



Welcome to Reception

Miss Cresswell – R Peake Teacher (Head of Foundation Stage)

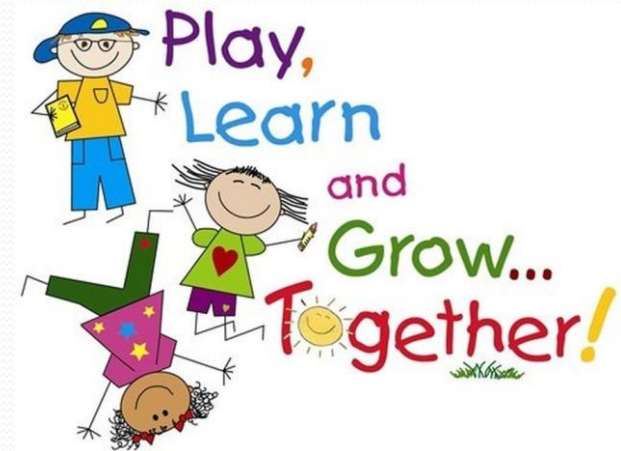
Miss Otley – R Donaldson Teacher

Mrs Tracey – Teaching Assistant

Mrs Muir-Fidler– Teaching Assistant

Miss Keelan – Teaching Assistant

Miss Erskine – Teaching Assistant



Care, Aspire and Achieve

At Alexandra Park Primary School we aim to create a happy, safe, and engaging learning environment that allows children to thrive and reach their full potential.

Our Early Years Curriculum ensures that children have the opportunity to explore, investigate, and ask questions about their learning.

Characteristics of Effective Teaching and Learning

Three characteristics of effective teaching and learning are:

- ▶ Playing and Exploring - children investigate and experience things, and 'have a go'.
- ▶ Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- ▶ Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Overarching principles that shape practice in the EYFS

- ▶ A unique child – Resilient, capable, confident and self-assured.
- ▶ Positive relationship – learn to be strong and independent.
- ▶ Enabling environments – respond to individual needs and interests and build over time.
- ▶ Learning and development – develop and learn at different rates.

Prime Areas

There are seven areas of learning and development that we follow in the EYFS. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

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

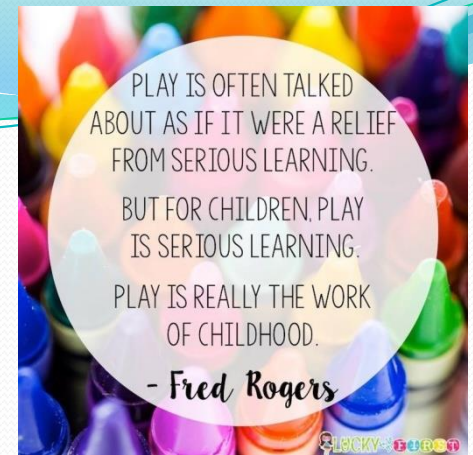
Specific Areas

There are four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

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

EYFS Curriculum



- ***‘Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems.’*** (DfE, 2021, p. 16)
- Children learn by leading their own play, and by taking part in play which is guided by adults.

Educational Programme Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

- ▶ We provide a rich and vibrant learning environment.
- ▶ Adults model key language and use questioning to initiate conversations and to support language development.
- ▶ Vocabulary and visuals are displayed throughout our learning environment.
- ▶ Adults model high quality interactions in the different areas of provision.
- ▶ Daily story time ensures that children have the opportunity to listen to and engage with stories using a variety of texts.
- ▶ Interventions such as Social Skills, NELI, Speech and Language and Concept Cat support the children with their personal and social skills and language skills.
- ▶ Strong links with parents are established ensuring that parents are actively involved with their child's learning.
- ▶ Enrichment opportunities to encourage questioning and use of vocabulary.

Children in reception will be learning to:

- ▶ Understand how to listen carefully and why listening is important.
- ▶ Learn new vocabulary.
- ▶ Use new vocabulary through the day.
- ▶ Ask questions to find out more and to check they understand what has been said to them.
- ▶ Articulate their ideas and thoughts in well-formed sentences.
- ▶ Connect one idea or action to another using a range of connectives.
- ▶ Describe events in some detail.
- ▶ Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- ▶ Develop social phrases.
- ▶ Engage in story times.
- ▶ Listen to and talk about stories to build familiarity and understanding.
- ▶ Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- ▶ Use new vocabulary in different contexts.
- ▶ Listen carefully to rhymes and songs, paying attention to how they sound.
- ▶ Learn rhymes, poems and songs.
- ▶ Engage in non-fiction books.
- ▶ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Educational Programme Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

- ▶ Daily Circle times focuses on SCARF learning points giving children the opportunity to share their thoughts and listen to others.
- ▶ Links are made to our school core values – Care, Aspire and Achieve and our School Learning Behaviours.
- ▶ Parental engagement through home visits, stay and play sessions and parental events.
- ▶ Star of the Week, 'Have a Go Heroes' and The Viking Awards to celebrate the children's achievements.
- ▶ Visitors in to school such as the dental nurse, emergency services and community officers.
- ▶ Interventions such as Social Skills, NELI, Speech and Language support the children with their personal and social skills and language skills.

Children in reception will be learning to:

- ▶ See themselves as a valuable individual.
- ▶ Build constructive and respectful relationships.
- ▶ Express their feelings and consider the feelings of others.
- ▶ Show resilience and perseverance in the face of challenge.
- ▶ Identify and moderate their own feelings socially and emotionally.
- ▶ Think about the perspectives of others.
- ▶ Manage their own needs - Personal hygiene.
- ▶ Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Educational Programme Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

- ▶ Pegs to Paper, fine and gross motor activities.
- ▶ Sensory resources to encourage children to mark make.
- ▶ Daily outdoor provision with opportunities to explore sand, water, the mud kitchen, dinosaur world, construction etc.
- ▶ P.E lessons and cosmic yoga activities.
- ▶ Pedal Days ensure that children are developing their physical skills.
- ▶ Dough Disco activities using play dough.
- ▶ Sports day.

Children in reception will be learning to:

- ▶ Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
- ▶ Progress towards a more fluent style of moving, with developing control and grace.
- ▶ Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- ▶ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- ▶ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- ▶ Combine different movements with ease and fluency.
- ▶ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.
- ▶ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- ▶ Develop the foundations of a handwriting style which is fast, accurate and efficient.
- ▶ Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.

Educational Programme Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

- ▶ Writing opportunities in provision areas for children to label, instruct, name, sign, list in play.
- ▶ Shared and modelled reading and writing activities.
- ▶ Daily story time using a variety of rich and varied texts.
- ▶ Letter formation activities. (Letter Join activities, Pegs to Paper, dough disco, cutting and sticking activities to support fine motor skills).
- ▶ Planned and sequenced daily Phonics.
- ▶ Guided Reading sessions.
- ▶ Sound mats, key words and vocabulary are displayed in the different provision areas.
- ▶ Weekly changing of reading books.
- ▶ Ideas on Seesaw for parents to support early reading – oral blending and accurate sound pronunciation and letter formation.

Children in reception will be learning to:

- ▶ Read individual letters by saying the sounds for them.
- ▶ Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- ▶ Read some letter groups that each represent one sound and say sounds for them.
- ▶ Read a few common exception words matched to the school's phonic programme.
- ▶ Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.
- ▶ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- ▶ Form lower-case and capital letters correctly.
- ▶ Spell words by identifying the sounds and then writing the sound with letter/s.
- ▶ Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- ▶ Re-read what they have written to check that it makes sense.

Educational Programme Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

- ▶ White Rose, Numberblocks and Mastery in Number activities are used to support our Maths planning and teaching.
- ▶ Mathematical vocabulary is modelled and displayed in the different provision areas.
- ▶ Subitising activities, Maths songs and rhymes are shared with parents via Seesaw.
- ▶ Activities are carefully planned in the different areas of provision to develop the children's understanding of number, numerical patterns and shape and measure.

Children in reception will be learning to:

- ▶ Count objects, actions and sounds.
- ▶ Subitise.
- ▶ Link the number symbol (numeral) with its cardinal number value.
- ▶ Count beyond ten.
- ▶ Compare numbers.
- ▶ Understand the 'one more than/one less than' relationship between consecutive numbers.
- ▶ Explore the composition of numbers to 10.
- ▶ Automatically recall number bonds for numbers 0–5 and some to 10.
- ▶ Select, rotate and manipulate shapes to develop spatial reasoning skills.
- ▶ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- ▶ Continue, copy and create repeating patterns.
- ▶ Compare length, weight and capacity.

Educational Programme

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

- ▶ Our curriculum is rich and engaging enabling children to develop a sense of community and responsibility.
- ▶ We share a wide range of texts to support and enrich the children's experiences and vocabulary.
- ▶ Visits to the park, Alex Wood to look at seasonal changes.
- ▶ Green Week – Planting and recycling.
- ▶ Visitors in school such as the dental nurse, community police, fire service.
- ▶ Opportunities to learn about lifecycles and growth – caterpillars, chicks and frogs.
- ▶ Opportunities to learn about a variety of animals and insects – real life experiences.
- ▶ Trip to Reddish Vale Farm.
- ▶ Explorer Day and Africa Day – opportunities to learn about different cultures and environments.
- ▶ Weekly Belief and Values lessons.
- ▶ Celebrations from around the world.
- ▶ Support with local community projects e.g. poppy art, singing in the community.

Children in reception will be learning to:

- ▶ Talk about members of their immediate family and community.
- ▶ Name and describe people who are familiar to them.
- ▶ Comment on images of familiar situations in the past.
- ▶ Compare and contrast characters from stories, including figures from the past.
- ▶ Draw information from a simple map.
- ▶ Understand that some places are special to members of their community.
- ▶ Recognise that people have different beliefs and celebrate special times in different ways.
- ▶ Recognise some similarities and differences between life in this country and life in other countries.
- ▶ Explore the natural world around them.
- ▶ Describe what they see, hear and feel whilst outside.
- ▶ Recognise some environments that are different from the one in which they live.
- ▶ Understand the effect of changing seasons on the natural world around them.

Educational Programme

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

- ▶ Our curriculum provides children with regular opportunities to engage with the arts and different media.
- ▶ Our provision is engaging and children can build on skills such as creating portraits in pencil, adding paint then oil pastels, transient art activities, cutting and sticking.
- ▶ Nobot Workshop – parental engagement opportunities.
- ▶ Opportunities for children to learn new skills and techniques.
- ▶ Develop drawing skills and use of media.
- ▶ Opportunities to listen to music from around the world.
- ▶ Weekly Charanga Music lessons.
- ▶ Dance lessons and cosmic yoga.
- ▶ Christmas Nativity performance.

Children in reception will be learning to:

- ▶ Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
- ▶ Listen attentively, move to and talk about music, expressing their feelings and responses.
- ▶ Watch and talk about dance and performance art, expressing their feelings and responses.
- ▶ Sing in a group or on their own, increasingly matching the pitch and following the melody.
- ▶ Develop storylines in their pretend play.
- ▶ Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goals

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs).

Early Learning Goals

Communication and Language

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.

Understanding 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.

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.

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.

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.

Expressive Arts 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.

Mathematics

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.

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.

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.

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.

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.

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.

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.

Reading and Phonics

- Literacy in the early years includes talking about books, print in the environment, early mark making and writing, as well as sharing books and reading.
- Phonics is a method of learning to read words. Children learn to read letters by saying the sounds they represent. They can then start to read words by blending individual sounds together to make words. c-a-t = cat
- Alongside learning to decode the words on the page, children learn comprehension skills. This helps them to make sense of what the words say and what the text means. Together, these skills will help your child on their way to becoming a keen and confident reader.

Monster Phonics

<https://www.youtube.com/watch?v=eQ-QDMduJgE>

Monster
Phonics

monsterphonics.com

Home Support and Engagement



- Activities will be posted to Seesaw for you to support your child at home with their learning.
- Phonics booklet
- Reading Diary
- Online support – Education City, Numbots, Oxford Owl

The School Day



- School Opens 8.40am
- School Finishes 3.15pm (Autumn 2 3.25pm)
- Children will be offered a bagel and milk each morning when they come into school.
- We are a nut free school.
- Fruit is provided
- Lunch – Free school meals – Please order each day from home or school office if you are running late.
- Please inform us of any changes to medical or dietary needs.
- Medicine, inhalers – Please fill in a medical form from the office (inhalers can be left in school).

Information

- Children will need a P.E kit. (P.E Monday and Friday)
- Please remove earrings at home each Monday/Friday or provide plasters.
- Please ensure that all uniform is named.
- Book bags
- Water Bottle – please provide water, no juice.
- Sun caps

Breakfast Club

- We have a breakfast club in school from 7.45am each morning.
- Breakfast club costs £3.25 for each child and includes their care and breakfast. If your child has had breakfast at home please let the staff know when dropping your child off at breakfast club.
- If your child is entitled to free school meals then this provision is free of charge.

Afterschool Club

- Alexandra Park Primary School runs an After School Club from 3.15pm till 6pm Monday to Friday. The Club will provide care, activities and snacks for each child until collection. The cost of this care depends on the length of time your child is in the club:
- - 3.15pm till 4.30pm: cost £4.25
 - 3.15pm till 5.30pm: cost £8.00
 - 3.15pm till 6pm: cost £10.00
- If you choose to send your child to one of the enrichment clubs held on site from 3.15pm till 4.30pm and then to attend the After School Club, the following charges apply:
 - 4.30pm till 5.30pm: cost £3.75
 - 4.30pm till 6.00pm: cost £5.75

Working in partnership with parents

- At Alexandra Park Primary School we understand the important role that parents play in being their child's first educators.
- We value the information provided by parents such as the 'All About Me' information, enabling us to find out about and recognise your child's interests and what is important to them.
- We provide tools and resources to support parents continue to engage with their child's learning at home.
- Parents are also encouraged to inform school of their child's interests and achievements at home as these are an essential part of each child's learning journey.



Other Information

- All About Me – Summer homework – Please send in to school
- Curriculum Information Sheet
- Pedal Days – throughout the year
- Theme Days – throughout the year (Farmyard Day)
- Curriculum letters each half term posted on the website/seesaw
- Baseline Assessment
- Parent Evenings
- Rewards – The Viking Awards – whole school approach
- Any questions