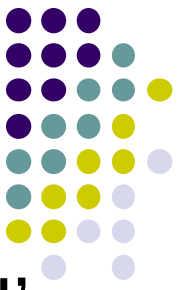


# Welcome



- Today we will be talking all about your child's learning journey in Reception and how we can help our children make the best possible progress to achieve the expected level by July.
- In the packs on your chairs you will find a booklet containing all the information we'll be discussing today.
- Please complete the comments card as it helps us improve our practice.
- If you have any questions, please ask me at the end. Thank you for your support.

## Today we will talk about:



- HOW we encourage children to learn in Reception and Nursery - Characteristics of learning
- Guidance/ curriculum in the EYFS
- Assessment in Reception. The PROFILE and your child's end of year report.
- How we can help our children make the best possible progress and develop their language, reading, writing and number skills.
- A reminder about 'Early Essence' and how we record your child's learning on our online system.

# Our day in reception



- Literacy or Mathematical Development on alternate mornings inside and outside (please ensure your child wears appropriate clothing for the weather)
- 10.15-10.30am –Assembly on a Friday
- 10.35-10.50 -Play time
- 10.55-11.20am - Letters and sounds in small groups
- Activities - Literacy or Mathematical Development. (Guided reading once a week)
- 12-12.30pm -Dough Disco/ Go Noodle/ Hand writing
- 12.30-1.30pm -Lunch time
- Afternoon – PE or topic based activities
- 2.30pm -Story
- 2.50pm - Home time

(Once a week we encourage parents to stay for 15 minutes to play number games or share reading books with their child)



## BE SUN SMART



Put on a Shirt



Put on Sunscreen



Wear a Hat



Wear Sunglasses



Stay in the Shade



SHARE THE SUN SAFE STORY  
WITH YOUR CHILD

# Characteristics of learning – the different ways children learn



## By playing and Exploring:

- Finding out and exploring
- Using what they know in their play
- Being willing to HAVE A GO and not give up –persevere



## Through active learning:

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

## By creating and thinking critically:

- Having their own ideas
- Using what they already know to learn new things
- Choosing ways to do things and finding new ways



# THE EYFS CURRICULUM- consist of 17 Early Learning Goals -ELG



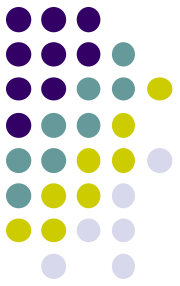
Area of Learning and Development	Aspect
<b>Prime Areas</b>	
<b>Personal, Social and Emotional Development</b>	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
<b>Physical Development</b>	Moving and handling
	Health and self-care
<b>Communication and Language</b>	Listening and attention
	Understanding
	Speaking
<b>Specific areas</b>	
<b>Literacy</b>	Reading
	Writing
<b>Mathematics</b>	Numbers
	Shape, space and measure
<b>Understanding the World</b>	People and communities
	The world
	Technology
<b>Expressive Arts and Design</b>	Exploring and using media and materials
	Being imaginative

# THE PROFILE

- At THE END of the reception year in June, the school makes a decision what stage each child is at for each of the 17 Early Learning Goals-  
**1=emerging 2 = expected 3 = exceeding (2 'expected' is the national average)**
- In the end of year report, there will be one of the following judgements for the 7 areas of learning:  
**emerging, expected or exceeding** and there will be a paragraph related to the 'Characteristics of learning'

Area of learning		Aspect	Emerging	Expected	Exceeding
Communication and language	ELG 01	Listening and attention			
	ELG 02	Understanding			
	ELG 03	Speaking			
Physical development	ELG 04	Moving and handling			
	ELG 05	Health and self-care			
Personal, social and emotional development	ELG 06	Self-confidence and self-awareness			
	ELG 07	Managing feelings and behaviour			
	ELG 08	Making relationships			
Literacy	ELG 09	Reading			
	ELG 10	Writing			
Mathematics	ELG 11	Numbers			
	ELG 12	Shapes, space and measures			
Understanding the world	ELG 13	People and communities			
	ELG 14	The world			
	ELG 15	Technology			
Expressive arts and design	ELG 16	Exploring and using media and materials			
	ELG 17	Being imaginative			

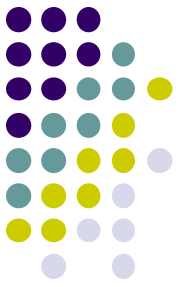
# Why do we do the PROFILE?



- It provides important information to parents, the school, the Local authority, Government and Year 1 teachers.
- Teachers need to submit these scores to the Local Authority by the middle of June- **1= emerging 2 = expected 3 = exceeding**
- This helps the school to evaluate children's progress and change teaching and learning to improve our practice.



# How we make a judgement about the level of each child's ability and to identify 'next steps'



- Information from parents are crucial to gain a full and true picture of a child's abilities: slips given every term, parents evening notes, questionnaires.
- Continuous observations and photographs are used to record children's achievements and are saved on each child's learning journey on our online system called Early Essence.

Child take turns at the end of the day to choose and sing their favourite nursery rhyme in front of the class. MA chose to sing a song in Polish. We were very surprised – the song is about a cucumber! She told us that she learnt the song at the Polish school she attends on Saturdays.

During circle time, CA told the group about his weekend in Steppes with his Nan & Grandad. They went fishing.

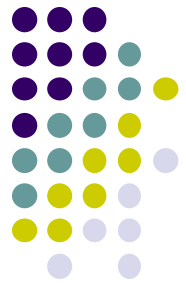
DI used chalk outside to draw a picture of his family at a fireworks show. "The park was massive! I got really scared so my Dad held my hand."

Increasingly not taking everything literally and exploring her ideas using toys and equipment from the classroom.



# Our target areas

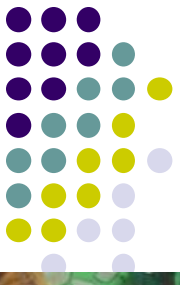
- Some areas are very difficult for children to achieve an 'expected level' at the end of reception:
- Reading
- Writing
- Numbers
- All areas with a high emphasis on Speaking



$2 + 6 =$	$2 + 7 =$
$2 + 8 =$	$3 + 0 =$
$3 + 1 =$	$3 + 2 =$
$3 + 3 =$	$3 + 4 =$



# Emphasise on LANGUAGE AND SPEAKING in the EYFS

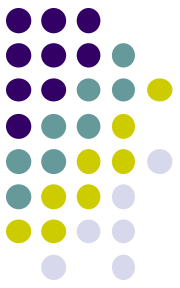


Children need to do the following:

- talk about the size, weight, capacity, position, distance, time and money to compare objects and solving problems
- talk about past and present events and talk about similarities and differences
- talk about **WHY** things happen and **HOW** things work.
- represent their OWN IDEAS, THOUGHTS AND FEELINGS in design, technology, art, music, dance, role play and stories



# A brief overview of Letters and Sounds



- 6 Phases
- Starts in Nursery
- Finishes in Year 2 (ish)
- Aims to give young children the tools they need to read and spell words easily so that they are ready for the wide range of reading and writing tasks they will be asked to do when they older.
- 1 letter making 1 sound - bat
- 2 letters making 1 sound - digraph - ship
- 3 letters making 1 sound - trigraph - light

# Phase 2



Letters and their sounds are introduced one at a time. We encourage our children to say the 'pure' sound without saying an 'er' sound. A set of letters is taught each week, in the following order:

**Set 1: s, a, t, p**

**Set 2: i, n, m, d**

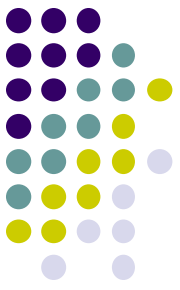
**Set 3: g, o, c, k**

**Set 4: ck, e, u, r**

**Set 5: h, b, f, ff, l, ll, ss**



# Phase 3



By the time they reach Phase 3, most children will already be able to blend and segment words containing the letters taught in Phase 2.

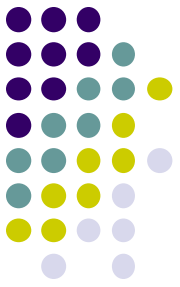
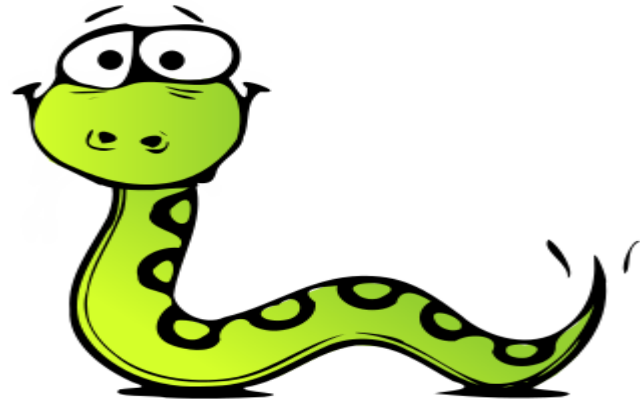
**It is the national expectation that children reach the end of phase 3 by July.**

**Set 6: j, v, w, x**

**Set 7: y, z, zz, qu**

**Plus: ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er**

# Tricky words



- These are words that can't be sounded out. We encourage children to learn them by sight. We chant 'see it, say it, see it, say it'. For example:

for was you now down  
said like her all

# Silly or Sensible Words



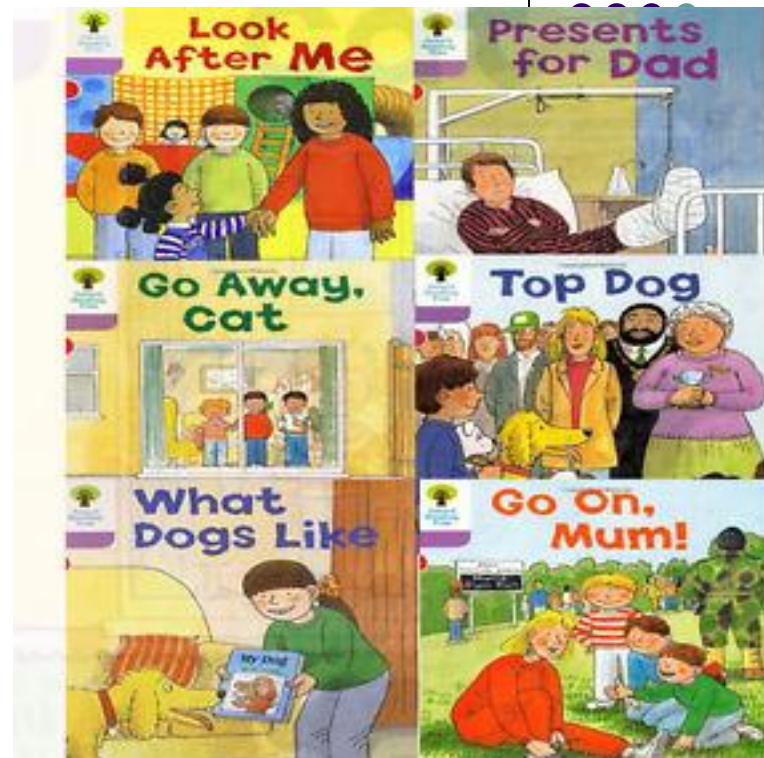
- In year one children are expected to complete a test to assess their phonic knowledge. They have to read a variety of 'alien' words. For example:

fight    zon    shem  
cheg

# Reading:

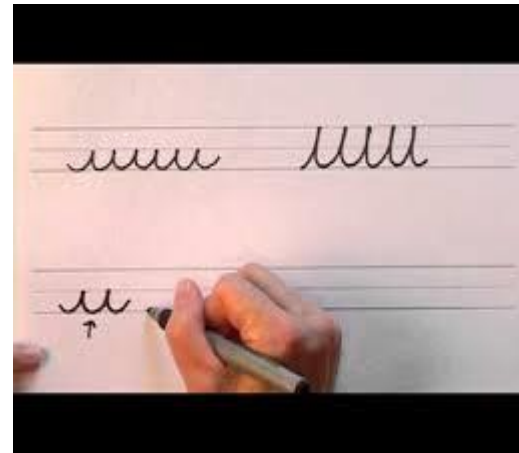
- Children need to be able to read phase 2 and 3 words by July
- They need to be able to re tell a story in their own words.
- Ask your child questions about the story, why did something happen? How? What might happen next?
- Encourage your child to look at the pictures for a clue, point to one word at a time as they read, say the letter sounds then try and blend them together.
- Ask them if a sentence makes sense.
- As children read more fluently they can learn to track with their eyes and read more fluently with expression.

- <https://www.youtube.com/watch?v=XrDzQHe45jw>



# Why Dough Disco ?

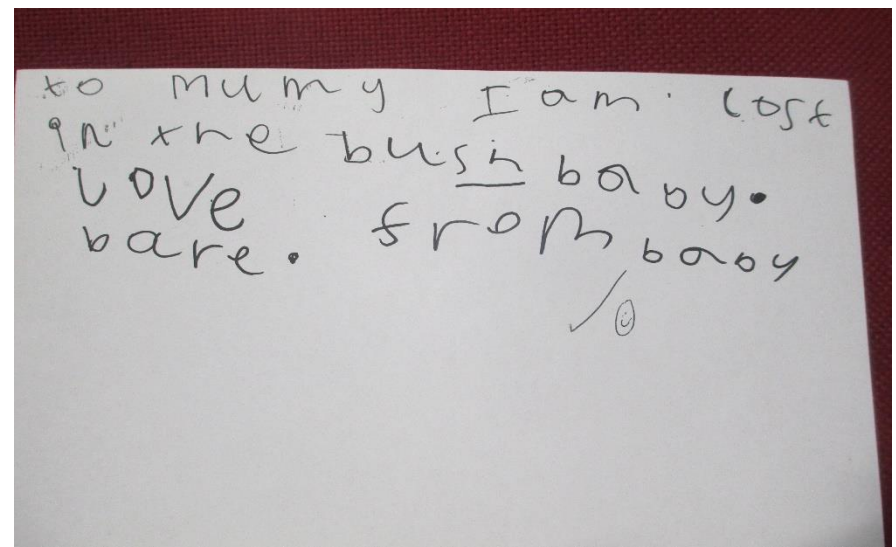
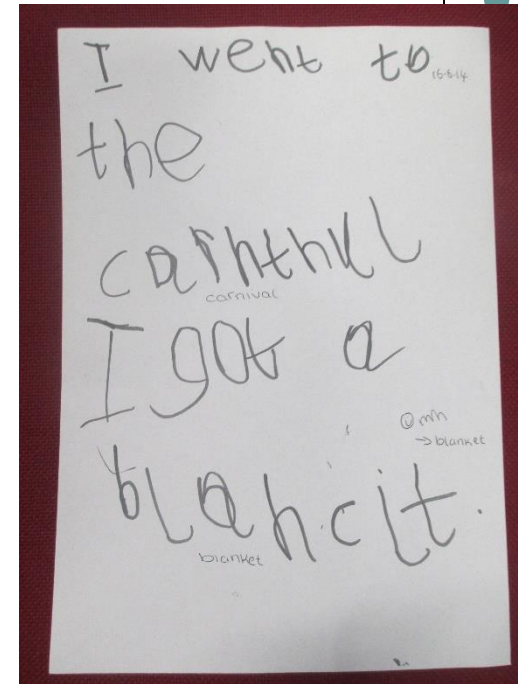
- We do dough disco everyday.
- Each child has their own pot of dough and practices rolling, shaping, pinching and patting it in different ways with both hands.
- It helps to develop the strength in the hands and fingers to develop better pencil control.
- We help children to hold their pen with a 'pincer grip', re trace lines, make anti clockwise movements and form all letters correctly by July
- <https://www.youtube.com/watch?v=zJQ2CaA7E50>



# National Expectations in Writing by the end of the year in Reception



- Children are expected to write a sentence that can be read by themselves AND others by the end of Reception.
- It is the schools focus this year as some children struggled to achieve the national expectation last year.
- Try to encourage your children to write at every opportunity; shopping lists, practice their spellings everyday, Birthday/ Christmas cards and complete 'homework packs'. If you need any resources please ask.





# Number expectations:

- By June/July the national expectation is that children can do the following:
- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing

$4+3=7$

Start on '4' then count on.... 567

$5-2=3$

'5' count back 4,3



Number Poster			
1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

One More		One Less	
5		6	
8		7	
11		2	
15		11	
19		9	
3		14	
12		20	

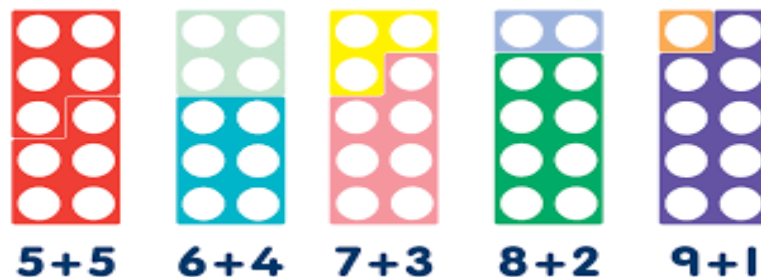
# Numicon in Reception

We use Numicon in Reception as it is a multi-sensory experience which enables children to touch and see the numbers.

Children can see the shapes which represent numbers from 1- 10 and then go on to explore higher numbers which gives an important concrete image of place value.

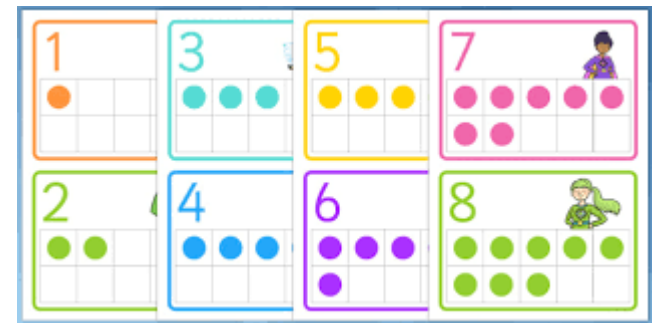
It makes it easier for children to explore number relationships between the whole and two parts.

<https://www.youtube.com/watch?v=Lqf7AssF9Kc>



# Using Ten Frames in Reception

- A ten-frame is a simple graphic tool that allows children to 'SEE' numbers.
- Encouraging children to arrange objects in different ways on a ten-frame helps children form mental images of the numbers represented and helps them recognise sets without counting - subitising. We say 'fast 5 and full 10'
- <https://www.youtube.com/watch?v=p6RaMGDPfJg>



# Resources

Number line



Counters



Number square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Unifix cubes

Numicon

Cuisenaire rods



Tens frames



I pad games.

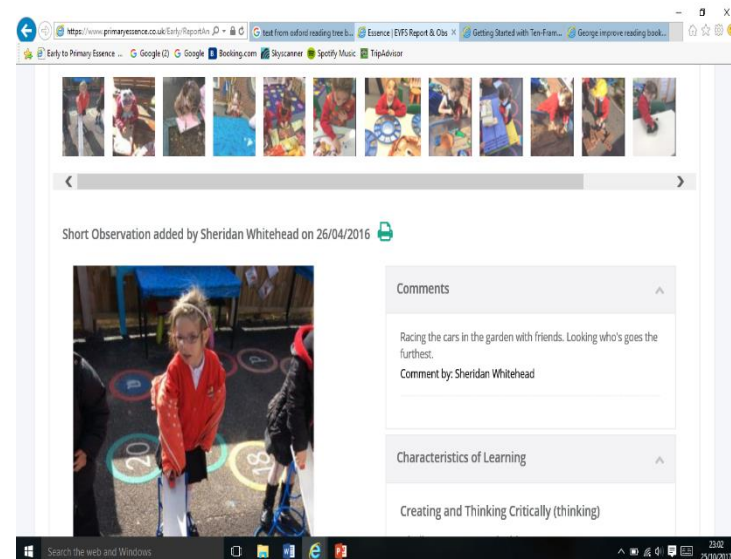
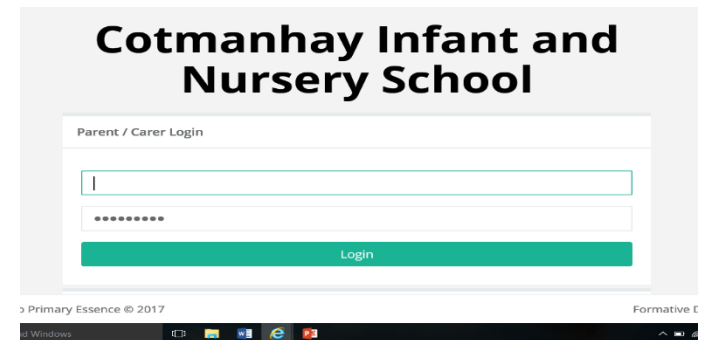
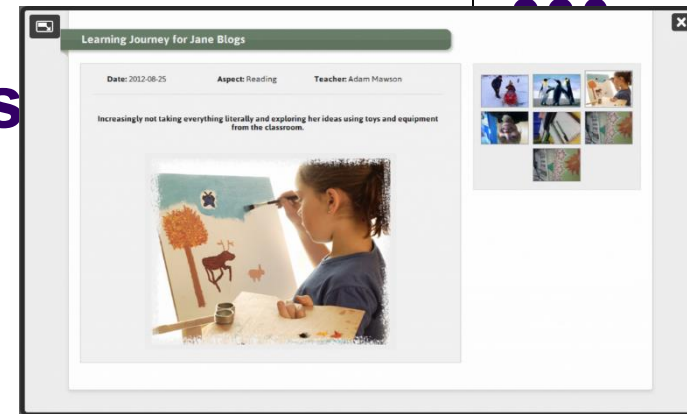
# A little reminder about E Safety

- You may have seen the posters and displays around school encouraging all adults and children to stay safe on line which say the following:
- Be nice to people online
- Don't tell strangers your passwords, name or address
- Tell a grown up you trust if something makes you feel scared, sad or confused
- Don't play games that are for older children or grown ups.
- Children should not go on google, YouTube or Facebook. Try kidrez which is a child safe search engine.



# Children's Learning Journey's on Early Essence

- We use an online system to record your child's learning journey throughout the early years.
- You can view observations and photographs of your child online when you go to the Early Essence website and put in your secure password which your class teacher will give you if you don't know it.
- If you don't have a password or have forgotten your details please let your class teacher know.
- All the details are in the booklet in your packs.






# Top Tips for Great Progress.



- Please keep your child safe on line
- Please try to hear your child read every night for 5 minutes (bring your book bag everyday)
- Try to come to school everyday on time.
- Please try to practice their spellings several times a week
- Please ask your child questions like why or how something happened
- Please encourage your child to write as much as possible.
- Please encourage your child to count objects and coins as often as possible, saying the numbers as they see them on doors and buses etc.

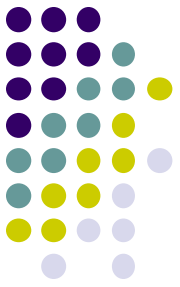
Read, Write, Check! #3

Read the word. Copy it in the next column. Then cover both and write from memory in the last column. Uncover and check your work!

Read 	Write 	Check 
how		
it		
in		
into		
is		
it		



# A very big thank you for your support



- Please help yourself to any of the information on the tables
- Please come and ask me or your child's teacher if you have any questions about your child's progress or learning
- Thank you so much for all your support
- Please remember to complete a comments card