



Children blossom through nurture and challenge
Thomas Russell
Infants' School



WHO ARE WE?

RC



Miss
Cooper

RT



Mrs
Toft



Miss
Hammond



Rainbow
Roger



Miss
Hollender



Mrs
Hough



Ms
Smith



Lindsey
Buckingham

THE EARLY YEARS FOUNDATION STAGE (EYFS)

- The EYFS is the first part of the National Curriculum focussing on the children aged 0-5 years.
- The philosophy underpinning the EYFS is that every child is unique and that they should be provided with an environment and opportunities that enables them to build strong relationships in order to be independent learners.
- These principles fall under
 - A unique child
 - Positive relationships
 - Enabling environment
 - Learning and development
- For more information on the EYFS please visit the school website where you will find a parent guide.

- The EYFS is made up of 7 areas of learning and development that are identified as Prime or Specific areas.

- Prime Areas

- Personal, Social and Emotional development
- Physical development
- Communication and language

- Specific Areas

- Literacy
- Mathematics
- Understanding the world
- Expressive art and design



- The Characteristics of Effective Learning is also a key part of the EYFS curriculum. The children are regularly observed and provided opportunities to continue developing these important skills.
 - Playing and exploring
 - Finding out and exploring
 - Playing with what they know
 - Being willing to 'have a go'.
 - Active learning
 - Being involved and concentrating
 - Keeping in touch
 - Enjoying achieving what they set out to do
 - Creating and thinking critically
 - Having their own ideas
 - Making links
 - Choosing ways to do things

ASSESSMENTS

- The children go through a variety of assessments throughout the year.
 - Baseline assessments
 - Phonics assessments
 - Good level of development

GOOD LEVEL OF DEVELOPMENT (GLD)

- Prime Areas
 - **Personal, Social and Emotional development**
 - **Physical development**
 - **Communication and language**
- Specific Areas
 - **Literacy**
 - **Mathematics**
 - Understanding the world
 - Expressive art and design

Children are assessed at either 'Emerging' or 'Expected' against the Early Learning Goals (ELGs).

To achieve a GLD children need to achieve 'Expected' in all areas highlighted

in yellow

EARLY LEARNING GOALS (ELG)

Annex A: The early learning goals

Communication and Language

Listening, Attention and Understanding ELG

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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.

Literacy

Comprehension ELG

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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.

To achieve this, the children are provided with learning opportunities that fall in line with the 'Development Matters' document.

HOW DO WE DO IT?

- Explicit teaching

- The children have short sessions on the carpet for the explicit teaching of concept. This is generally for Literacy and Mathematics, but is often used for other areas of the curriculum as well.
- Carpet sessions for explicit teaching are approximately 10-15 minutes (with the exception of Phonics).
- A small group of children will then be invited to have 'Time Together' to complete a guided task, supported by an adult.
- Running alongside this is a group of children working independently on a given task.
- Throughout the week every child will complete at least one guided and one independent task in both literacy and mathematics.

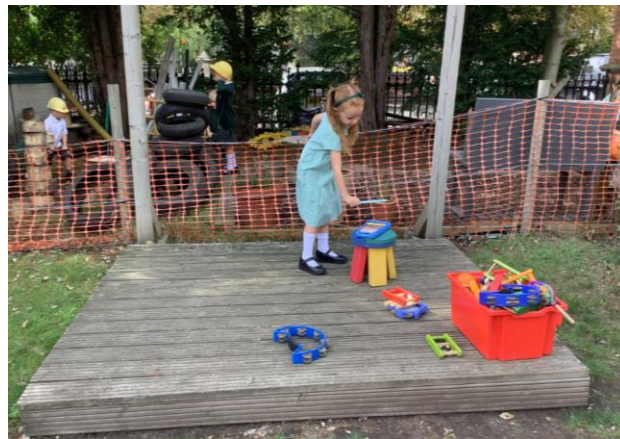
ADVENTURE TIME!

Play has a very important role in learning within the EYFS and we provide constant opportunities to explore ideas, express emotions and apply new learning in different situations!

There are a variety of areas in the classroom. They are named in a way to support the children's imagination and interest in the enhancements that we provide for them throughout the week.

- Isle of imagination
- Number neighbourhood
- Land of faraway

These enhancements are planned for a selection of reasons e.g. focus for the week, retrieval, next steps, interest etc.



Mr Boardman



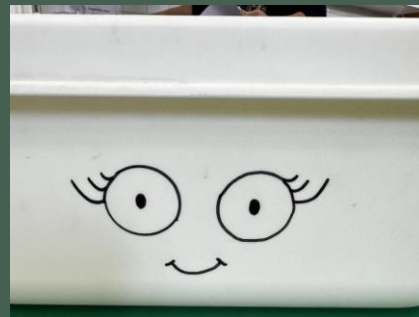
Binjamin Natrasha



Gary Bowldy



Crystal
McCrystalface



Monster
points

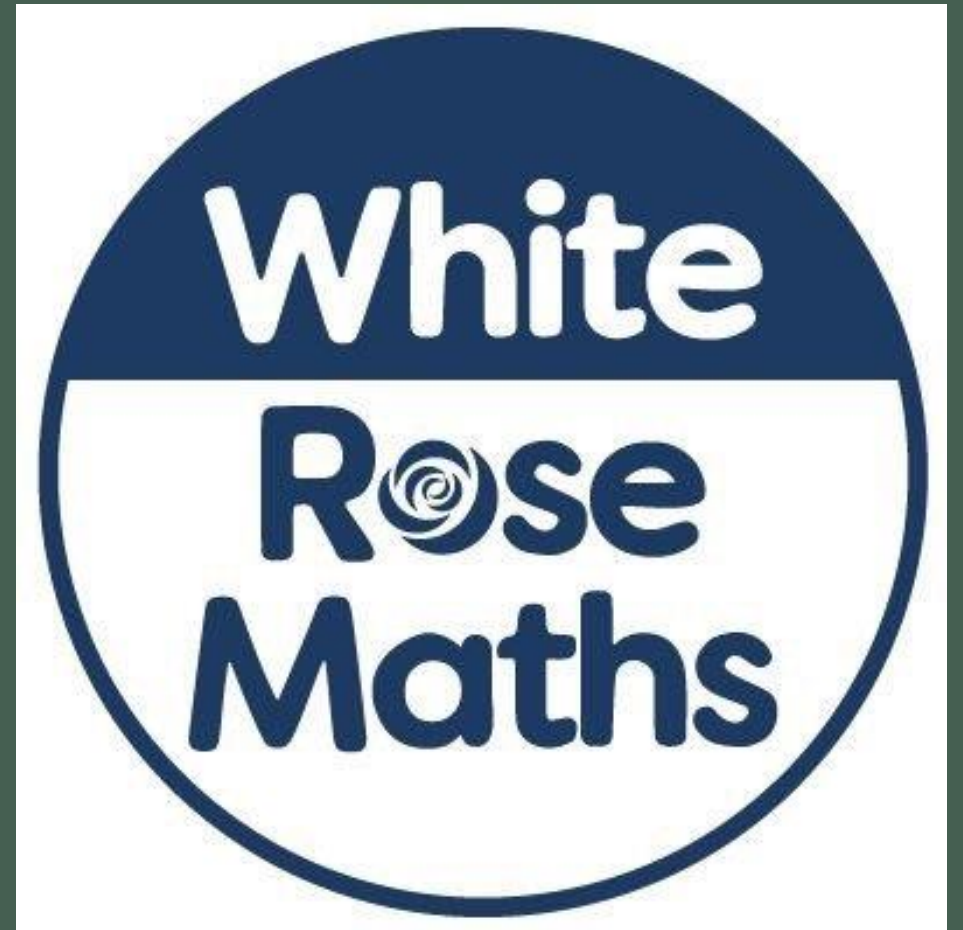


Bowlinda

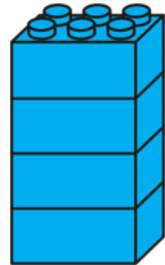


WHITE ROSE MATHS

- Maths takes place every day.
- The session begins with a retrieval activity.
- The children are then explicitly taught new knowledge and skills that build on previous learning.
- We have a practice altogether in Carpet Kingdom.
- The children take part in their Time Together or Independent tasks.
- Adventure Time – Outdoors – KIRFS
 - Indoors – Weekly focus

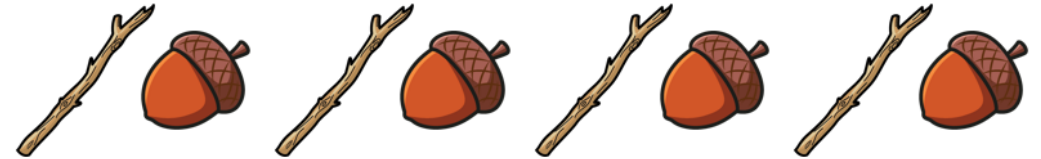


Which is taller?



The blue tower is taller
than the yellow tower.

Show children a range of patterns
with real-life objects.



Encourage them to copy and continue
the patterns.



MATHS AT HOME

| | Reception | |
|----------|---|----------------|
| Autumn 1 | Name numbers in order to 5. Compare two numbers by saying which is more or less. | Kr |
| Autumn 2 | Recognise quantities without counting up to 5 (subitise). | Kr wi |
| Spring 1 | Partition numbers to 5 into two groups. | Kr |
| Spring 2 | Say 1 more than a given number up to 10. | Re sa ho |
| Summer 1 | Say number names in order to 20. | Kr 10 |
| Summer 2 | Know some odd and even numbers to 10. Automatically recall doubles up to 5+5. | Te ar |

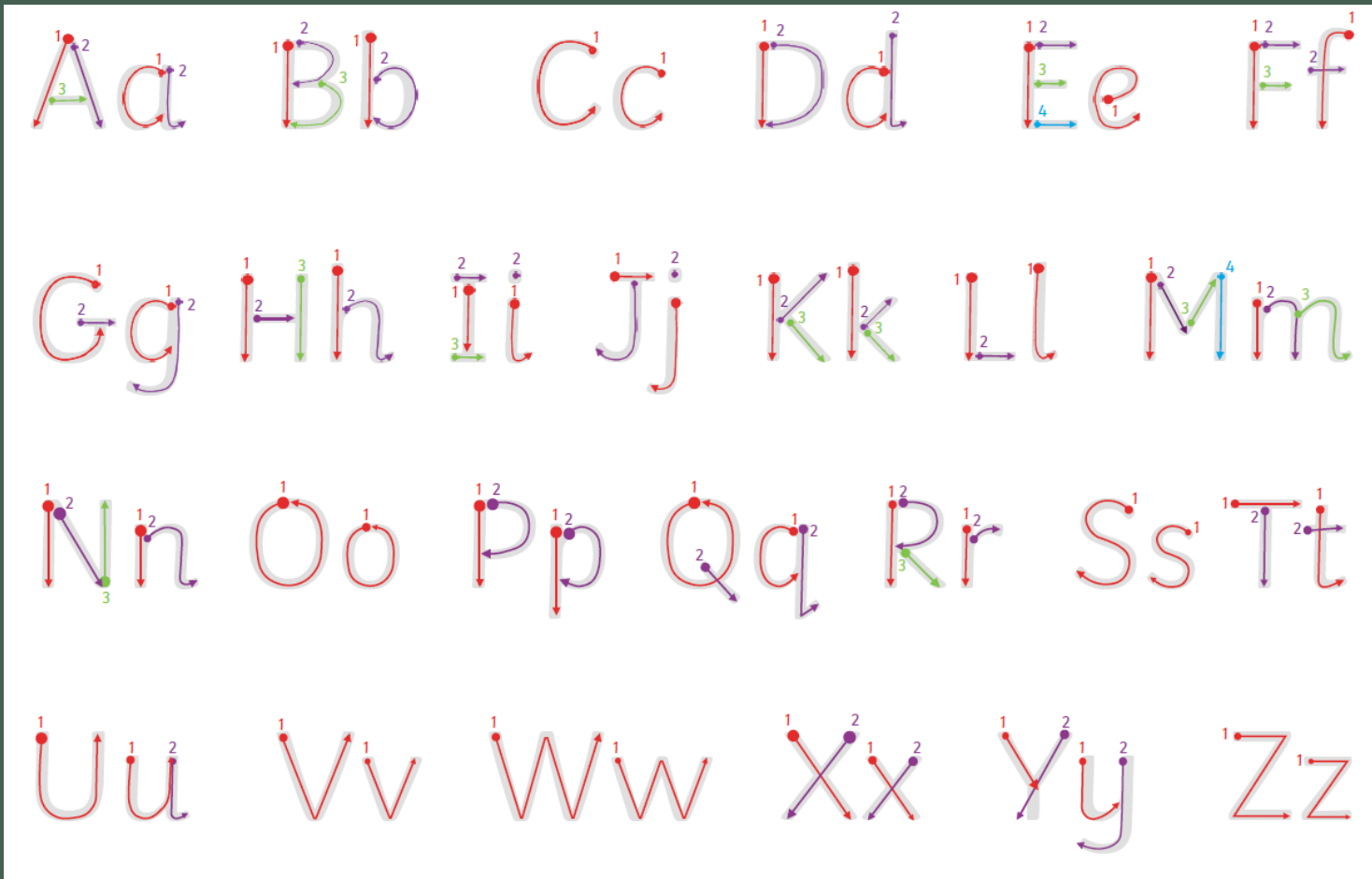
- Practical and hand on experiences.
- Key Instant Recall Facts (KIRFs)
- Each half term has a different focus and these are shared with you through Tapestry and the website.
- The KIRFs that we share include ways that you can encourage your children to practice the skills at home in an informal manner.

PHONICS



- Our school follows the Essential Letters and Sounds phonics programme (ELS).
- It is a key part of our day and the children take part in a 30 minute session every day.
- The children are regularly assessed throughout the year (on a weekly and termly basis).
- Each term we will send home the sounds (GPCs) and Harder to Read and Spell Words through Tapestry.






LETTER FORMATION



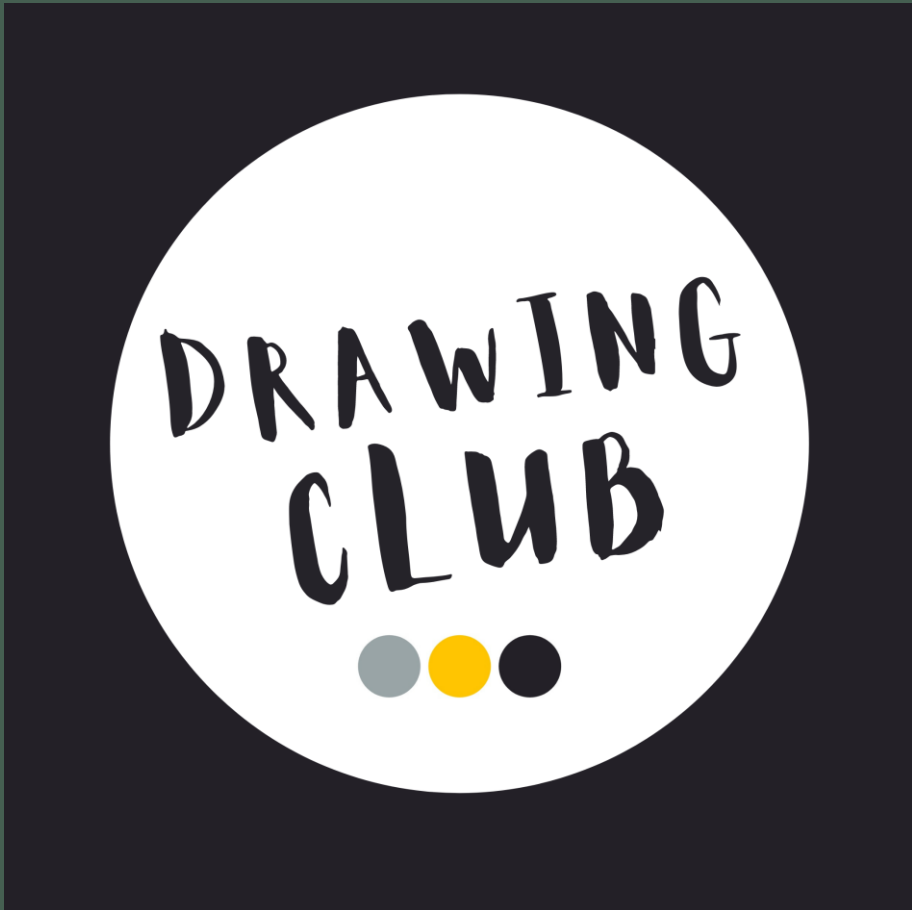
READING BOOKS

- The children will receive the following books each week:
 - 1 fully-decodable phonics book that links to the learning taking place in the classroom
 - 1 'shared reader' which is a story to share and enjoy with an adult. It is more than likely to be beyond their phonic knowledge level.
 - 1 wordless book (Autumn term only)
- Reading rewards – Each day read is counted towards their certificates.
- If you would like to support your child's phonic knowledge at home, it is extremely important to follow the guidance available on the website or through the link below.
- <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/essential-letters-and-sounds/>

Reception Reading Skills - Example Questions

| Retrieve | Vocabulary | Predict | Infer | Sequence |
|---|---|--|---|--|
|  |  |  |  |  |
| <ul style="list-style-type: none"> • What did ___? • Who did ___? • When did ___? • Where did ___? • What happened when ___? | <ul style="list-style-type: none"> • What does this word mean? • Which word tells you ___? • Put your finger on a word that means the same as ___? | <ul style="list-style-type: none"> • (Looking at the cover) What do you think this book will be about? • What do you think will happen next? | <ul style="list-style-type: none"> • Why does ___ feel ___? • Why did ___ say ___? • Why did ___ happen? | <ul style="list-style-type: none"> • What happened after ___? • What happened before ___? • What at the start/middle/end? |

DRAWING CLUB



- We deliver our literacy curriculum through Drawing Club.
- Drawing Club takes place daily.
- The Drawing Club approach immerses children into a world of imagination where anything can happen.
- It builds a **joy of writing** and creating stories.
- Introduce new vocabulary each week.
- We have a daily drawing challenge, sent in the Magic Story Box.
- Each drawing challenge requires a magic code that transforms their drawing.

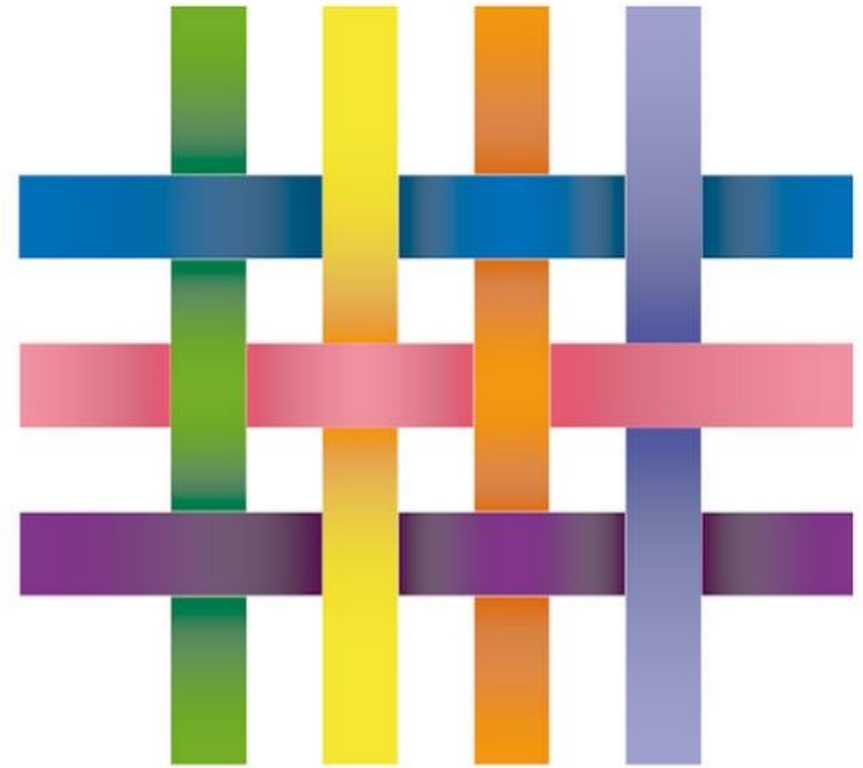
FOREST SCHOOL

- Forest School is a key focus in our school and we are very proud of the opportunities that we can provide for our children throughout the year. In fact we are a Champion Forest school within the National Forest!
- Each class takes part in a Forest School session every week.
- So far this year the children have been learning how to respect their boundaries, be safe in the woodland, caring for nature and seasonal changes.
- Thank you for your continued support in sending your children to school in appropriate clothing, especially as we are coming into winter.



KEEPING IN TOUCH

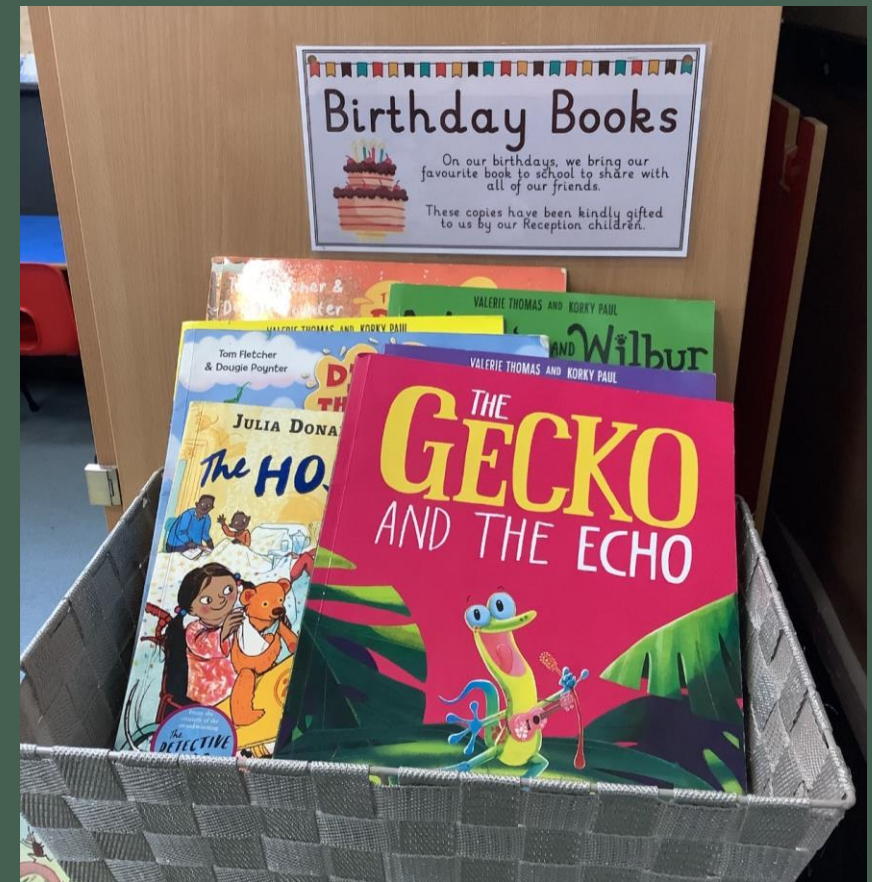
- In Reception, we use the online service Tapestry to share learning and to communicate with parents. We encourage you to communicate with us through this too!
- <https://www.thomasrussellinfants.co.uk/>
- @trisschool
- A school newsletter is sent to all parents on a Friday with dates and additional information you might need to know.



TAPESTRY
ONLINE LEARNING
JOURNAL

HELPFUL INFORMATION

- **Water Bottles**- Please provide your child with a named water bottle that they can open every day. Water only please.
- **Snack**- Children are provided with a free piece of fruit for morning snack every day.
- **Milk**- Children are provided with free milk up until their 5th birthday. After turning 5, children can have milk if you sign up for it. Your child will receive a letter after their 5th birthday with more information.
- **Healthy lunch**- We are a healthy eating school and so please provide a healthy packed lunch if you choose to do so.
- **Birthdays** – As we are healthy school we do not accept sweet treats to hand out to celebrate birthdays. Instead we encourage children to bring in a book to share with the class. Sometimes we are lucky enough to be gifted these to go into our Birthday Book Basket!





Thank you!