



Welcome to Reception



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TRUST



Characteristics of Effective Learning

A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment.

Three characteristics of effective teaching and learning identified by the EYFS are:

- **Playing and exploring** - children investigate, experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We encourage all these characteristics through our planning, interactions and learning environments.



Early Years Foundation Stage

At Kingfisher, we believe that the Early Years Foundation Stage is vital in securing solid foundations for children beginning their journey through school. It is our intent that our children develop key physical, verbal, cognitive and emotional skills whilst embedding a positive attitude to school and learning that they will continue to build upon each year.

We know that all children are individual with their own strengths and needs. We work hard to get to know our children's starting points and interests. Then we carefully design our curriculum and learning environments to suit all needs and stages of development. We aim to provide all our children with the broad range of opportunities so all can flourish.

End of Reception expectations

Communication and Language
Listening, Attention and Understanding
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.

Personal, Social and Emotional Development
Self-Regulation
<ul style="list-style-type: none"> 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.
Managing Self
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.

Physical Development
Gross Motor Skills
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.

Prime

Good Level of Development

Literacy
Comprehension
<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading
<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing
<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Mathematics
Number
<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns
<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World
Past and Present
<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities
<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
The Natural World
<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design
Creating with Materials
<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive
<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Specific

How can you help at home?

Phonics games – use your flashcards to make two and three letter words. Work on recognising tricky words by sight.

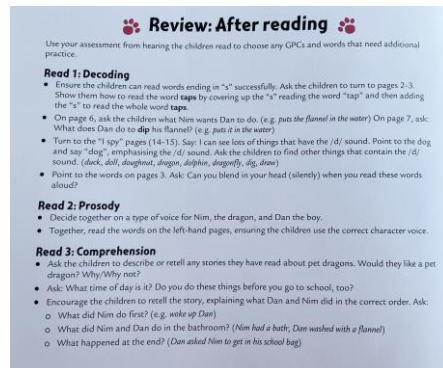
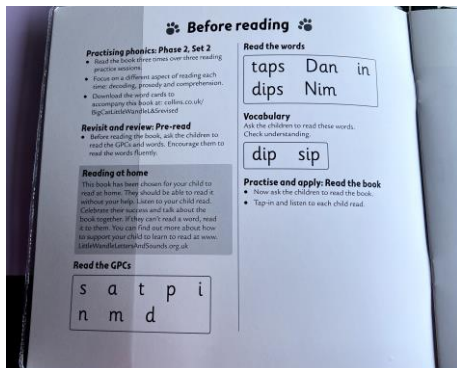
Please read with your children! Any of these count as reads for Boom Reader. One per day. 50 reads for a prize!

Different types of reading we have at school:

Sharing stories – adults to model vocab, expression and enjoyment in reading

Phonics books – go over the sounds and keywords at the start. Then encourage blending and moving onto reading by sight. Finally, discuss what you have read.

Letting your children choose and tell you the story using the pictures in their own word. It doesn't matter if they can't read it!





Talk, talk and more talk!

Communication and language are the very foundations of learning and thinking.

The entire environment a child is immersed in contributes to their language development. Having conversations and modelling those skills alongside vocabulary is key.

Also, using the wide range of high-quality children's literature available provides an easily accessible context through which to explore new vocabulary.

What is the impact of early experiences if some of our children hear 13 million words before age 4 and others hear 45 million words?



4 year old / 7 year old



Fine motor skills

Gross motor skills





Why are we using Tapestry?

- It creates a two way communication between parents and staff.
- It gives us a picture of the whole child – which helps us to assess more effectively.
- We can upload media in real time, meaning you can see pictures and videos of what your children are currently learning at school.
- Greater opportunities to extend your child's learning at home



Tapestry explained

Context and information on our current learning



Today we learned about height. We recapped who the tallest and shortest members of our class were. We then worked as a team to make and order poppies by their height. We considered who had the tallest, shortest and medium poppy. We use the correct vocabulary to explain. We found that some were the same height and learned the word equal.

All

Flags

EYFS 2021

Communication and language

✓ Listening and attention

✓ Understanding

✓ Speaking

✓ Mathematics

- Observation Key
- CI = Child initiated
- AI = Adult initiated
- AS = Adult supported
- I = Independent

Areas of learning



The Early Years – Parent Partnership

- It is within the principles of the Early Years curriculum to work with parents to support the development of the whole child.
- We need to work together to ensure children are learning and progressing. In order to do this we need to see their interests, abilities and learning at home.
- Please observe and share! It will be extremely helpful to us and beneficial to your child's learning and development in the EYFS.



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Any questions?