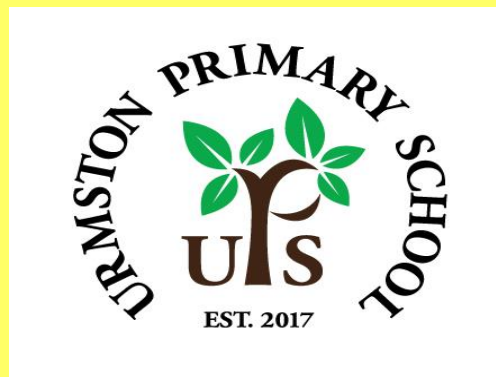


Welcome to Reception

Growing together. Empowered to be more.



Our EYFS vision

Our children feel safe and happy in a stimulating and challenging environment, where they love to learn and become confident, enthusiastic and independent learners.

Our School Values

At UPS, we are:

- Happy
- Kind
- Proud
- Respectful
- Responsible
- Resilient



A Typical School Day...

School begins: 8.55am

Name writing/Handwriting (10 mins)

Carpet time (15/20 mins)

Focused activity/Indoor Continuous Provision (1hr)

Milk and fruit- talking time (10mins)

Focused activity/Continuous Provision-Indoor and Outdoor (45mins)

Phonics (20-30mins)

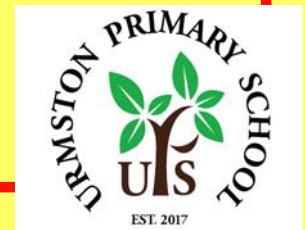
Lunch (1hr 30mins)

Whole class learning (15/20mins)

Indoor and Outdoor Continuous Provision (1hr)

Story time/singing

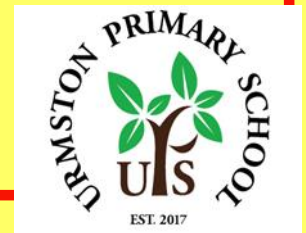
Home time: 3.15/3.30pm



EYFS Areas of Learning

- ❑ Prime areas- these develop through relationships and experiences and run through and support all areas.
 - Personal, Social and Emotional
 - Physical Development
 - Communication and Language

- ❑ Specific areas- include essential skills and knowledge- provide important contexts for learning.
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design



Prime areas

- **Personal social and Emotional**
Self-Regulation
Managing Self
Building Relationships
- **Physical development**
Gross Motor Skills
Fine Motor Skills
- **Communication and Language**
Listening, Attention and Understanding
Speaking



Specific areas

- **Literacy:**
Word Reading
Comprehension
Writing
- **Mathematics:**
Number
Numerical Patterns
- **Understanding the World:**
The Natural World
People Culture and Communities
Past and Present
- **Expressive Arts and Design:**
Being Imaginative and Expressive
Creating with Materials



Our Curriculum

At UPS, we want our children to become ...

Confident Communicators
who can listen carefully in
different situations, hold a
conversation with friends and
adults, ask relevant questions
and use new vocabulary to
explain ideas and feelings.



Our Curriculum

Independent Individuals
who can demonstrate our school values, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.



Our Curriculum

Fantastic Friends
who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.



Our Curriculum

Amazing Athletes

who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment



Our Curriculum

Talented Tool Users

who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.



Our Curriculum

Brilliant Bookworms

who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt).



Our Curriculum

Wow Writers

who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.



Our Curriculum

Masters of Maths

who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5 and beyond, including doubles.



Our Curriculum

Exceptional Explorers
who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.



Our Curriculum

Compassionate Citizens
who can help to look after
their community, care for the
environment and have an
awareness of other people's
cultures and beliefs.



Our Curriculum

Proud Performers

who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.



Our Curriculum

Dynamic Designers

who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.



Topic overview

Autumn 1	Ourselves
Autumn 2	Let's Celebrate
Spring 1	Poles Apart
Spring 2	Amazing Animals
Summer 1	Into the Woods
Summer 2	Let's Set Sail

Characteristics of effective learning

Playing and Exploring

- Make choices, showing curiosity and exploring different resources and materials.
- Plan and think ahead about how they will explore or play with objects.
- Representing their experiences in play and taking on a role in their play
- Guide their own thinking and actions by talking to themselves while playing.
- Make independent choices. Do things independently that they have been previously taught.
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you
- bring to their attention.



Characteristics of effective learning

Active Learning

- Show goal-directed behaviour.
- Maintain focus on an activity for a period of time and not easily distracted
- Use a range of strategies to reach a goal they have set themselves.
- Enjoy meeting challenges for their own sake rather than for external praise
- Begin to correct their mistakes themselves.
- Keep on trying when things are difficult and bouncing back after difficulties.



Characteristics of effective learning

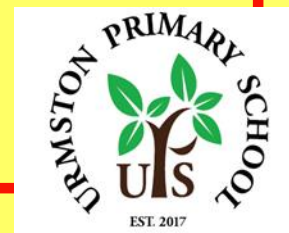
Creating and Thinking Critically

- Sort objects and materials.
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems. Use pretend play to think beyond the 'here and now' and to understand another perspective.
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
- Concentrate on achieving something that's important to them.
- They are increasingly able to control their attention and ignore distractions.



Reception Baseline

- Formal baseline- statutory assessment implemented this year
- Informal baseline-high quality adult interactions and observations of children's learning through play.
- Teachers role is to 'tease' rather than teach until baseline is complete, after first 4 weeks.
- During the first weeks the focus is on children's well-being and involvement, characteristics of effective learning and creating independent learners in Continuous Provision.



Foundation Stage Profile

- The EYFS profile summarises and describes children's attainment at the end of Reception.
- Each child has an electronic learning journey recorded on Tapestry.
- At the end of the year teachers must judge if a child has met the Early Learning Goals.
- These will provide Year 1 teachers with important information about your child's learning.
- Parents will receive information throughout the year on your child's progress and any concerns we have will be flagged up along the way.

Other ways to help at home...

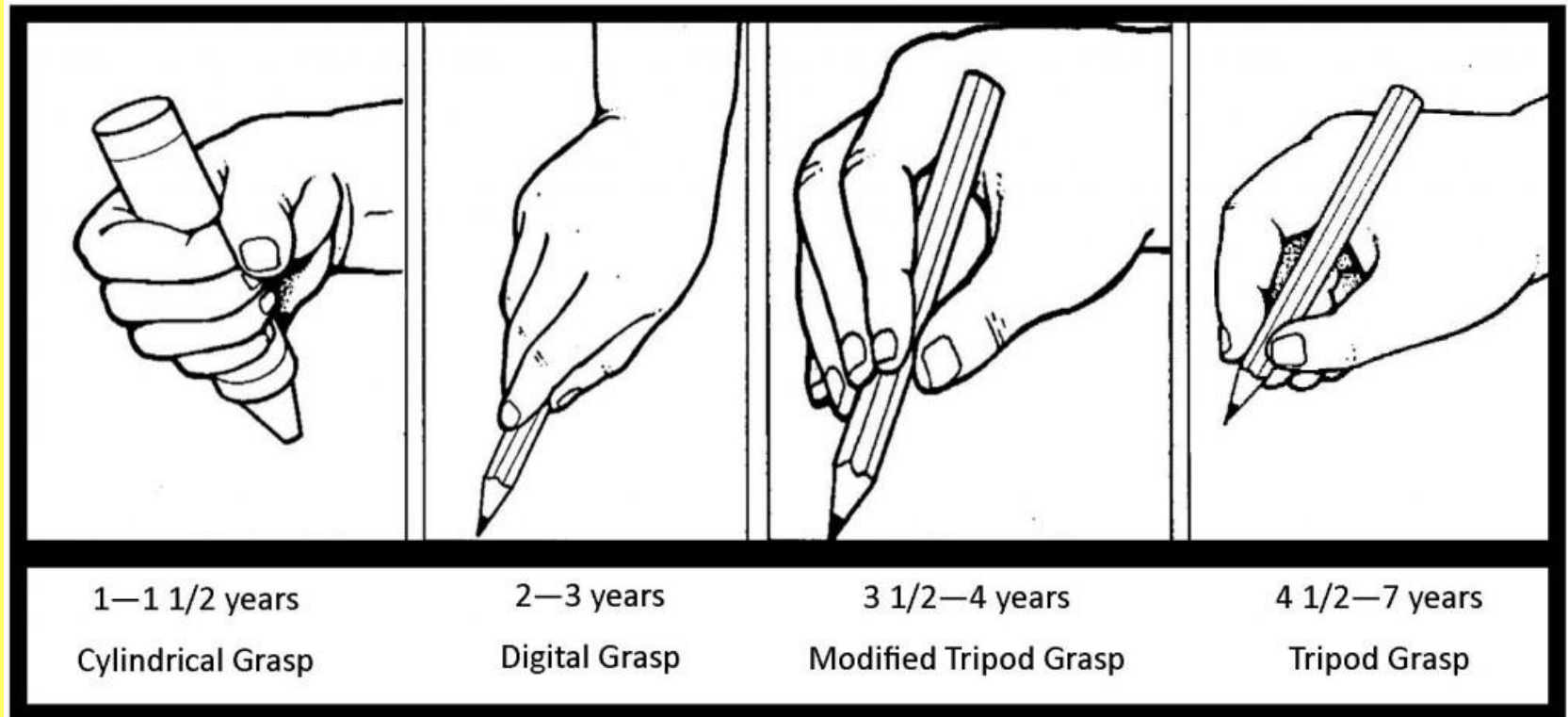
- Find learning in everyday opportunities.
- Talk with your child about their learning (using Seesaw page and Weekly Learning Update)
- Be a role model. Your child will want to copy you.
- Bedtime stories, shared reading books, reading scheme books, re-tell stories and discuss characters, storyline, feelings, etc.
- Develop gross motor skills by throwing and catching, sweeping leaves, washing the car, etc.
- Develop arm/hand strength by using play dough, squeezing sponges in the bath, mashing potatoes, etc.
- Develop fine motor skills by cutting, lego, dot-to-dots etc.
- Talk about the world around you, seasonal changes, current affairs.



Learning together

- Nursery rhymes, number rhymes and counting songs.
- Pointing out numbers in the environment on your way to school.
- Practise counting forwards and backwards together, e.g. when you climb the stairs.
- Play board games together, memory pairs, card games.
- Compare quantities/objects, who has the most sweets, which shopping bag is heavier?
- Describe shapes around the house, roll/stack, curved/straight.
- Simple routines - setting the table, unpacking shopping, pairing socks, follow instructions.
- Baking- brilliant activity for maths and science!

Pencil grip development



Help your child to be independent.

Independence with:

- Clothing - practising zipping coats, buttons, shoes and socks.
- Toileting - routine of flushing and hand-washing.
- Recognising their name, including their surname - name cards, book bags, pegs, etc.
- Tidying up- returning items to where they belong, putting lids on pens, pushing chairs in, etc.
- Peeling fruit (bananas and tangerines)

Reception reward system



All children begin each day on the sunshine.

Being on the sunshine means the children are making good behaviour choices and are demonstrating our school values.

As a reward for such behaviour, the children receive half an hour of Golden Time on a Friday afternoon.

Reception reward system



If a child makes a wrong decision regarding their behaviour, they will have a little chat with the teacher using our restorative approach. If such behaviour continues, they will move their name to the thinking cloud. The child will be given time to reflect upon their behaviour before having a longer restorative chat outside of the classroom with the teacher or more senior member of staff if this is repeated behaviour. Once this chat has taken place, the child moves their name back to the sunshine.

If a child moves their name onto the thinking cloud for a second time within the day, they will lose 5 minutes of Golden Time on Friday. This can be earned back through positive behaviour.

The 'Being More' Rainbow



At UPS, we always encourage the children to 'be more'. Any child demonstrating ways of 'being more' may move to the rainbow. Being more is when a child goes out of their way to demonstrate our school values. This may be picking up litter without being asked, holding the door open for someone, helping a child to fasten their coat, etc.

When a child moves to the rainbow, their name gets put into a special box for the prize draw at the end of the week.

Parental Engagement...

- You are your child's first educators so we want you to be involved and fully aware of what your child is learning at school.
- **'Weekly Learning Update'** on Fridays about your child's learning in the week.
- **Weekly photos** on our class Seesaw page.
- **Parents' evening** in November.
- **Wow moments**- Please post these on Seesaw
- **Tapestry Online Learning Journey**
- **Classroom visits**
- **Mystery Reader**



Please ask ...

If you have any queries at any time, please come and speak to us.

