



St James CE Infant and Nursery School

Reception Guide

The Early Years Foundation Stage Curriculum

We have a statutory obligation to follow the Early Years Foundation Stage (EYFS) Curriculum in Nursery and Reception. During your child's time in our Early Years Unit, they will be given the opportunity to learn through a variety of experiences and opportunities which underpin the four key principles: **The Unique Child, Positive Relationships, Enabling Environments** and **Learning and Development**.

The EYFS curriculum is based on three Characteristics of Effective learning: **Playing and Exploring, Active Learning and Creating and thinking critically**. Within the theme of Learning and Development there are three **Prime Areas** and four **Specific Areas**. They are all connected to one another and are equally important.

Prime areas:

Communication and Language:

- Listening, attention and understanding
- Speaking

Personal, Social and Emotional Development:

- Self-regulation
- Managing self
- Building relationships

Physical Development:

- Fine Motor skills
- Gross Motor skills

Specific areas:

Literacy:

- Comprehension
- Word reading
- Writing

Mathematics:

- Number
- Numerical patterns

Understanding the World:

- Past and present
- People, culture and communities
- The natural world

Expressive Arts and Design:

- Creating with materials
- Being imaginative and expressive



At the core of all of the children's learning is PLAY. Play is an essential part of the early years curriculum. It helps children to develop their social skills and their self regulation, become more imaginative, more creative and better prepared to tackle difficult problems and solve them.

At the beginning of Reception, the children must complete the Reception Baseline Assessment. This is taken in the first 6 weeks of Reception.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.

What we need from you...

Because parents are the most important people in a child's life, **your role** is at the centre of your child's developing language skills. A quick rule of thumb is that children need: someone to talk with, and something to talk about.

Someone to talk with

Talk to your child about what you are doing. The more language children hear, the more they learn

Let your child know that you are listening, which encourages them to express themselves. With small children, follow their lead by responding to what they say. Spend time together, face to face, enjoying chatting.

Take turns in 'conversations'. With young children, respond to what they say to keep the conversation going by making comments of your own.

Turn off the TV/phone and other distracting sounds. Children learn to communicate with real people, and not from media - and background noise can get in the way of their ability to pay attention and listen to talk.

Something to talk about

See **everyday activities as talking times**. A world of words is waiting in the washing-up, going to the shops, getting dressed and so on. Going out and about can also offer rich occasions for talk, but for a small child there is interest and a language opportunity in everything they do.

Play with your child. Children want to communicate about what interests them, and play is most interesting of all.

Songs and rhymes are great opportunities to use and play with language. As well as traditional ones, you can use any you know - or make one up, and change it as you like.

Books bring all sorts of things into the cosy space on your lap. You don't have to read all the words, but you can talk about whatever your child finds interesting in the pictures.

Key Vocabulary is shared with you via our book warmers, so you

Reading and Phonics

We can not stress enough the importance of early reading with young children. This is something we feel incredibly passionately about and will encourage throughout your child's journey through our school.

In **Reception**, the children bring home a Read, Write, Inc Book Bag Book, once they are blending sounds together. Before then, we encourage children to choose shared reading texts from our Reading Sheds or have lots of access to their own books at home. More information about reading can be found in the booklet we gave out at parents evening.

We teach phonics using 'Read, Write Inc'. The children move onto learning the letters of the alphabet and the phoneme each one has. The children begin to understand that each phoneme (the sound a letter makes) has a grapheme (what the phoneme looks like). Children learn to blend phonemes together to read and make words as well as segmenting words into their phonemes for spelling. Children begin to read simple captions and learn to read and spell 'tricky words' automatically.

What we need from you...

- Read with your child at least 3 times per week, recording what you have read and what the children have enjoyed in their reading records
- Complete any talk homework given – this is usually written into our class Book Warmers.
- Enjoy books with your child-never underestimate the power of a bedtime story
- Reinforce the phonics work completed at school, at home too. We

Read. Write, Inc and Fred Talk



Fred is a Frog we use in RWI and he only talks in sounds.

Before children can blend we encourage them to listen to Fred and guess the word he is saying such as 'm-a-t =mat'

Once the children can do this we use magnetic letters and boards to spell and make our own simple words too. You may also see them use 'Fred Fingers' when sounding out.

One letter represents one sound e.g. f-i-sh would be 3 fingers.

Writing

Once children have reached the red ditty books, they will start 'hold a sentence'. This is taught within the RWI session and basically teaches the children to formulate a simple sentence and write it using sounds that they know.

As children progress through the RWI colours, this strategy becomes more complex and they will start to write their own sentences, using the new sounds that they have been learning.

We also encourage children to use and spell our red words correctly. We will share these on Tapestry with you.

We also have regular writing sessions each week and writing is encourage in

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

What we need from you...

There are lots of different activities that you can do at home to promote good physical development with your child.

Move! - Provide an environment that encourages lots of time and space for energetic (and noisy) play.

Stretch! - Get warmed up by stretching and gently wiggling toes, feet, legs, arms, and fingers. Gently stretch your neck by looking from side to side and then up and down.

Get outside! - Set aside family time for a hike, walk, or visit to a nearby park. Play games that involve running, hopping, throwing, and catching together.

Switch things up - When playing ball, ask your child to use alternate feet for kicking or alternate hands for batting. You want to make sure the ball is large enough to promote success, yet small enough to present a challenge.

Limit screen time! - Discourage inactivity by limiting TV viewing and video/computer game playing to less than two hours a day.

Rock and roll! - Try rolling games. How many different ways can we roll? Slow and fast rolls, arms at side, or one arm up and one arm down.

Be helpful - Invite children to help with dishwashing, making lists and other activities around the house

Mathematical Development

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers by the time they leave Reception. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, our maths curriculum delivers rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

What we need from you...

Use Manipulatives - Using Maths manipulatives, such as blocks and counters, and other physical tools such as beans, coins, or marbles, helps your child grasp mathematical concepts by providing a hands-on, visual representation. By providing a hands-on approach to problem-solving, these tools can help simplify abstract ideas and promote a deeper understanding of mathematical principles.

Use Real-Life Examples - One of the most effective ways to help children grasp Maths is by linking it to real-life scenarios. Incorporate Maths into daily routines, such as cleaning and mealtime, as these offer chances to talk about counting, comparing, time, and sharing. This approach not only makes Maths more interesting and relatable to their lives but also creates a bonding opportunity for you to work on Maths together. Connecting Maths to everyday experiences helps children recognise its importance and relevance in their daily life.

Maths Should Be Fun - Incorporating games, puzzles, and interactive activities into your child's Maths learning at home can be a great way to make the learning process more enjoyable and engaging. Games can be a fun and motivating way for children to learn Maths concepts and skills. You can find many fun and educational games and activities online or create your own based on your child's interests and learning style. By making Maths learning a fun and interactive experience, you can help your child develop a love for the subject and build their confidence in their Maths abilities.

Encourage A Growth Mindset and Focus on The Learning Process

When it comes to Maths, it's important to encourage your child to adopt a growth mindset. Emphasise that mistakes are an important part of the learning journey and encourage your child to view challenges as opportunities for growth and improvement. Let your child know that effort and perseverance are key to success in Maths and that it's normal to need some time and practice to fully understand a concept. By fostering a positive attitude towards Maths and helping your child see the value in their efforts, you'll support their progress and success.

Celebrate Successes - Give your child encouragement, praise for their hard work and take notice of their progress in problem-solving and engagement in the learning process. By doing this, you're emphasising the importance of effort and helping to build your child's confidence and self-esteem. Your positive feedback will also motivate them to continue working hard and growing in their mathematical abilities.

Personal, Social and Emotional Development.

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

What we need from you...

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Simple ways you can support your child with this is to encourage self help skills such as using cutlery, putting on own coats, wiping own bottoms etc.

Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably.

To help children become confident in themselves, allow them the freedom to make choices.

Provide open ended craft materials for children to explore and let them choose the materials and what they want to do with them.

Build their confidence to tackle more complex activities as they grow.

Your child needs to feel safe, loved and accepted and to receive positive attention from you to show them that you are proud of what they can do or have tried to do.

Help them to learn to do new things. Make sure it's not too hard for them and let them do what they can, praising their efforts for trying.

These attributes will provide a secure platform from which children can achieve at school and in later life.

Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

What we need from you...

- **Provide opportunities for children to 'get out' and explore the world around them, looking at their local environment, talking about the season etc.**
- **Talk about family life and how their family is the same or different to others.**
- **Discuss the everyday roles of people around them.**
- Look at and share photos of family and your child as a baby. These are the early stages of learning about history and how things change over time.
- Cook and eat different foods, allowing children to be part of the process, discussing healthy and unhealthy foods, where food comes from etc.
- Visit different parts of the local community. And talk about what they see.
- Talk about journeys you have been on, how you travelled, what you passed etc. These are the beginnings of Geography.
- Use everyday situations to talk about fairness and unfairness and support children's understanding of difference and empathy.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

What we need from you...

Show interest in their creative expression. - take an active interest in what your child shows is a creative interest for them. For example, find out for them where lessons are available or where equipment can be borrowed, rented or purchased. Offer to help out by making costumes or offering any equipment you might have.

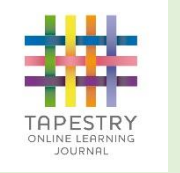
Let your child try a few different things. What seems interesting initially might turn out to be too difficult or not in tune with their personality.

Have fun! Encouraging creativity in children doesn't have to be directly related to a specific art or craft. Lots of fun activities encourage creativity. Singing and dancing to any type of tune helps develop a child's sense of rhythm, melody, harmony and timing. You can help your child to notice details such as patterns, colors, shapes, lines and textures by talking with them about images of natural beauty you see everyday — a pattern of bark on a tree, the shape of a seed pod, the veins in a leaf.

Go out on the town. There are also many art activities held specifically for children, particularly during school holidays. Take them to concerts, exhibitions, pantomimes, street performances and events in the park. Share your observations and talk to your child about their own reactions.

Praise them. Of course, when your child does produce their very own work of art, drama, or music take the time to praise their efforts and give their activity attention. This why we stick the painting on the fridge. Not because it is aesthetically pleasing, but rather because it tells our children that we value their creative efforts. Avoid negative comments when giving feedback and encourage practice and care for any instruments or equipment

Tapestry



We use Tapestry to supplement our work in books and assessment systems in class.

Tapestry is not used as much as in previous years, as the DFE have stated that they would rather practitioners were spending quality time interacting with pupils, rather than on devices. For this reason, you will see less observations, than if you had children in Reception previously. However, we will aim to add a few observations each half term.

We will also use Tapestry to upload useful learning videos, homework or essential message.

Parents will also be able to access Tapestry at home and contribute to your child's portfolio, which we would love to see.

Other ways to find out about what your child is learning

Each half term you will receive a handout detailing what the topic is for the half term and what we are earning in each subject. These leaflets can also be found on the school website.

Book Warmers every 2-3 weeks will let you know our book and what you can do to support your child at home.

Facebook will have photos and what we have been learning in class for you to talk to your child about at home.

Our School Newsletter will inform you of what we have been doing during the week.

There is a wealth of information on our school website about how we learn including curriculum maps, guidance on early reading etc

These are our indoor areas of continuous provision. We use them to facilitate independent learning and a way for staff to target specific areas of learning for your child through high quality interactions.

The areas also have enhancements that are linked to what we are learning. during the week

We are a Reception unit and share the learning environment; indoors and outside between the two classes.





Small World Play and Blocks encourages story telling, using story book language and links to the real world.



Communication and language skills are embedded in all areas. Here are a few examples of how we would encourage this.



Books, puppets, story stones etc are not only fun, but encourage children to use a variety of vocabulary linked to books and what we are learning in class.

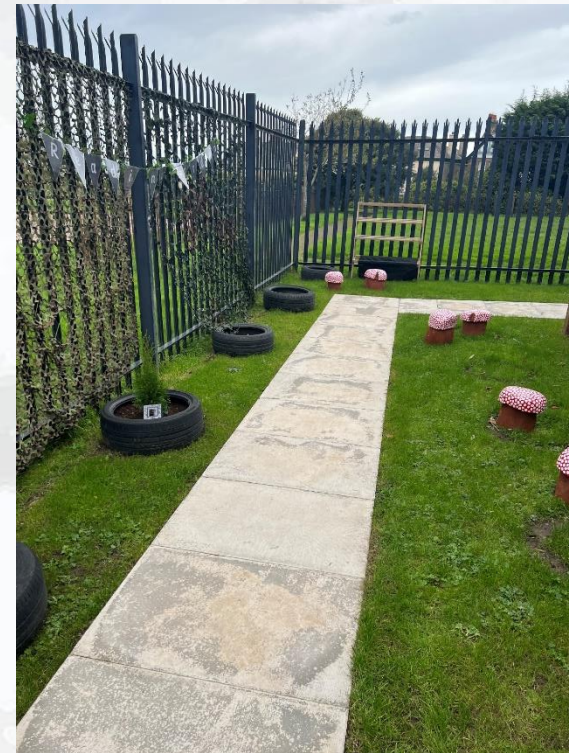


The home corner provides a huge range of opportunities for language development

Our Reading Curriculum



Reading is very important to us and we have some beautiful areas to come and relax and enjoy a book 📖






A place to develop our fine motor skills, encourage lots of talk and be creative is the malleable area.



Our Maths Area encourages us to count, sort, match, group, share, add, takeaway, order, estimate, measure, sequence, weigh...

12
34





Our Writing Area encourages us to mark make and use writing for a purpose. It also allows us to apply the writing skills we are being taught by adults.

Other Areas of Provision



The sand and water areas are very versatile places to learn and encourage maths, speaking and listening, creative play, imaginative play etc.

The craft area encourages us to be imaginative, develop our fine motor skills and be creative!

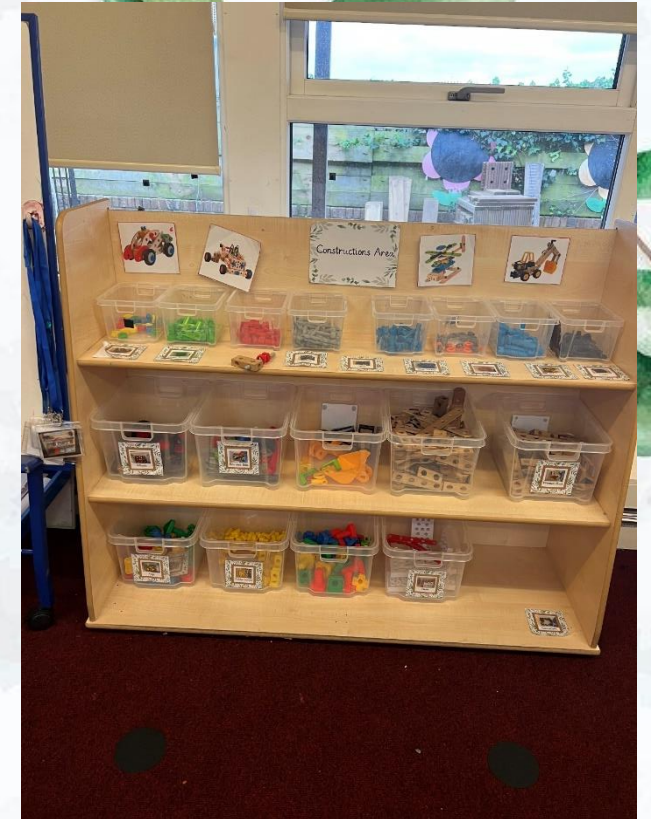
Other Areas of Provision

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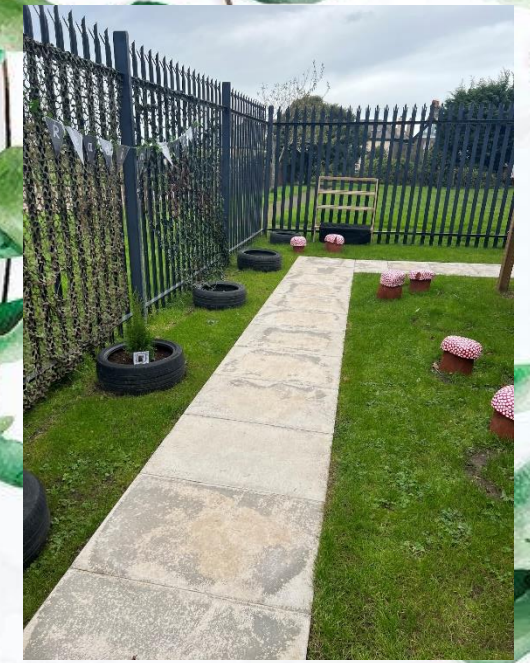
There are investigative areas throughout both classrooms, encouraging talk from the children and allow them to explore their senses.

Loose arts are used to encourage imaginative play, support maths and encourage talk.



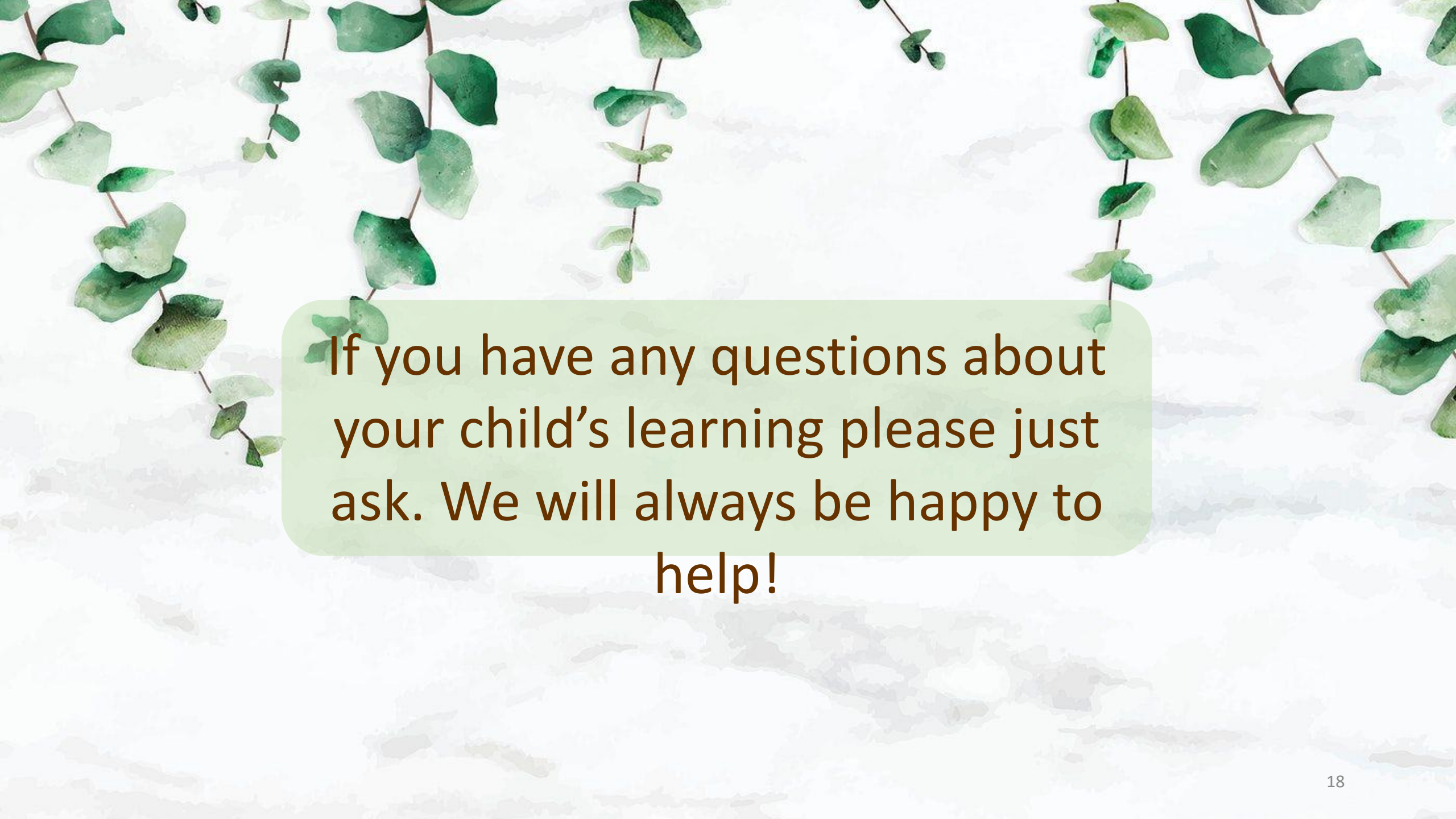
Construction supports children's physical development as well as facilitating their creative ideas.

Outdoor Learning



Children love our outdoor learning and the different areas support all areas of the curriculum.



The background is a soft watercolor wash in shades of light green and white. Several thin, brown stems with small, rounded green leaves are scattered across the top and sides of the page. In the center, there is a light green rounded rectangular box containing the text.

If you have any questions about your child's learning please just ask. We will always be happy to help!