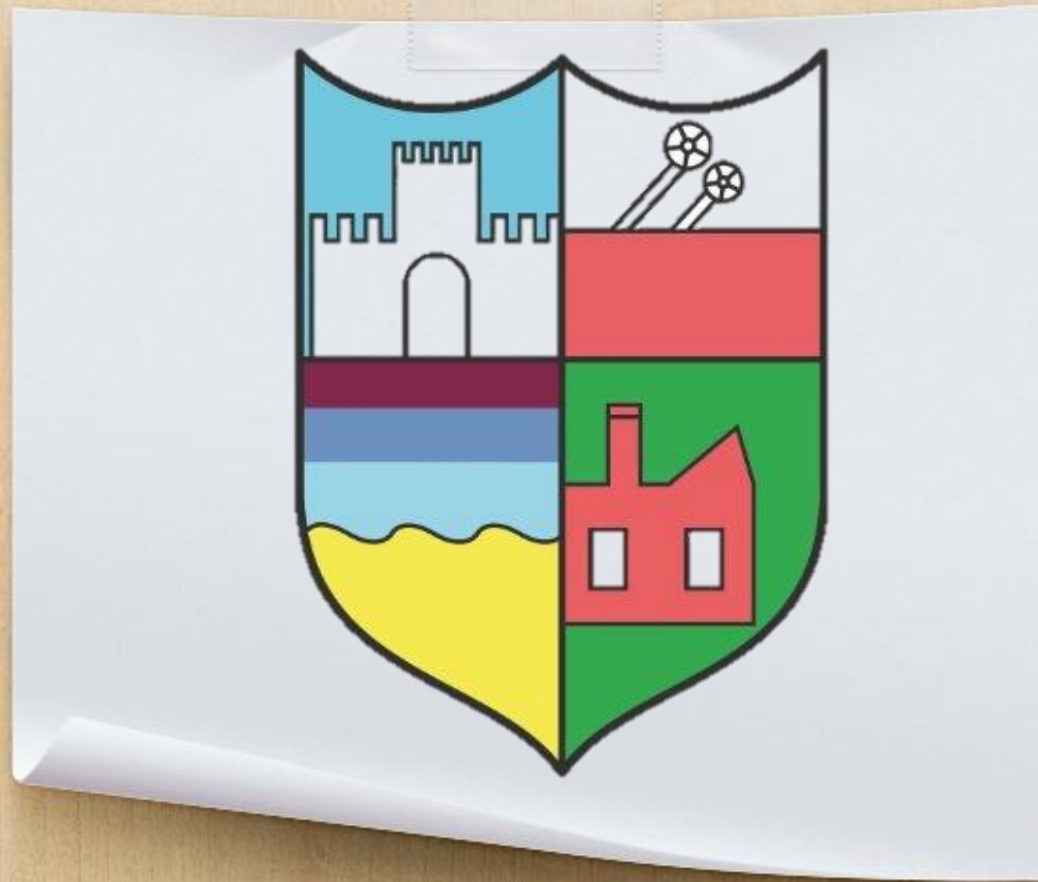


# EYFS at Ellington Primary School



**‘Where champions begin to flourish’**

# Meet the Staff



Mr K Hodgson  
Headteacher, Designated  
Safeguarding Lead



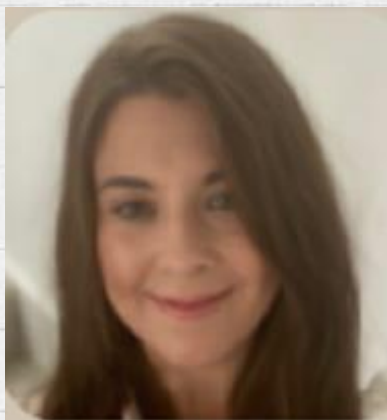
Mr D McConville  
Assistant Head, Deputy  
Safeguarding Lead



Mrs J Dyer  
Office Manager



# Meet the Staff



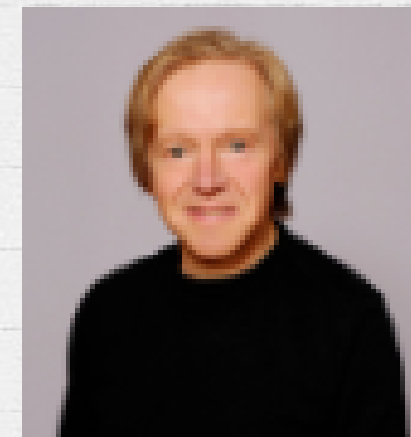
Mrs A Milne  
Deputy Safeguarding  
Lead, EYFS Lead  
Reception Teacher  
Paediatric First Aid  
Trained



Mrs D Redpath  
Reception Teacher  
(Friday)  
Paediatric First Aid  
Trained



Miss L Henderson  
Reception Teaching Assistant  
(Monday-Thursday)

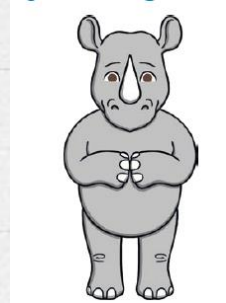


Mr G Liddle  
Reception Teaching Assistant  
(Friday)

# Our School Values



Pride – In everything you do, aspiring the best version of you.



Respect – for yourself, your family and your community



Honesty – Being fair and truthful at all times



Resilience– recovering from difficulties, attempting things that will be hard and challenging.



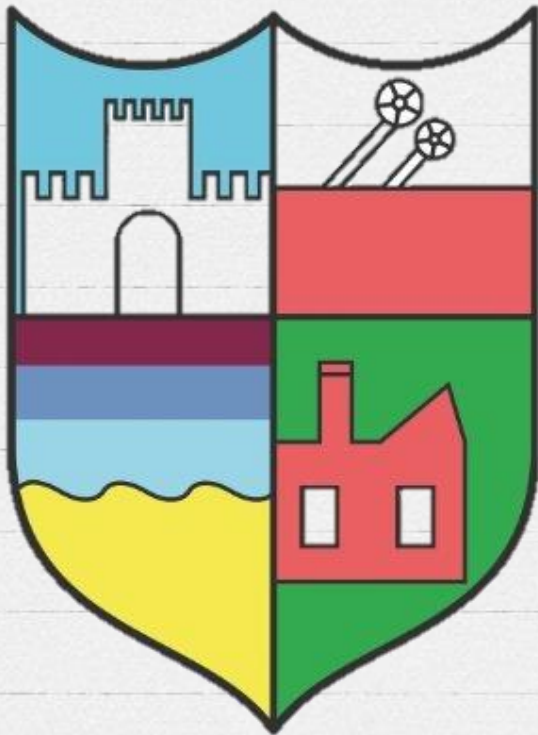
Teamwork: Working successfully with others



Happiness– enjoying school and embracing life.



# Our School Rules



Be Ready  
Be Respectful  
Be Kind

# Our EYFS Vision and Aims...

**Our aim is to create a remarkable foundation for champions to flourish. We want every child to excel and become resilient, self-motivated, life-long learners.**

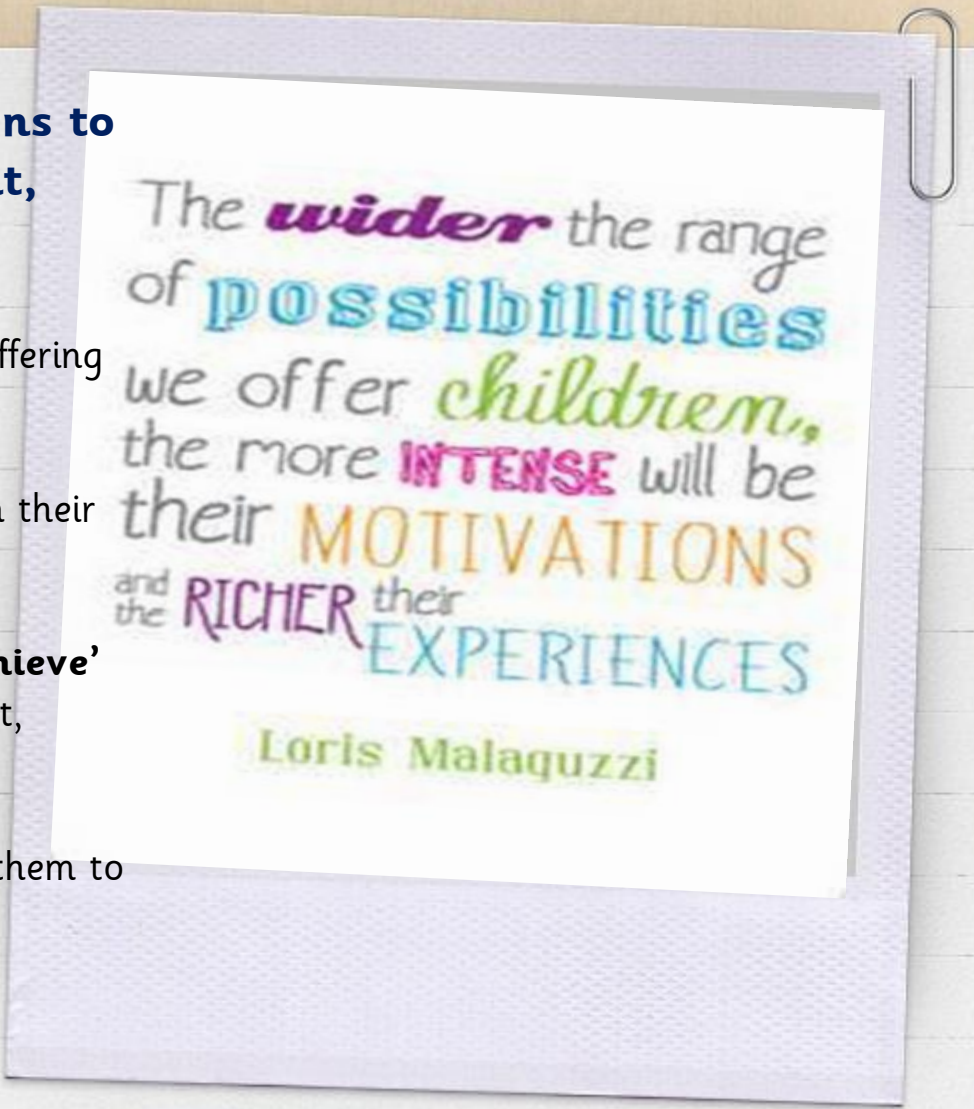
\*We provide children with a curriculum that builds children's aspirations by offering them a wide range of opportunities and experiences.

\*We provide children with the opportunity to try new things and take risks in their play and become inquisitive learners.

\*We provide high expectations encouraging our children to **'believe and achieve'**  
We develop this through our school values encouraging children to be resilient, persevere and be proud of their own achievements.

\*We encourage children to develop their independence skills by encouraging them to have a go, solve problems and achieve more than they thought they could.

\*Solid foundations and a deep love of learning is fostered!

A piece of white paper with a silver paperclip at the top right corner, pinned to a purple textured background. The paper contains a quote in various colored, stylized fonts. The quote reads: 'The wider the range of possibilities we offer children, the more INTENSE will be their MOTIVATIONS and the RICHER their EXPERIENCES'. The author's name, 'Loris Malaguzzi', is written at the bottom in green.

The **wider** the range  
of **possibilities**  
we offer **children**,  
the more **INTENSE** will be  
their **MOTIVATIONS**  
and the **RICHER** their  
**EXPERIENCES**  
**Loris Malaguzzi**



# Reception at Ellington Primary

\*Children get a balanced curriculum of adult-led and child-led activities, in an environment that is planned using next step knowledge.

\*Children will still have access to continuous provision and high quality adult interactions within their play, to move their learning on. It is proven that children learn best through play.

\*Children will have access to adult-led learning inputs throughout the day as well as more focussed learning tasks that support next steps.

## **Three prime areas of learning and development:**

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

## **Four specific areas of learning and development:**

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

The Early Years Foundation Stage is a crucial stage as it helps our children to get ready for the next steps of school life as well as preparing them for their future learning and successes.

Play is the  
highest form  
of research

Albert Einstein



# A Typical Day in Reception – Autumn Term

## **AM:**

8.40-9.00: Directed Provision Time, Registration

9.00-9.30: RWI phonics

9.30-9.40 – Active 10

9.40 – 10 Carpet Input (Literacy/Maths/Topic)

10-11:20 – Focus Tasks/Provision Time – Indoor/Outdoor

11:30 - 11:40 Mental Maths

11.40-12.40: Lunch Time

## **PM:**

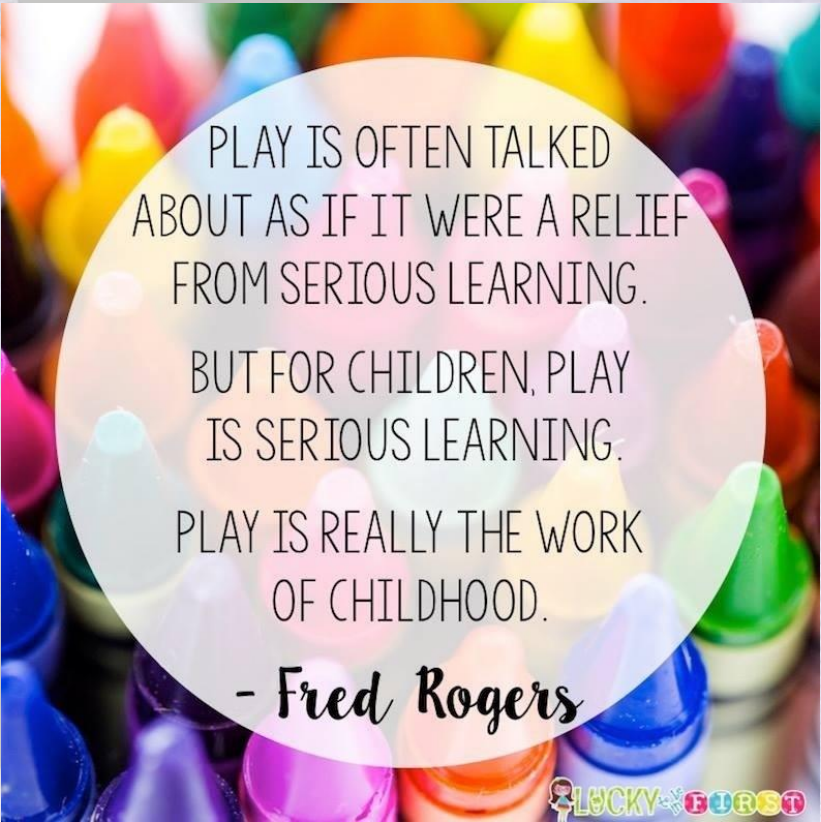
12:40-1:00 – Carpet Input (Maths/Topic)

1:00-2:35- Focus Tasks/Provision Time – Indoor/Outdoor

2:45-3:00 – Circle Time (PSHE/RE/Library Time)

3.00-3.15: Story, Song/Rhyme Time

3:15- Hometime



PLAY IS OFTEN TALKED  
ABOUT AS IF IT WERE A RELIEF  
FROM SERIOUS LEARNING.

BUT FOR CHILDREN, PLAY  
IS SERIOUS LEARNING.

PLAY IS REALLY THE WORK  
OF CHILDHOOD.

- *Fred Rogers*

LUCKY FIRST



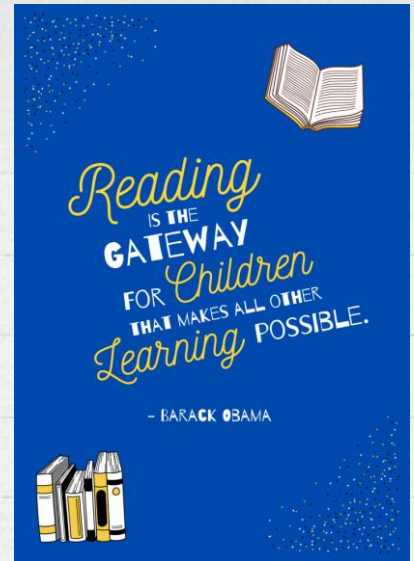
# Our Curriculum

Area of Learning	Autumn A (8)	Autumn B (7)	Spring A (6)	Spring B (6)	Summer A (5)	Summer B (7)
<b>Possible Themes/Interests/Lines of Enquiry</b> <i>(These themes may be adapted at various points to allow for children's interest)</i>	<b><u>Marvellous Me!</u></b> 1. Excellent Ellington 2. Marvellous Me! 3. Autumn Festivals	<b><u>Winter Wonderland!</u></b> 1. In the night sky 2. Polar Regions and the Ocean 3. How can we help our world? 3. It's CHRISTMAS!	<b><u>Run Run as Fast as you can!</u></b> 1. The Gingerbread man 2. Mr Wolf's Pancakes 3. Chinese New Year	<b><u>Down on the Farm</u></b> 1. Life-Cycle of a Chick 2. Changes <u>On</u> the Farm 3. Where does our food come from? (Healthy choices) 4. Easter	<b><u>The Everywhere Bear!</u></b> 1. All about Ellington 2. Where is the Everywhere bear? (Around the world) 3. The Royal Family- Great Britain/London	<b><u>Blast off!</u></b> 1. What is Space? 2. Astronauts through time (Neil Armstrong, Mae Jamison, Tim Peake) 3. The <u>Smeds</u> and the <u>Smoos</u> 4. To Year 1 and Beyond!
High Quality Texts						



# Fostering a love of reading!

- \*It is vital that we foster a love of reading early on in your child's school life.
- \*Research shows the more a child is talked to, read to and sung to the more language they acquire in the first five years of life!
- \*Our Curriculum is based on core books and we will have select books that we will re-read every day.
- \*Following on from Nursery, we offer a weekly home reader! It is vital you share this book at home and bring it back on a **Friday** to be changed.







# English alphabetic code

- 44 sounds
- 26 letters
- Over 150+ graphemes (letter combinations)
- One of the most complex alphabetic codes
- in the world.
- We need to teach and say the pure sound.
- We don't want to add the 'schwa' to sounds.
- E.g s not 'su'

## Speed Sounds Set 1 and Set 2

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u
---	---	---	---	---

Vowel sounds – stretchy

ay	ee	igh	ow
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Vowel sounds – stretchy

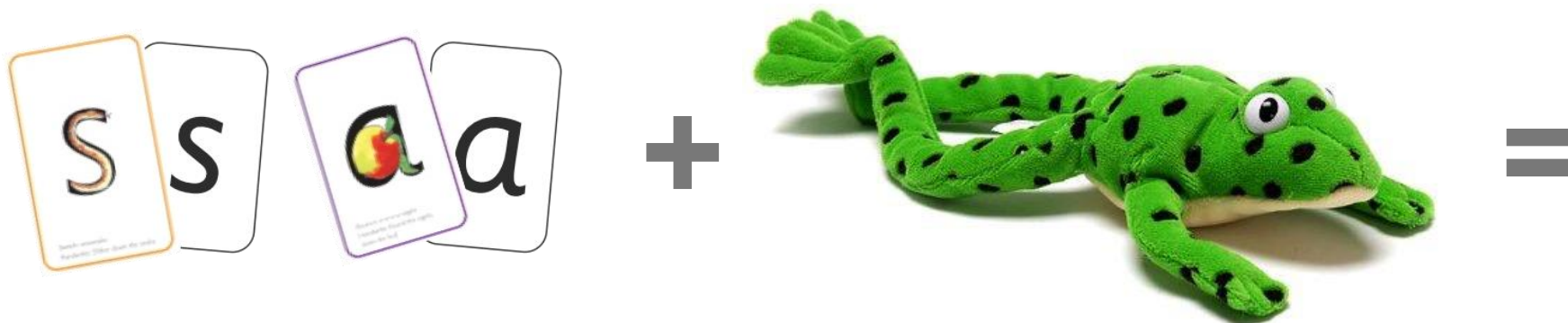
oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Ruth Miskin  
Train



# Sounds + blending = word reading

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sat

# ‘Special Friends’, ‘Fred Talk’

1.6

ship

## Black Hat Bob

Black Hat Bob  
is on his ship.

This is his peg leg.





# Red Words

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I

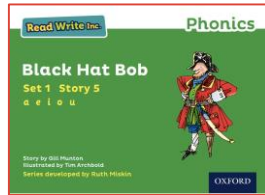
said

This is Red Hat Rob.

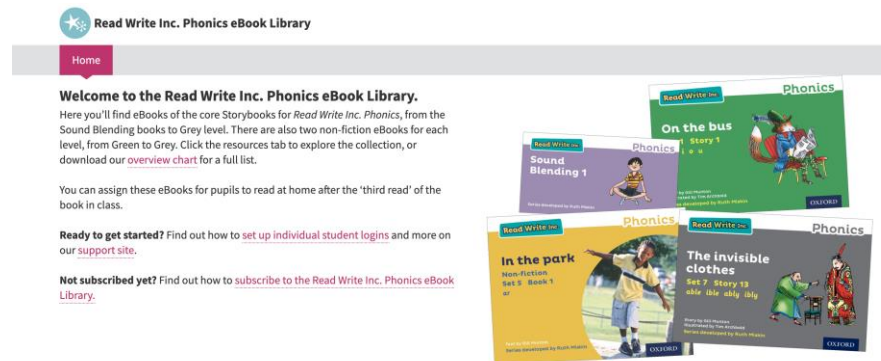


“I will grab that cash box,” he said.

# Which books will children bring home?



At the beginning of the year, children will bring home sheets to support their new sound knowledge and will progress to blending books before story books.





# Progress groups

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- Group children by phonic stages.
- Teach to the group's challenge level.
- Re-assess all children every half term.

# What can I do?

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1. Use pure sounds rather than letter names and don't add the schwa.
2. Use Fred Talk to help your child to read and spell words.
3. Listen to your child read their Storybook every day.
4. Watch the Virtual Classroom films together. We will send home codes/links to watch.
5. Read stories to your child every day.

In September, we plan on doing a more in depth presentation about RWI so you can fully support your child. Reading often is vital for children to develop confidence and fluency. Therefore, reading as often as you can with your child will support them further.



# Maths

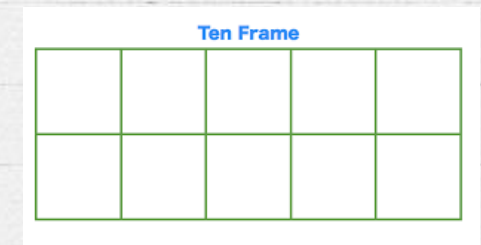
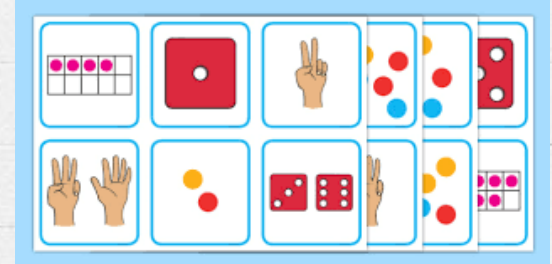
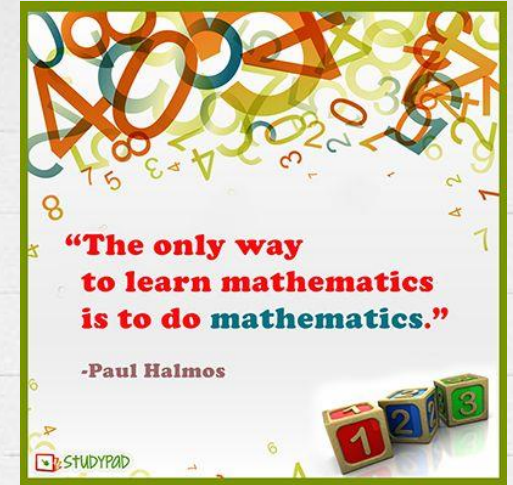
\*We follow the Big Little Maths scheme as well as planning for next steps in learning...

\*We focus more on subitising - the ability to look at a small set of objects and instantly know how many there are without counting them.

We do this so children start to recognise number patterns and begin to understand number facts and the relationships between the numbers.

\*Children will have a daily short mathematics lesson as well as 3 times weekly maths teaching linked to a focus activity.

\*We work within 10 up until the Summer term. This is so your child has depth and understanding on numbers to 10. Not just counting and recognising numbers to 10.



# Early Years Baseline and Profile

\*At the beginning of the year, the children need to complete a statutory assessment.

\*Nothing to worry about- the government use this information against the Year 6 SATS data to see if children have progressed.

\*At the end of the year, we complete a Early Years Profile on the children. This is only collected by the local council. We evidence this throughout the year and determine whether they have achieved the ELGs. This is then passed on to your child's Year 1 teacher.

To be within the Good Level of Development children need to attain the goals for: PSED, C&L, PD, Literacy and Maths. This will be shared with you within their end of school report.



# Reception Hints and Tips...

- \*All pieces of uniform to be labelled
- \*Velcro shoes
- \*School bag/drawstring back with named spare clothes in.  
(Kept at school)
- \*Book Bag – Required every day at school
- \*Water Bottle – Water Only!
- \*Wellies and waterproofs
- \*Every child receives a free lunch but this must be ordered via school grid every morning.





# Stay and Play Sessions

We will continue to offer Stay and Play sessions in Reception. These will have a different focus each half term.

These have been very popular in the past and gives you a chance to really get to know us.

We will also be offering a chance to be a 'Secret Reader' as part of our love of reading offer.

Information to be sent home in advance





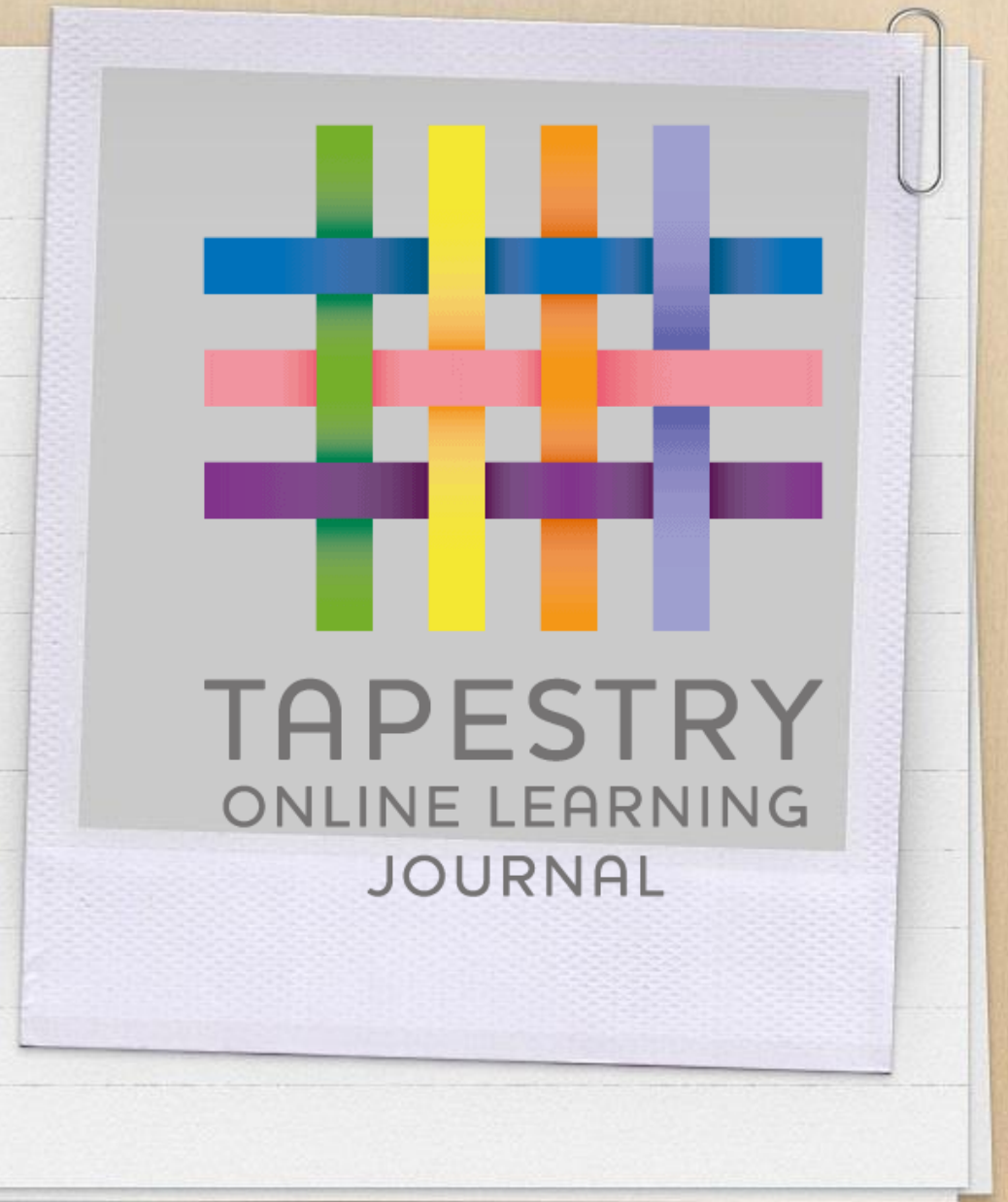
# Tapestry

We use Tapestry to share your child's learning.

\*Staff will share 'wow moments' on your child's progress.

\*Staff will share a weekly update on a whole class activities.

\*It is a free app that you can access on your phone as well as a computer.



# Tapestry

However, we need you to make this successful.

What we expect from you...

- \*Activate your account and check your child's learning journey weekly.
- \*Comment on wow moments/weekly class updates to encourage that home school link.
- \*Answer questions that has been posed by teachers to further your child's learning/
- \*Share wow moments from home too!!!! We share these in the class to encourage CLL.





# Tapestry

So we have a challenge for you...

















\*We would like you to post your child's favourite memory of the summer holidays! We would like only one photograph. These will be shared the first week back at school and will be displayed.

\*Reading Challenge- Take photographs and share on Tapestry too. Children will get a prize for completing!

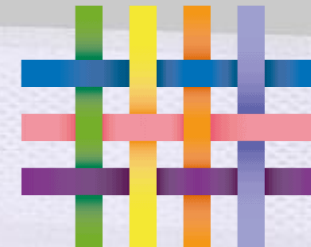
**Reception Summer Story Challenge!**  
Can you find and read all of these stories in your Summer Holidays?

You may like to share a key focus story for bedtime, in an unusual place, with your grandparents, in the woods, on the beach or in a den. Take some photographs of you sharing the stories and post them on Tapestry. We would love to hear all about the stories. Which one is your favourite?

Put your name next to each book you read! If you read 8+ books, you will receive a prize when we come back to school!

# Summer Challenge



**TAPESTRY**  
ONLINE LEARNING  
JOURNAL



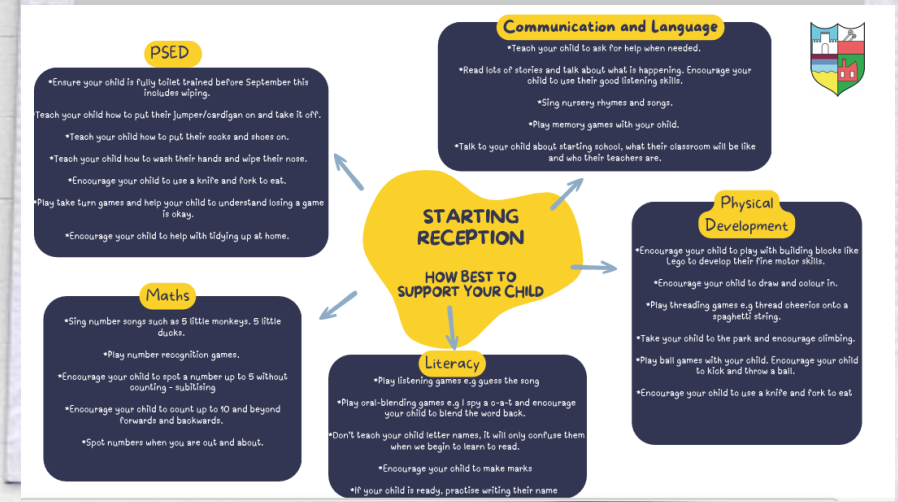
# Working Together

- School website including our class page
- Tapestry
- My Child at School App (New)
- Twitter
- Newsletters
- Stay and Play sessions
- Mid term report / End of year report
- Parents Evenings/ Mid term reviews
- Teachers are readily available at the end of the day if you need a chat.



# Your Pack

- Information Letter for you and your child.
- Peg label letter to familiarise your child with their peg picture
- Reading Challenge
- Stay and Play dates (Please note these may change)
- How best to support your child before starting school.
- All about me (Please fill these out and hand in before summer holidays if possible) Could be emailed or sent via Tapestry if needed.





If you have any questions,  
please feel free to come and  
ask.

