



2021- 2022

**Welcome to the
Reception year
at **Tilstock CE
Primary School****



Meet the Staff!

Bumblebee Class



Tilstock⁺
Part of the Marches Academy Trust 



Mrs Kaminski

(Head of School)



Mrs Upton

(Bumblebee Class Teacher)



Mrs Finch

(EYFS Practitioner)



Mrs Mynard

(Teaching Assistant)



Miss Haynes

(Teaching Assistant)



What Is the EYFS?

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**. They are:

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

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

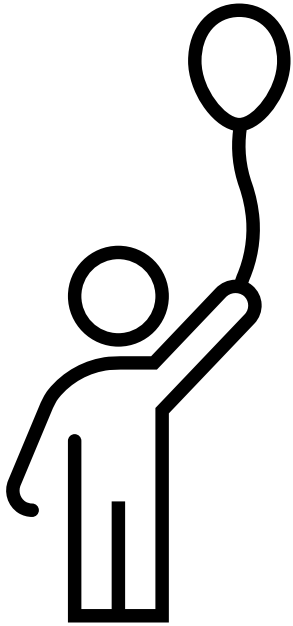


We follow the EYFS Early Adopter framework (2020). Within this framework there are four guiding principles which shape our practice.

These are:

- 1. Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).





In 2019, the government proposed changes to the EYFS. These changes have now been made and all early years settings and schools will follow the new EYFS from September 2021.

- The aim of the changes is to improve the learning for all children and better prepare them for the move into year 1.
- To help make the right changes, evidence was looked at to find the best ways children can be supported in developing as they grow.
- The changes also hope to give children the **best** start in life and set them up well for their future.
- Not all parts of the EYFS have changed, some elements have remained the same or similar.





Change 1.

Reduced the amount of unneeded written recordings and assessment of children by staff.

- This means staff do not need to keep a large amount of written evidence that proves children are able to do lots of things.
- Staff still know the abilities and skills of each child, and know how to support them to develop. However, now they do not need to write this down unnecessarily.
- This frees up more time for staff to spend directly with the children.
- By taking away the need for constant recording, it helps to develop more natural play, conversations and interaction between adults and children.



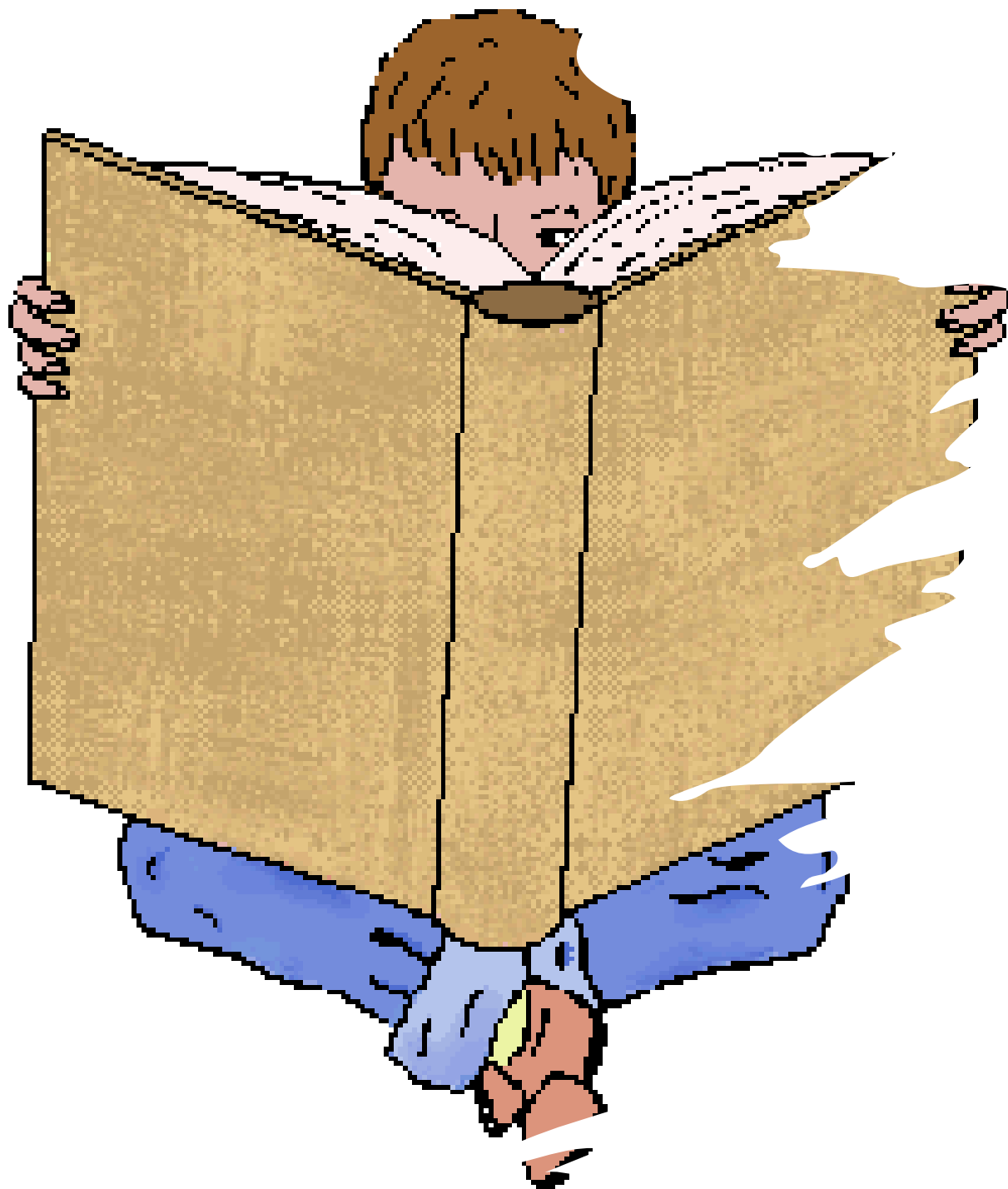


Change 2.

There is more of an emphasis on the importance of developing communication and language skills.

- Children should be supported in building up vocabulary by increasing the amount of words they know and can use.
- Encourage more conversations between adults and children, but also children and their peers.
- Good language skills are the basis for all other learning and social interaction, so this is vital to focus on.





Change 3.

There is a focus on how reading stories is important to help children develop in all of Areas of Learning.

- Daily reading of stories encourages an enjoyment of reading from a young age.
- Lots of other learning opportunities happen when looking at books, for example comparisons of culture or the past.
- Listening to stories develops imagination, ideas and language.
- Reading is an essential skill and so should be shown to children, as well as practised by them regularly.
- Children are also encouraged to use story ideas in their play.



Change 4.

There is a focus on encouraging healthy choices overall and an understanding of oral health.

- Required to teach children the importance of brushing teeth.
- Supervised toothbrushing is not expected in settings and schools.
- Focus on helping children to understand which choices to make that will help them to be healthy, for example which foods to eat and why.
- Getting into good routines from a young age is important as these often continue into adult life.



At the end of the reception year, children are assessed against the **17 Early Learning Goals**.

It is important to remember that:

- The ELGs are not a test. Staff will use what they already know about a child to make their decisions.
- The ELGs are not the EYFS curriculum. They should not be used to be taught to, they are just an end point.

Changes have been made to the Early Learning Goals so that they are now clearer, easier to use and understand.

They have also been adapted to better match up with the national curriculum in year 1. This will help children to be better prepared for their move to the next key stage.

Exceeding judgements have also been removed. Children are now encouraged and challenged to have a greater depth and understanding of things before moving onto new learning.

Early years foundation stage profile

2021 handbook

EYFS reforms early adopter version

June 2021



EYFS learning and development requirements

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the prime areas:

- communication and language
- physical development
- personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas.

These are called the specific areas:

- literacy
- mathematics
- Understanding the world
- expressive arts and design

Throughout their time in the Reception Year our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs).

I will explain what these look like (The descriptors) in each area of learning a little later on....



How will the children learn?

Children learn through a balance of adult-led and child-led learning indoors and outdoors.

Adult-led takes the form of focused teaching, directed by the teacher to enable children to develop skills across the EYFS curriculum. For example, daily phonics session to promote early reading and writing skills.



Child-led takes the form of play indoors and outdoors with resources carefully selected to promote specific skills and engage children's interests, leading on from assessments. All adults are involved in this process, teaching in the moment and using careful questioning to promote learning.



How do the children learn?



Playing and exploring

- Do they play on their own in groups?
- Which activities are they drawn to?
- Do they act out situations in the role play area or through imaginative play?
- Can they select their own tools, resources, materials for a particular idea?
- How long do they persist for?

Active Learning

- Do they concentrate in silence or by thinking aloud?
- Do they ask for help/support if they need it?
- Do they discuss solutions for challenges with peers/adults or work things through themselves?

Creating and thinking critically

- Do they draw upon knowledge or experiences not immediately related to
- the activity?
- Do they try something different, rather than follow what someone else has
- done?
- Are they confident to try different approaches and adapt if it doesn't work?



Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching.

It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.



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Our Reggio Emilia Influence

- **Children and adults learning together**
- **Sharing experiences and ideas together**

Children come together to share experiences and review events. Adults help children to remember what has happened and to develop the habit of reflecting on their previous experiences.

- **Implementation:** daily circle time with images from the morning/afternoon shared
- **Impact:** this helps children to see themselves as very clearly connected to the other children and adults in their school.

Children's questions and ideas are used as starting points for developing their learning.

Teachers use their skills and experience to build on these foundations



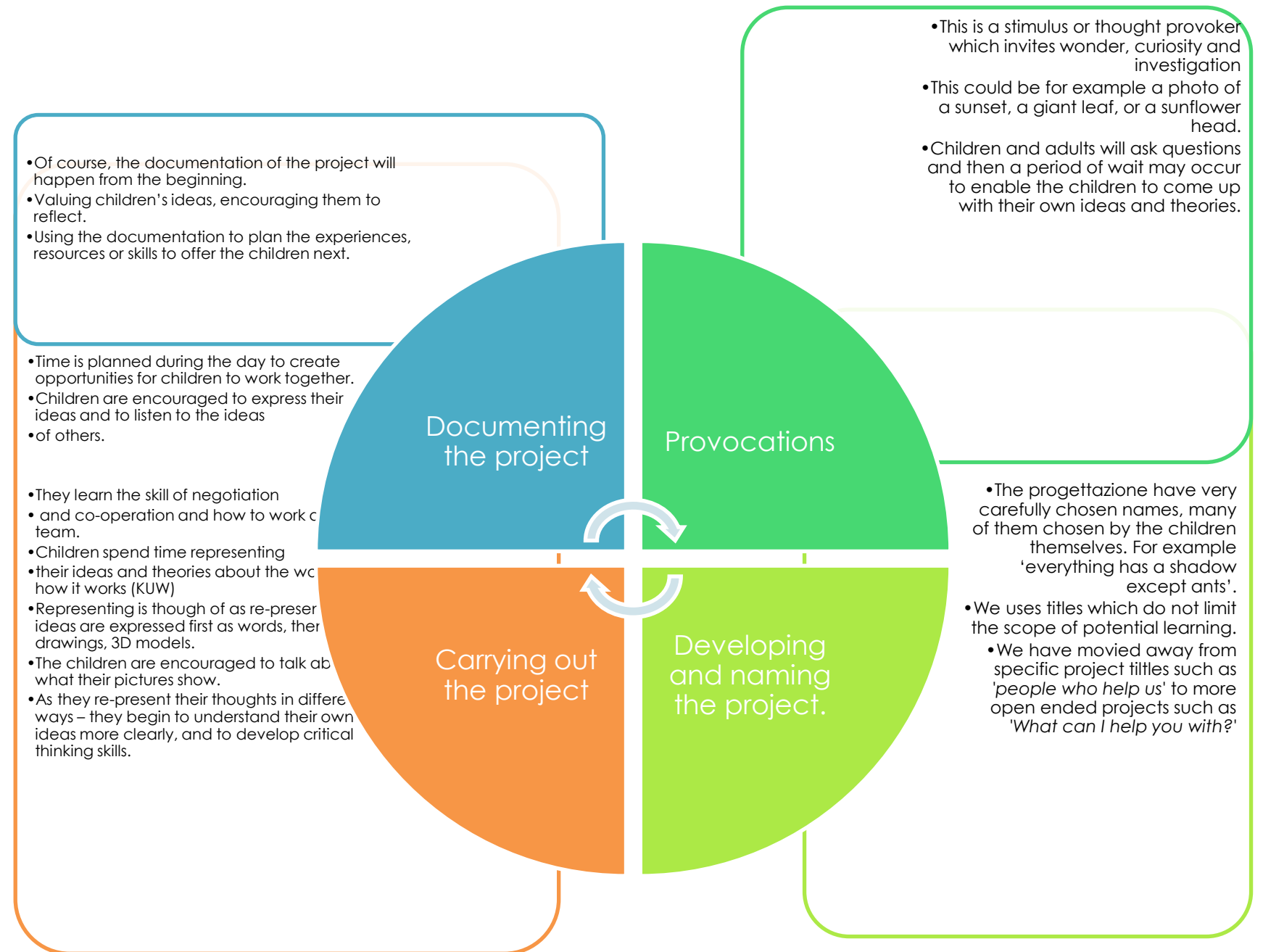
Progettazione (projects)

Themed projects: These cover 3 areas of learning that all children will encounter each year: All about me (Autumn) Light & dark (Spring), Underground, overground (Summer)

Environmental projects: These arise out of the core experiences, resources and equipment available in the classroom, such as the construction area, role-play area, topic book area

Daily Life Projects: These come from the daily worship or daily life in school (The journey to and from school, Meal times, Out of doors, Negotiation, forming groups, conflict resolution).

Self-managed projects: Which are set-up for the children to do independently- individually or as part of a small group/ (These might be sculptures (clay) weaving, pictures or patterns made with natural materials (loose parts without glue).



Group learning

- Time is planned during the day to create opportunities for children to work together.
- Children are encouraged to express their ideas and to listen to the ideas of others.
- They learn the skill of negotiation and co-operation and how to work as a team.
- Children spend time representing their ideas and theories about the world and how it works (KUW)
- Representing is thought of as re-presenting- ideas are expressed first as words, then drawings, 3D models and sometimes movement.
- The children are encouraged to talk about what their pictures show.
- As they re-present their thoughts in different ways – they begin to understand their own ideas more clearly, and to develop critical thinking skills.

Developing children's ideas and theories

- Having good conversations does not happen by chance – we plan opportunities
- We provide the children with lots of opportunities
- We use our words and body language, to show that we value their answers
- We give children time to think and respond to questions we ask – don't be tempted to fill the silences
- We listen to the children's answers before asking the next question
- We act as a role model by thinking out loud, asking ourselves questions, such as 'I wonder why.....?', 'what would happen if.....?'
- We record our /their discussion – using the iPad to video/photograph- taking notes on tapestry.



Documentation

- Learning *process* documented as it develops through notes, recordings, drawings, photographs, video.
- Educators interpret the evidence gathered to plan and support the possible next stages of project/learning experience.
- Co-teaching allows for discussion and sharing of documentation with fellow educators, children and parents



The class environment

- Is the third teacher
- Is neutral
- Has organised learning zones
- Has resources available for children to explore
- Changes throughout the year
- Values children's individual ideas and contributions





Communication and Language

ELG 1 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.

ELG 2 Speaking

- Participate in small group, class and 1-to-1 discussions, offering their own ideas, using new vocabulary;
- Offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.





Physical Development

ELG 6 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.



ELG 7 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.

Personal, Social and emotional development

ELG 3 Self-Regulation

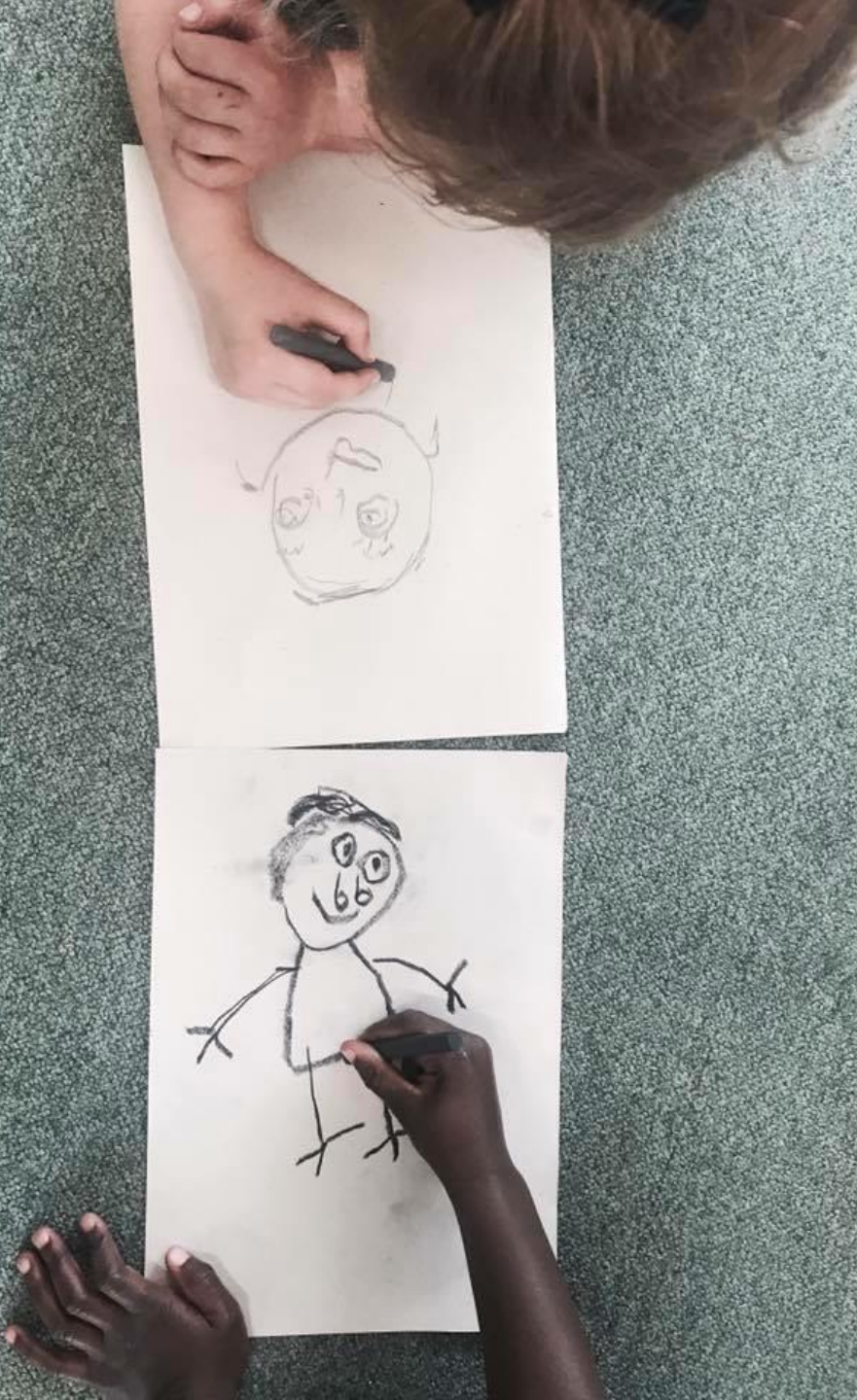
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

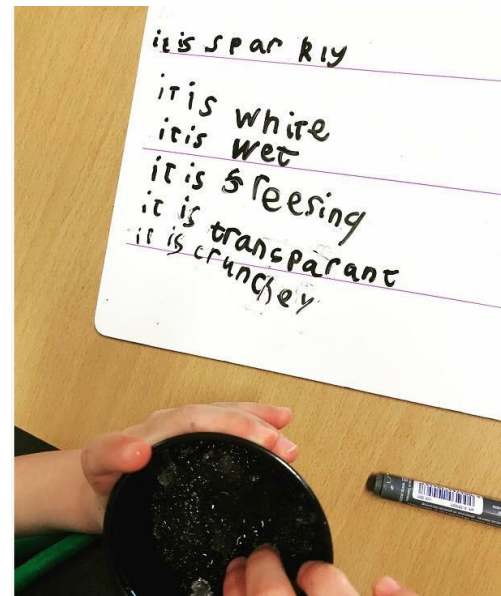
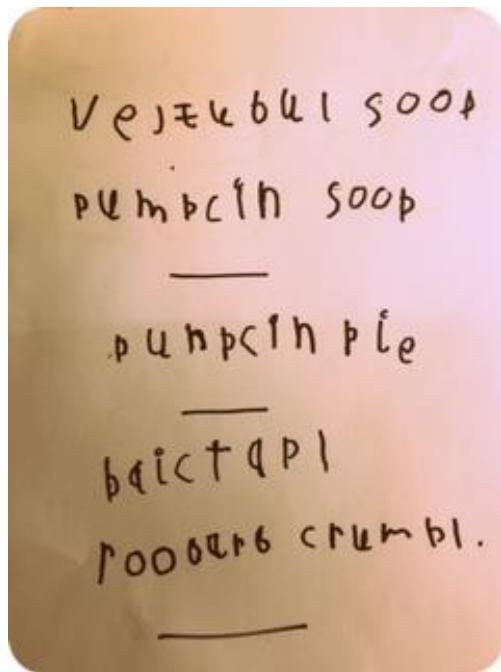
ELG 4 Managing Self

- 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.

ELG 5 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





Literacy

ELG 8 Comprehension

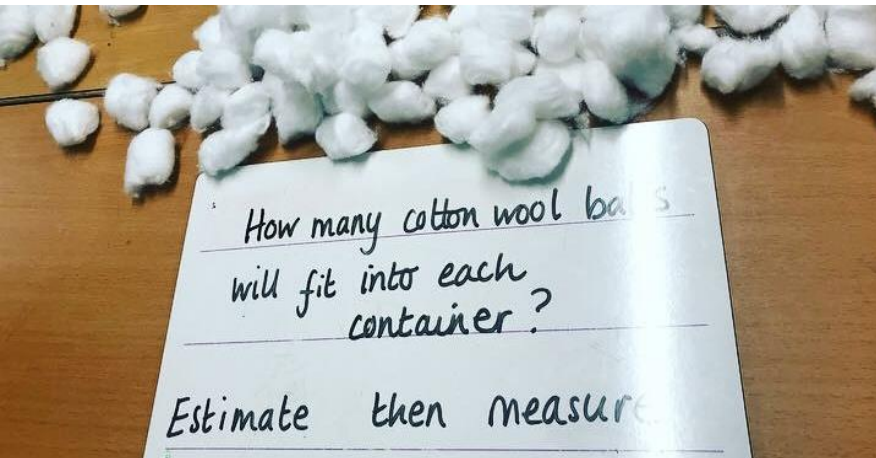
- - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- - Anticipate (where appropriate) key events in stories.
- - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

ELG 9 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.

ELG 10 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

ELG 11 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.

ELG 12 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.

Knowledge and Understanding of the world

ELG 13 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.

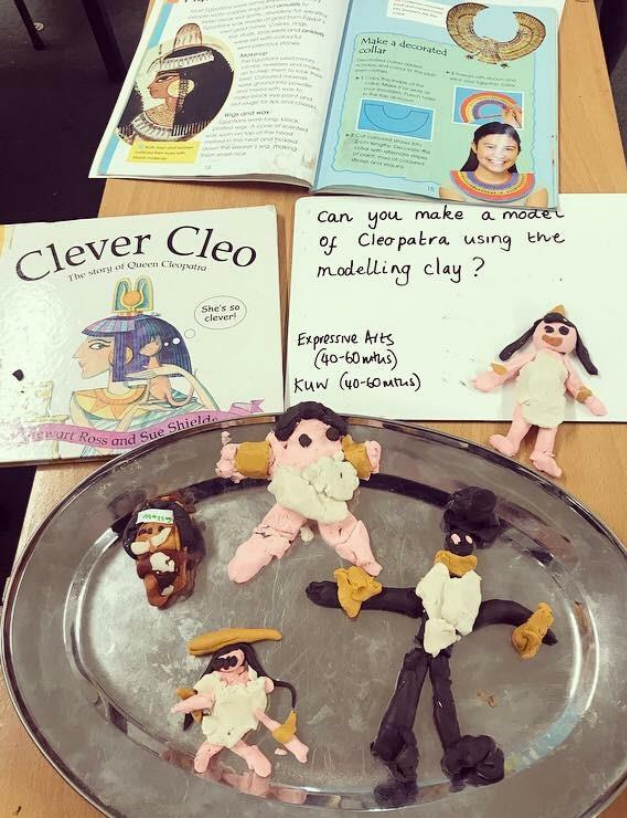
ELG 14 People, Culture and Communities

- - 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

ELG 15 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

ELG 16 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.

ELG 17 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.

Tapestry

- Use of Tapestry to take observational assessments to find out what the child can do and what their next steps are – so we can not only celebrate their ‘wow’ moments with each other, but also adapt planning to take into account the needs of all children.
- Tapestry is a secure, online Learning Journal to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of your child’s experiences during their time with us. This system allows us to work with parents and carers to share information and record the children’s play and learning in and outside of the classroom.
- You will receive your own personal log-in and a parents guide to help you get started!



Worship

As a Church of England School, all our pupils have daily worship.

In partnership with the Church our pupils are enabled to flourish and achieve their full potential through worship, underpinned by our Christian Values.

We explore our Christian values and each term we focus on one of these values.

Rev Sam and his friend Jam, visit each class once a week to deliver worship. We love our worship sessions!

Let your light shine before others,
so that they may see your good works
and give glory to your father in heaven

 Matthew 5:16

"Shine bright and reach for the stars..."



Pets as Therapy animals

Meet Tilly and Merlin!

Tilly is our school guinea-pig- She is very fluffy and lovely to cuddle. We learn lots about caring for others and responsibility when we look after her. We also know that if we are feeling sad, we can have some time with Tilly, to make us feel better.

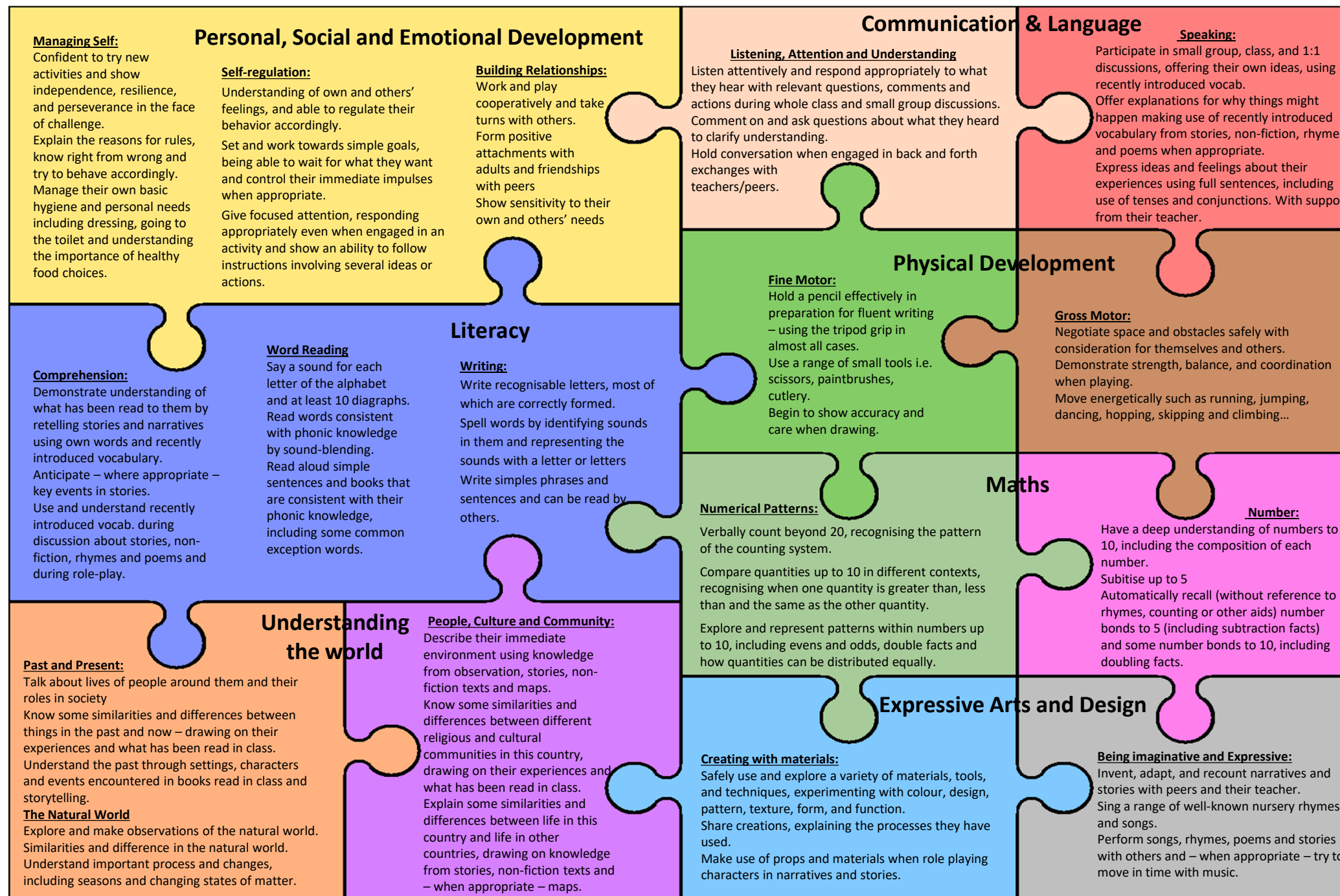
Our P.A.T dog Merlin comes in to listen to us read every week. The benefits of Merlin's visits are huge!

PAT Dogs provide comfort, encourage positive social behaviours, enhance self-esteem, motivate speech and inspire young people to have fun. The teacher should remain in charge of the reading sessions at all times. The children will be selected by their teachers as those who would benefit most from this intervention; normally children who lack confidence, or have difficulty with reading or attention deficit. The teacher chooses and provides appropriate books. It is suggested that the sessions for each young person should be no longer than 15 minutes.

Merlin is taken into a classroom and kept at all times on a lead and under the control of the PAT Volunteer, (Rev. Sue). The children are also told how much Merlin enjoys hearing stories. Teachers are in charge and in attendance constantly. Rev. Sue holds Merlin on a lead, but the children should be allowed to sit (perhaps on cushions) close, so they can interact with him.



The Early Learning Goals



What a day in Reception looks like..



Daily timetable

8.40	9:00	9:15	9:45		10:30	11:30		12:45	1:30	2:30	2:45
Child Initiated learning	Worship	Phonics	Literacy	Break	Child initiated learning	Maths	Lunch	KUW/ EAD	Child initiated learning	Circle time celebrate	Rest Easy

Early Reading and Writing

- In Reception we will continue to use Read Write Inc to teach children of the letter sounds associated with each letter
<https://www.tilstockprimaryschool.co.uk/wp-content/uploads/sites/8/2020/08/Read-Write-Inc-Phonics-information-for-parents.pdf>
- We will use Kinetic Letters to promote correct letter formation.
<https://www.tilstockprimaryschool.co.uk/wp-content/uploads/sites/8/2020/08/Kinetic-Letters-Parent-Information.pdf>
- Home-link books will include an overview of the letters and sounds learnt each week, so you can practice these at home together.
- Children will be listened to read regularly 1-1 with an adult and documented using Go-Read.



How can I prepare my child for their first year at school?

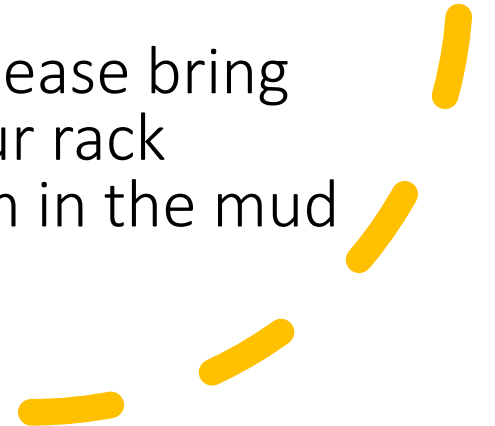
- Undressing and dressing (for PE) independently
- Encouraging your child to use the toilet independently, wash their hands, put on and fasten their coats.
- Practicing to write their own name, using correct pencil grip (froggy fingers) Read Write Inc is available online
- Learning the letter sounds phonetically – (Ah not Ay) Phonics songs are available online
- Recognising amounts to 10 and matching these to correct numerals.
- Sharing is caring
- Follow instructions

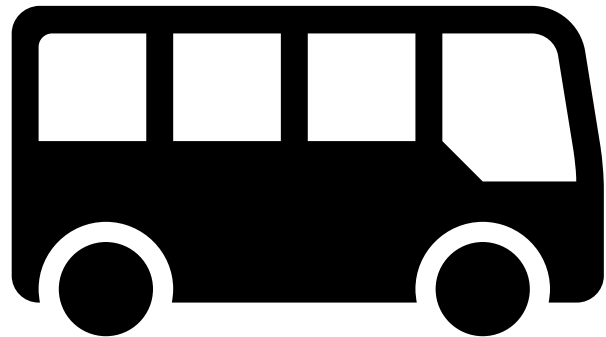


A few reminders



- School day 9:00-3:00
- Breakfast club from 8:00am and After school clubs available until 4:30pm – please contact the office to book – these can be booked up until the day before.
- School dinners can be ordered on the day. A choice of hot meals and sandwiches will be available and can be viewed on our website.
- Packed lunches clearly labelled with name
- Uniform and bags need to be clearly labelled with names please!
- If you have a spare pair of wellies please bring them in and we can put them on our rack outside so your child can wear them in the mud and rain.





Our Mini-bus service

The service transports children from Whitchurch to Tilstock CE Primary School.

Parents interested in using this service must contact the school office to arrange. There is a charge for this service.

1st stop – **8.20am Wrexham Road** (Bus shelter by Sharps Drive)

2nd stop – **8.25am Brownlow Street** (small carpark - opposite Home Bargains)

3rd stop - **8:30am Doddington**

