



Welcome to
Early Years

Aims for the meeting

- Understand what Nursery and Reception is like at Botley School
- Have a better understanding about the curriculum
- Gather some ideas about what you can do to support your child at home
- Know where to go to find further information

Our curriculum

We follow the Early Years Foundation Stage which is for children from birth to the end of the Reception year (the academic year in which the child turns 5)

Areas of learning

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

National Curriculum

When the children enter Year One they will then follow the National Curriculum.



Why is my child 'just' playing?

Learning through play

Play underpins the EYFS. It also underpins learning and all aspects of children's development.

Through play, children develop their language skills, emotions, creativity, and social and intellectual skills.

Play takes place indoors and outdoors. It is in these different environments that children explore and discover their immediate world.

It is through play that children practise new ideas and skills, they take risks, show imagination and solve problems on their own or with others.

What does learning in Nursery and Reception look like?

Child initiated activities

Throughout the day the children will be responsible for their own learning where they will be making choices about what activities they participate in.

We set up a variety of activities, both inside and out, which are linked to the learning from the adult focused activities as well as the children's interest. Through our observations, we identify the children's next steps and interests to support us in our planning for the provision.

Through such activities we are able to build on the children's learning and support them in the challenges they face.

Adult focused activities

Throughout the day the children will be encouraged to take part in several adult focused activities (teaching activities) where they will work in small groups on a particular aspect of learning.

Using colours for a purpose (portraits)

Counting and number skills

Developing ball skills

There will also be group times at various points throughout the day. There will be a daily phonics and maths group time as well as a topic based session.

Snack time

The children have fruit and vegetables available throughout the day along with milk and water. During this time, children are encouraged to register that they have had snack as well as become independent at washing their hands before eating as well as pouring their drinks and peeling their fruit.

Lunch time

The Reception children go to the canteen for their lunch. The children are supported in collecting their school lunch and cutting up their food. Once the children have eaten their lunch they have outdoor play in the Muga on the playground.

The Nursery children eat their lunch in the classroom and then play in our garden.

PE

The Reception children have a PE session once a week on a Wednesday which normally takes place in the school hall for the first half of the year. The children take part in a variety of activities - learning ball skills, negotiating climbing equipment, dance and movement.

We encourage the children to get changed as independently as possible so you can help this by practising these skills at home and encouraging your child to dress and undress themselves independently.

Forest School

Our Forest School session takes place on a Tuesday afternoon.

How can parents support learning?

Be ready to learn:

We need children to arrive at school ready to learn. This includes having breakfast before coming to school, so they are able to function and take part in all the activities for the day.

Be on time

When children are late for school, this can be unsettling so please ensure your child is on time each day.

Be equipped for the day:

The children are outside in all weathers so need to be appropriately dressed. Please can all children have a waterproof coat, wellies and a full set of spare clothes (including underwear) in school at all times.

Develop independence

We provide a lot of opportunities to help children develop their independence and ability to ask for help verbally. You could support this at home by giving the children opportunities to do things for themselves such as getting dressed, peeling their own fruit, pouring a drink etc.

Early Literacy

We want children to develop a love of books and mark making. If children are exposed to a wide range of print (stories, non-fiction text, magazines, recipes, instructions, signs while you are out walking, labels in shops etc.) they will see the purpose for reading and writing.

The children are learning so much from listening to you read so please do not rush children to read to you.

Book skills:

There are so many book skills children are learning before reading themselves include;

- Holding books correctly
- Turning pages right to left
- Recognising that print represents words
- Talking about pictures
- Retelling familiar stories
- Asking and answering questions about stories and non-fiction texts
- Treating books with respect.

Book talk:

- Engage children in discussions about what you have read together.
- Spend time looking at the pictures and discussing what you can see and predicting what the story may be about.
- Stop at various points and discuss what is happening and what may happen next.

Phonics

Importance of Early Phonics and what you can do at home now

Early phonics begins by tuning into the sounds around us and this is what our Nursery children will be learning in their phonic sessions. However, this learning does not need to stop once the children are in Reception and it is important that this continues alongside the more formal phonics teaching.

This is a vital stage in children's understanding of listening and distinguishing between the sounds they hear. In today's busy lifestyles it is difficult to pick out the different sounds we hear.

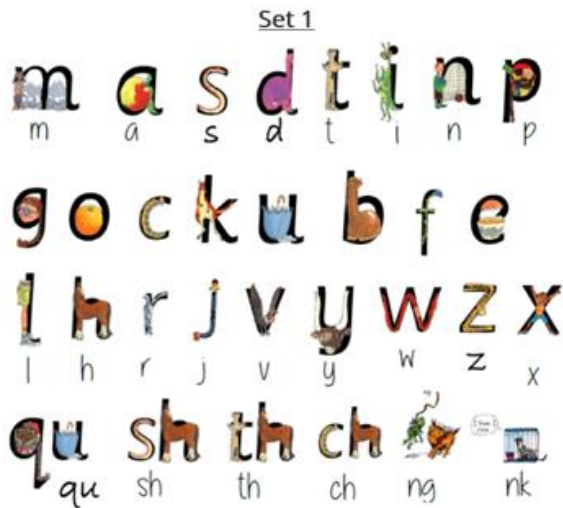
Play games such as

- 'I spy' - I spy something that is red, I spy something that is crunchy/soft
- Go on listening walks - notice what you hear around you, notice what sounds you are making e.g. rustling leaves
- Use instruments (or pots and pans) and make loud/quiet/slow/fast sounds.
- Singing Nursery Rhymes and rhyming stories to help children identify rhyming words and patterns in stories.

Phonics

Typically, children begin to develop the listening skills essential to phonics in their Nursery years. Some children begin to learn letter sounds at Nursery, but most children will begin their main phonics learning once they start Reception.

Letter sounds will usually start with the child's name (please say the sounds of the letters first then the name to help with this link)



In Reception, we follow the phonics programme 'Read Write Inc' which is continued in Y1.

Each sound is introduced with a picture and rhyme. The rhyme helps the children to write the sound.

Parent Meeting - Tuesday 8th October
- More information to follow

Early writing

There are various stages in writing development. From a young age, children will be writing / mark making and our job as adults is to praise every effort they make.

Children will begin by drawing pictures and associating what they have drawn to something e.g. this is my mummy.

These are the steps a child goes through when they are learning to write. It is a PROCESS!

EVOLUTION OF A CHILD'S WRITING
 (Drawings are an important part of a child's writing and often a child will repeat the theme of his/her drawing on subsequent pages)

 1. Scribble Stage (Starting point - any place on the page)	 2. Scribble (Left to right progression)	 3. Mark Letters (Can be personal or conventional)
 4. Letter String (Left to right and progressively downward)	 5. Groups of letters with space in between to resemble words	 6. Picture Labeling (Matching beginning letter to sound)
 7. Copies Environmental Print	 8. Uses first letter of a word to represent the word	 9. Uses beginning letter and ending letter to represent the word
 10. Uses Model Sounds (Writes word with beginning, middle and ending letters)	 11. Pictorial Writing	 12. Whole Sentence Writing

Please celebrate all writing attempts and encourage the children to talk about their writing with comments such as 'Wow tell me about your writing. Can you read it to me?'

Ensure children see you writing for a variety of purposes such as shopping list, birthday cards, making notes and encourage them to do the same. Often children will mimic what they see and will draw lines and circles to copy the actions of adults.

Early writing

Support writing with

- Pens and pencils as well as chalks outside, paint brushes
- Make lines/circles as well as letters/words on the floor outside or even a fence/shed.
- Make marks using sticks in mud, fingers in paint/floor etc. It does not need to always be a pen and paper.

Name writing

It is important that children recognise their name and associate this to them. Once they can do this, they will then learn to write their name.

Please support this by;

- Use a variety of resources - pens, paint, magnetic letters
- Providing opportunities to write name e.g. letters, cards, before they have pudding (using magnetic letters on fridge)
- Please ensure that there is a capital letter at the start of their name followed by lowercase letters.

Maths

We follow the Maths Mastery approach where the children are developing a deeper understanding of Mathematical concepts. Often children are able to recite or recognise numerals but have little understanding about their worth/value.

In the Maths Mastery approach, we explore how numbers are made up of different numbers and how they relate to one another. We use the Cbeebies Numberblocks to support this learning (you can access this at home)



You can support this by:

- Challenging your child's thinking by asking them 'how do you know?' or 'can you show me?' e.g. how do you know there are 5 apples? I can see 2 red apples here and 3 green there and that makes 5.
- Providing and modelling a wide range of vocabulary - tall, long, short, wide, thin, narrow, heavy, light - rather than big and small.
- Play board games with dice and encourage the children to recognise how many dots are on the die without counting.

PSED and Growth Mindset

Our PSED curriculum is focused on developing relationships, understanding our emotions and developing our self awareness.

In school we promote Growth Mindset and link this to our Characteristics of Effective Teaching and Learning.

We want to develop children who are independent, resilient and have a 'have a go' attitude to learning and tasks.

You can support this by:

- Allowing your child opportunities to dress and undress independently. This may start by you giving instructions or laying out the clothes in order.
- Giving children responsibilities such as picking up their toys after playing, setting the dinner table, taking off their own coat and hanging up their belongings in the morning.
- Using cutlery including knives and fork while eating. This also supports fine motor skills.

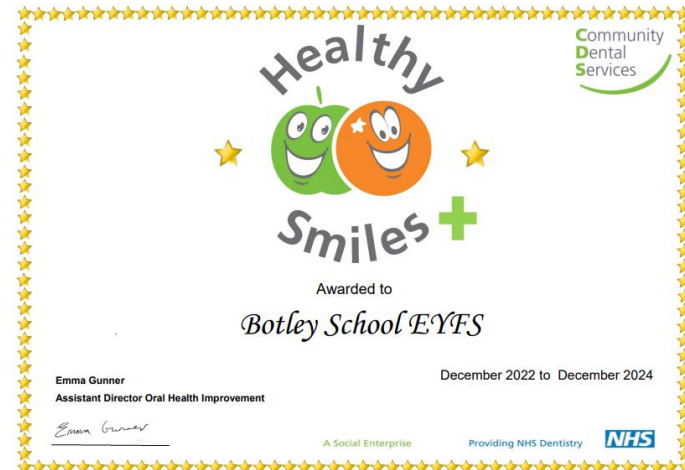
Healthy Smiles

Two years ago we were awarded the Healthy Smiles Accreditation! This year we will be working towards achieving this again.

We have a huge focus on teaching the children about the importance of a healthy lifestyles including oral health. We want to continue to build on this work and are embedding it into our curriculum.

How can you help us?

- Healthy lunchboxes
- Supporting the children to brush their teeth regularly
- Visiting dentist regularly (as well as opticians to get eyes and ears tested)



End of Reception Profile

In the summer term, the Reception children's attainment is judged against the Early Learning Goals.

Communication and Language: Listening and Attention

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.

Communication and Language: 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.

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.

Physical Development: 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.

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.

Personal, Social and Emotional Development: 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.

Personal, Social and Emotional Development: 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: 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.

Literacy: 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.

Literacy: 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: 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.

Maths: 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.

Understanding of 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.

Understanding of the World: 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.

Understanding of the World: 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 Art 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.

Parents as partners

Tapestry

It is vital that we work with you as parents and Tapestry is a great way of us to do this.

You will see observations of the learning and experiences that the children have in school where you are able to comment and 'like' them.

In Reception we use Tapestry to share the learning that has been taking place in school so that you are able to support your child at home.

You are able to upload your own observations with photos and videos to share the learning and experiences from home. These are great to share in class and the children love it.

We also send messages and information via Tapestry so if you have not accessed your account or have lost the log in details, please speak to a member of staff so you do not miss out.

Please 'like' the posts so we know that you have received them.

If you have any skills or expertise that could support our learning in school, please let us know.

Where to find further information

My Child At School (MCAS)

This is the main communication app the school uses where you will find out information about what is happening in school, trips, clubs, events etc.

From October, we will no longer be using Classlist, so it is vital that you are registered and set up on MCAS.

You should have received an 'MCAS Password Recovery' email to invite you.

Please check your junk/spam. You will then need to download the MCAS app and enable the notifications.

If you need any help, please see Sarah in the office (Wed-Fri) or email operations@botley.oxon.sch.uk

School website

The website is updated regularly and the EYFS class page is updated termly with information about the learning that has taken place in school. It also has lots of useful activities and links to support your child at home.

Any questions?