

# Harvington C.E. (Controlled) First & Nursery School

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Headteacher-Tom Holdstock

*'Together we love, learn and grow'*



Dear Parents and Carers,

Please find the information for Reception for the first half of the Autumn term.

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| <b><u>Class Teacher:</u></b><br>Mrs Poole - Monday, Tuesday, Wednesday<br>(See separate letter) - Thursday, Friday                                                                                                                                                                                                                               | <b><u>Teaching Assistants:</u></b><br>Mrs Prosser - Monday-Friday<br>Miss Powell - Monday, Tuesday (1:1)<br>Mrs Parkinson - Wednesday-Friday (1:1)                                                                                                                                                                                                                                                                                                                                                                                 |
| <b><u>PTFA Rep:</u></b> To be confirmed                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b><u>Theme:</u></b><br><br>Autumn 1: Theme: Me in My World<br><br>RE: Why is the word 'God' so important to Christians?                                                                                                                                                                                                                         | <b><u>Equipment Required:</u></b><br>All children will need named wellies, book bag, PE kits and water bottles. Please do not put water bottles in book bags.<br>Children will need to bring in message books and reading books daily. Reading books will be changed on a Monday - we encourage children to re-read their books throughout the week.<br>Please record in the message book when you have read with your child.<br>We will visit the school library on a Friday - children will bring home a book to share with you. |
| <b><u>Key features of our theme:</u></b><br>The first few weeks will include getting to know one another, our routines, Baseline assessments and establishing expectations. We will be learning through child-initiated activities as well as planned opportunities such as reading, maths activities, etc. Our role play area is a home corner. | <b><u>Planned Trips/Visitors:</u></b><br>Forest School every Tuesday afternoon.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

We will be using Class Dojo to communicate messages, videos, photographs etc with you. Each child will have their own login, please ensure you have completed the consent form so that we can provide access to this login - if you did this in Nursery you don't need to complete the form again. Each child will have their own portfolio section where we will share their learning and set tasks/next steps and we would encourage you to share any learning or achievements from home.

Whilst the children are settling in, they will not be attending Collective Worship or Celebration assembly on a Friday afternoon. We will let you know when they will start attending Celebration assembly so you can come along if you wish.

Lunch arrangements - A school lunch is provided each day; the children will have a choice of two main dishes or alternatively a jacket potato or a sandwich. There will also be different pudding options. It would be useful if you discuss the menu choice with your child and then we will ask them in the morning what they would like.

Equipment - Please ensure children bring their named PE kits (blue shorts, white T-shirt with school logo, black plimsolls, kit bag) into school, we will send them home when they need to be washed. They will also need to have a pair of named wellies in school please.

## Early Years Curriculum in Reception

- Within the first six weeks of Reception, children will take a Reception Baseline Assessment (RBA). The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with. It is statutory for all schools from September 2021. The RBA is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils.
- There are set Early Learning Goals to work towards by the end of the Reception year. Staff will use their judgements to assess if the children have met these goals at the end of the EYFS and inform parents and carers. In order to gain their GLD (good level of development) children need to be at expected level in all prime areas plus literacy and maths.
- There is an emphasis on improving children's language and vocabulary through increasing opportunities for conversations, reading of a wide range of books and holding discussions around activities in other areas of learning.

**The Early Learning Goals** -The Early Learning Goals (ELGs) are the goals or targets children are expected to achieve at the end of their reception year. They are an end point measure of what a child should be demonstrating at the end of the Early Years Foundation Stage. There are 17 ELGs across all the areas of learning as shown below.

### **Prime Areas:**

| Area of Learning                 | Aspect                                 | Early Learning Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication and Language (C&L) | Listening, Attention and Understanding | <ul style="list-style-type: none"><li>• 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.</li><li>• Make comments about what they have heard and ask questions to clarify their understanding.</li><li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul>                                                                                                                                  |
|                                  | Speaking                               | <ul style="list-style-type: none"><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>• 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.</li></ul> |

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| Personal, Social and Emotional Development (PSED) | <b>Self-Regulation</b>        | <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> |
|                                                   | <b>Managing Self</b>          | <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>                                                                                    |
|                                                   | <b>Building Relationships</b> | <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>                                                                                                                                                                                                                                                                 |

| Area of Learning          | Aspect                    | Early Learning Goals                                                                                                                                                                                                                                                                                              |
|---------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical Development (PD) | <b>Gross Motor Skills</b> | <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> |
|                           | <b>Fine Motor Skills</b>  | <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>        |

### Specific Areas

|              |                      |                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Literacy (L) | <b>Comprehension</b> | <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> |
|              | <b>Word Reading</b>  | <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>                                                                            |
|              | <b>Writing</b>       | <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>                                                                                                                      |

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| Maths (M) | Number             | <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul>                                      |
|           | Numerical Patterns | <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> |

| Area of Learning              | Aspect                          | Early Learning Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understanding the World (Utw) | Past and Present                | <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>                                                                                                                                                    |
|                               | People, Culture and Communities | <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul> |
|                               | The Natural World               | <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>                                                                  |

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| Expressive Arts and Design (EA&D) | Creating with Materials          | <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> |
|                                   | Being Imaginative and Expressive | <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>                                          |

## **How could you help learning and development at home to support the EYFS curriculum?**

- Read stories daily to your child and use them as an opportunity to talk about the characters and events in the story. You could also discuss some of the details children have spotted in the pictures, such as the character's facial expressions.
- Have lots of conversations with your child throughout the day. Try and increase their vocabulary by using a wide range of vocabulary.
  - Practise counting with your child and looking at small groups of items. Explore what happens to numbers when you put these small groups of items together or split a larger group into two smaller groups.
  - Support your child's early reading by practising phonic skills, such as recognising letter sounds and blending them together to read words. Also, support your child with their writing by checking they are forming their letters in the correct way and holding a pencil properly.
- Encourage your child to make healthy food and drink choices, especially related to sugar content and how this can affect teeth. Also, support your child to properly brush their teeth at least twice a day at home.
- Plan activities that allow your child to be active and develop their strength through large body movements as well as smaller, more precise movements.

We hope you have found this overview useful. Please check our class page on the school website and our class dojo page, also check your child's book bag/message books daily where we will send home reading books and any other information.

If you would like any further information, please check our class dojo page, message through dojo or email us on [lpoole@harvington.worcs.sch.uk](mailto:lpoole@harvington.worcs.sch.uk) (Mrs Poole).

We look forward to getting to know your children and welcoming them to our school.

Many thanks

The Reception Team