



Welcome to Reception

The Reception Team

RF: Miss Fairholm and Miss Davis

RC: Mrs Connolly and Mrs Horton

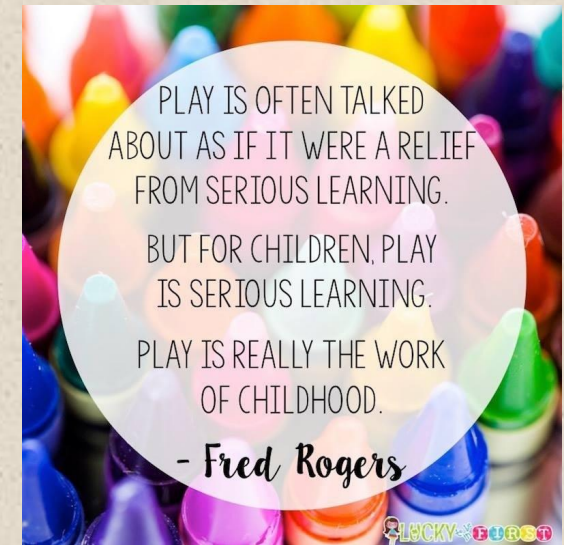
RDC: Mrs Davies, Mrs Cranston, Miss Potter
and Mrs Sula

RK: Miss Keith, Mrs Birkett, Miss Brick and
Mrs Slade



Our aims in Reception

- Support children to make a positive, smooth and happy transition from home to school
- Provide a safe, secure, enabling and nurturing environment for children to learn in
- Create an environment that promotes independence and high levels of involvement in play
- Play alongside children and support the learning that naturally occurs
- Provide a broad and balanced high quality curriculum in line with the Early Years Foundation Stage guidance
- Foster positive home school links with parents and other care providers



PLAY IS OFTEN TALKED ABOUT AS IF IT WERE A RELIEF FROM SERIOUS LEARNING.

BUT FOR CHILDREN, PLAY IS SERIOUS LEARNING.

PLAY IS REALLY THE WORK OF CHILDHOOD.

- Fred Rogers

LUCKY TURN



Play based learning



- “Play underpins all development and learning for young children.” EYFS Framework
- Statutory document – play based approach to learning
- Four principles: Unique child, positive relationships, enabling environments, own pace



"We must be able to catch the ball that the children throw us, and toss it back to them in a way that makes the children want to continue the game with us, developing, perhaps, other games as we go along."

Tiziana Filippini

Play based learning

- The power of free play
 - Builds brains
 - Promotes creativity
 - Reveals passions
 - Makes connections/Playful interactions
 - Safe space for trial and error
 - Motivates children to learn



There are seven areas of learning in the Early Years...

Mathematics

Literacy

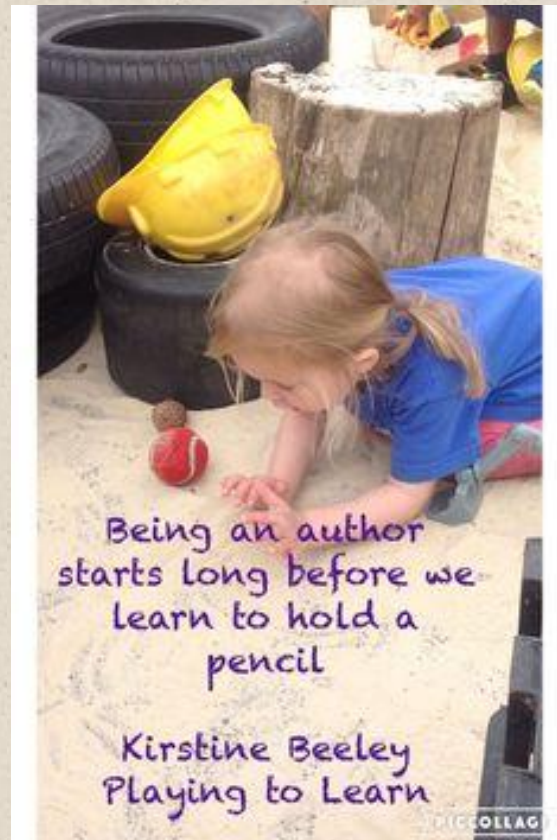
Expressive Arts
and Design

Communication and
Language

Knowledge of the
World

Physical
Development

Personal, Social and
Emotional
Development



They are split into...

Without gross and fine motor skills children will find writing difficult.

Prime Areas:

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

Without the ability to listen, understand and speak children will struggle to read.

Specific Areas:

- Mathematics;
- Literacy;
- Knowledge of the World;
- Expressive Arts and Design.

Typical day in Reception...

8.40 – 8.55am – Soft start. Handwriting activity set up in the classroom.
9am – Funky fingers and phonics
9.30 – Choosing time and the garden is open
10.15 – Maths
10.30 – Choosing time and the garden is open
11.15 – Singing and preparation for lunch
11.30 – 12 – In the hall eating lunch
12 – 12.30 – Playtime during lunch
12.30 – Topic
12.45 – Choosing time and the garden is open
2.15 – Snack time
2.30 – Story and home time preparation
3pm – Home time

Young children's
engagement in
high level play
is one of the best
indicators of
school success.

(Smilansky 1990)



**‘Reading is to the mind
what exercise is to the
body.’ —Richard Steele**

Literacy



Early Reading

***‘Children are made readers on the laps of
their parents.’
—Emilie Buchwald***



What is our phonics programme and why?

- SoundsWrite phonics programme with decodable reading books to support the teaching and provide opportunities to decode
- Consistent approach across both schools
- Focus on skills needed to read and write and the conceptual knowledge
- Slowing learning down to really embed knowledge and skills
- Very clear and precise vocabulary used to teach the sounds and symbols.
- Teaches children the code needed to become a confident reader/writer/speller.





•Phonics is:

**Knowledge of the
alphabetic code**

+

**Skills of segmentation
and blending**



- Blending is joining the sounds together to help us read a word.
- Segmenting is hearing a word and splitting it up into the sounds that make it.

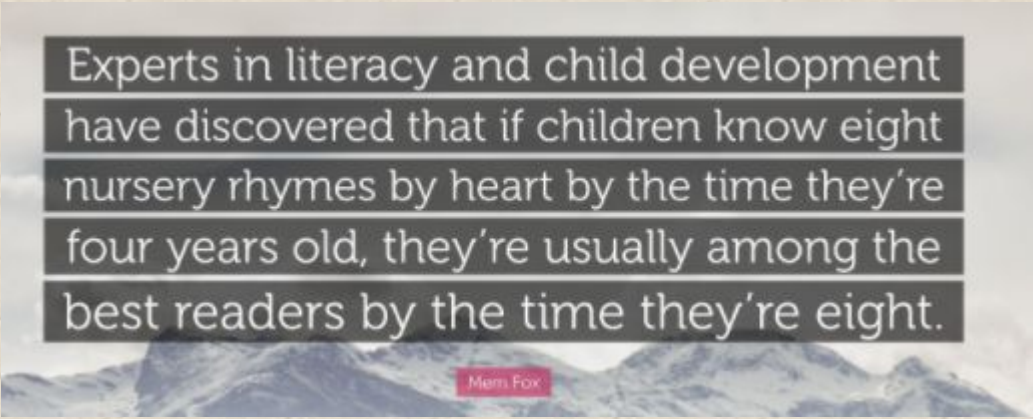
Comprehension when reading is a different skill...



How to help your child read a word

- Resist the urge to tell your child the word instantly. Helping them to work it out for themselves enables them to develop the skills to work it out for themselves independently next time and become a fluent and confident reader.
- What is the first sound of the word/next sound etc...
- Can you blend the sounds together?
- Me, together, you method to support in the early stages.
- Does the word make sense? Read the sentence again to check.
- Have you read the word before? Is it on another page?
- Are there any bits of the word you recognise?
- Always go back and read the sentence again!

So how can you help?



Experts in literacy and child development have discovered that if children know eight nursery rhymes by heart by the time they're four years old, they're usually among the best readers by the time they're eight.

Mam Fox

- Reading lots at home - promoting good listening skills
- Listening games when at home or out and about
- Point out and play with rhyme
- Clap out syllables in words
- Make up alliterative sentences
- Say phrases with missing bits (e.g. Fish and chips without saying 'ch')
- I spy with my little eye...

What else?

- Learn how to say all the sounds correctly - ask if you are unsure
- The Oxford Owl website has a video demonstration on how to say the sounds: <https://www.youtube.com/watch?v=UCI2mu7URBc>
- Know the difference between a letter and a sound
- **a letter** is one of the 26 written elements of the alphabet
- **a sound** is a single voiced element which may be made up using one or more letters (e.g. m & igh are both sounds)
- When coming across a word in a book that uses a spelling your child is unfamiliar with e.g. gem this can be explained by saying: “This can be a /g/ but in this word it is a /j/

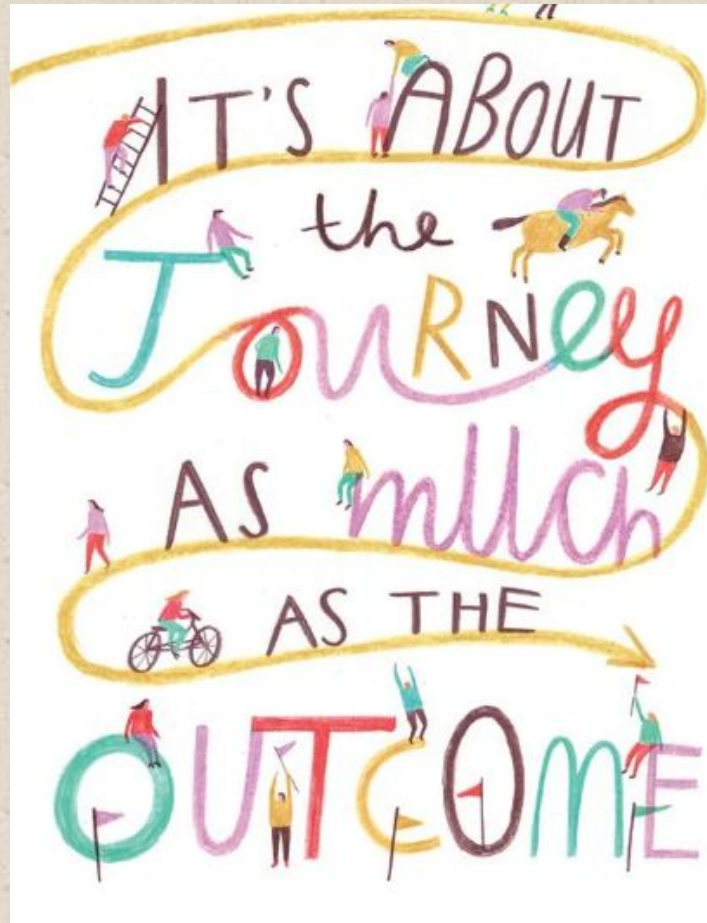
How do we teach reading in EYFS?

EYFS

- Phonics
- Daily story
- Daily singing/rhyme
- Class reading buddy
- Helicopter stories
- Role play area/small world
- Reading scheme books
- Story books sent home – borrow book
- Yoto player
- Focus text/author
- Talk scaffolds
- Classroom reading areas
- Workshops and curriculum evenings
- Inprint
- Colourful Semantics
- Choral speaking
- Vocabulary focus in all curriculum areas
- EOY



Essential Skills for writing



How Children Begin to Learn to Write

1. They strengthen their shoulder and arm muscles by making large (gross motor) movements with their arms such as waving flags



2. They strengthen the muscles in their hands and fingers by doing fine motor activities such as pegging



3. They begin to make marks with their fingers in sand, paint, soil



4. They make marks with equipment such as sticks, chalk or paint brushes on a large scale

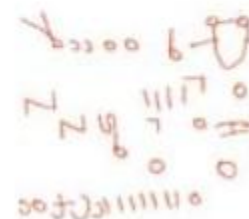
5. They make marks with equipment such as crayons or pens on a smaller scale



6. They write circles and lines and begin to gain some control over equipment



7. They write in shapes and symbols and begin to give meaning to the marks they make

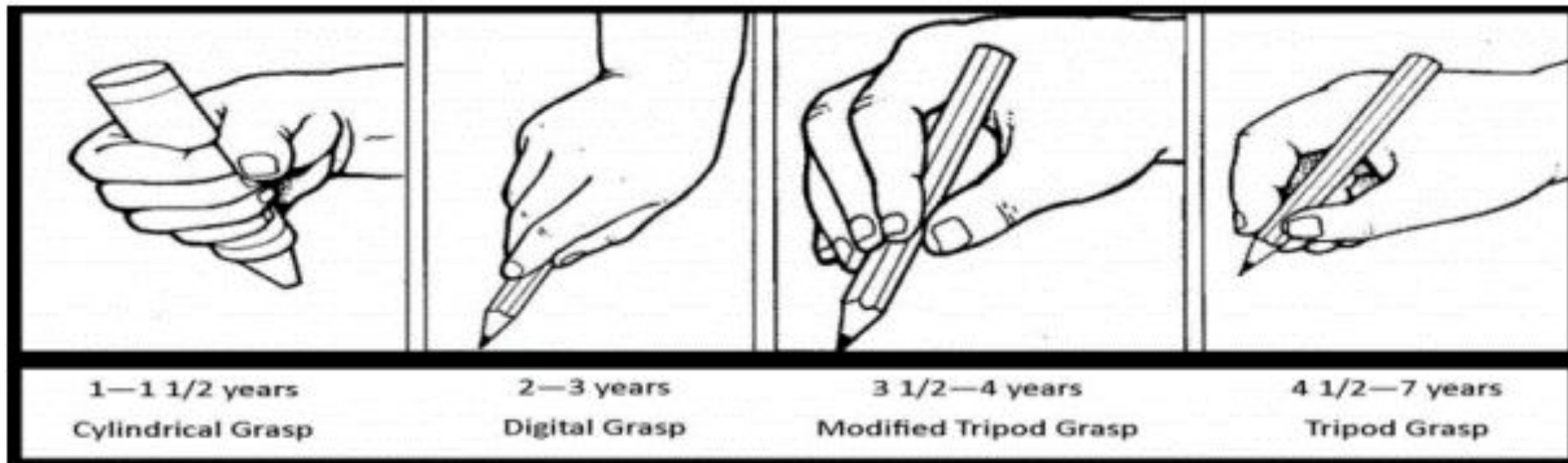


8. They use letters from their name to write messages



Developing pencil grip

- How children use their body to aid their early mark making and then writing is by using a sequence of muscle movements. Which muscles they use depends on which stage of development they are at.





What we do at Hampton Infants

- Children are encouraged to write as part of their purposeful play.
- They write in a variety of role play situations that match their interests and stimulate talking.
- They experiment with writing by making marks, personal writing symbols and conventional script.
- They are given lots of praise and encouragement to have a go
- When ready, we support the children's writing by encouraging them to hear the sound at the beginning of the word in their writing.
- Then they progress in hearing other sounds in words in their writing. We support children in writing stories, poems and information texts.
- They begin to write in sentences sometimes using punctuation (mainly full stops).

Teaching letter sounds and patterns

- Children learn by becoming aware of how words sound and look.
- Learning to spell is part of learning to write so in the early stages it is very important to encourage your child to have a go at writing.
- You can:
 - find different ways to help your child write their name.
 - Encourage your child to join in when you write lists, letters, birthday cards.
 - Give lots of praise and enjoy your child's attempts at writing and spelling.
 - When you write with your child try use lower case (not capitals) except at the beginning of a sentence or name.
 - Look at words together when you're out shopping, on television, or reading together.

Handwriting

- For handwriting children need to be well co-ordinated through their whole body, not just their hands and fingers.

Gross motor

climbing · jumping ·
balancing · skipping ·
batting · swinging ·
throwing · skywriting ·
writing on backs ·
water/paintbrushes ·
chalks outside · steamy
windows · BIG
painting/drawing

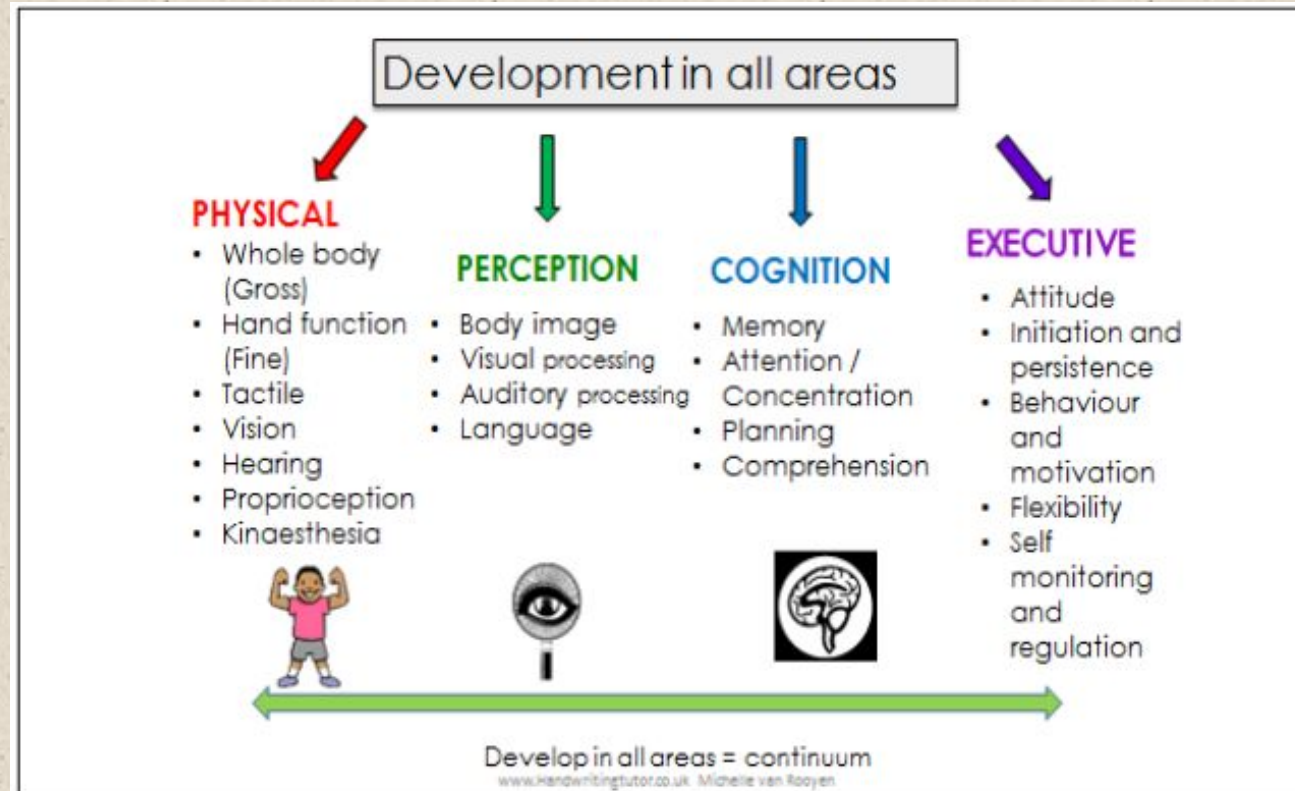


Fig.2. Areas of development underpinning handwriting (Michelle van Rooyen)

Fine motor

sewing · threading · tap a
shape · jigsaws ·
playdough · lego/building
· drawing · colouring ·
cutting/sticking · patterns ·
painting · letter shapes ·
computers



How to help your child....

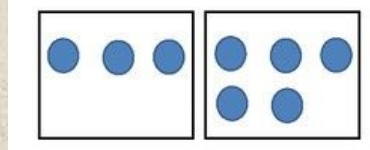
- Sing songs and nursery rhymes with your children.
- Be interested in language and words –have an interesting word place at home.
- You can't write a story unless you can tell a story.
- You can't tell a story unless you have heard a story.
- Use letter sounds and not letter names
- Write shopping lists and letters.
- Write in lower case letters
- Go to the park, climb, swing, run and crawl!
- Messy play and playdough time!
- Make it an enjoyable experience, keep it fun!



Maths in Reception - key concepts

Number

- Counting: Saying number words in sequence
- Subitising (recognising the number of objects in a group without counting them).
- Numeral meanings - cardinality
- 1:1 correspondence (assigning 1 number to 1 object)



Pattern

- Observing mathematical structures and relationships
- Recognising, creating and describing patterns
- Repeating patterns: AB - ABB - ABBC





Maths in Reception - key concepts

Shape and space

- Developing spatial awareness and language. Eg: “behind”, “on top of”, “next to”
- Visualising how things appear when moved or changed
- Identifying similarities and differences
- Identifying properties of shapes.



Measure

- Using everyday language to talk about size, weight, capacity, position, distance, time and money
- Comparing quantities and objects to solve problems
- Recording data: standard units and non-standard units.





What we do at Hampton Infants

- 1 x short maths session each day.
 - Practical, using concrete resources to handle, eg: conkers, cars, leaves etc.
 - Focus on oracy and reasoning - “How do you know that?”
 - Opportunity for peer-to-peer discussion.
 - Supporting mastery of a concept - “Can you show me another way?” “How else could you do that?”
 - Slow and steady approach to ensure a solid foundation in the key concepts.
- Children are very often engaging with mathematical concepts during their play.



Play based learning - maths is happening all the time!



Building a tower:
shape and space



A giant's necklace! -
pattern making



Recording data
on an Autumn
treasure hunt

Sorting buttons into
groups - identifying
similarities and
differences





1:1 correspondence



1:1 correspondence



Number words; numeral meanings



shape, space and
measure



Maths in Reception

How can you help at home?

Maths is everywhere! You can use any situation as an opportunity for mathematical talk. Encourage their reasoning by asking them to explain their thinking:

“Who has more chips today? Prove it to me.”

“How many cars on the road today? How could we check?”

“Who has more peas? Who has fewer?”

“What’s the same and what’s different between these two leaves?”

“Which cup holds the most water? Why do you think that? How could you check?”

Useful resources:

<https://nrich.maths.org/13371>

<https://www.ncetm.org.uk/in-the-classroom/early-years/>

<https://youtu.be/2Ow8vEmh8IA> (Numbersense)

Forest Friday



- ▶ Every Friday afternoon we will be taking part in forest school activities
- ▶ We will stay with our class and take part in activities that are outside
- ▶ We will enjoy a story outside and some singing
- ▶ We will stay outside for the whole afternoon and get busy learning



What do I need to wear?

- ▶ You will need to come to school every Friday wearing your PE kit.
- ▶ You will need comfortable shoes e.g. Trainers with velcro fastening.
- ▶ A pair of wellies to stay at school. We help the children change into their wellies.



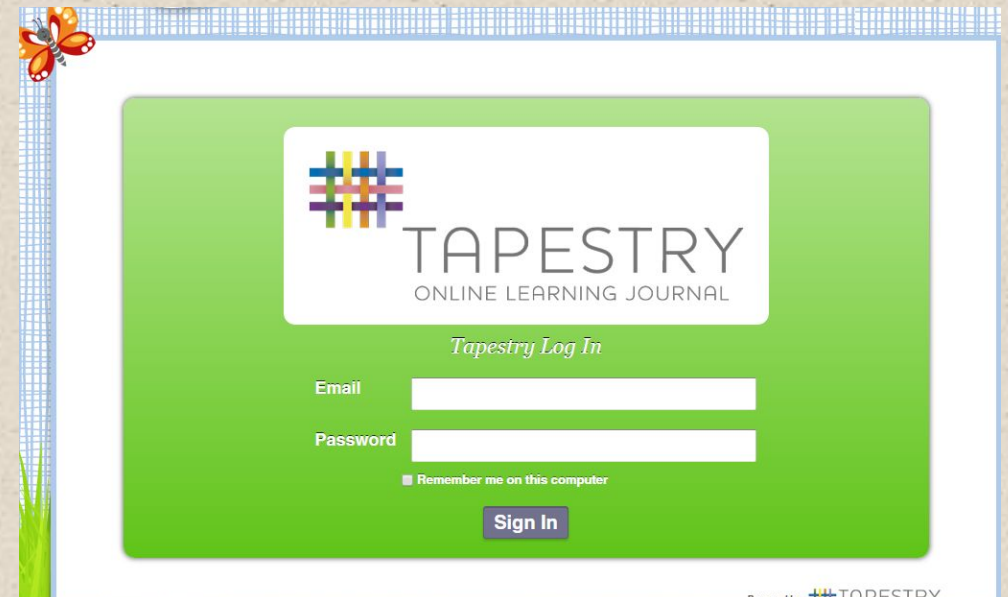
Where will we learn?

- ▶ We will then have a base in the playground to sit and listen before taking part in a forest school activity.
- ▶ We will all have a turn in the reading shed for our 'Helicopter stories' session.



Tapestry – observational tool

- Individual profile
- Parents can access the journal for your child
- We will add an observation of your child to Tapestry once a week.
- Celebrating the children's ideas, developing their interests and deepening their learning
- You can add photos from home with any news or experiences your child would like to share.
- Sometimes it can take us a few days/weeks to get through sharing all of the lovely observations from home.



Communication

Weekly
newsletter



Punctuality



Collection
arrangements



Wow
moments



Donations



amazon

Supporting your child at home

- Home school books – for recording reading, we will write in them once every two weeks celebrating an interest
- Wow moments
- Tapestry
- Weekly newsletter

I Am 5

I'm a risk taker and mess maker.

I'm a confident doer of exciting things. I'm not built for desk sitting. My busy brain craves action and novelty.

I'm not as grownup as some people think- I still need to play, move, and explore.

(Don't rush my childhood)



fraggles
my feet



Positive Behaviour

Our Bee Rules

At Hampton Infant School and Nursery we have 5 golden rules. These rules help us to have a happy and successful school. They are:



Be kind to others



Be a good listener



Be respectful towards yourself, others and the school environment



Be hard working and challenge yourself




Be responsible

Be the best you can be!

Class Pet Diaries


- Each class has 2 class pets
- Every week, 2 children from each class will take a pet and the diary home
- Please read the story with your child and the class teddy and fill in a book review
- You can add a photo to tapestry if you would like to - no pressure!

Name: _____ Book title: _____



Tell us what you thought of our book choice...

Draw a picture of your favourite part of the book. Can you write about your picture or ask a grown up to help?



Colour in the stars to show how much you enjoyed your book.
1 star means not very much.
5 stars means you loved it!

What was your favourite part of the story?



General Information

- School Day: 8:40 – 3:00pm
- If you need to speak to your child's class teacher the best time to do this is at the end of the school day.
- Children must **NOT** use the climbing frame before or after school.
- If you need to contact your child's class teacher please send an email to:
 - Office.hisn@hpp.school
- Parent hub
- Up to date contact information

Thank you

