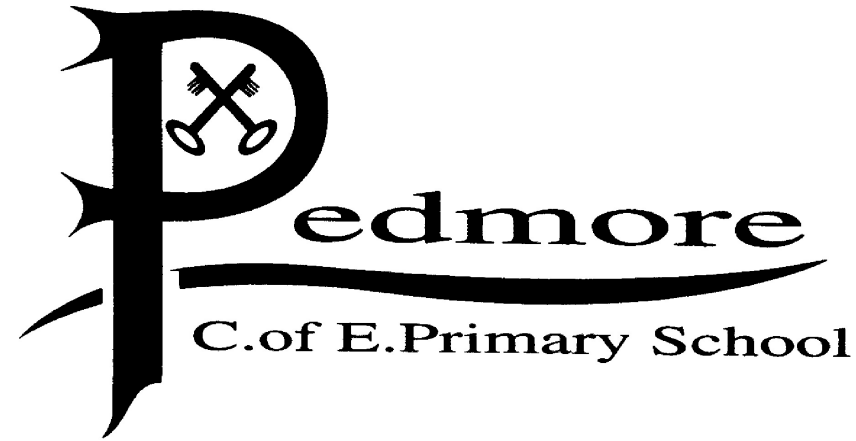


WELCOME TO PEDMORE C OF E PRIMARY SCHOOL



*Learning together in
Happiness, Respect, Trust and Compassion*

RECEPTION STAFF

We would like to welcome you to Pedmore Primary and can't wait to meet you in person!

Class Teacher: Mrs Lane

Learning Support Assistant: Mrs Taylor

THE EYFS IN THE RECEPTION YEAR

What is The Early Years Foundation Stage (EYFS)?

- The early years foundation stage (EYFS) sets standards for the learning, development and care of a child from birth to 5 years old.
- The revised framework is being implemented from September 2021. There will be a workshop in the Autumn term to talk through the curriculum in more detail.
- **Play** underpins the EYFS. It also underpins learning and all aspects of children's development. Through **play**, children develop language skills, their emotions and creativity, social and intellectual skills.
- It is essential that children have opportunities for purposeful play every day as well as having opportunities to explore both the indoor and outdoor learning environment.

CLASS TOPICS

- Unlike the rest of the school, topics in Reception are flexible.
- We observe the children's interests and engagement in the themes and topics and will plan experiences and activities based on what we observe. Some topics may last for a few weeks others for a term.
- There may be times where we plan topics that children may not show prior interest in. We often find that these are the topics children engage with the most.
- Some of the more popular topics have been:

Superheroes

Castles and Dragons

Dinosaurs

Under the Sea

Pirates

ACTIVITIES

In class the activities will be a mix of:

- Teacher input: this is usually a short carpet session where the teacher will introduce a new concept.
- Focus activity: the teacher or teaching assistant will work with small groups of children reinforcing and extending the concept through practical activity.
- Teacher directed activity: this is an activity that has been set up in preparation to support the concept from the teacher input.
- Child initiated activities: children are given the opportunity to access resources independently. It is time for children to engage in their own learning, put ideas into practice and clarify their own understanding. It is the role of the adult to listen, observe, support and to challenge, but not to take the children away from their own ideas.

ROUTINES

- Routines play an essential role in helping children in Reception become settled and secure in the school environment.
- We have routines for everything!
- We aim to embed the routines as soon as possible and use a visual timetable to help children learn what will happen at different times of the day.
- We spend time each day talking through the daily activities on the visual timetable.
- We will always talk through any changes to the routine to ensure children are fully prepared.

TIMETABLES

- Just like the topics our timetable is flexible. It will look very different at the beginning and end of the year.
- Our timetable will also depend on the cohort of children we have.
- Some year groups settle very quickly or have a high proportion of Autumn born children others may need more time to settle and have a high proportion of Summer born children. This has an impact of the length of time children can concentrate for so we are continually monitoring and assessing our timetables.
- We initially start of with short focussed sessions and gradually build it up over the year. Young children can only fully concentrate for their age plus 2minutes!

A TYPICAL DAY IN RECEPTION

Autumn Term	
8.50- 9.10	Things away, Tumble Tots and Register
9.10-9.30	Funky Fingers
9.30-9.50	Phonics
9.50-10.45	Child Initiated Activities- inside and outside
10.45-11.00	Playtime
11.00-11.20	Maths
11.20-12.05	Child Initiated Activities
12.15-1.25	Lunch
1.25-1.40	Register and Story
1.40-2.40	Child Initiated Activities
2.40-3.00	Kinetic Letters

PHYSICAL DEVELOPMENT

- There has been a decline in children's fine and gross motor skills over the years. This has now been identified as a significant area and has been specifically added to the EYFS curriculum.
- We will be holding a workshop in the Autumn Term to explain more about why it is so important.
- You may have spotted in the timetable Tumble Tots and Funky Fingers. We do daily physical development activities to develop both fine and gross motor skills.
- Over the next few months the best thing you can do for your child is work on their physical development.
- There are lots of activity ideas online. Search fine and gross motor activities.

ASSESSMENT

- * Throughout the school year the children in reception will be assessed on the Early Learning Goals.
- * The Early Learning Goals form the basis of planning and the activities within the foundation stage.
- * You will be informed of your child's progress, using the Early Learning Goals, during parent stay and play sessions and through a formal report at the end of the school year.
- * We will be using an online Learning Journey called Tapestry to record observations and assessments throughout the year. You will be given a password to their profile so you can access their learning journey from home. We will hold a workshop in the Autumn term to explain how to use the online system.

HOW CAN YOU HELP?

- Encourage your child to be as independent as possible. This includes going to the toilet themselves and putting coats, jumpers and cardigans on by themselves.
- Have a go at any activities sent home.
- Communicate with staff if you or your child is feeling upset, anxious or worried.
- LABEL EVERYTHING! Please check regularly that names are still visible as they often wash out or the stickers come off.

THANK YOU

- * Thank you for attending the meeting today
- * Any questions?