



Welcome!

New Parents' Meeting
June 2023

Reception Class Teachers



Mrs Clarke
(Mon - Weds)



Mrs Unwin
(Thurs - Fri)

Getting to Know You: What happens during this transition period?

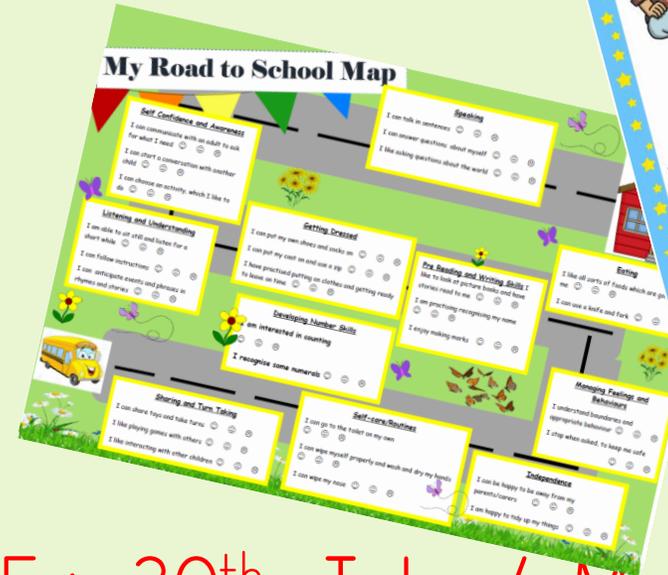
➤ Reception Pack

➤ Nursery Meetings - June / July

➤ Home Visits - Tues 27th June / Fri 30th July / Mon 3rd July

➤ Classroom Visits - Tues 4th July (pm) and
Thurs 13th July (am)

Contact: reception@shelford.cambs.sch.uk



Settling in: Staggered Start in September

Stage 1:

Informal visit



Stage 2:

Half days



Stage 3:

Staying for lunch (Y6 buddies)

Settling in Parent Interviews

Stage 4:

Full days



What will happen at school in September?

Characteristics of Effective Learning

Engagement - playing and exploring

Motivation - active learning

Critical Thinking - making links and solving problems



“Adults who help children to play are adults who help children to learn.”

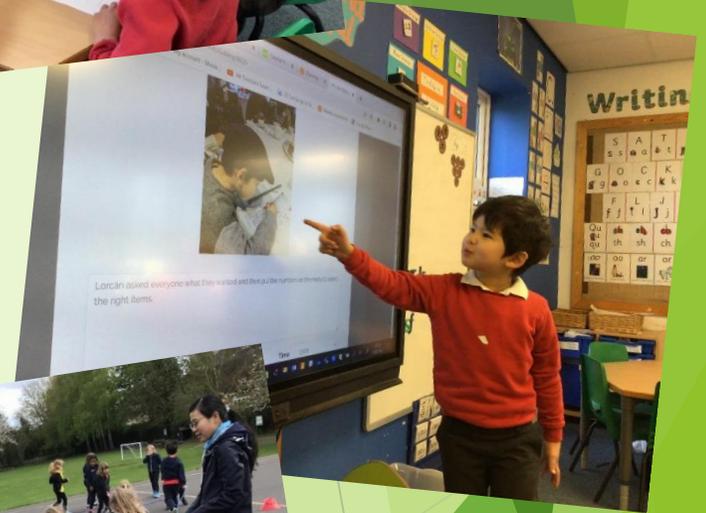


Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through
7 areas of learning and development

(EYFS Curriculum (Revised September 2021))

There are 3 Prime Areas

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development (PSED)



Communication and Language

The children will be learning to:

- engage actively through story-telling and role-play
- talk confidently and clearly by engaging actively in stories, non-fiction books, rhymes and poems
- follow instructions to be able to play games, do craft activities or to keep safe



Personal, Social and Emotional Development

The children will be learning to:

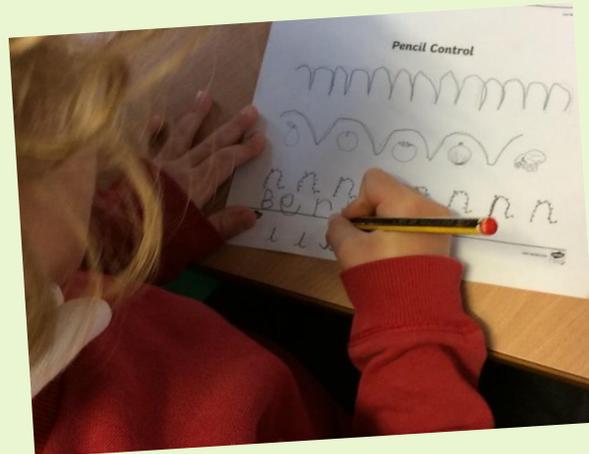
- develop relationships.
- have awareness of their own feelings and feelings of others
- become self-confident
- become independent



Physical Development

The children will be learning to:

- improve gross motor skills: core strength, stability, balance, spatial awareness, coordination and agility
- improve fine motor skills: puzzles, crafts, small tools, pencils, cutlery



The prime areas will help them to develop skills in 4 specific areas:

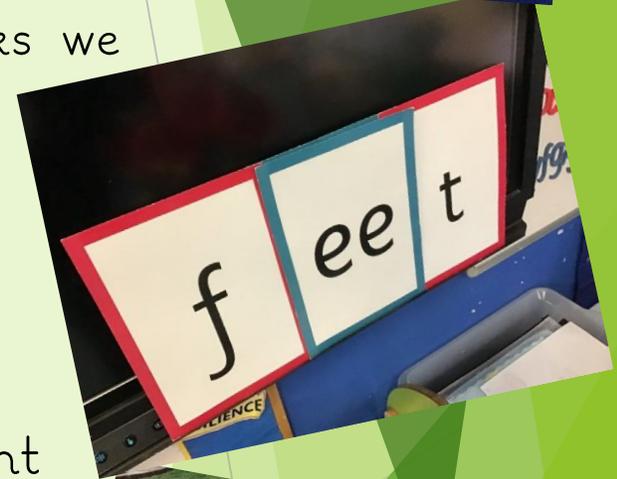
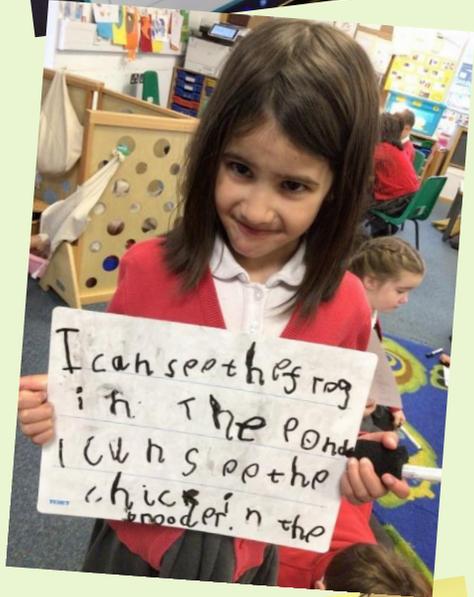
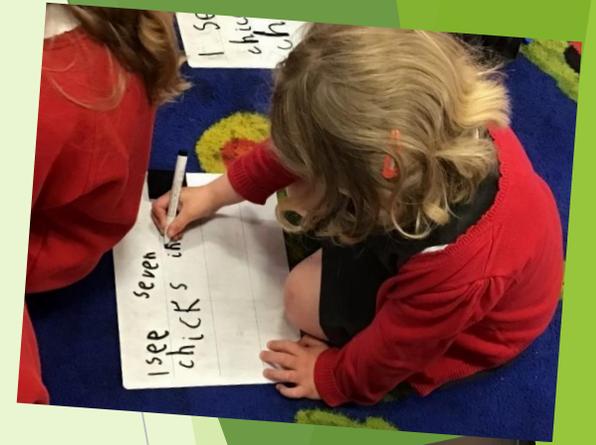
1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design



Literacy

The children will be learning to:

- Talk about the world around them and the books we read with them
- say letter names and hear sounds (or phonemes)
- sound out and blend sounds to read and segment words to write
- read and write familiar words and form sentences.



Mathematics

The children will be learning to:

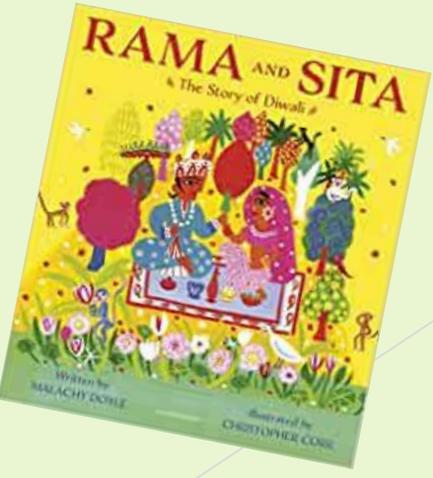
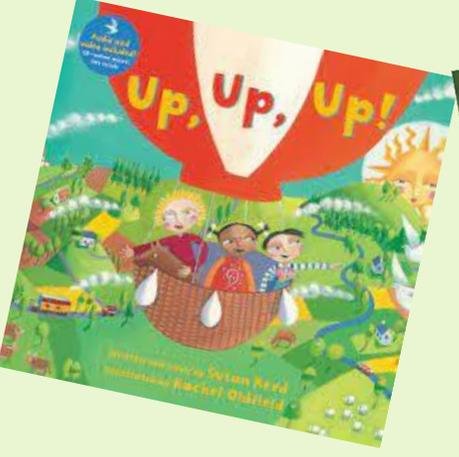
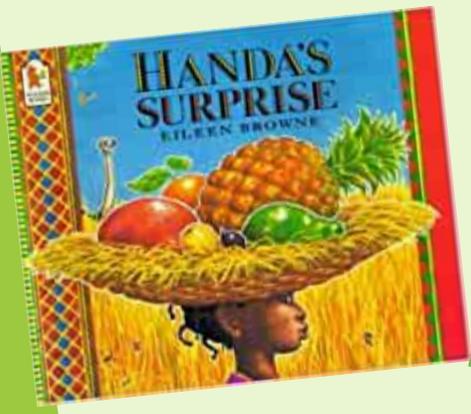
- develop a deep understanding of numbers to 10 through stories, songs, games and imaginative play
- compare quantities, explore and represent patterns with numbers to 10 and beyond
- recognise shapes and patterns in the environment.



Understanding the World

The children will:

- explore and find out about the world around them, asking questions about it and seeking answers
- talk out about past events in their lives and their community
- find out about different cultures and beliefs.



Expressive Arts and Design

The children will:

- explore different artistic materials, tools and techniques
- construct creatively using a variety of equipment
- take part in role play and stories
- sing songs, make music and dance!



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 numbers up to 10 in different ways, including double facts and distribute.

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...

The Shelford Curriculum: Topic Threads and Neurons

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Reception	Identity Marvellous Me Identity and belonging	Our Story So Far Tell us a Story Story telling - Nativity	Our Environment: Local and Global It's Freezing Here! Our local Environment	Community – Empathy Yuck or Yummy Empathy in understanding each other's preferences	Growth and Changes Growing and Changing Observation of changes

What will a typical day look like?

Choosing lunch

Self-Registration

Morning Activity



Morning Carousel

Y3 Reading Partners



Fine Motor Skills



Jigsaws and puzzles



Art Skills



Handwriting Activities



Computing Skills



Reading Book



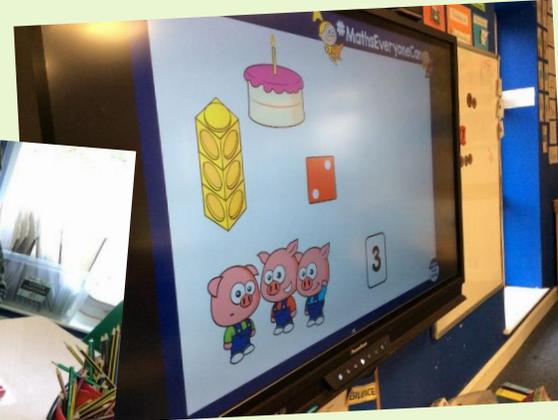
Exercise and Exploring



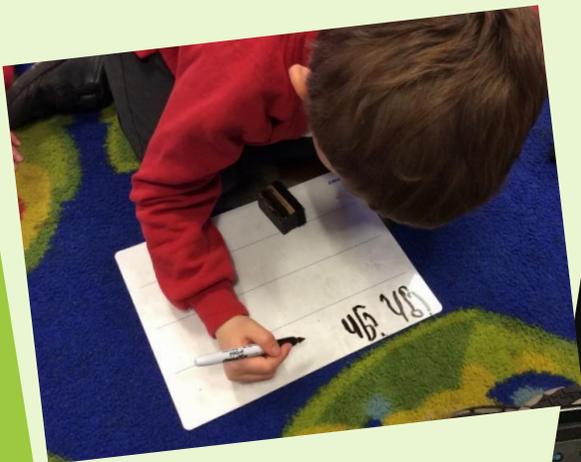
Fruit and water



Maths



Lunchtime



Phonics



Additional / Afternoon Activities

PE



Forest School



Activity Time



Collective Worship



Story Time



Dismissal (sign up sheet)



How can I support my child to get ready for school?



- Road to School Map / All About Me Booklet (Please return during your home visit)
- Uniform / equipment, i.e. book bag, water bottle, wellies etc.
PLEASE LABEL EVERYTHING CLEARLY
- Independence, i.e. dressing / undressing independently / managing personal hygiene (practising these skills between now and September will give your child confidence and be a huge help to us)
- School Website www.shelfordschool.org.uk/website/admissions
 - a Virtual Tour;
 - a video from previous Reception pupils, detailing their favourite parts of Reception;
 - a Day in the Life of Reception video



Any questions: Email reception@shelford.cambs.sch.uk