



Meet The Teacher Reception

September 2022

Reception Team



Class Teachers

Miss Connolly (RHC)

Miss Sutton (RKS)

Mrs Davies (overseeing EYFS)

Additional Staff

Mr Bronstein (Music)

Mr Sanders (PE coach)

Teaching Assistants

Miss Roux

Mrs Akbolat

Lunchtime Supervisory Assistants

Mrs Enus

Ms Lambrou

Mrs Webster

Dates for your diary



- Home learning books are collected in every **Tuesday** and are given out again every **Thursday**.
- Phonetically decodable books will be given out soon, day to be confirmed.
- Children will receive a library book every Thursday, needs to be returned the following Thursday.
- Friday – PE and music
PE bags stay in school and we begin changing clothes after half term.

Dates for your diary



Family Consultation Meetings

Tuesday 4th October

Thursday 6th October

Curriculum Evening

20/10/22 (3-4pm and 6-7pm) - Mathematics

08/12/22 (3-4pm and 6-7pm) – PSHE

09/02/23 (3-4pm and 6-7pm) - English

23/03/23 (3-4pm and 6-7pm) - Science

13/07/23 (3-4pm and 6-7pm) – DT/Art

Nativity

13/12/22 – 9.30am EYFS Nativity Dress Rehearsal

14/12/22 – 9.30am EYFS Nativity to Parents/Carers

15/12/22 - 2.00pm EYFS Nativity to Parents/Carers



School Rules

“Be kind, be safe, be respectful.”

School values

- Autumn 1 – Kindness
- Autumn 2 – Respect
- Spring 1 – Friendship
- Spring 2 – Courage and Determination
- Summer 1 – Truth and Honesty
- Summer 2 – Trust

Learning behaviour



- Recognition board for outstanding learning and behaviour
- House Points
- Legendary Lines
- Fantastic Walking
- Stickers
- Positive learning behaviours, growth mindset and making a 'good mistake'

Uniform



Please could ALL uniform (including PE kit and water bottle) be named with your child's surname or initials. This means it is more likely to be returned if it is misplaced. Please bring in spare clothes (pants, trousers, socks). Please ensure children bring in their school book bag every day.

Early Years Curriculum



- There are seven 'Areas of Learning' in the Early Years Foundation Stage (EYFS), which activities are planned around:

- **Personal, Social and Emotional Development**
- **Physical Development**
- **Communication and Language**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

- ▶ Play based learning





Early Years Curriculum

▶ There are three *Characteristics of Learning*

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

▶ Children will use the indoor and outdoor environment every day so please provide your child with a coat, hat and sun cream when needed.

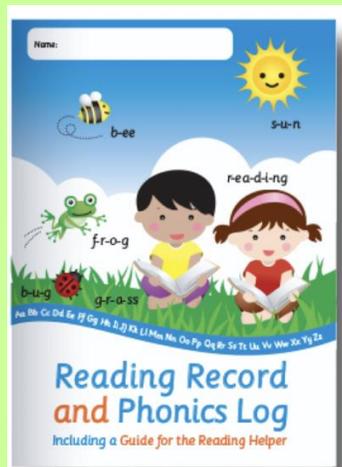
Phonics

We will now be using FFT Success for All Phonics Programme. Pupils will be bringing home a ***phonetically decodable book*** in the coming weeks, as well as a **colour banded book** which supports reading for pleasure and language enrichment. More information will be sent to parents/carers and there will be phonics workshops during the autumn term.



Reading

- Children will initially be given a colour banded reading book each week. This is to promote reading for pleasure and language enrichment. The colour banded books are coming home first, and then decodable books will be sent home. The decodable books will match current learning in phonics.
- They will have their own Reading Record and Phonics log. In the centre of the book, there are 'Top Tips for the Reading Helper', 'Checking Understanding' and 'Phonics – A Guide for the Reading Helper'
- Please write in a comment each time they read to you.
- Children will choose a book from the library. Please return every Thursday.



Pupil X tried hard to sound out new words. She could identify the characters in the book. She found 'said' difficult.

Word skills	Comprehension skills	Attitude and interest
<ul style="list-style-type: none"> • Read all the words correctly. • Read familiar words independently • Found some words difficult. • Tried hard to work out new words. • Worked out new words by sounding them out and blending. • Needs to practice again to reinforce the words. • Was able to work out new words using the pictures to help. • Used the picture cues and the first sound of a word to work out words • Self-corrected own errors independently. • Read the book fluently. • Reading is sounding robotic and stilted. • He/she made a number of errors because he/she was not looking carefully enough. • Able to read the book with lots of help. 	<ul style="list-style-type: none"> • Understood the story well. • Good discussion about events in the story. • Retold the story in detail. • Able to predict what might happen next. • Could talk about the story confidently. • Could identify the characters in the book. • Answered questions about the content of the book. • Needs to read again to improve understanding. • Used the pictures to help with their understanding. • Needed lots of help to understand the main events. • Did not understand what they read. 	<ul style="list-style-type: none"> • Was excited and motivated to read. • Enjoyed the story because • Fantastic expression. • Would benefit from reading the book again to improve fluency. • Has learnt all about..... and could explain in own words. • Struggled to concentrate. • Was reluctant to read tonight. • Found the book too hard to read.

Please try and read regularly with your child

- Consolidates skills
- Promotes a love of reading
- One-to-one time with an adult – it is a great opportunity to model how to explain and talk about what we are reading
- Reading promotes and encourages writing
- Reading at home is an opportunity to reinforce the sounds that have already been taught

What you can do at home

When reading the colour banded books:

- Talk about the pictures
- Point to each word
- Predict what will happen next and why
- Talk about the characters
- Chunk words
- Practice comprehension to develop understanding. Who, what, when, where, how, why, what does this word mean?
- Practice using phonics – Say the sounds and blend them together to read the words
- Spot the tricky (red) words – these cannot be sounded out
- Tell them any tricky (red) words or sounds they are unfamiliar with

Writing

- This begins with fine motor and gross motor skills

Stages of Pencil Grip

Fisted grasp or Palmar Supinate Grasp

- Pencil is held in the palm.
- All fingers and thumb are used.
- Movement is from the shoulder; the arm and the hand move as a unit.
- Light scribbles are produced with this pencil grip.

Digital Pronate Grasp

- All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page.
- Movement comes mostly from the elbow and the shoulder is now stabilized.
- Horizontal lines, vertical lines and circular lines are able to be copied.

Four-Finger Grasp

- Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger.
- Movement occurs from the wrist; the hand and fingers move as a whole unit.
- Zigzag lines, crossed lines and simple humans can be drawn with this grip.

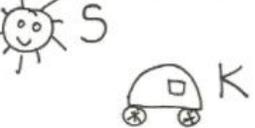
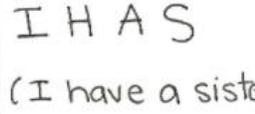
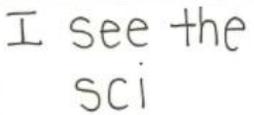
Static Tripod Grasp or Static Quadropod Grasp

- A three-finger grasp, where the thumb, index finger and middle finger work as one unit.
- Movement is usually from the wrist with this static grasp.
- A static quadropod grip has a fourth finger involved.
- Triangles, circles and squares can be copied with this grip.

Dynamic Tripod Grasp

- Pencil is held in a stable position between the thumb, index and middle finger.
- The ring and little fingers are bent and rest comfortably on the table.
- The index finger and thumb form an open space.
- Movement comes from the fingertips.
- This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.



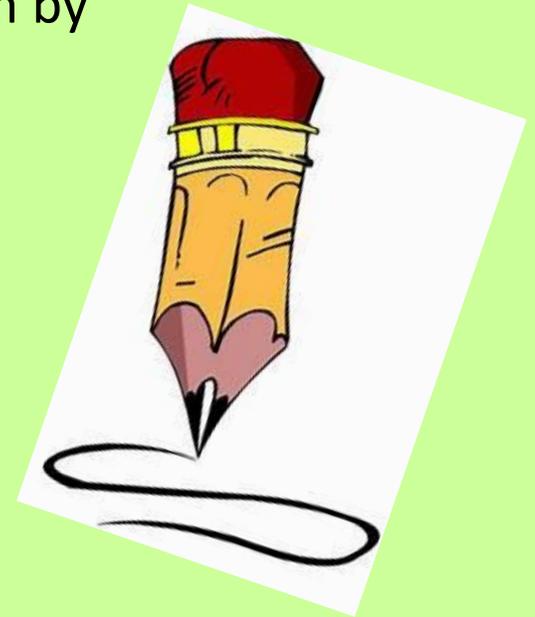

 <p>1. Scribble Stage (Starting point - any place on the page)</p>	 <p>2. Scribble (Left to right progression)</p>	 <p>3. Mock Letters (Can be personal or conventional)</p>
 <p>4. Letter String (Left to right and progressively downward)</p>	 <p>5. Groups of letters with space in between to resemble words</p>	 <p>6. Picture Labeling (Matching beginning letter to sound)</p>
 <p>7. Copies Environmental Print</p>	 <p>8. Uses first letter of a word to represent the word</p>	 <p>9. Uses beginning letter and ending letter to represent the word</p>
 <p>10. Hears Medial Sounds (Writes word with beginning, medial and ending letters)</p>	 <p>11. Phrase Writing</p>	 <p>12. Whole Sentence Writing</p>

Mark making and letters

- Begins with mark making, patterns and shapes
- Name writing is first. If your child is unable to write their name, begin by letting them copy or trace it.
- They will then begin to apply their phonics to their writing
- CVC words

c – a – t

s – u – n



- Start with initial sounds, then move onto the whole word
- Captions and sentences follow

Numbots

- <https://play.numbots.com/#/intro>
- Every child will be given a log in and password for the website Numbots this week. The children can play place value, counting and simple addition and subtraction games. It slowly gets trickier as the children play so all children should be able to engage in it.



Website

- <https://bowmansgreen.herts.sch.uk/>
- Pupils → Year group → EYFS
- Learning → Year groups → EYFS

Word of the Week

Please could you reinforce the ‘Word of the Week’ at home. Every Word of the Week is posted weekly on the school app e.g. “kindness” and “healthy”.

There is a EYFS blog on the app, which we update weekly with information about what we have been learning that week.

Early Learning Goals

- In the final term of the year, the EYFS Profile must be completed for each child. Each child's level of development is be assessed against the Early Learning Goals.
- Please see the following side for the ELGs.

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- 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

- 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.

Understanding the World

Past and Present

- 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

- 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

- 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.

Personal, Social and Emotional Development

Self-Regulation

- 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

- 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

- 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.

Expressive Arts and Design

Creating with Materials

- 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

- 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.

Mathematics

Number

- 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

- 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.

Physical Development

Gross Motor Skills

- 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

- 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.

Literacy

Comprehension

- 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

- 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

- 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.