



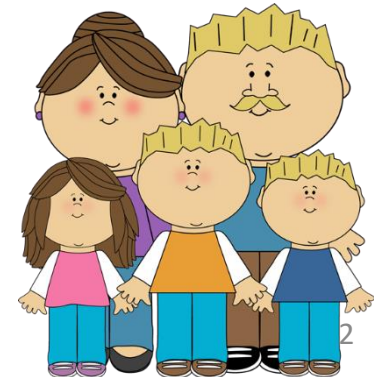
Welcome to Reception



Aims of this Presentation



- Admin
- E-Safety
- EYFS at Park Hill Infants
 - Transition, values, super skills, growth mindset, how we teach, topics, characteristics of effective learning, areas of the curriculum including phonics.
- Assessment
- Parent participation
- Home Learning and reading books
- Your child's day at school





Mrs Smith

*Class 1 Teacher,
Music Leader, RE
Leader*



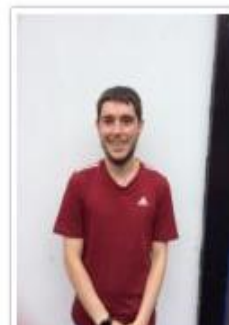
Miss Jones

*Learning
Support*



Ms Crocker

*Class 2
Teacher, PE
Leader*



Mr Belfiore

*Learning
Support*



Mrs Hall

*Class 3
Teacher, EYFS
Leader,
Humanities
Leader*



Mrs Clark

Learning Support



**Ms
Mascarenhas**

*Nurture
Support
Mentor /
Mental Health
First Aider*



Mrs Patterson

*SEND Learning
Support*



Mr Alla

*SEND Learning
Support*



**Miss
Moolman**

First aid and medicine



If your children bumps themselves during the school day, one of our trained first aiders will attend to your child.

If the bump / mark is to the head area, you will receive a text or phone call and a bump slip in your child's book bag. If this happens near the end of the day your class teacher may speak to you face to face instead of receiving a bump slip or phone call.

If there was an emergency we would call you and explain the situation in full detail.

If your child is unwell and requires medicine this needs to be given to the office. They will ask you to fill out a form in order for the staff to give correct doses and the correct times.

E-safety



- We continue to educate all pupils on the importance of staying safe when using the internet. To enhance this, please think about some of the following ideas at home:
- Maintain open discussions with your child and encourage them to talk to you about their internet use: for example who they're talking to, services they're using, and any issues they may be experiencing.
- Give your child strategies to deal with any online content that they are not comfortable with – such as turning off the screen, telling an adult they trust and using online reporting facilities.
- Consider using filtering software to block unwanted content. In addition to filtering, remember that discussion with your child, and involvement in their internet use, are both effective ways to educate them about the internet.
- Familiarise yourself with the privacy settings and reporting features available on popular sites, services and apps.
- Familiarise yourself with the age ratings for games and apps and ensure that any apps your child uses are age appropriate.
- Encourage your child to use nicknames (where possible) instead of their full name online, to protect their personal information, and create strong passwords for every account.
- Please visit: <https://www.childnet.com/parents-and-carers> for more information and support

Lunchtime



- Packed lunch or school dinner
- Children have dietary badges
- Can pick and choose
- Menu is on the website
- No juices in the packed lunch
- No nuts (including Nutella)



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1 14/09/23 21/09/23 28/09/23 05/10/23 12/10/23 19/10/23	Meat Chicken Mince Curry Vegetarian Pasta in a Tomato & Basil Sauce (VG) Cake & Veg Rice & Peas Option Jacked Potatoes with Cheese or Beans Dessert Fruit Platter or Yoghurt	Meat Lamb Lasagne Vegetarian Aussie Noodle Stir Fry Cake & Veg Mixed Salad Option Jacked Potatoes with Cheese or Beans Dessert Apple Pie with Custard	Meat Roast BBQ Chicken Dinner Vegetarian Pasta with Garden of Eatin' & Nut Free Pesto Cake & Veg Roast Potatoes, Beans & Carrots Option Jacked Potatoes with Cheese or Beans Dessert Yoghurt or Cheese & Crackers	Meat Lamb Chik Con Carne Vegetarian Roasted Vegetable Lasagne Cake & Veg Rice and Mixed Salad Option Jacked Potatoes with Cheese or Beans Dessert Pancakes with Fruit Compote	Meat Fish Fingers Vegetarian Cheese, Tomato and Sprouts Potatoes Cake & Veg Chips, Peas or Beans Option GLUTEN FREE OPTIONS AVAILABLE ON REQUEST Dessert Ice Cream Pot
Week 2 11/10/23 18/10/23 25/10/23 01/11/23 08/11/23 15/11/23	Meat Chicken in a Bun Vegetarian Spicy Bean Burger in a Bun (VG) Cake & Veg Sweetcorn & Salad Bar Option Jacked Potatoes with Cheese or Beans Dessert Fruit Platter or Yoghurt	Meat Lamb Spaghetti Bolognese Vegetarian Pasta in a Roasted Vegetable Sauce (VG) Cake & Veg Mixed Salad Option Jacked Potatoes with Cheese or Beans Dessert Apple & Peach Oatle Crumble with Custard	Meat Roast Paprika Chicken Dinner Vegetarian Vegetarian Sausage in a Yorkshire Pudding with Onion Gravy (VG) Cake & Veg Mixed Salad Option Jacked Potatoes with Cheese or Beans Dessert Yoghurt or Cheese & Crackers	Meat Chicken Bolognese Vegetarian Meat & Cheese Cake & Veg Vegetarian Sausage Roll (VG) Option GLUTEN FREE OPTIONS AVAILABLE ON REQUEST Dessert Ice Cream Pot	Meat Fish Fingers Vegetarian Cheese, Tomato and Sprouts Potatoes Cake & Veg Chips, Peas or Beans Option GLUTEN FREE OPTIONS AVAILABLE ON REQUEST Dessert Ice Cream Pot
Week 3 18/10/23 25/10/23 01/11/23 08/11/23 15/11/23 22/11/23	Meat BBQ Chicken Pizzas Vegetarian Cheese & Tomato Pizzas Cake & Veg Pasta, Wedges & Mixed Salad Option Jacked Potatoes with Cheese or Beans Dessert Fruit Platter or Yoghurt	Meat Lamb Hotpot Vegetarian Vegan Spaghetti Bolognese (VG) Cake & Veg Rice & Broccoli Option Jacked Potatoes with Cheese or Beans Dessert Apple Compote with Custard	Meat Roast Chicken Dinner Vegetarian Pasta in a Roasted Vegetable Sauce (VG) Cake & Veg Roast Potatoes, Beans & Carrots Option Jacked Potatoes with Cheese or Beans Dessert Yoghurt or Cheese & Crackers	Meat Roast Chicken and Beef Sausages in Onion Gravy Vegetarian Vegetarian Sausage in Onion Gravy (VG) Cake & Veg Mixed Salad Option Jacked Potatoes with Cheese or Beans Dessert Lemon Drizzle Biscuits	Meat Fish Fingers Vegetarian Vegetable & Bean Burrito Cake & Veg Chips, Peas or Beans Option GLUTEN FREE OPTIONS AVAILABLE ON REQUEST Dessert Ice Cream Pot

Fresh Fruit and Yoghurt are available every day. We use locally sourced ingredients when available and in season. All our menus are carefully evaluated to ensure they meet and in most cases exceed The School Food Standards.

🌱 Halal Suitable - (VG) VEGAN (Jacked Potatoes with Beans (VG))



Reception at Park Hill Infants



Early Years Foundation Stage (EYFS) is the stage of education for children from birth to the end of the Reception year.

It is based on the recognition that children learn best through play and active learning.

At Park Hill Infants School we want our children to have the best possible start to school. We aim to build meaningful relationships with the children in order to understand their wants and needs then shape the learning accordingly.

Our curriculum is clearly sequenced, progressive and provides a variety of learning experiences across all 7 areas of the Foundation Stage.

Parental Interaction

It is important for teaching staff and parents to have strong and respectful partnerships.

Consistency is key to embed learning.

Transition to Reception



- The primary focus of this half term will be getting the children settled into a new environment and them building relationships with their peers and adults.
- We will be using circle times and our daily pause to share our feelings about our new school. This continues throughout KSI.
- At morning drop off, once your child is in please head off. Feel free to ask questions at pick up time.



Independence



- Toileting
- Putting on and taking off coats
- Dressing
- Peeling their banana/orange
- Washing and drying their hands
- Rolling up their sleeves
- Putting on an apron

Our School Values



Our school values were developed by our whole school community.

They are **respect**, **honesty**, **positivity**, **kindness** and **courage**.

Children are taught what these values mean and to demonstrate them in everyday life, treating others as they would want to be treated themselves.

Super skills for learning



In order for all children to achieve their full potential we encourage the use of our 'Superskills for Learning'. Please promote these skills at home so that children can use them in all areas of life.

A 'super-learner' is always...

Creative, reflective, confident, resourceful and curious.

A 'super-learner' always...

Takes risks, makes connections, collaborates, communicates and perseveres.

Growth Mindset

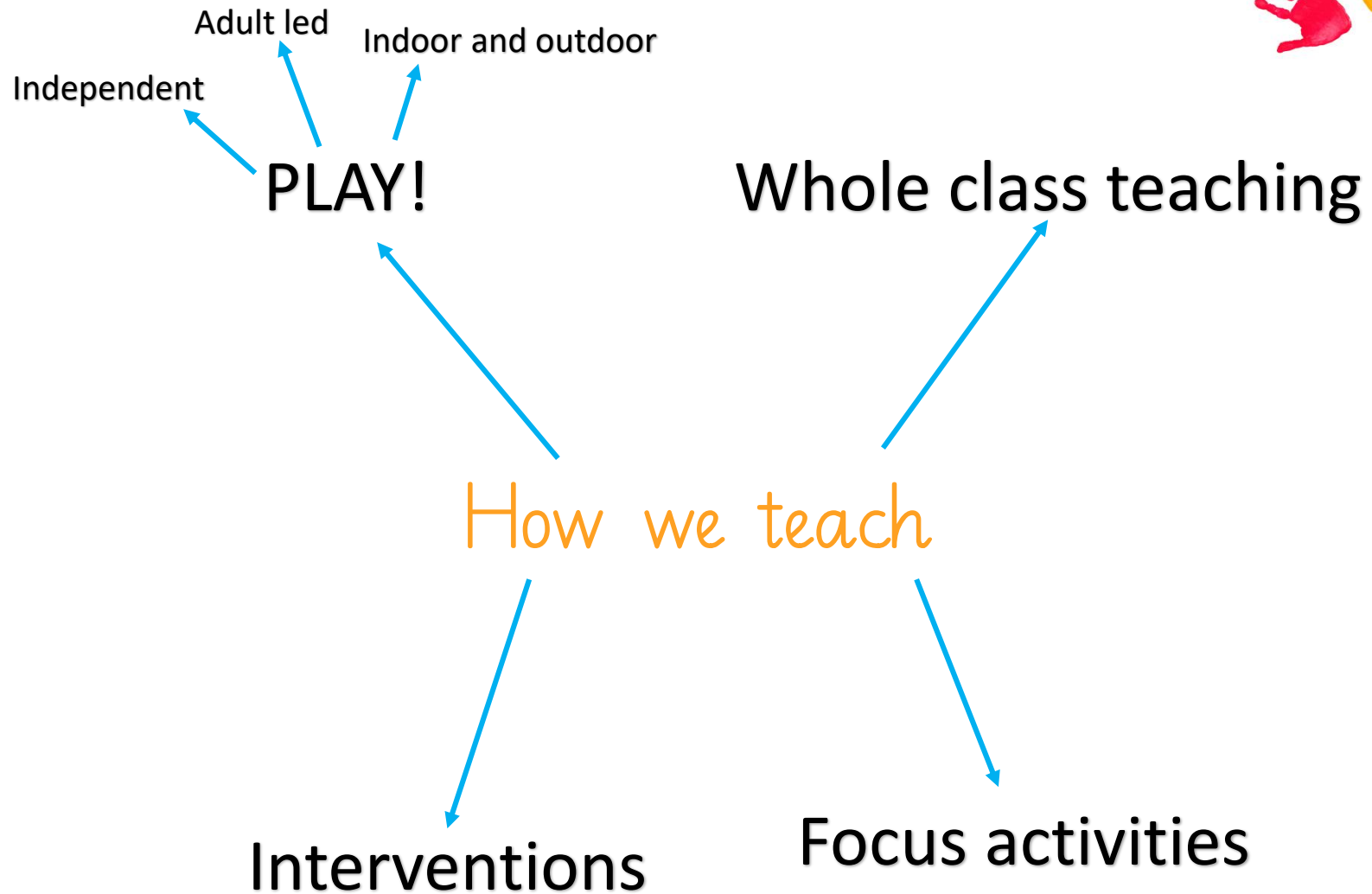


Children are encouraged to never give up, to try their best and believe in themselves.

They will be taught to view mistakes as an opportunity to develop in all areas of school and home life.

Children will learn that effort creates success and in turn be proud of their efforts and accomplishments.



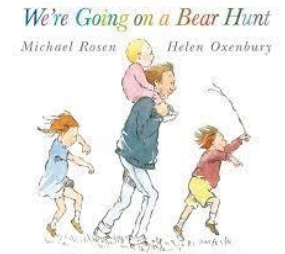
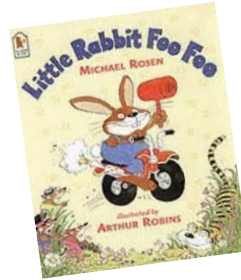


Topics



Each half term has a topic. You will receive a topic web. The learning will be shaped by this topic.

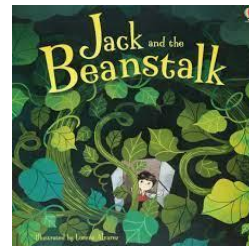
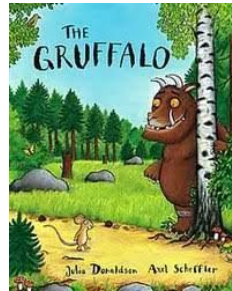
Autumn 1 – All About Me



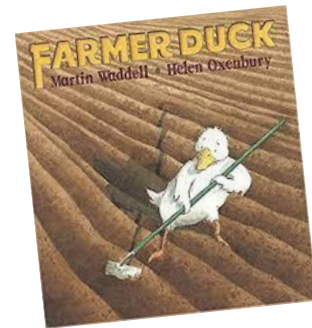
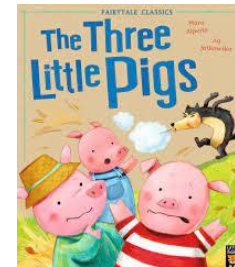
Autumn 2 – Awesome Adventures



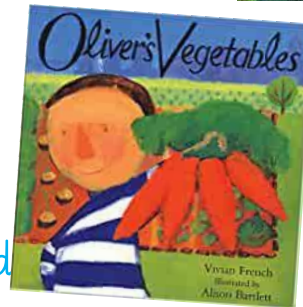
Spring 1 – Once Upon A Time



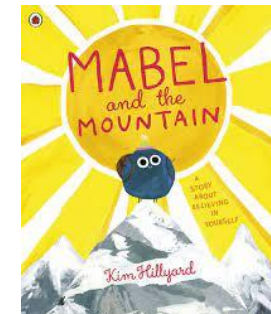
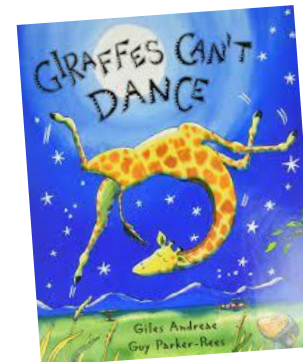
Spring 2 – Creepy Crawlies



Summer 1 – Food, Glorious Food!



Summer 2 – Our Amazing World



Characteristics of effective learning – How your child learns



- **Playing and exploring** – children investigate and experience things, and 'have a go'
- **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things



Curriculum Areas



There are 7 areas of the EYFS which are then broken down into sections.
Each section has Early Learning Goals (ELGs) which are used at the end of Reception.

The Prime Areas

These areas are particularly important for building strong foundations for future life and learning.

These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

The Specific Areas

Your children will also be supported in the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Communication and Language



Constant practise alongside other areas of the curriculum.

Listening, Attention and Understanding

- Following instructions.
- Daily story times.
- Helicopter stories.
- Learn how to answer different question types e.g. Who, how, when, what

Speaking

- Model using longer sentences through play.
- Develop their social language and how to use talk to shape their play.
- Teach new vocabulary and model it in the correct contexts.

How to support at home

- Engage in extended conversations
- Don't shy away from new vocabulary
- Read lots of stories
- Think out loud
- Model routines e.g. "Good morning, how are you?"
- Ask questions
- Sing songs and nursery rhymes



Personal, Social and Emotional Development



Self-Regulation

- Give children simple techniques to deal with their emotions. Counting to 10, worry monsters, worry hands.
- Circles times, daily pause focusing on our views and the views of others.

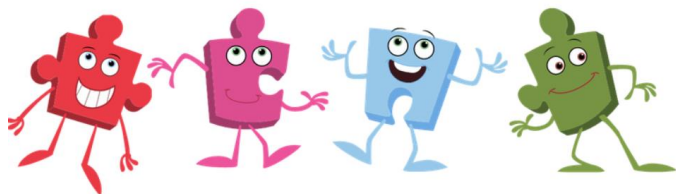
Managing Self

- Try new things.
- Offer difficult challenges that they may get wrong to begin.
- Weekly PE lessons and lots of physical activity outside.
- Making healthy plates in the role play area.
- Tooth brushing.

Building Relationships

- Role plays in assemblies.
- Constant opportunity to play.
- Teachers will set up activities based on the children's interests.

Welcome to



How to support at home

- Model good routines
- Set clear boundaries if needed
- Highlight different emotions
- Let them lose
- Think out loud
- Play games – Board games eg. Snakes and Ladders
- Play dates

Physical Development



Gross Motor

- Using the outdoor area to climb, run, dig, pour, fill, crawl, ride the bikes, build assault courses, wave flags, paint and make marks.
- Putting on coats.
- Weekly PE lessons.
- Dance – Nativity performance, May dance.
- Use their core. Tummy time games, transitioning from our backs to tummies, standing up and sitting down.

Fine Motor

- Develop their fine motor skills.
- Threading, using tweezers, scissors, hole punches, small world toys, playdough, dough disco, Lego, painting, stencils.
- Daily opportunity to write.
- Weekly writing sessions.
 - Palmer grip
 - Tripod grip

How to support at home

- Get out and about
- Build hand strength
- Promote independence when dressing/undressing



Phonics



Over the course of the year the children will learn all Phase 2, 3 and 4 sounds through daily sessions in class.

We are following the Little Wandle Letters and Sounds phonics programme.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

- All children take part in a 15-20 minute class phonics session everyday.
- If a student requires further support, they will receive targeted daily interventions with teaching staff in class to secure the phonetic learning.

Phonics



- Phonics teaching enables children to read and write.

Phoneme – Single letter sound – s, a, t, p, i, n

Grapheme – Written letter

Digraph – 2 letters that make one sound – ow, oi, ch

Trigraph – 3 letters that make one sound – igh, air

Tricky word – A word that cannot be sounded out

Grapheme Phoneme Correspondence (GPC) – Linking the two

- We learn 4 phonemes/digraphs a week then revise them on a Friday starting with phase 2.
- The children will also learn specific tricky words

Handwriting



We use the Nelson handwriting scheme and teach correct letter formation as part of our daily phonics lessons.

- Hand strength
- Pinch and push
- Lower case letters
- No letter starts at the bottom
- When ready we will use handwriting books

Literacy



Comprehension

- Reread stories.
- Ask a variety of questions about the stories we have read.
- Compare familiar stories.
- Talk about our favourite parts of the story and why.
- Role play during play using masks/costumes.

Word Reading

- Daily phonics sessions.
- Daily opportunity to read.
- Reading with a adult at least twice a week.
- Blending practise – Oral blending, extend the first sound, build speed of sounding.
- Tricky word reading.

Writing

- Name writing
- Letter writing in phonics.
- Weekly writing which is differentiated.
- Mark make
- Write letters.
- Form letters correctly.
- Write initial sounds of a 3 letter word
- Write all sounds of a 3 letter word.
- Write phrases such as red dog.
- Write simple sentences.
- Write simple sentences and read them back independently.

How to support at home

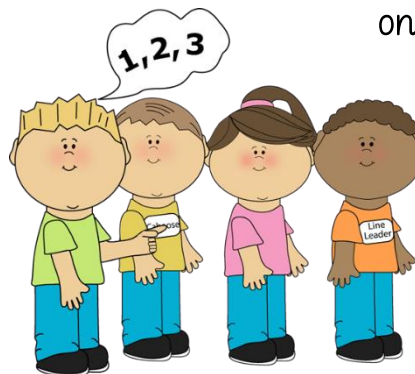
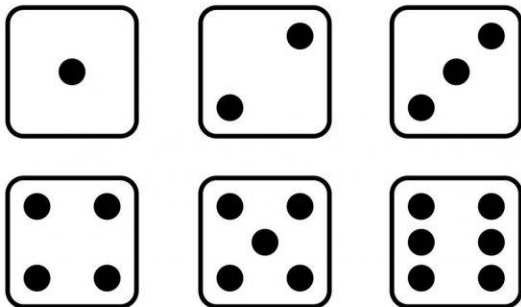
- Read, read, read and more reading
- Question throughout reading

Mathematics



Number and Numerical Patterns

- Daily maths lessons focusing on practical learning.
- Teaching children new vocabulary and concepts (addition, subtraction, sharing, subitising, 1 more 1 less)
- Accurate counting, counting in the correct order and knowing the final amount is the total.
- Opportunity for exploration and investigation.



Space, Shape and Measure

- Measuring using nonstandard units.
- Class heights, water play, using balance scales.
- Compare length, weight and capacity.
- Name common 2D and 3D shapes and begin to identify their properties.
- Shape monsters, shape drawings
- Days of the week, months of the year.
- Timing how long activities take.
- Positional language – beside, between, on, in etc.

Understanding the World



Past and Present

- Compare and contrast characters from stories, toys and familiar environments such as a school or home.
- Learn about famous people from past and present
- Black History Month



People, Culture and Communities

- Begin by talking about ourselves, then our families then others.
- RE lessons.
- Religious festivals.

How to support at home

- Get out and about for trips
- Experience different environments



The Natural World

- Begin to learn about how we can care for the environment by caring for bees, eating all our lunch and using our compost bins.
- Seasons, rainbows, animals and humans.



Expressive Art and Design



Creating with Materials

- Teach and explore different artistic techniques such as painting, pastels, water colours, clay and wax resist.
- DT – junk modelling.
- Whole class art projects.



Being Expressive and Imaginative

- Weekly music lessons.
- Use different instruments in lessons and free play.
- We listen to different music and share our thoughts and feelings.
- Nativity, May dance.
- Use small world toys and role play areas to make shows/plays/storylines.

How to support at home

- Model creating storylines during pretend play.
- Listen to different music
- Sing and dance





What else goes on at our school?

- Formal PE lessons once a week —
Changing into PE kits when ready
- Assemblies
- Enrichment (visitors, school trips etc)
- Weekly Emails highlighting the weeks learning



Assessment



Reception Baseline Assessment

A statutory, interactive 1:1 assessment that will take place in the first 6 weeks of your child being in Reception.

It is designed to monitor progress from the start of Reception to the end of Year 6.

It is not a high pressure, must pass assessment with judgements but simply a starting point.

No preparation is needed.

End of year

In the final half term of the year the teachers will assess the Children in each of the 7 curriculum areas. If the children have met the **Early learning goals** they will be working at the expected standard.





Learning Journeys

- Reception staff constantly monitor, observe and record your child's learning carefully. These observations are recorded in an individual and unique 'scrapbook' belonging to your child. These 'Learning Journeys' show your child's progress and special learning moments during their time in Reception.
- Children 'Self Assess' their own learning. They look back through their learning journey and make comments on what they have achieved. This is completed on a self assessment sticker.
- There will be opportunities at open classrooms for you to view your child's 'Learning Journey' and celebrate your child's learning.


WOW Moments



Parents contribute to their child's learning journey by completing 'Wow moment' stickers. These are specially important this year given that we cannot allow parents/carers on site. Every child should have parental contribution in their learning journey.

Please don't be shy to ask for more stickers if you need them...

WOW Moment! (A note from home)



Signed: _____

Date: _____



WOW Moment! (A note from home)
Arjun did dress up
all by himself except
shirt buttons :o)



Signed: P.H. Vant

Date: 21/11/17

WOW Moment! (A note from home)
Saffron peeled the
carrots for dinner by
herself.



Signed: E. Onelgl. Date: 21/11/17

WOW Moment! (A note from home)
Saffron did the
buckles on her shoes
by herself.



Signed: E. Onelgl

Date: 1/11/17

WOW Moment! (A note from home)
Arjun draw a nice boat with
all necessary parts and he
explained about that all
parts, what that parts
can do & how its
work!!



Signed: P.H. Vant

Date: 2/11/17



Parent Participation

- Monday 'Drop In'
- Terrific Tuesdays – 20 minutes each Tuesday for you to work with your child (starts later in the year).
- Curriculum workshops – 1 hour themed workshop with around 3 or 4 activities.
- Nativity
- Summer Dance
- Summer fair
- Sports day
- Parent teacher meetings



Home Learning



Phonics/Handwriting

Each Friday we will provide a sheet with the phonemes that have been taught throughout the week along with practicing the letter formation of it.

Maths

All children are given the opportunity to access online Maths learning (Mathletics). You will need to give permission to use this resource. Once given you will receive a personal login.



Reading

Every week all children will receive two books to share at home. Encourage your child sound out unfamiliar words and talk about what they have read to check their understanding. Your child will have set days they receive new books.

Class Mascot

Each class has a cuddly mascot. Each child will get to take this mascot home once in the year and add to its diary. You can write add pictures and decorate (whatever you have access to) to describe what you did with the mascot eg. go to the park and play on the slide and swings. This will start after the Christmas Break.

Reading books and diaries



- Your child will read with an adult at least twice a week in school.
- Please keep your child's book and diary in their bag.
- Each week your child will receive 2 books.
- One will match their reading ability – colour banded.
- One will be a book to promote the enjoyment of reading and will require support to read or listen to.
- Re-reading a story develops reading ability and confidence.
- Children will move through the levels as their word reading and comprehension develops.
- Lilac books do not have words
 - Talk about the pictures
 - Talk about what is happening on each page
 - Make guesses and predictions based on what you can see

A day in the life of..

9.00-9.15 Self Registration and Early Morning Work

9.30 Literacy Input

9.45 Children choose their own learning inside or outside. Focused group activities take place with adults.

10.30 Fruit time (only at the start of the year)

11.30 Phonics Input

12.00-1.15 Lunch and outside play time

1.15 Whole class learning session (Maths Input).

1.30 Children choose their own learning inside or outside. Focused group activities take place with adults.

2.45 Whole class learning session (Other)

3.00 Tidy up time.

3.15 Recap the days learning, story time, circle time.

3.30 Home Time.



Routines can change depending on the learning and children's wants and needs.



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf - EYFS Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf - Development Matters 2021

<https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf> - Birth to 5 Matters

<https://www.childnet.com/parents-and-carers> - E-Safety

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1004560/2021_Information_for_parents_reception_baseline_assessment.pdf - Reception Baseline Assessment



Thank you!