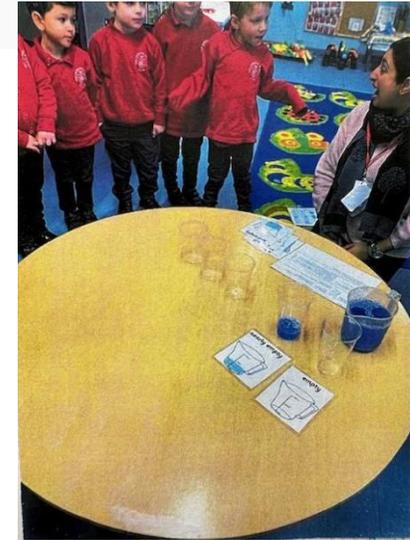


# Maths



Maths Mastery curriculum (white rose)  
Learn maths to a greater depth  
Focus on smaller numbers to start with but learning all the fundamental skills of mathematics.

We use a mixture of whole-class active carpet sessions and small group work to learn the key skills and concepts of maths as well as offering numerous opportunities to apply and extend these skills through free-flow learning.



# Home Learning



We will send out the weekly sheet, which will outline what we are learning at school and things to focus on at home.

As we learn new sounds, copies of these sounds will be sent out in the children's book bags for you to practise recognising and writing at home.

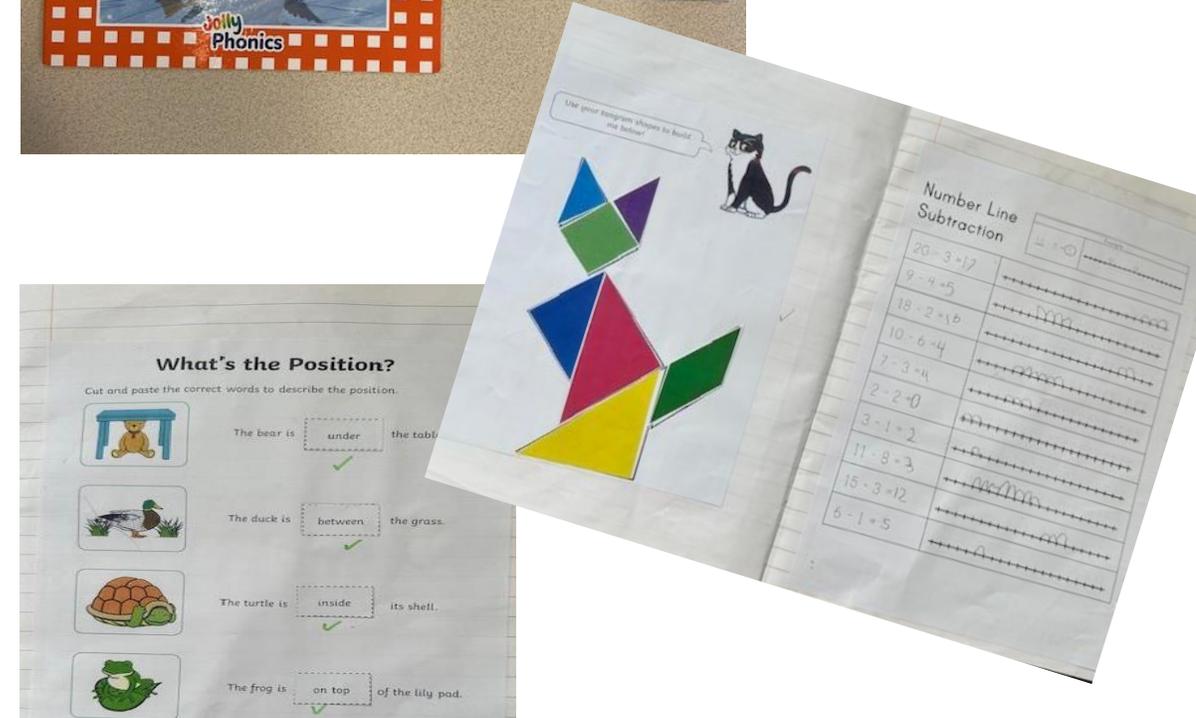
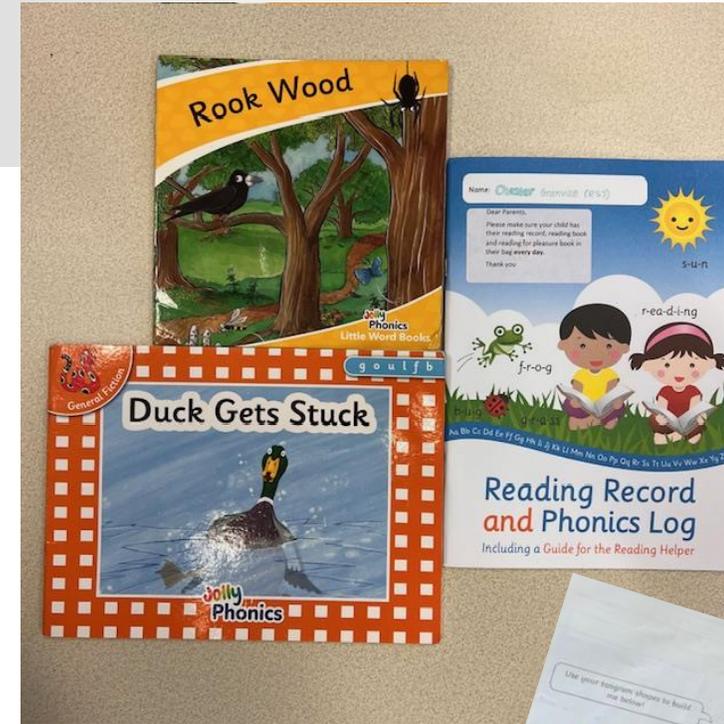
We will send red (tricky non-decodable) and green (decodable) word cards home.

We send out two reading books each week, it is **absolutely fine** if you don't finish both books within a week – please just write in the reading log if you'd like to keep them.

Children do not have to read the entire book in one sitting, it could be spread over a few days or maybe even a page a day.

We understand and appreciate that your children will be quite tired after the school day so it may be that some days it would be better for them to listen to you read or to play some games with the sound flashcards instead.

My Maths (will not be a set task – more for exploration) after half term.



# Show and Tell/ Weekly News



Show and Tell over the first week after a half term (rota to be sent over half term).

This can be a photograph, memento, object, etc. about something they have experienced over the break or any learning/crafts they have made.

The Weekly News will begin next week, each child will receive Noodle ( Willow) and Milo (Holly) and a book to document what they do over the course of a week. They will be given out on a Friday and is to be brought back to school on the following Thursday for your child to present their news. This can take the form of photos, drawings and writing (parent or child) over **no more than two pages.**



Noodle and Milo