

Welcome to Reception



Maple Class

Mrs Pettifer, Mrs Lambarth,
Miss Hastings

Mrs Bland's Infant and Nursery School



Foundation Stage – birth to five

Statutory Framework for the early years (amended in 2021) sets the standard that all early years providers must meet.

We follow 'Development Matters' which is non-statutory guidance

Foundation stage is divided into Prime areas and Specific areas – end of year expectations are as follows



- Communication and Language



Speaking – participate in class discussions using new vocabulary
Express ideas using full sentences, offer explanations to why things might happen



Listen and Respond to what they hear.
Make comments and ask questions
Hold a conversation back and forth with adults and peers.

Mrs Bland's Infant and Nursery School

- Personal, Social and Emotional Development



We worked together.
We made a castle

Show understanding of their own feelings and those of others, regulate their behaviour.
Work towards simple goals, control their impulses.
Give focused attention and follow instructions.



Play cooperatively and take turns
Form positive attachments
Show sensitivity to their own and others needs,

• Physical Development

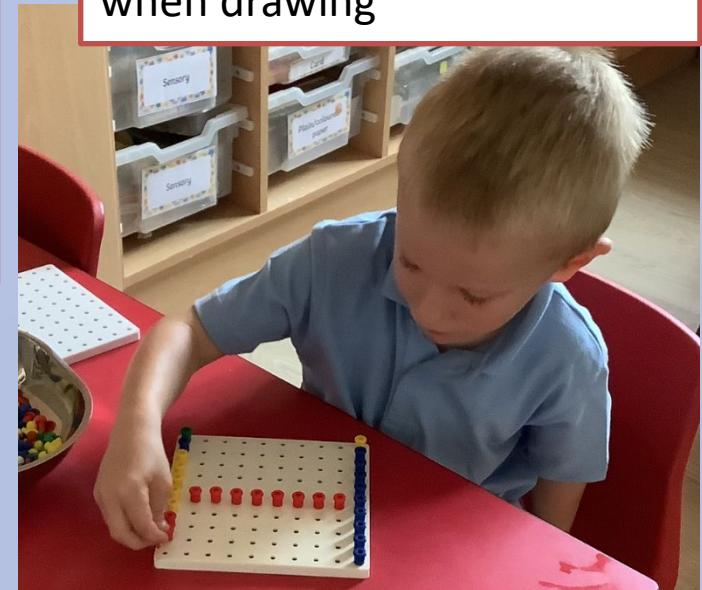


Hold a pencil effectively in preparation for fluent writing – using the tripod grip
Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing

Negotiate space and obstacles safely, with consideration for themselves and others;

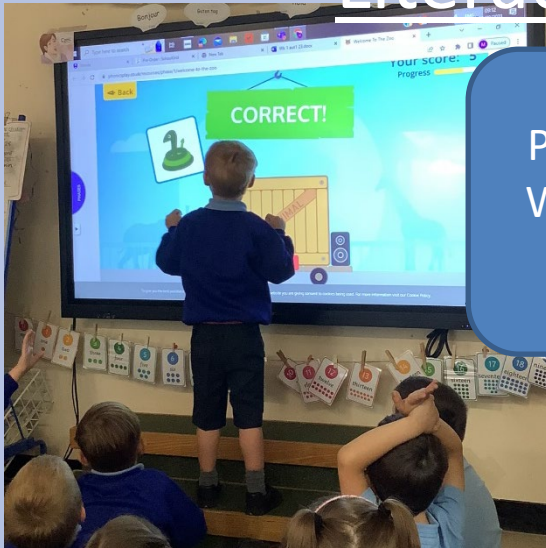
Demonstrate strength, balance and coordination when playing;

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



Specific Areas

Literacy



Phonics games -
What sound can
you hear?



Say a sound for each letter in the alphabet and at least 10 digraphs; (2 letters that make one sound)

Read words by sound-blending;
Read aloud simple sentences and books including some common exception words.

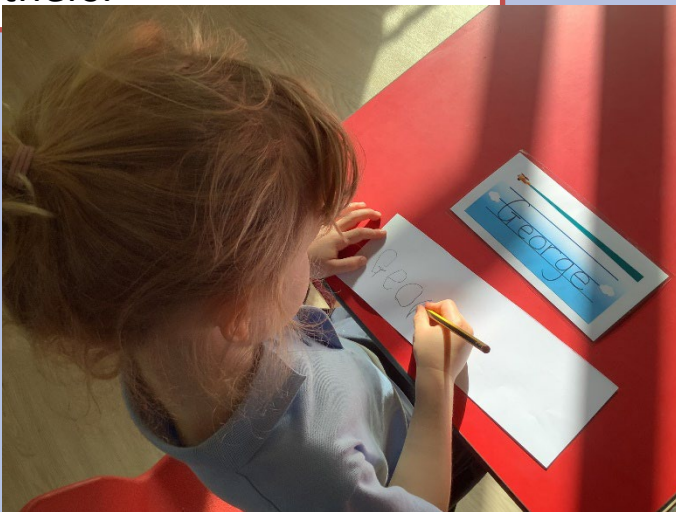
Retell stories and narratives using their own words and new vocabulary;
Anticipate key events in stories;
Use and understand vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

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.



Letter families:

Stick family: li ftu

Stick and over family: rnmhbk

Round family: co ades

Tail family: jgypq

Odd family: vwxz

Extras: ch sh th tr dr wh

abcdefghijklmnopqrstuvwxyz
vwxyz

a b c d e f g h i j k
l m n o p q r s t u

v w x y z

A B C D E F G H I J K L M N

O P Q R S T U V W X Y Z

1 2 3 4 5 6 7 8 9 0

• Mathematics

Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts



Verbally count beyond 20,
Compare quantities up to 10 (greater than, less than or the same) Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be shared.

- Understanding the world

Past and Present

Talk about the lives of the people

Know some similarities and differences between things in the past and now,

Understand the past through settings, characters and events encountered in books read in class and storytelling.

People and Communities

Describe their immediate environment using (observation, discussion, stories, non-fiction texts and maps;) -

Know some similarities and differences between different religious and cultural communities in this country



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.

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive arts and design

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



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 try to move in time with music.



Characteristics of Learning

- Playing and Exploring



- Active Learning

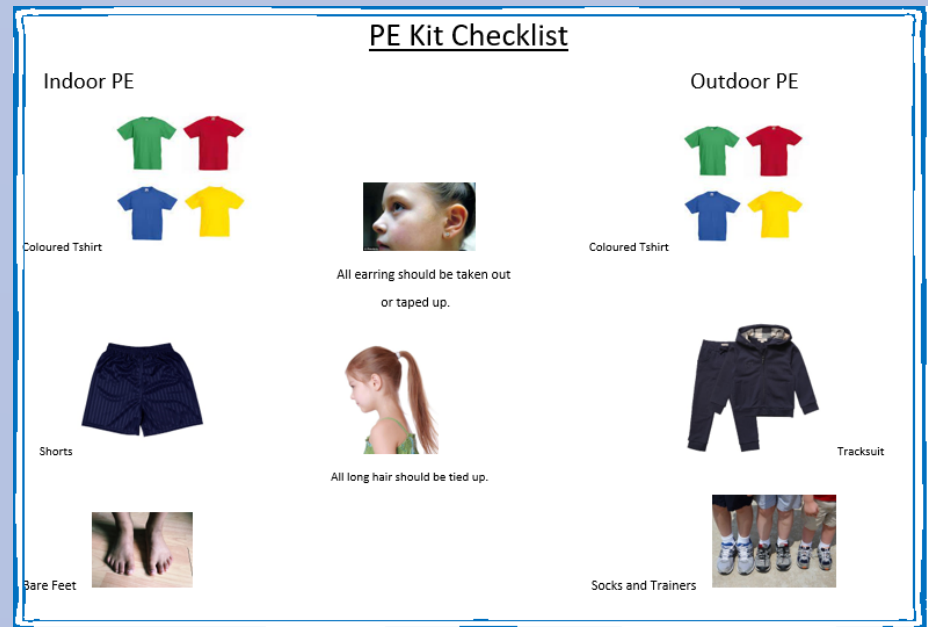


- Critical Thinking



Maple Class

- Outdoor learning – Friday (school clothes with waterproofs and wellies.
- P.E- Wednesday (outdoors)
- - Friday (indoors)



- Reading books to come to school everyday in zippy wallets

Outdoor learning



Our day

Registration

Assembly

Outside

Snack

Phonics

Inside choice/small group

Lunch

Inside choice/small group

Outside choice/small group

Story time

School Trips and Visitors

- People who help us – talks
- Walk around the local area – February
- Rushall Farm – March
- Local Bus trip and miniature railway – May
- Mudeford Beach trip – June



Thank you for listening

Please feel free to ask any questions.