



Welcome to Class Jonah

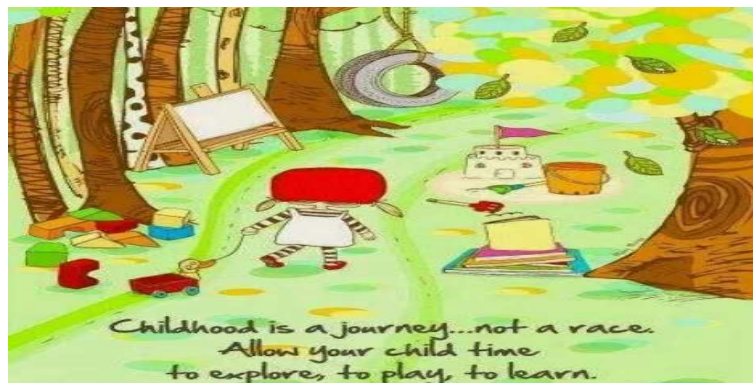


Reception is such a big step for our children. Not only are some of them experiencing school life for the first time but also learning new rules and routines, establishing new friendships, developing far more independence and building foundations for all their future learning. It can be a daunting prospect for some children (and parents) but please rest assured, Your children are amazing little people who are far more resilient than we often realise, and will find their feet in no time at all.

Leaving family members can be very daunting when starting somewhere new and this is completely normal. There may be a few nerves, but we hope not too many tears! We also know there will be some children who will skip through the door quite happily. The most important thing is that we put your child's emotional well-being at the front of all we do. It is just as important to us as it is for you that your child feels happy, safe and comfortable in our reception environment and we will keep you informed at every step along the way as to how their transition is going. We have put together a few ideas of how you can help your child into Reception. It aims to give information about the sorts of things your child will need to be able to do, as well as highlighting the important role that you can play in your child's education. We have tried to make the information as easy to follow as possible but if you would like to know more, then please come in and ask a member of staff.

Your support is greatly appreciated, and building a relationship between parents and our school is invaluable. We look forward to working together to help your children be the best that they can be.

Learning Journey



A child's Learning Journey is a continuous journey through which they build on all the things they have already experienced and learned. They are continuously experiencing new, exciting and interesting challenges and accomplishing new skills. Every child's learning journey takes a personal path based on their own individual interests, prior and new experiences offered.

Each child will have a writing book, phonics book, maths journal and a folder of their recorded work which will be sent home at the end of the school year.



Working Together



We would love for you to be a part of your child's learning journey by contributing any of your child's achievements at home as this will support us in creating a more complete picture of your child. This is best when it is a behaviour or achievement your child has demonstrated completely independently. You can share this with us via 'WOW' moment cards that we will send home. You can also advise us verbally, provide a photo, send in certificates and medals for us to look at or, make a note in your child's reading diary. We always love to hear all the wonderful things your child has been up to outside of school.

Everything we get up to as a class during the week and any other messages directly from the teachers will be sent in a weekly newsletter.

This is a great conversation starter to use with your children, especially when they tell you they can't remember what they have done at school!

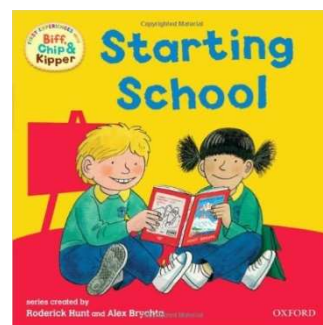
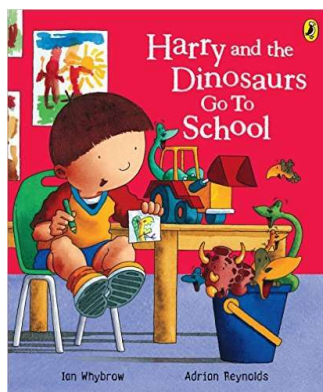
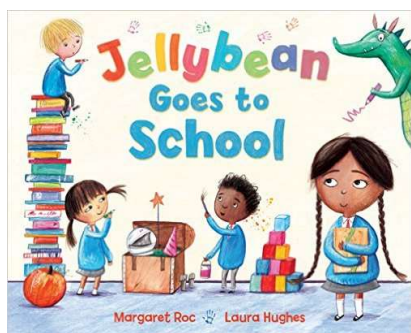
How to prepare for September

It is wonderful to be able to invite you in to school and for your children to visit us on our stay and play days. Our Acorns, of course are already very familiar with the environment in school. If your child is feeling a little nervous, it would be a really nice idea for you to walk by school and have a look through the gate with your child before September to familiarise them and to have a little look at the building and playground.

If you or your child have any questions, please e-mail them to us and we will be happy to answer them. Please email to aarmitt@astbury.cheshire.sch.uk

- Let your child try on and get used to their new school uniform and school shoes before starting school.
 - Let your child practise dressing and undressing in preparation for our P.E. lessons.
 - Encourage independence when putting on and fastening their coat.
 - Encourage your child to wipe themselves after using the toilet.
 - Teach your child about the importance of flushing the toilet and washing their hands properly after using the toilet so that we don't pass around any germs.
 - Establish a good sleep routine for your child.
 - Talk together! Talk to your child without distractions from the TV, radio or electronic devices. Talk about shared experiences that you have enjoyed such as visits, shopping trips, or things you have seen.
 - Talk about the importance of healthy eating and discuss the weekly menu choices with your child.
 - Sing songs and rhymes together to develop their vocabulary and awareness of rhyme, rhythm and alliteration.
 - Read lots of stories together and talk about what has happened.
 - Play I-Spy and games that involve taking turns.
 - Help your child get used to recognising their own name.
 - If you want to help your child write their own name, please start with a capital letter followed by lowercase letters, and encourage correct letter formations
- * Practise counting together and look for numbers in the environment

How to prepare for September



There are lots of lovely story books about starting school which you could share with your child:

'Starting School' by Janet and Alan Ahlberg

'Boris starts School' by Carrie Weston and Tim Warnes

'Alfie and the Big Boys' by Shirley Hughes

'Jellybean goes to School' by Margaret Roc and Shirley Hughes

'Harry and the Dinosaurs go to School' by Ian Whybrow and Adrian Reynolds

'Topsy and Tim start school' by Jean and Gareth Adamson

'Come to School too, Blue Kangaroo' by Emma Chichester Clark

There are lots more to choose from too if you google **"starting school."**

You will be able to listen to recordings of most of these books on YouTube too.

EYFS Curriculum

The Early Years curriculum is split into 7 areas.

Prime areas

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



Specific areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

These 7 areas are broken down further into a total of 17 aspects of learning. Within each aspect there are objectives which the children work towards.

Characteristics of Effective Learning

Underpinning the Early Years Curriculum are the Characteristics of Effective Learning:

- Playing and exploring (engagement)
- Active learning (motivation)
- Creating and thinking critically (thinking)

Each area of learning has an Early Learning Goal that we hope your child will reach by the end of Reception. The children's progress is closely monitored throughout the year so that interventions can be made for any children requiring a little more help.

Personal, Social and Emotional Development

Children in the EYFS will learn to do the following:

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**

Personal, Social and Emotional Development

How you can help at home

- Encourage friendships with other children
- Have friends round to play
- Help your child to learn how to share and take turns
- Play board games
- Help develop your child's interests and skills
- Provide opportunities for them to do things on their own
- Encourage independence
- Encourage your child to get dressed independently
- Talk about your feelings and how your child feels
- Be consistent in your approach to rules at home
- Make time for one to one interaction with your child
- Talk to them about their day
- Try new activities



Communication and Language

Children in the EYFS will learn to do the following:

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.

Communication and Language

How you can help at home

- Learn action rhymes, nursery rhymes and play games like Simon says
- Ask questions about their day, interests and experiences
- Talk about what they have done, what they are going to do and talk about things happening in the future e.g. Holidays
- Join in with role play activities
- Act out their favourite fairy tale
- Make up their own stories
- Spend quality time talking e.g. over dinner, away from noise and distractions
- Talk about your day. Did anything funny happen?
- What was the best thing about your day?
- Talk about tomorrow or the rest of the week. Is anything exciting or interesting going to happen?
- Talk whilst out and about. Things you can see, places things come from, how things have changed over time, notices and pictures on walls, look at magazines and talk about the pictures, look at toys and talk about how they work, where you are going, what you expect to see, how you are feeling, things that have happened in the news.

Physical Development

Children in the EYFS will learn to do the following:

Gross Motor Skills

Children at the expected level of development will:

- 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, paint brushes and cutlery.
- Begin to show accuracy and care when drawing



Physical Development

How you can help at home

- Encourage your child to get themselves dressed and undressed independently - using buttons, zipping up their own coat
- Teach your child about being hygienic e.g. washing their hands after going to the toilet, before touching food, after touching animals, etc.
- Talk about keeping safe whilst out and about e.g. crossing the road
- Encourage use of a knife and fork when eating
- Support your child in holding a pencil effectively
- Have fun at the park- climbing, balancing, managing risks
- Take your child out on a bike or scooter
- Obstacle courses
- Talk to your child about healthy eating
- Skipping
- Ball skills
- Dancing to different styles of music
- Play board games
- Encourage your child to help you with chores, e.g. washing windows, cleaning the car, sweeping up leaves.
- Threading
- Playing with play dough
- Writing their name using a pencil, paint, chalk outside
- Practise cutting skills

Literacy

Reading

Children in the EYFS will learn to do the following:

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.**

Phonics

We teach phonics using Phonics Bug from Active Learn.

As the children learn each letter and sound they will be given a key ring to bring home to practise. You will also be invited along to a Phonics Evening in the Autumn term.

At first, your child will bring home a Lilac band book. These books have pictures only. Sharing wordless books is a great way to build important literacy skills, including listening skills, vocabulary, comprehension and an increased awareness of how stories are structured to build story vocabulary and story talk. They will also choose a story book to share with you. Once they have the first set of phonemes they will begin to bring home a reading scheme book that matches their phonic knowledge this is when they will be able to read aloud to you. We use the 'Phonics Bug' Reading scheme books, you will also be given login details to the Active Learn website, enabling you to access additional e-books from the Phonics Bug scheme.

We aim to listen to your child read individually with the teacher or teaching assistant twice a week.



Literacy

Reading



How you can help at home

- Set aside a special time for just you and your child
- Read/share with your child what they think will happen in the s
- Talk about the story, you may ask questions to check their understanding of vocabulary and the story.
- When out and about, encourage your child to read signs, instructions, etc.
- When reading unfamiliar words, break up the word into phonemes to sound it out and blend, e.g. c-a-t, sh-o-p, c-oo-t.

- In the home encourage your child to read with you, e.g. recipe instructions, cereal boxes, etc.
- Encourage children to sound out words which are new or have been in their reading books previously
- Join a library—it's free!
- Read to your child or share books with them whenever possible.
- Encourage all members of the family to share and read books with your children
- Create a reading den!
- Try some extreme reading, up a tree, on the back of a horse, in a tractor!



Literacy

Reading

Suggested questions for sharing books

Fiction

- Can you find a title?
- Who is the author and illustrator?
- Who are the main characters?
- What is the story about?
- How does the characters feel throughout the story?
- Which is your favourite part and why?
- Which character would you be in the story?
- How did X feel when.....? Why?
- What do you think will happen next?
- How else could the story have ended?
- Which is your favourite character and why?
- Where is the story set?

Non-Fiction:

- Can you find a title?
- What is the book about?
- What is a contents page?
- On what page will we find X?
- Can you find bullet points?
- How do the pictures help?
- What is a glossary and why does it help you?

Literacy

Writing

Children in the EYFS will learn to do the following:

- Form and write recognisable letters that are correctly formed
- Spell words by identifying the sounds and then writing the sound with a letter or letters.
- Write short sentences and phrases with words with known sound-letter correspondences.
- Write simple phrases and sentences that can be read by others.

Literacy

Writing

How you can help at home now

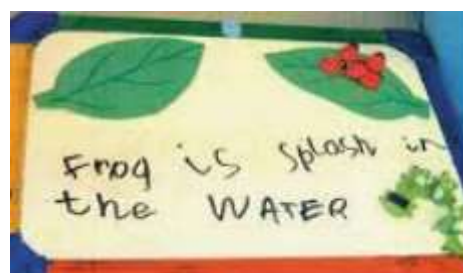
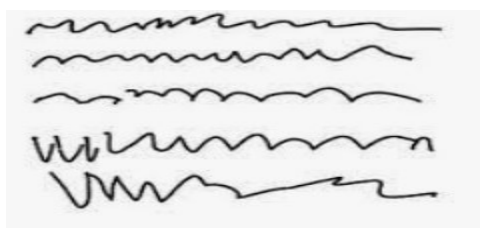
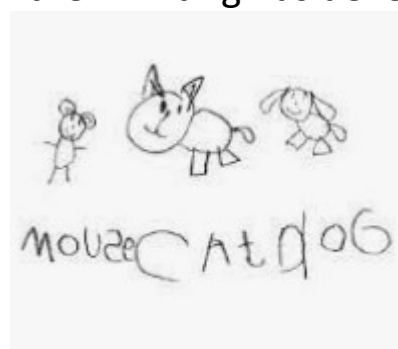
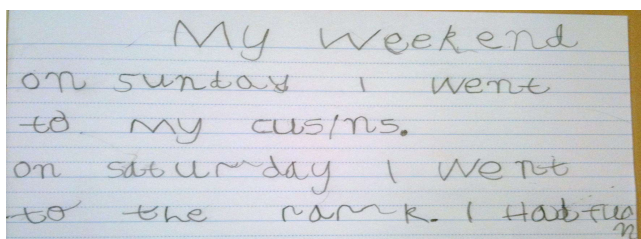
- Encourage lots of mark making.
- If they are beginning to form letters, please use the correct letter formation
- Provide your child with a variety of opportunities to have a go independently, for example, writing birthday cards, notes, lists, letters, notebooks.
- Use a variety of materials to experiment mark making with: - sand, paint, water, chalk, sticks in mud.
- Write the letters of their name for your child first and then let them go over the top of your writing with a different colour.
- Make it fun - graffiti an old top, make a map, signs for bedroom doors, mats for mealtimes, chalk outside, paint with water and big brushes.
- Lots of exercise for hands and fingers – playdough, plasticine, pastry, finger painting, nuts and bolts, jigsaws, threading etc.

Literacy

Writing

Writing at home, next steps

- Talk it through—share ideas
- Write it together by sounding out the words.
- Remember, in Reception we expect much of the spelling to be phonetically plausible. It may not be spelt correctly but the spelling matches the spoken sounds, e.g. I can see a laideeburd.
- Help your child learn the spellings of the high frequency words we send home in book bags, especially the 'tricky' words.
- Encourage your children to write at home about anything that they want to.
- Share their writing and listen to what they have written.
- Find (if possible) a quiet space for your child to complete their writing.
- Create a writing box with special pens and paper.
- Perhaps you could treat your child to a special writing book and pencil. This could encourage your child to write more and is a lovely keepsake for you to see how their writing has developed.



Mathematics

Children in the EYFS will learn to do the following:

Number

- Have a deep understanding of numbers 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.
- .



Mathematics

How you help at home

Have a go at the following activities:

- Baking—weighing ingredients
- Sing songs and rhymes for example One, two, three, four, five once I caught a fish alive.
- Finding numbers in everyday life
- Have a number hunt when walking to school or driving in the car, e.g. the first person to spot a number 8 is the winner!
- Sharing out food items
- Playing shop at home
- Use a calendar—what day is it to-day? What date?
- Bingo—you can cover all the areas of maths through this game
- Card games—Snap, Pairs and matching games
- Dice games
- Identify shapes in everyday life
- Complete jigsaws together
- Online activities-

www.ictgames.co.uk

www.busythings.co.uk

www.topmarks.co.uk

Understanding the World

Children in the EYFS will learn to do the following:

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



Understanding of the World



How you can help at home

- Collect, find out and talk about natural objects
- Go on nature walks
- Use the telephone
- Bring in photographs from holidays or trips to share with the class
- Bake together and talk about the changes in the ingredients
- Talk about different environments and countries
- Talk about the weather and changes in seasons
- Discuss and find out about different animals, insects, dinosaurs, birds, people
- Involve your child when out shopping—encourage them to find items
- Encourage your child to ask questions about the world around them
- Ask them questions about the world around them
- Ask them questions about their experiences
- Talk about your own experiences past and present.
- Talk about different cultures
- Talk about similarities and differences between themselves and others

Expressive Arts **and Design**

Children in the EYFS will learn to do the following:

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



Expressive Arts and Design



How you can help at home:

- Encourage your child to paint/ draw by providing them with different materials indoors and outdoors e.g. paper, pencils, chalk, paints, old sheets, wall paper, different sized brushes
- Play music to your child
- Dance to different styles of music
- Sing all different types of songs with your child
- Make dens outside
- Encourage all ideas of creative thinking
- Provide materials for weaving—ribbon, wool, string
- Let your child mix their own paints
- Make and play with play-dough
- Let them help you with painting
- Baking
- Use puppets to act out fairy tales and traditional stories such as The Three Little Pigs
- Experiment with different ways of making things such as using card, paper, cardboard—which works best
- Junk-modelling
- Explore different ways of attaching things together
- Let your child design what they are going to make

What else you can do to support your child at school

- Encourage your child to be responsible for their own belongings
- Label their clothes
- Try to read little and often with your child and please sign their reading diary every time they have read a book with you
- Provide your child with a P.E kit which needs to be in school from Mondays to Fridays.
- Provide your child with a named book bag and named water bottle (water only please) which they can bring to school each day.
- Use our website to keep up to date with what is going on in school.

Other Useful Websites

- www.ictgames.co.uk
- www.phonicsplay.co.uk
- www.topmarks.co.uk
- www.purplemash.co.uk