Welcome to Reception

Shoreditch Park Primary School



Staff in the EYFS

Eloise Erwin- Browne Class Teacher, Early Years Phase Lead
Nicola Twiner- Student Teacher EYFS
Amber Harley- Nursery Education Officer (NEO) Browne Class
Anisa Dirie- NEO Browne Class
Akua Biney- EHCP Learning Support Assistant (LSA) Browne Class

Madison Tangyuk- Donaldson Class Teacher
Turkan Osman- Donaldson Class NEO
Tuba Demirkaya- Donaldson Class LSA

Rachel England- Nursery Class Teacher
Hannan Aitlkaboud- NEO Nursery

Starting Reception

- The ‘Stay and Play’ sessions will be on **Tuesday 8th September for Browne Class and Wednesday 9th September for Donaldson Class-** you will receive an email with specific times
- The children will make a staggered start to school to support their transition and settling. The first start date will be on **Thursday 10th September** and the final date will be **Wednesday 16th September**
- Children will do a full day from the start. Your child’s start date will be shared with you in a letter
- The Early Years Reception curriculum is a play based curriculum and children learn through play. The focus for the first few weeks in Reception is to have every child happy, settled and enjoying coming to school.
- Children have their playtimes in the EYFS playground which is shared with nursery and reception classes.
- The children will have lunches in their classrooms

Transition documents



- 'Incoming Reception 2020/21' on the school website
- Video introduction and story from class teachers
- Transition booklet for children
- All letters/ key information for parents

Shoreditch Park Primary School

Aspire Higher Together



Approach in the EYFS

- In the EYFS (Nursery and Reception) the curriculum approach is underpinned by a strong understanding of how children learn, with continuous opportunities for outdoor play and exploratory learning

- Transition to start Reception is planned meticulously to ensure children are happy, settled and ready to start their learning journey

- Teachers create a portfolio for children to demonstrate how they have achieved the Early Learning Goals for the end of the EYFS

Early Years Foundation Stage Curriculum

<u>The Prime areas of learning</u>

Personal, Social and Emotional Development
Communication, Language and Literacy
Physical Develoment

<u>The Specific areas of learning</u>

Literacy
Maths
Expressive Arts and Design
Understanding the World

Curriculum is planned to reflect these areas of learning and with a sensitive understanding of the primary need to develop PSED, CLL and Physical development.



Reception Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Homes and Families**	**People who Help Us**	**Animals**	**Fairytales**	**Adventure/ Mystery**	**Lifecycles**
Role-play	Home Corner	Post Office/ Hospital	Vets/ Pet shop	Cottage/ Castle	Witches House/ Space Station	Garden Centre Wild Meadow
Core Books	The Gruffalo (settling in week) I'm too absolutely small for school- Lauran Child (settling in week) My mum is fantastic/ My dad is brilliant- Nick Butterworth So Much- Trish Cooke My two Grannies- Floella Benjamin	Emergency- Margaret Mayo Super Daisy and The Peril of Planet Pea- Kes Gray Zog and the flying Doctors Christmas books	Gorilla- Anthony Browne Giraffes Can't Dance- Giles Andreae Aaargh, Spider- Lydia Monks	Goldilocks- Lauren Child Little Red Riding Hood- Lari Don The Three Little Pigs – Nicola Baxter *Jack and the Bean Stalk*	Room on the Broom Julia Donaldson You Choose in Space Nick Sharratt Whatever Next? Jill Murphy	The Very Hungry Caterpillar- Eric Carle The Tiny Seed – Eric Carle Tadpole's Promise – Jeanne Willis *Caterpillar to Butterfly - Camilla de la Bedoyere (NF) (Topic focus)*
Science and ICT link	All about me My family Where I live The local area	Programming beebots Light Box Ipads	Experiments! Interactive White Board	Food- cooking Map drawing / Beebots Growing/ gardening Using Ipads to take photographs	Experiments Potion Making	Mini beasts Growing and gardening Life cycles
ASPIRE	**Respectful Roderick**	**Self- Aware Samuel**	**Enquiring Ebony**	**Achieving Aisha**	**Inclusive Izaiah**	**Proud Pinar**
Trips		**Christmas play at Little Angels Theatre**	**Spitalfields Farm**	**Shoreditch Park Library**	**Shoreditch Adventure Playground**	**Clissold Park**

EYFS Timetable

	8:50 -9:55	9:55 – 10:15	10.15 –11:00	11:00 – 11:30	11:30 – 12:40	12.40 – 1.10	1.10 – 2.00	2:00 – 2:20	2.20 – 2.40	2:40 – 3.00
Monday	English/Maths	Playtime	RWI	English/Maths Booster	Lunchtime	Topic carpet sessions	Topic Carousel	Tidy up	Playtime	Story Time Home time Transition
Tuesday	English/Maths		RWI	English/Maths Booster		Topic carpet sessions	Topic Carousel	Tidy up		Story Time Home time Transition
Wednesday	English/Maths		RWI	English/Maths Booster		Topic carpet sessions	Topic Carousel	Tidy up		Story Time Home time Transition
Thursday	English/Maths		RWI	English/Maths Booster		Topic carpet sessions	Topic Carousel	Tidy up		Story Time Home time Transition
Friday	English/Maths		RWI	English/Maths Booster		ASPIRE Assembly	Golden time	Tidy up		Story Time Home time Transition

Reception Curriculum and Timetable

8.30 ASPIRE mornings/ ASPIRE Active/ Parent sessions

8.45 Maths/ Literacy (linked to half-termly topic, 1 book over 2 weeks)

- Whole class teaching input followed by focused group work and independent activities/ free-flow
- Inside and outside space used

10.00 Playtime

10.20 Phonics- reading progress groups (start in week 3, progress groups week 4)

11.30- Maths/ Literacy Booster Session

11.45 Lunch and playtime

1.00 Topic focus (inside and outside)

- PE
- Gardening sessions with school gardener
- Science investigations
- Computing curriculum (use of ipads, Beebots, cameras)
- Art- painting, sculpture, modelling, drawing, printing
- Music lessons
- Singing assembly
- *SAL, Emotions, Communication intervention groups*

2.20 Playtime

2.40- Story Time/ Home Time transition

3.00- Home Time

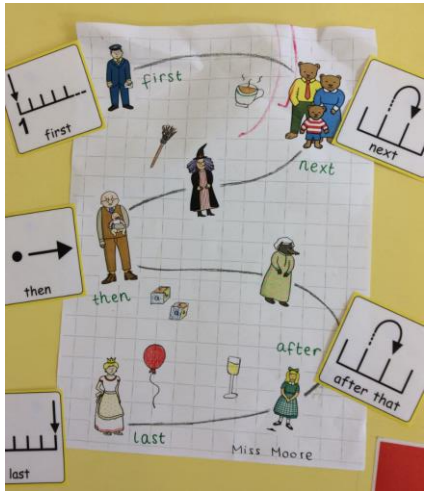
Example of Literacy Carousel Activities



Teacher Focus- Letter Writing



Independent 1- Small world activity- Oracy focus



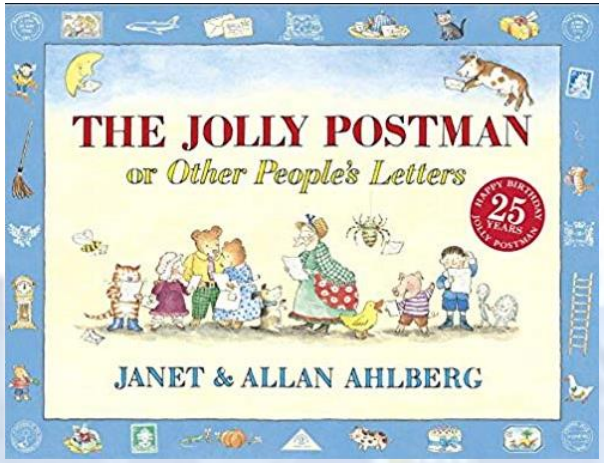
Independent 2- Story Map



Extension activity- mark making/ writing



NEO activity inside- Name and address writing



NEO activity outside- acting out the story

Activities During Afternoon Carousel



Small World linked to Topic



EAD- colour mixing



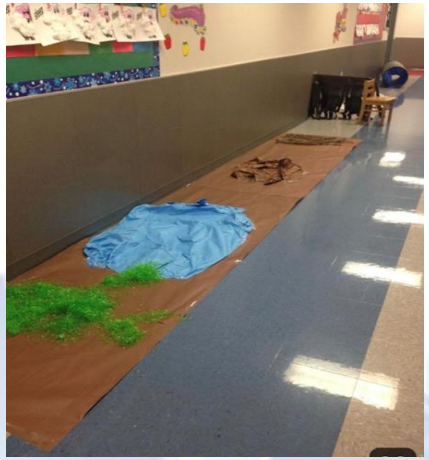
Understanding the world- Coloured ice (melting)



Physical Development (fine motor skills)



Maths- Number recognition/ 1-1 correspondence



Literacy- acting out core text

ASPIRE characters and dispositions for learning and living



Achievement
Aisha



Inclusive
Izeyah



Self-aware
Samuel



Respectful
Roderick



Proud Pinar



Enquiring
Ebony





ASPIRE

- Now more than ever, emotional development and wellbeing should be at the forefront of a child's education
- Acts of social and emotional development in a child are just as important to praise as academic development.
- We do this through consistent verbal praise from the teachers, informal and formal communication with parents
- We also have ASPIRE certificates to praise exemplary acts of character. These can be handed out at the teachers discretion within lessons, hidden in books, during ASPIRE time or within achievement assembly.
- We ensure we articulate to children what the certificate states and how this has supported them as an individual and a learner.

