

September
2024



“

A new school year
means new beginnings,
new adventures, new
friendships, and new
challenges. The slate
is clean and anything
can happen.”

Welcome to F2 (Reception)

Thank you for your time this afternoon...



Class Teacher: Mrs Buckley

Meet our team!

Mrs Buckley



Tuesday –
Friday

Mrs Green



Monday –
Friday

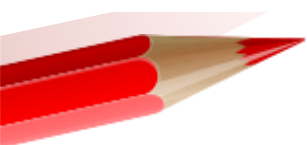
Mrs Wallace



Monday –
Friday
(am only)

What Is the Early Years Foundation Stage Statutory Framework?

The Early Years Foundation Stage (EYFS) statutory framework is a government document that all schools and Ofsted-registered early years providers in England must follow. It sets standards for the learning, development and care of your child from birth to 5 years old. The standards ensure your child will learn and develop well and are kept healthy and safe.



★ What Will My Child Be Learning?

The EYFS framework outlines seven areas of learning and development and educational programmes. There are three **prime** areas of learning, which are particularly important for your child's development and future learning:

communication and language

personal, social and emotional development

physical development

There are four **specific** areas of learning, through which the prime areas are strengthened and applied:

literacy

mathematics

understanding the world

expressive arts and design

EYFS Early Learning Goals: Parent and Carers Guide

The Early Learning Goals (ELGs) are the goals or targets children are expected to achieve at the end of their reception year. They are not the curriculum, but 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.

Area of Learning	Aspect	Early Learning Goals
Communication and Language (C&L)	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.

Personal, Social and Emotional Development (PSED)	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.

EYFS Curriculum

Prime Areas

Area of Learning	Aspect	Early Learning Goals
Physical Development (PD)	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.

Specific Areas

Literacy (L)	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.
Maths (M)	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.

Specific Areas

Area of Learning	Aspect	Early Learning Goals
Understanding the World (Utw)	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, nonfiction 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.
Expressive Arts and Design (EA&D)	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.

Getting ready for school...

Getting Ready for School

It is nearly time to start school! Here are some things you can practise at home to help you get ready for school.



Self-Care and Independence

- I can wash and dry my hands.
- I can wipe my nose.
- I can put on/fasten my coat and shoes.
- I can use the toilet.
- I am learning to dress/undress – this will help me change for PE.
- I am happy to be away from my parents or carers. I know they will be back soon.



Playing with Others

- I join in games and activities with other people.
- I can share and take turns.

Speaking and Listening

- I can talk about my ideas, needs and feelings.
- I can ask a grown-up for help.
- I can follow simple instructions.

Eating and Drinking

- I can use a spoon, knife and fork.
- I can open my lunch box as well as wrappers and packaging.
- I can drink from a water bottle, carton or open cup.



12345 Numbers

- I can count a small number of items.
- I like singing number rhymes or songs.
- I am learning to say numbers to ten.
- I can recognise some numbers.

Reading and Writing

- I can recognise/read my name.
- I can hold a pencil to draw.
- I am learning to write my name.
- I enjoy listening to stories and rhymes.



Getting ready for school...



Outdoor Learning

Our EYFS Garden area is an extension of our classroom. We use this area daily in all weathers. Please do not allow children to enter the EYFS Garden area before or after school.

Please ensure your child is dressed appropriately for the weather – a warm coat, hat, gloves and scarf in the colder months, sun hat and sun cream (applied before school) in warmer weather.

★ How Will My Child Be Learning?

The EYFS framework identifies the essential role of play in your child's development. It is through both child-led play and play guided by an adult that your child will develop confidence and relationships with others. Through play, EYFS practitioners will help your child to extend their vocabulary and develop their communication skills.

The EYFS framework identifies three characteristics of effective teaching and learning:

playing and exploring

active learning

creating and thinking critically

A greater focus on teaching specific skills will occur as your child progresses through their reception year, which will help them to prepare for year one.

Playing and Exploring

This aspect covers how engaged a child is in the world around them and how involved they are with their activities. It looks at whether a child feels confident to 'have a go' at new activities and try new ways of doing things. It also covers how children experience the world around them. As adults, we often witness a child's perspective whilst they are acting out everyday experiences in role play, such as playing 'mummies and daddies'.

Active Learning

This covers how motivated a child is in their play and learning. By looking at how involved a child is in their activity and at how long they concentrate for, practitioners can assess how 'into' the activity a child is. Within Active Learning, practitioners also observe children's resilience in learning. If they try something and it doesn't work, do they try again? It also includes observing how a child feels once they have met a goal they set for themselves. Are they proud of their achievements?

Creating and Thinking Critically

This aspect looks at how a child is developing thinking skills. This includes behaviours such as solving problems they come across, having their own ideas about how to achieve the challenges they set themselves, and testing these ideas. As children become more verbal, it includes making predictions about what will happen next and also considering how well their approach to solving their problem has worked. If they could do it again, would they do anything differently?





- You can use the Class Dojo app to set up notifications to receive updates direct to your device.
- Our school page will notify you of whole school dates, news, reminders and events.
- On our class page we will post photos of our learning, and more class specific notifications and reminders.
- Please check Class Dojo regularly to keep up to date with school news.
- You can post to your child's portfolio for us to use in our 'Show & Share' sessions.

Reading at school in F2

Read Write Inc.
Phonics

In school, we teach the children to read using Read Write Inc (RWI). This teaches the children the 44 different sounds used within the English language which allows them to decode words when reading.

The children have RWI lessons everyday where they work in a smaller group amongst children who are all reading at the same phonics level.

The children are assessed at least every half term and are then grouped into colours e.g. red group, green group, purple group etc. The purpose of these groupings is to ensure that children are reading texts at their phonic level meaning that the books they access include no unfamiliar sounds. This allows for them to build on their fluency and eventually be able to read the words without using their 'Fred talk'.

As well as RWI, in F2, we explore a variety of stories which encourage a love of reading.

Every week, your child will come home with a RWI book based on the group they are working in. The purpose of this book is to build on their fluency so by the end of the week, your child would be aiming to be able to read this book with minimal 'Fred talk' and would be able to recognise most words by sight.

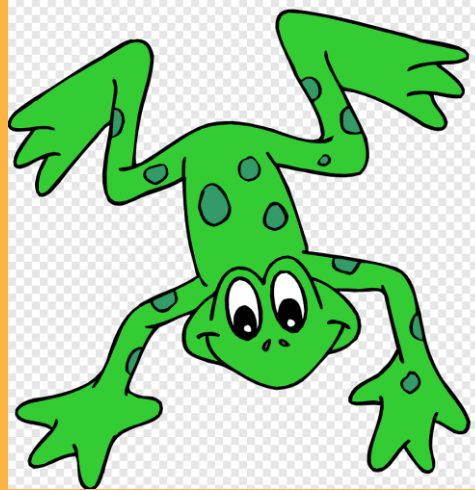
Sometimes children need longer working within a certain colour to build on their speedy reading. It is at purple level where speedy reading becomes part of the RWI assessment. If your child needs a little longer working within a certain group, then you may find that they go back to the beginning of the books within that colour.

Children should be encouraged to read their RWI book at least 3 times during a week to encourage fluency and use of expression. When listening to your child read, you should aim to ask them questions to help build on their reading skills. When you have listened to your child read, this should be recorded in their reading diary.

As well as a RWI book, your child will also bring home a book of their choice for reading for pleasure.

We will endeavour to monitor and change the children's reading books every Monday if we can see that your child has read their book.

Each week I will send home via dojo, links to RWI virtual classroom videos. These are interactive videos that follow the same format that we teach in school. This will give your children extra practise at the sounds we have been learning in class.



Things to remember...

The School Day

08:55 – 15:30

Come to the F2 gate and wait to be greeted by a member of staff. The class door closes at 09:00. If you arrive at school once the door is closed, please enter via the main office. Use either gate – Silver Birch Grove / Elm Drive to enter school and walk round to the F2 gate.

Our PE day this year is Wednesday (TBC).

Please ensure that your child comes to school wearing their PE kit. School uniform is not needed on PE days.

The school PE kit is: Black/ Blue shorts, White T shirt (no logos please), trainers and a tracksuit for colder months (again, no logos please).

Reading Books:

We will endeavour to monitor and change the children's reading books every Monday if we can see that your child has read their book. If your child's book is not handed in, or a note has not been made to say they have read their book, it will not be changed until the following week.

Things to remember...



Uniform:

When buying uniform, only the jumper/cardigan needs to be branded.

White short sleeve polo shirt, grey trousers / skirt / pinifore, black school shoes.

Please name EVERYTHING clearly – stickers or stamps seem to last longest!

Branded jumpers and other items can be ordered from:

<https://www.stevensons.co.uk/school-finder/st-oswalds-cofe-academy-doncaster>



Shop with independence in mind – Velcro shoes rather than buckles or laces. Short sleeved polo shirts rather than shirts. Ties are **not** to be worn in Early Years. Elasticated waist bands rather than buttons and zips.

Things to remember...



Book Bags:

Our cloakroom is incredibly small. It is a tight squeeze to just fit everyone's coats.

Please do not send children with a rucksack. Only a bookbag is needed, Bookbags are stored in their drawer. Two children share a drawer.



Things to remember...

Lunchtime

12:00 – 13:00

30 mins to eat / 30 mins to play outside

Family service – there are older children on each table to serve the food and support children if needed.

Children sit at the table to eat together, and are expected to use a knife and fork.

School dinners are free for children in Reception (F2), Year 1 and Year 2. Although please let school know if you think you may be entitled to free school meals, as there may be additional funding that we can access to further support your child's learning.

Our school meal provider is The Pantry. You can find out more about them here:

https://www.thepantrycatering.co.uk/school_meals/login.php

As we offer family service, there is not a choice for lunch. All children are offered the same meal each day. We ask that you sign up for a full half term - either packed lunches or school dinners.

Things to remember...

Cool Milk:

<https://coolmilk.com/parents/>

Register online for free school milk until your child's 5th birthday
(small charge once they turn 5)

Children choose each day if they would like milk or water at snack time. There is a free healthy snack provided each day. Children should not bring snacks from home.

Water bottle:

Only water is allowed in school. Please do not send juice.

Juice attracts flies and is sticky to clean when spilled.

Children will try to drink from each others bottles if they are different flavours.

Children who often say they don't like water, will usually fill up their bottle with water from the school tap when their juice runs out!

NAMES ON EVERYTHING – they might know which is theirs, but we won't.

Wraparound Care

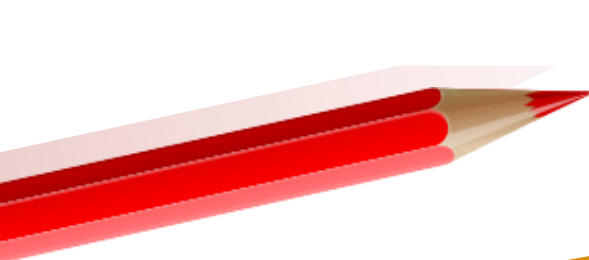
Wraparound care is provided onsite by an external provider – Premier Education. You may be entitled to tax free childcare. Use the link below to find out more information:

<https://www.gov.uk/tax-free-childcare>



Use this link to register with Premier Education. Once registered, you can book sessions as and when you need them.

<https://www.premier-education.com/parents/venue/courses/35064/?f=before-school>



A list of dates will be sent home from school and regular updates on newsletters – keep your eyes out on class dojo for any events we may be holding.

Dates for your diary...

Any further questions?

