



Reception Induction Day

Alec Reed Academy

Summer 2021

Key Staff Members



- ▶ Primary Headteacher
 - Mrs Anne Franklin

- ▶ Assistant Headteacher EYFS/KS1
 - Mrs Navreen Dosanjh

- ▶ EYFS Pupil Progress Leader
 - Miss Katie Smith

- ▶ EYFS SAFE Worker
 - Julie Porter

Reception Team

- ▶ There are 3 Reception Classes.

- ▶ Kingfisher Class

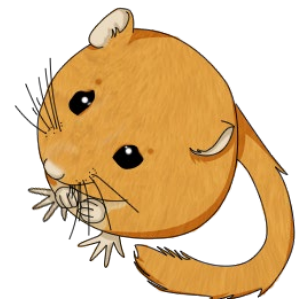
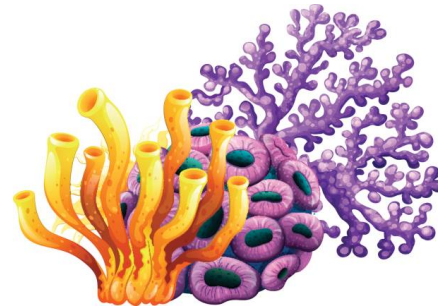
- Mrs Navreen Dosanjh
- Jo Meakin
- Olivia Rooney

- ▶ Coral Class


- Mrs Paula Young
- Olivia Vaincourt-Strallen

- ▶ Dormouse Class

- Miss Katie Smith
- Emma Smith



Our Day

- ▶ Timings: 8:45 - 3:10
 - ▶ We open the doors at 8:30 for a soft start where children get the opportunity to practise their fine motor skills by completing practical activities.
 - ▶ Every day children will have a literacy session, maths session, guided reading and phonics.
 - ▶ They will have PE every week
 - ▶ It is important to arrive and collect your children on time.
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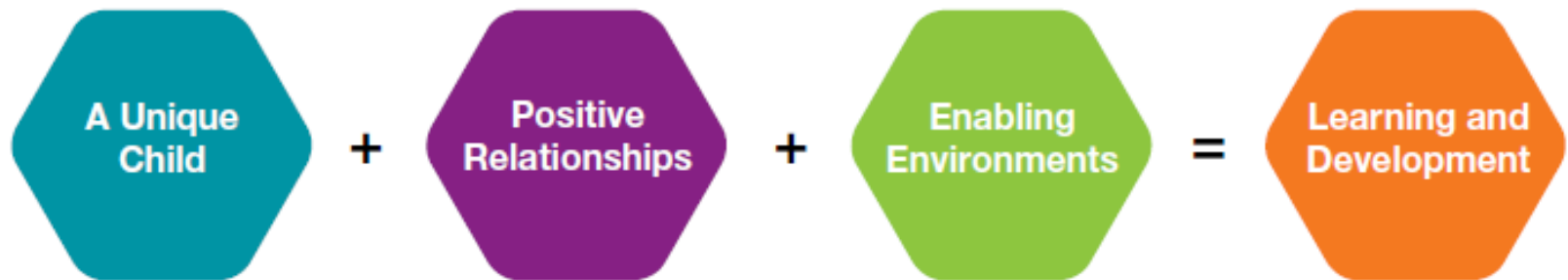
Day Care Provision

- ▶ 7:45am to 6pm
 - ▶ From 3 - 5 years old
- ▶ £25 registration fee (one - off payment non refundable)
 - ▶ £4.50 per hour
 - ▶ £14.50 for half a day
 - ▶ £28 for a full day
 - ▶ If they are having school dinners, they have to pay on top of that
 - ▶ All on ParentPay

Early Years Foundation Stage (EYFS)

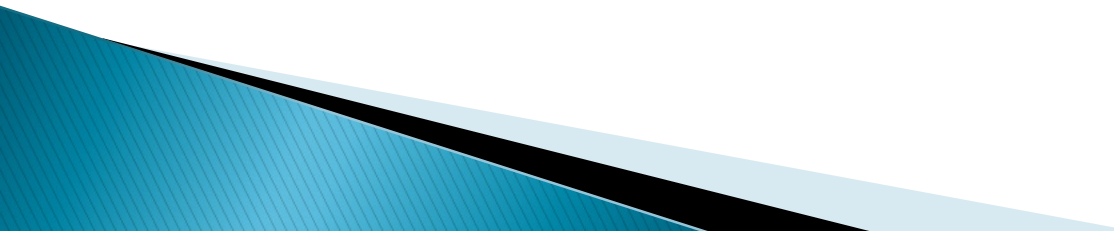


- ▶ EYFS is the stage of education for children from **birth** to the **end of the Reception year**.



- ▶ Every child is unique and constantly learning, they learn to be strong and independent through positive relationships and enabling environments.

Learning and Development

- ▶ This will allow children to develop.
 - ▶ It is our job to ensure children have challenging, playful opportunities through their play and the resources that are available to them.
 - ▶ We foster the characteristics of effective learning...
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Characteristics of Effective Learning

Playing and exploring

Active Learning

Creating and thinking critically

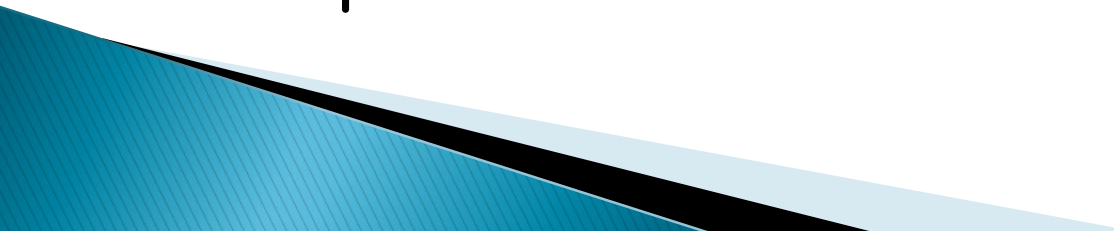


Areas of Learning

▶ Prime Areas

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

▶ Specific Areas

- Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design
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Early Learning Goals (ELGs)

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.

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.

Early Learning Goals (ELGs)

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.

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.

Early Learning Goals (ELGs)

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.

Early Learning Goals (ELGs)

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.

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.

How can parents help?



- ▶ Talk, Talk, Talk!
 - Children need to be exposed to vocabulary
 - Encouraged to speak in full sentences
 - Talk through stories
 - Read everyday!

- ▶ Talk about anything and everything
 - "I cut half of the pear" Why?
 - "How can you describe the bus?"
 - "It is 9 o'clock now"
 - Read print in the environment

How can parents help?

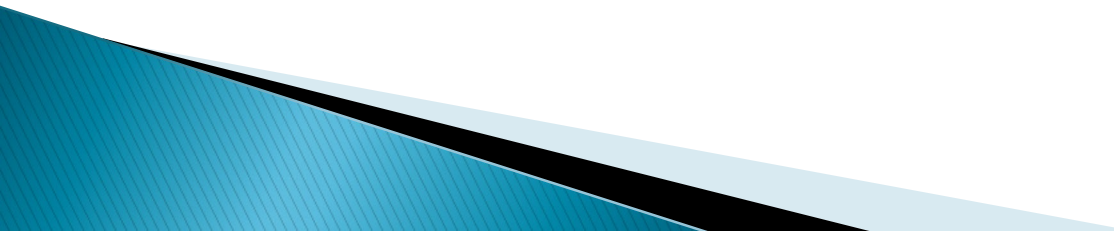


- ▶ Working with children at home on suggested activities
 - Read with them daily and sign their reading record
 - Count anything and everything!
 - Act out stories
 - Learn the sounds
 - Play blending games - "get your h-a-t!"
 - Playdough, sand, water, using scissors, cooking...
 - Number games - one more and one less

If you read just 1
book a day to your child,
they will have read 1825
books by their 5th
birthday.

Every Day Counts
Every Book Counts

General Information

- ▶ Attendance and Punctuality
 - 8:45am - 3:10pm
 - ▶ Behaviour
 - ▶ Uniform
 - ▶ Fruit and Milk / Allergies
 - ▶ Parental Involvement
 - ▶ Safeguarding - Who can collect your child?
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Any questions?

