



Welcome to Reception Class

Mrs Dowd

A very warm welcome to Reception

Starting school is a big milestone for children and families.

During Reception, we want your child to:

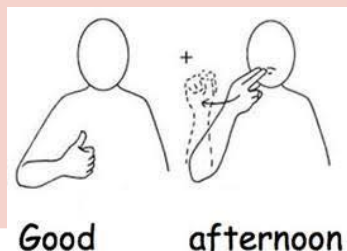
- Feel happy, safe and valued
- Develop confidence and independence
- Make friends and build positive relationships
- Become curious and enthusiastic learners
- Develop a love of books, stories and learning
- Make progress at their own pace

Morning

Busy Fingers (Targeted Support)
Welcome and registration
Phonics
Child-initiated learning (Indoor/ Outdoor)
Maths
Snack (Toilet and wash hands)
Child-initiated learning (Indoor/ Outdoor)
Story time (Toilet and wash hands)
Lunch

* During CIL times adult work with small groups, individual targets as well as developing children's interests.

**PE WEDNESDAY
MORNING**



Afternoon

Meditation and Register
Literacy / Topic learning x 3 and RE x 2
Child Initiated Learning (indoor and outdoor)
1::1 reading
Story / Reflection/Song
Home time.

- Start assemblies Autumn 2, including gold assembly on a Friday.
- Build up to guided reading sessions
- Literacy writing tasks

Our routine provides security while allowing flexibility for children's needs and interests.

Child Led Learning

What does it mean?

Child-initiated learning is when children have opportunities to:

- Choose what they would like to explore
- Follow their own interests
- Make decisions
- Solve problems
- Work independently
- Work alongside their friends
- Practise and apply skills they have been taught

But this isn't "just playing"!

Through play, children are developing language, mathematics, literacy, physical skills, social skills, creativity and problem-solving.

Adults are there to observe, interact, question, model and extend learning.

Assessment – How do we plan for your child

Teach → Plan → Review

How do we support your child's learning?

OBSERVE

- We watch, listen and notice what your child can do.

ASSESS

- We consider what they know, understand and can do.

PLAN

- We provide experiences and teaching opportunities to move learning forward.

TEACH

- We model, demonstrate, question and support.

REVIEW

- We look at what your child has learned and consider their next steps.

This process happens continuously throughout the year.

How do we know how children are progressing?

- **Assessment, Baseline & GLD**
- **Reception Baseline Assessment**
- The Reception Baseline Assessment takes place early in Reception and provides a starting point for children's attainment.
- It is designed to be age-appropriate and is not something children need to prepare for.
- **Good Level of Development — GLD**
- At the end of Reception, children's development is assessed against the **Early Learning Goals**. This is by June.
- **Every child is unique. Progress and development are much**

Communication and Language ELG:

Listening, Attention and Understanding

Children at the expected level of development will:

- 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.

Communication and Language ELG:

Speaking

Children at the expected level of development will:

- 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

ELG: Self-Regulation

Children at the expected level of development will:

- 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.

ELG: Managing Self

Children at the expected level of development will:

- 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.

ELG: Building Relationships

Children at the expected level of development will:

- 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

ELG: Gross Motor Skills

Children at the expected level of development will:

- 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.

ELG: Fine Motor Skills

Children at the expected level of development will:

- 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, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories 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.

ELG: Word Reading

Children at the expected level of development will:

- 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.

ELG: Writing

Children at the expected level of development will:

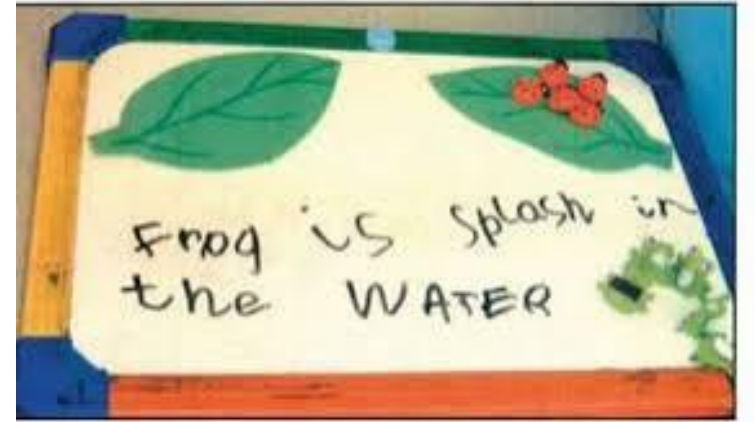
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

Children at the expected level of development will:

- 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.



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Curriculum

Areas of Learning

Prime Areas

♥ □ Personal, Social & Emotional Development

□ Communication & Language

👤 Physical Development

Specific Areas

📖 Literacy

🔢 Mathematics

🌐 Understanding the World

🎨 Expressive Arts & Design

Everything is connected!

Each child must achieve the expected standard in the green areas to achieve a good level of development.

Children learn through a combination of direct teaching, exploration, play, discussion and real-life experiences.

Our Curriculum (How do I know what my child is learning)

Please see the EYFS yearly overview, weekly signposts and termly curriculum letters)

Autumn 1: All about me and my special people

Autumn 2: Celebrations * Little City visit

Spring 1: Traditional Tales

Spring 2: Growth and change (Animals and plants) *Ardley Farm Trip

Summer 1: Superheroes and people who help us.

Summer 2: Journeys and our amazing world

<https://www.sacredheart312.herts.sch.uk/baseline-assessment-information>

Making Learning Visible Tapestry

Tapestry helps us to share your child's learning journey with you.

You may see:

- Photographs
- Observations
- Examples of children's work
- Learning experiences
- New skills and achievements
- Next steps

You will also receive:

- One detailed written report (Spring 1)
- End of year assessment information (Summer 2)
- You will be invited to 2 parents' evenings (Autumn 1 and Summer 2)

We also value what YOU see at home.

Your observations, comments and experiences help us build a fuller picture of your child.

You know your child best — we want to work in partnership with you.

Supporting Your Child at home

- See weekly signposts on tapestry/school website with ideas on how to support your child on the weekly learning intentions.
- **Daily reading – this is a whole school expectation. We read with a group a day so please bring the reading book in everyday.** Please also write a note or sign the reading record book.
- Weekly Math Seeds activities (their log ins will be sent home this week for the first time)

Key dates

Autumn	Spring	Summer	
• Little City Visit Thursday 22nd October • Phonics workshop Thursday 8th October 1 – 2:30 • Parents evening Tuesday 17th November 5pm – 7pm • Thursday 19th November 3:30 – 5:30 A link will be sent to you to sign up for a time. • There will also be a parent involvement session. Date to be decided soon.	Reception Visit to Ardley Church Farm		

