

Parents' Early Years Meeting for Reception



Holy Trinity C of E Primary School
December 2021



Parent Meeting Areas To Cover

- Curriculum and Age Expectations
- Our classroom
- Other screens- Talk, phonics & reading
 - Writing



Early Years Foundation Stage

The four themes of the EYFS are;

1. A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

2. Positive Relationships

Children learn to be strong and independent through positive relationships.

3. Enabling Environments

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

4. Learning and Development

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

They foster the characteristics of effective early learning

- Playing and exploring, Active learning, Creating and thinking critically

Early Years Foundation Stage

The Early Years Foundation Stage covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

All schools and Ofsted registered early years providers in England must follow the EYFS.

Also included in the EYFS are the **seven Areas of Learning- divided into Prime and Specific.**

At the end of the EYFS (end of Reception) there are **17 Early Learning Goals** that children are expected to achieve.

Prime Areas

- **Communication and Language** (Listening, Attention and Speaking)
- **Personal, Social and Emotional Development** (Self-Regulation/Managing Self/Building Relationships)
- **Physical Development** (Gross Motor Skills/Fine Motor Skills)

These 3 areas are crucial for igniting children's curiosity and enthusiasm for learning, and for building the capacity to learn and form good relationships.

A child's physical development level impacts their ability to complete simple tasks such as sitting still, holding a pencil, putting on their shoes, and especially reading – all skills essential for school. It is important to work on core strength.

Early Years Foundation Stage

Specific Areas

- **Literacy** (Comprehension/Word Reading/Writing)
- **Mathematics** (Numbers/Numerical Patterns)
- **Understanding the World** (Past and Present/People, Culture and Communities/Natural World)
- **Expressive Arts and Design** (Creating with Materials/Being Imaginative and Expressive)

Activities in Reception build upon Nursery experiences and are carefully planned and organised in order to provide a range of learning experiences.

Children complete a Government baseline within the first weeks of Reception. This was completed by the classroom teacher. Feedback on what your child is working well on and next steps are discussed during parent consultations. However, if there are concerns the teacher will talk to you about these.

Individual records are kept by staff to record the activities your child participates in and undertakes, as well as their progress in specific skills.

Planning for each week is carried out using a topic-based approach, following the children's interests and responding to specific events.

All areas

These are age expectations for all areas of the EYFS curriculum.

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

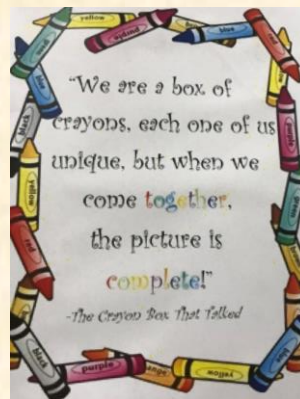
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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.

The early learning goals (ELGs) are what is assessed at the end of the reception year and should not be used as a curriculum.

Our Classroom Environment and Displays



In Reception we learn lots about being unique – ways we are the same and different and accepting that everyone is different.

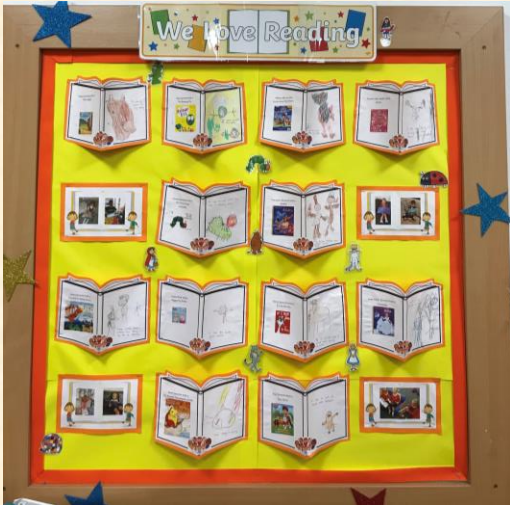
We complete lots of work about being kind to each other and working as a community. We also teach the children about looking after themselves Eg health eating, brushing teeth.

We talk about emotions and how the emotion makes us feel and react and how we can deal with these. Eg what we do if we feel angry or scared- eg finger breathing

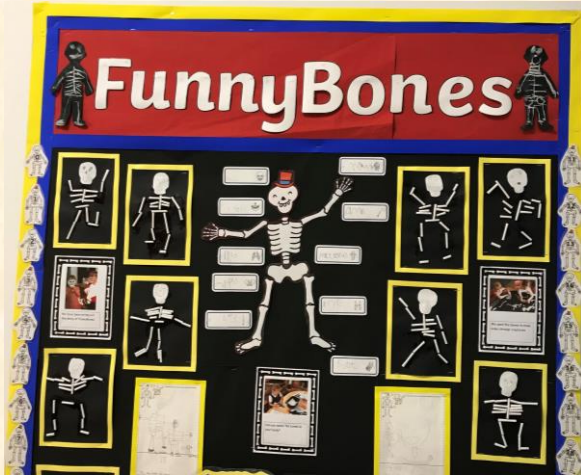




Our Classroom Environment and Displays



Reading displays and examples of some of the work the children have completed in the reading area.



Our investigation area. We named the different parts of our body after we read Funny Bones.

During our light and dark topic, we read Owl Babies and read non-fiction books about nocturnal animals and animal which hibernate. The children also enjoyed using the different lights/ torches.



Our Classroom Environment and Displays



We have learnt about God creating the world. The children created lots of things around the classroom.



In the areas we have writing frames. In the construction area the children can draw their model and write about it.



In class we share the work the children do in their purple book. We also display some of the homework the children bring in.



In the writing area we put a variety of activities and resources the children can use independently.