

**Knaphill Federation of Schools**

# **Welcome**

**Reception Induction Talk 2021**



**EYFS@KFOS.co.uk**



# The Early Years Team

**Dragonfly Class  
/EYFS Leader**

**Mrs Everitt**



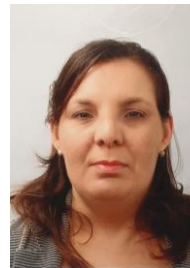
**Butterfly Class**

**Mrs Milne**



**Ladybird Class**

**Miss Kitchenbrand**





# Introductions



**Miss Concannon**  
Federation Head Teacher



**Mrs Tolley**  
Deputy Head Teacher



**Miss Baird**  
Assistant Head Teacher



**Mrs Chereau**  
SEND  
Coordinator

# Content

- ▶ Starting school
- ▶ Day to day routines and the EYFS curriculum
- ▶ Tapestry
- ▶ Forest School
- ▶ Preparing your child for school
- ▶ What does my child need for September?





# Starting School

- \* 3 equally balanced classes
- \* Teacher Introduction Videos
- \* Meet the teacher appointments –Friday 3rd September
- \* Staggered start in small groups: Autumn Term
- \* Reading and Phonics Workshops - TBC



# Day to Day Routine

- ▶ Reception doors open at **8.45am**
- ▶ Short carpet sessions during the day
- ▶ Adult focused activities
- ▶ Child Initiated and Adult Initiated activities in the indoor and outdoor areas
- ▶ Playing, exploring, being active and creative and critical thinking
- ▶ Water and Fruit
- ▶ End of morning session 11.50am
- ▶ End of day **3.00pm**





# EYFS Curriculum

## ▶ 7 Areas of learning and development

### ▶ 3 Prime Areas

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

### ▶ 4 Specific Areas

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



# Knaphill Lower School Reception Curricular Goals



## Prime Areas

### COMMUNICATION AND LANGUAGE

**Talk** in full sentences using a wide range of vocabulary.

**Listen** to their friends and teachers and respond appropriately.

To **ask** and **answer** questions.

To be **confident communicators** that can express their ideas, feelings and interests.



### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT



**Respect** themselves and others.

To develop **confidence** in themselves to try new things.



To show **resilience** in the face of challenges.

**Independence** and resourcefulness.

### PHYSICAL DEVELOPMENT

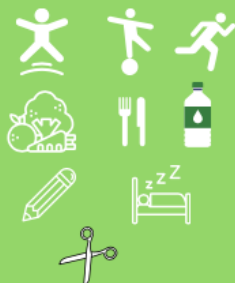
**Use** a range of equipment confidently such as bikes and balls.

**Move** in a variety of ways balancing, jumping, running and climbing.

**Use** tools such as cutlery and scissors.

**Hold** a pencil effectively.

To develop an **awareness** of healthy choices.



## Specific Areas

### LITERACY

**Enjoy** and listen to a wide range of stories.

**Re-tell** and tell stories.

**Read** and understand simple sentences using my knowledge of phonics and irregular words.

**Write** words and simple sentences that can be read by themselves and others.



### MATHS

**Subitise** amounts up to 5.

**Count** objects saying one number for each object.

**Develop** an in depth understanding of number to 10.

**Recognise** patterns, numerals, 2D and 3D shapes.

**Problem Solve** by applying what they have learnt about mathematical concepts such as addition, subtraction, sharing and measurement.



### UNDERSTANDING OF THE WORLD

**Observe**, comment on and question things around me.

**Care** about the living things and our world.

**Appreciate** that not everyone is the same and learn to respect the beliefs of others.

**Talk** about events that are important to me and my family.

**Learn** about different places, inspiring people and significant events.



### EXPRESSIVE ART AND DESIGN

**Experiment** and explore how different media, materials and techniques can be used.

**Be confident to create** my own artwork.

**Talk** about my creations and about how I have created them.

**Perform** rhymes, songs, dances and stories.



**TO ENCOURAGE A LOVE OF LEARNING THAT WILL LAST A LIFE TIME.**





**“Tell me and I forget,  
teach me and I may  
remember, involve me  
and I learn.”**

**Benjamin Franklin**



# Learning Powers

## Tryosaurus (Resilient)

Resilient and always perseveres when something is tricky! He never gives up. He loves it when he makes mistakes as he learns how to solve the problem the next time!



## Explorosaurus (Resourceful)

Is resourceful and explores everything, always finding ways to solve problems. He loves to try new things.



## Shareosaurus (Reciprocal)

Is kind to his friends, helps them and shares his toys. He knows the best learning happens when he listens to his friend's ideas and they work as a team.



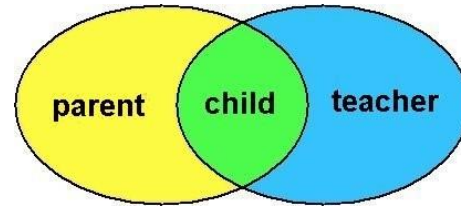
## Thinkosaurus (Reflective)

Thinks carefully about the choices he has made. He always thinks about how he can make things better next time!



# Tapestry

“There’s an enormous body of research...on the positive impact of parent partnerships...not just in school but throughout life. We cannot educate our children without reaching out to their parents. When schools and families work together, children have a far better chance of not only being successful in school but being successful in life as well. “



\* <http://inclusiveschools.org> (2015)

# An Example

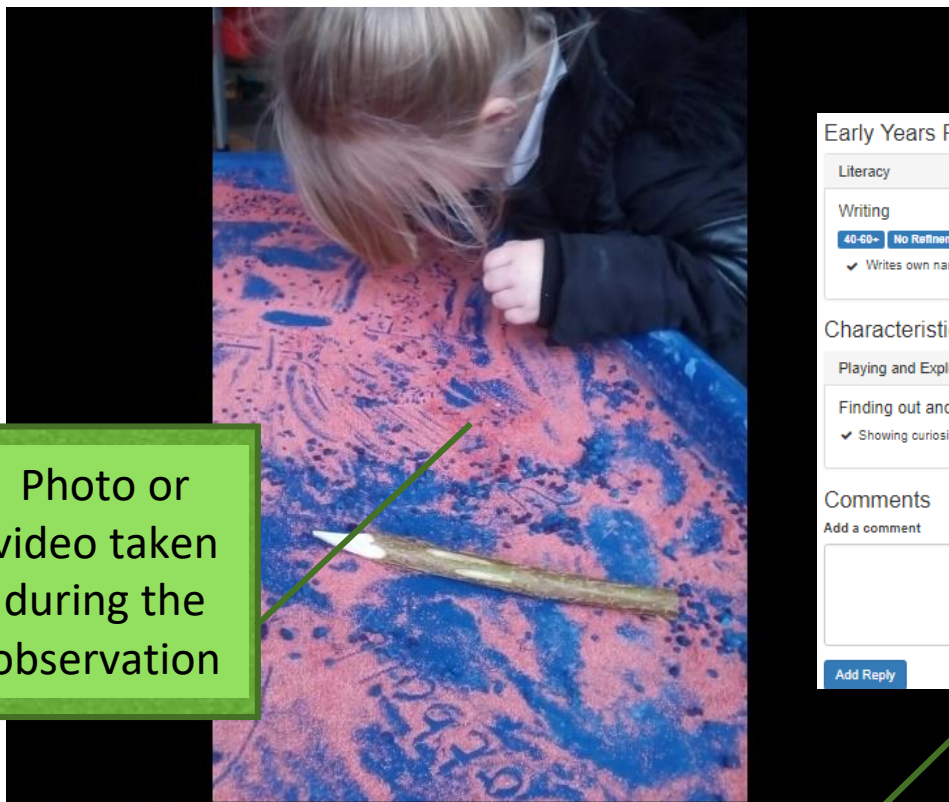


Photo or video taken during the observation

Early Years Foundation Stage

Literacy

Writing

40-60- No Refinement

Writes own name and other things such as labels, captions.

Characteristics of Effective Learning

Playing and Exploring

Finding out and exploring

Showing curiosity about objects, events and people

Comments

Add a comment

Add Reply

The areas of learning and statements the observation is covering

The description or notes made to explain what is happening or what the child is doing

**Underneath** the description of the observation there is a box where you can leave a reply

Notes

Faith practised writing her name in the sand.

Teacher "Great writing Faith, do you normally see a capital letter in the middle of your name?"

Faith "No... I can't do it yet"

Teacher "Shall I show you?" writing Faith's name with a capital at the beginning followed by lowercase letters.

Faith then concentrated on writing her name correctly in the sand.



# Forest Schools



► Forest School is an inspirational concept providing learning opportunities through practical activities in an outdoor environment. Children enjoy the freedom to explore and experience the natural world in all seasons and whatever the weather.





# Forest Schools



Leaf whispering



A perfect nest



Gnomes



Wind chimes



Fairy houses



A house for a stick man



Tracks in the snow

# Preparing your child for school

**The Road To School**

This tracker helps you and your child prepare for school.

**Everyone starts school with different abilities - your teacher will help you progress at your own level.**

**Speaking & literacy**

- I like to read stories & look at picture books
- I am able to talk about myself, my needs & feelings
- I am practising recognising my name when it's written down

**Listening & understanding**

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules

**Writing skills**

- I like tracing patterns & colouring in
- I enjoy making marks
- I am practising holding a pencil

**Sharing & turn taking**

- I can share toys & take turns
- I like playing games with others
- I like interacting with other children

**Counting skills**

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
- I can recognise some numbers when they are written down

**Going to the toilet**

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash and dry my hands without any help

**Routines**

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days

**What are you looking forward to the most? Is there anything you're unsure of?**

**Interest in the world & new activities**

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions

**Eating**

- I can use a knife & fork
- I can open my packed lunch on my own
- I am confident at opening wrappers & packaging

**Self-care**

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I don't feel well

**Getting dressed & undressed on my own**

- I can button & unbutton my shirt & use a zip
- I can put my own shoes & socks on
- I can change into my PE kit & put my coat on

**Independence**

- I am happy to be away from my mummy, daddy or my main carer
- I am happy to tidy my belongings & look after my things
- I am feeling confident about starting school

**School bus**

**School**

**Nursery Resources**  
www.nurseryresources.org



# What does my child need for September?



Valentino Schoolwear

'Parent's first choice for Schoolwear'

<https://www.valentinoschoolwear.com/>

**Please name and label everything- even socks!**







# Practical Issues

- Allergies/Dietary Requirements form
- Medicines
- Absence from school due to illness
- Emergency contacts keep updated and contactable



## Thank you

► We are looking forward to seeing you in September, if you have any further questions please email us on

[EYFS@KFOS.co.uk](mailto:EYFS@KFOS.co.uk)