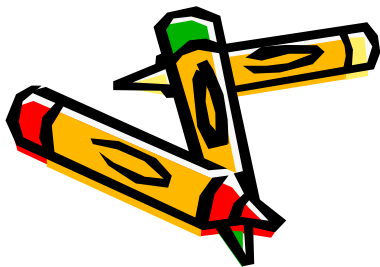
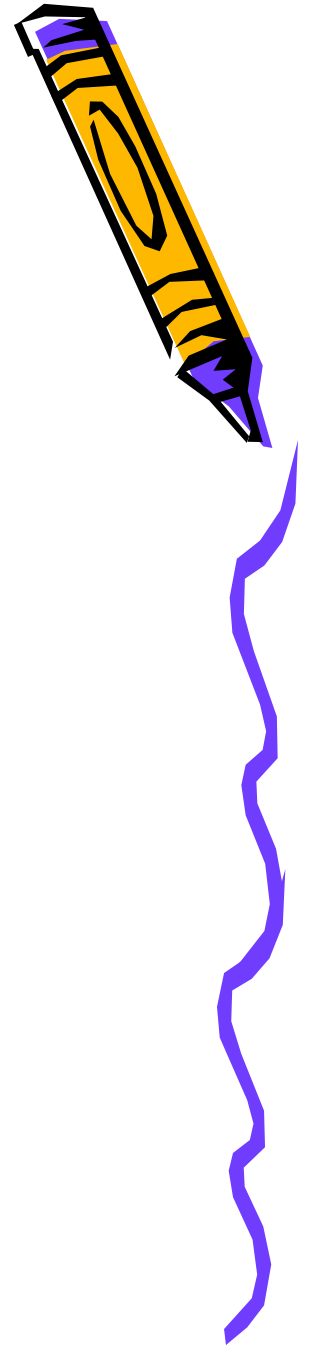


Welcome to Reception!  
Al Ashraf  
Primary School



# Reception Staff



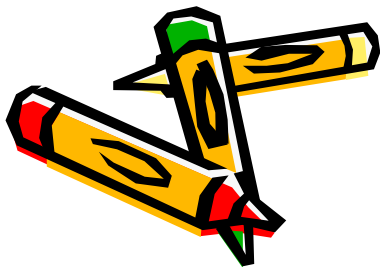
Miss Codd

Shameela Apa Safiyah Apa Rabya Apa Jamila Apa Hajra Apa

Class Teacher

Assistant Teacher

Class volunteers



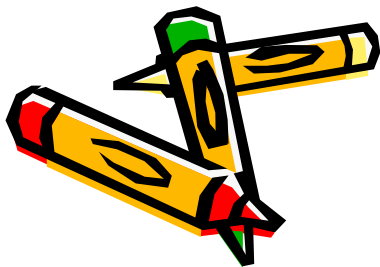
Shameela Apa- Monday- Friday 8:25-12:00

Safiyya Apa- Monday- Thursday 12:30-3:25

Rabya Apa- Friday 1:30-3:25

Hajra Apa- Tuesday- Thursday 8:40-11:00

Jamila Apa- Monday and Thursday 8:40-11:00





# What is the EYFS?

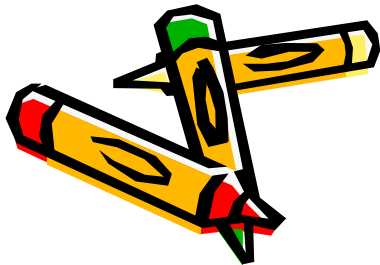


- ✚ The EYFS document combines Early Years and Foundation Stage. This creates a national curriculum for 5s and under- Development Matters



- ✚ 7 areas of learning through areas of provision and directed activities

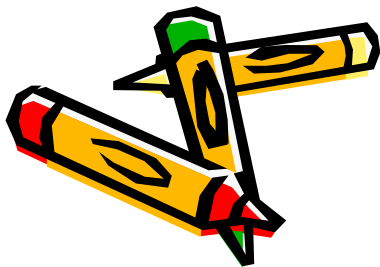
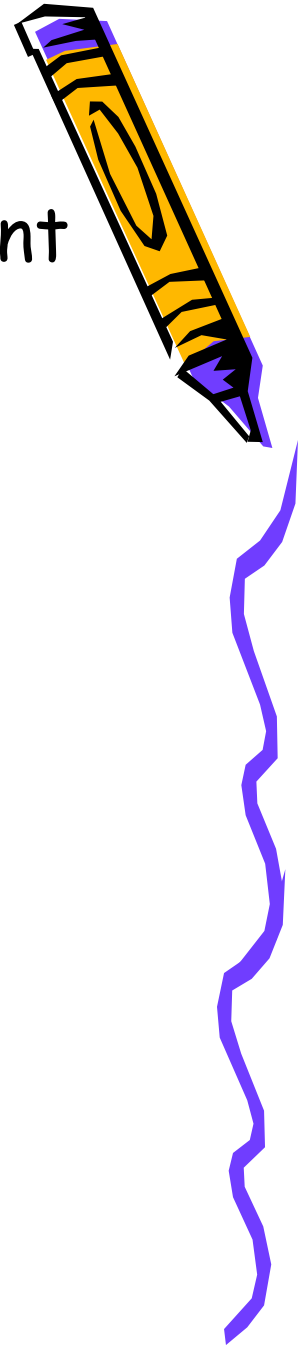
- ✚ All areas of learning are reflected inside and outdoors.



# PSED

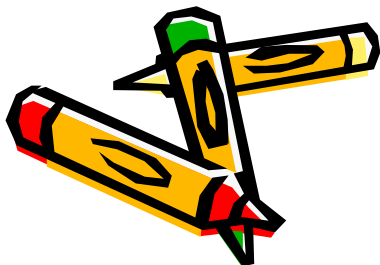
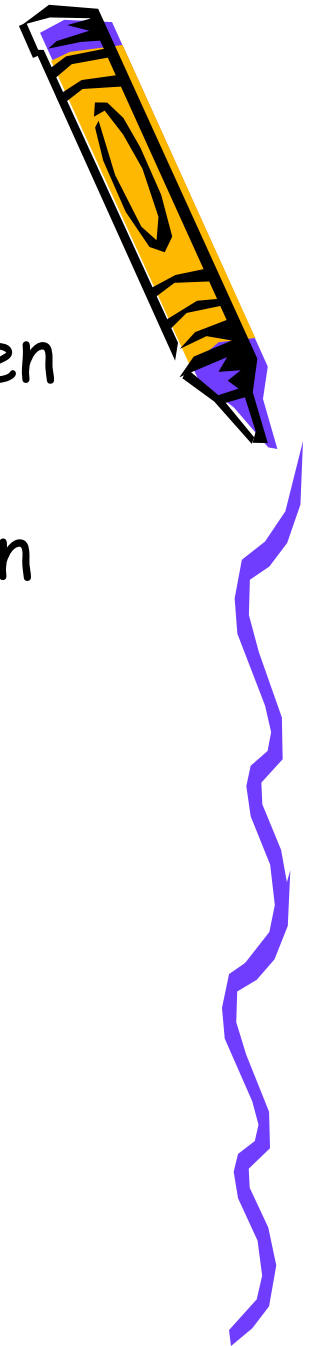
Personal, Social and Emotional Development

- ✚ Making friends
- ✚ Learning rules
- ✚ Learning daily routines
- ✚ Understanding boundaries
- ✚ Making relationships with adults and other children
- ✚ Being independent
- ✚ Sharing and turn-taking



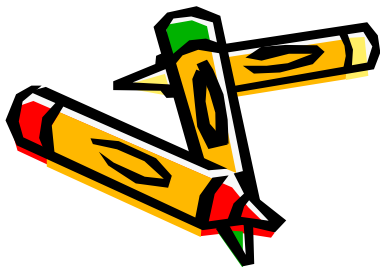
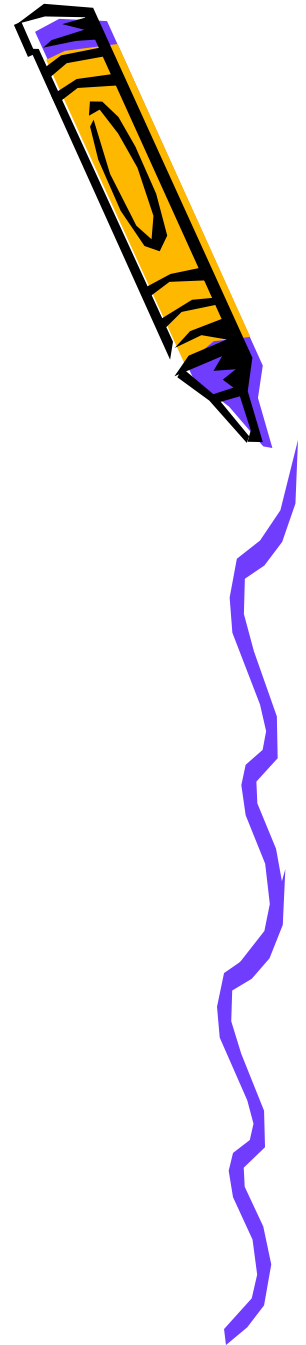
# PSED - How can you help?

- # Allowing children to be independent when choosing what they want to play with
- # Making sure children understand rules in different environments (going to Asda etc.)
- # Playing games which encourage sharing and turn taking will help your child to build their social skills



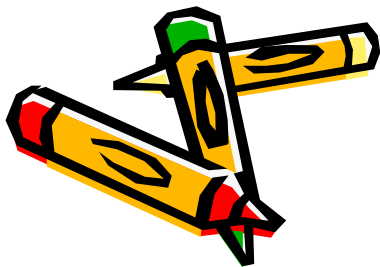
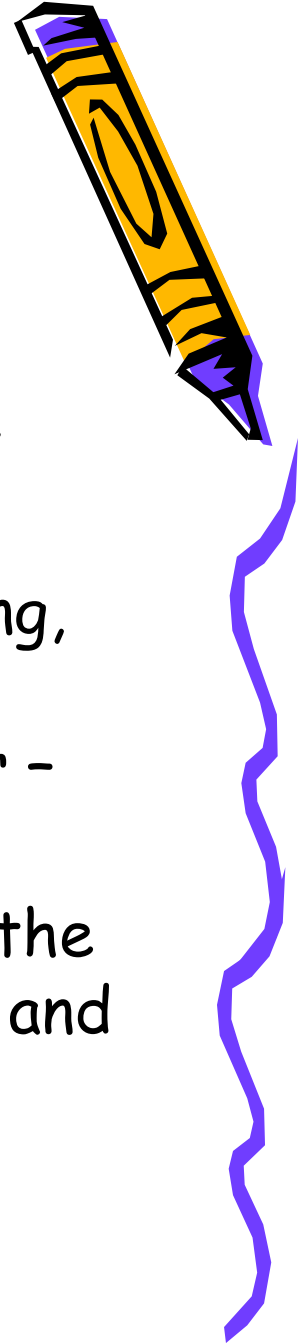
# Physical Development

- + Gross and fine motor skills
- + Malleable area
- + Mark making area
- + Shoes and coats
- + PE - getting changed too
- + Outdoor area
- + Pencil control



# PD- How can you help?

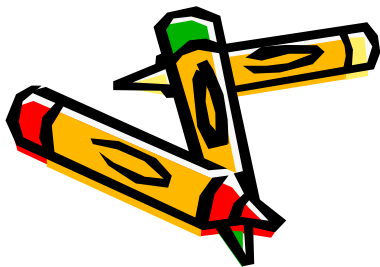
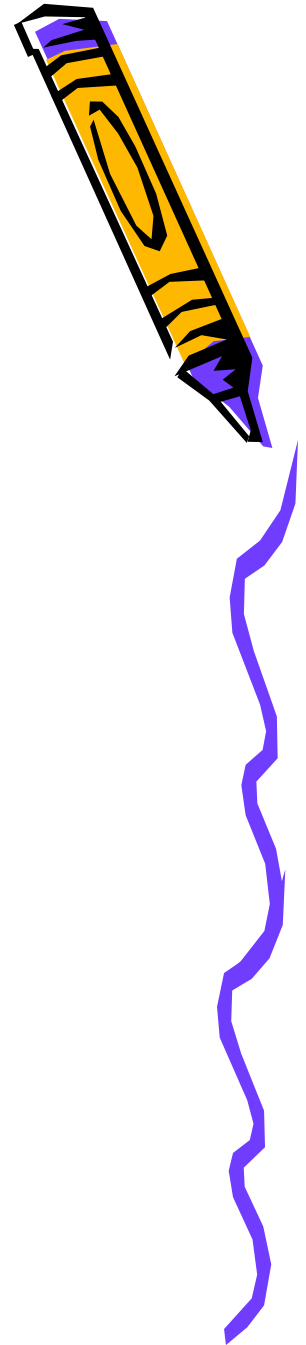
- + Give children time to run, jump, climb and play outdoors
- + Encourage children in activities such as building, drawing, threading beads, or filling and emptying containers in the water - all of which develop manipulative skills.
- + You can help by encouraging your child to use the toilet independently, wash their hands, put on and fasten their coats





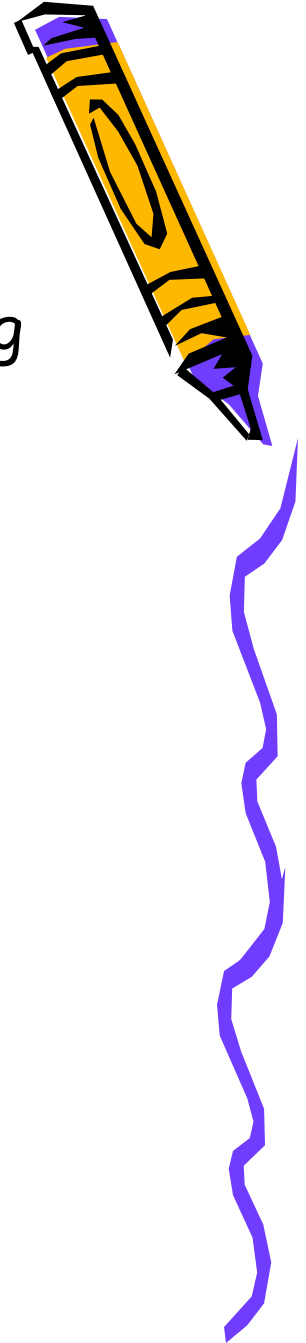
# Communication and Language and Literacy

- + Phonics
- + Recognising and writing name
- + Speaking
- + Listening
- + Answering questions
- + Reading
- + Writing (Pre-cursive)
- + Role play



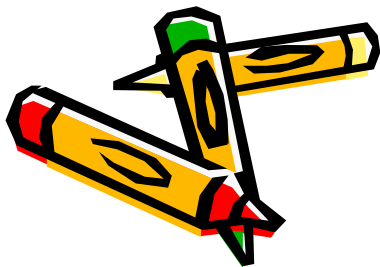
# CLL - How you can help?

- + Reading books (stories, information books, newspapers, magazines, comics etc), encouraging your child to join in and talk about books
- + Singing songs and nursery rhymes
- + Modelling correct letter formation and pencil grip
- + Taking time to listen to them talking about things they've done and answering their questions
- + Using 'why' questions while reading with them



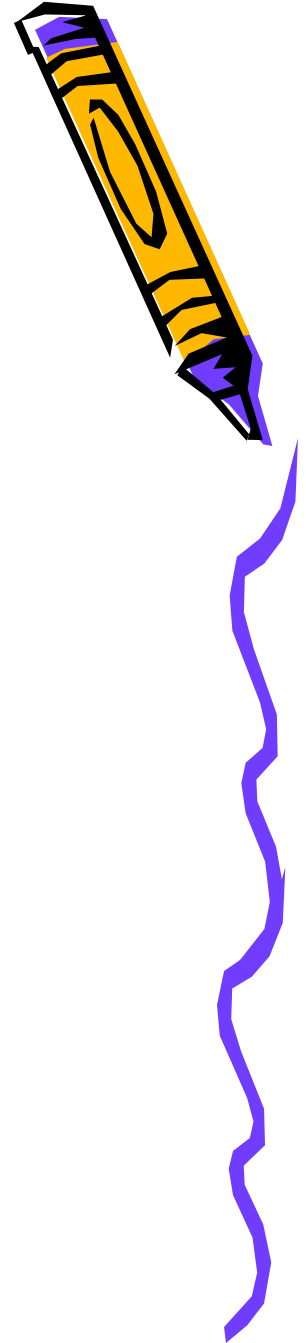
# Mathematics

- + Counting
- + Recognising numbers and what they mean
- + Calculation
- + Shape
- + Pattern
- + Problem solving
- + Measuring
- + Time
- + Money
- + Position



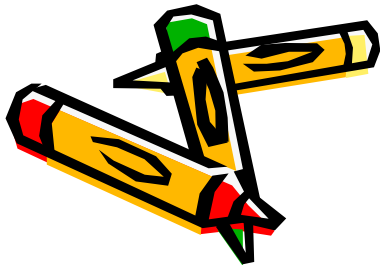
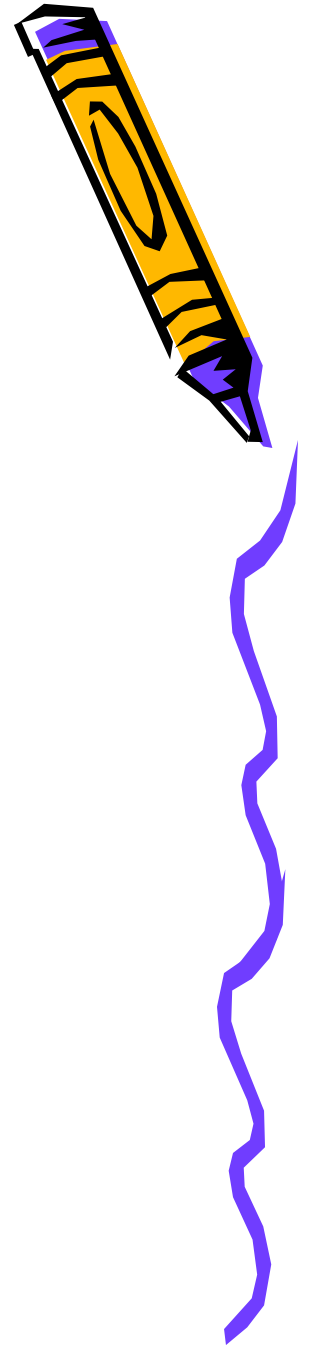
# Maths - How can you help?

- + Talk about the shapes you can see in the environment
- + Comparing things which are heavy and light or long and short
- + Pointing out numbers all around
- + Singing counting songs and rhymes
- + Counting, adding and subtracting anything and everything - socks, cars, shopping, cutlery, fingers and toes!



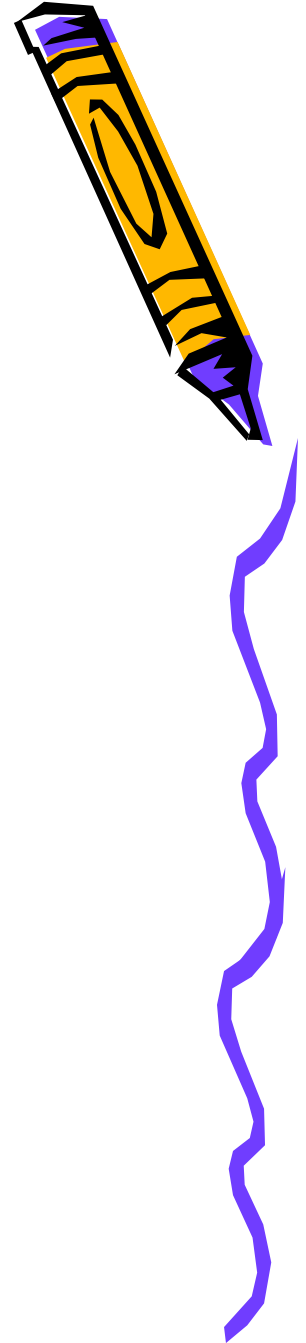
# Expressive Art and Design

- + Role play
- + Art
- + Painting
- + Drawing
- + Dance
- + Music
- + Singing
- + Story
- + Imagination



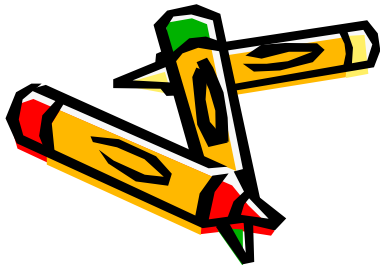
# EAD- How can you help?

- ✚ Talk with your child about their imaginative play and join in if possible!
- ✚ Encourage them to be flexible in their thinking and use of materials and praising them for their efforts or ideas as well as the end product



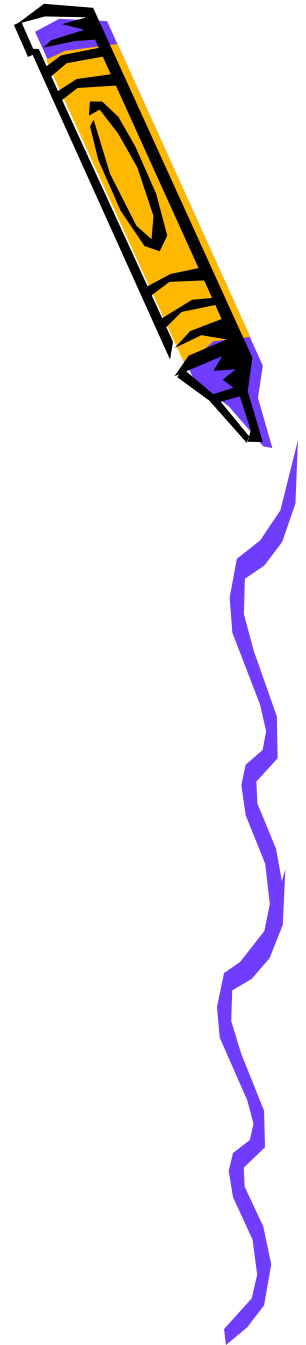
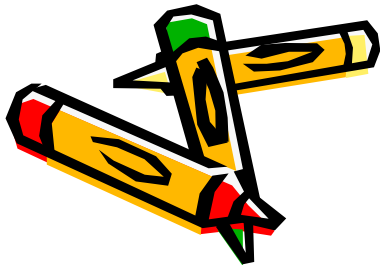
# Understanding the World

- ✚ Exploring
- ✚ Investigating
- ✚ Learning about other cultures, places, things that happened in the past and living things
- ✚ ICT
- ✚ Constructing
- ✚ Educational visits
- ✚ Outdoor area



# UW- How can you help?

- + Talk with your child about the places they go and things they see in the world around them
- + Answering and asking questions - what if...? Why do you think...? How did you...?
- + Letting children join in with everyday activities - washing up, cooking, shopping, helping in the garden...
- + If possible let them have access to ICT, CD players, mobile phones, computers etc

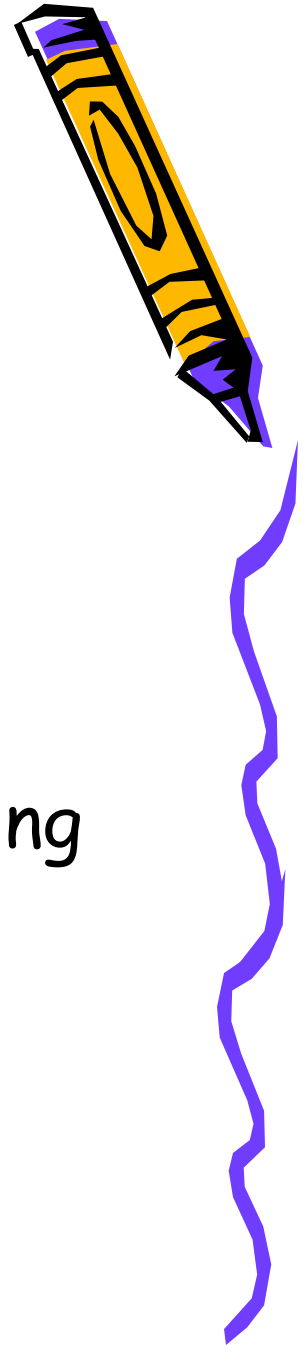




# Characteristics of effective learning

There are 3 main areas

- 1) Playing and exploring- Engagement
- 2) Active learning- Motivation
- 3) Creating and thinking critically- Thinking



## Playing and exploring- Engagement

-Finding out and exploring

- Showing curiosity

- Using senses

- Showing interests

-Playing with what they know

- Role playing

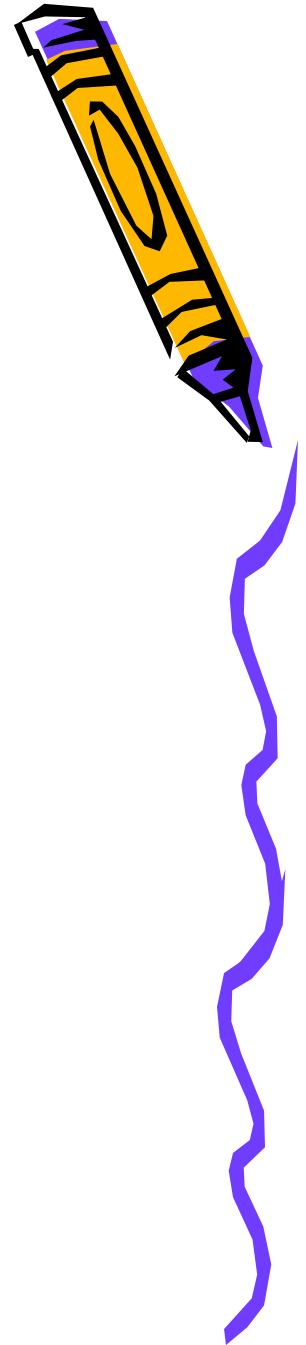
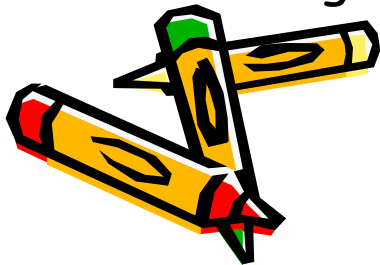
- Acting this out with others

-Being willing to have a go

- Initiating activities

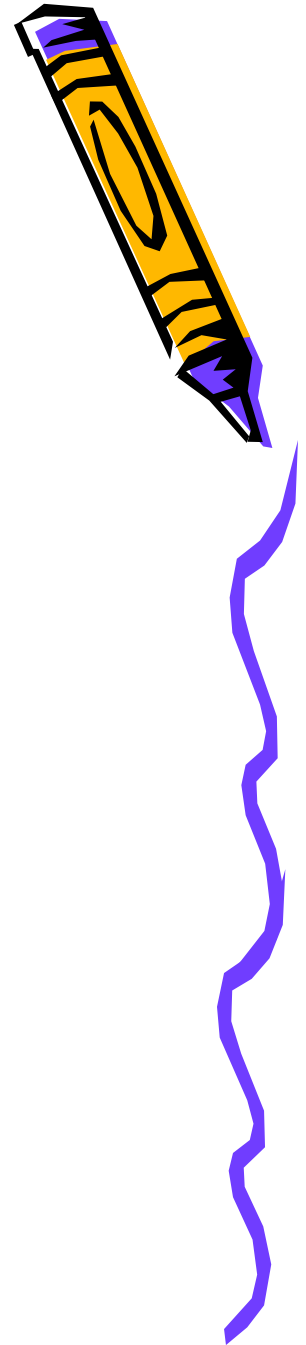
- Seeking challenges

- Taking risks



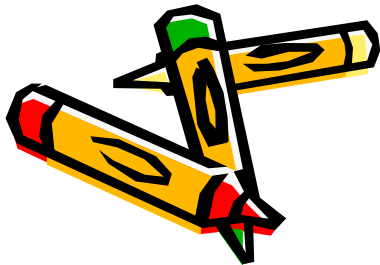
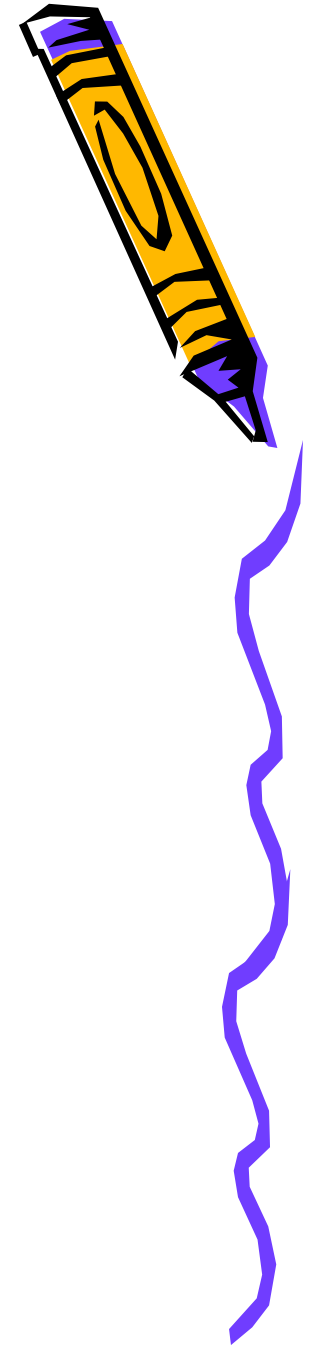
## Active learning- Motivation

- Being involved and concentrating
- Maintaining focus
- High energy levels
- Paying attention to detail
  
- Keeping on trying
- Persisting when challenges occur
- Bouncing back after difficulties
  
- Enjoying achieving
- Showing satisfaction in meeting goals
- Being proud of their work



# Creating and thinking critically- Thinking

- Having their own ideas
  - Thinking of ideas
  - Solving problems
  - Finding different ways to do things
  
- Making links
  - Predicting
  - Testing ideas
  - Developing ideas
  
- Choosing ways to do things
  - Changing strategies
  - Planning and making decisions
  - Checking and reviewing their approach



# Reception Structure

8:45- register, calendar, visual timetable, phonics

9:00-9:05- Short input (Literacy)

9:15-10:15- Madressah, CI play, small group work (Literacy)

10:15-Toilet, snack/milk

10:30- Break time

11:00- 11:10- Short input (Maths)

11:10-12:10- CI play, small group work (Maths), Targets

12:10-12:30- Maths whole class, story, Getting ready for Lunch

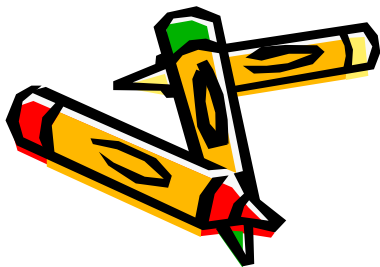
12:30-Lunchtime

1:30- Register, short input

1:40- CI play, small group work (EAD/ UW)

3:00-Tidy-up time, circle time, story, getting ready for home time

3:25- Home time

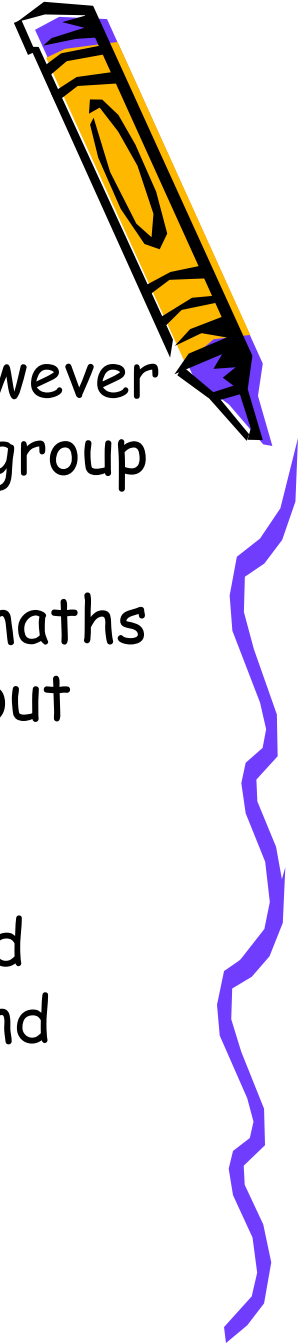


# Reception Structure

Throughout the day, children still get a huge opportunity to have CI (child- initiated) play, however they are expected to take part in slightly more group work.

Across the week children will do their reading, maths and literacy targets- These will only be done about once a week compared to every day in KS1.

Fridays will be a day for children to give their opinions on their learning and they will get to add what they would like to their learning journals and their 'Next steps' will be shared with them.



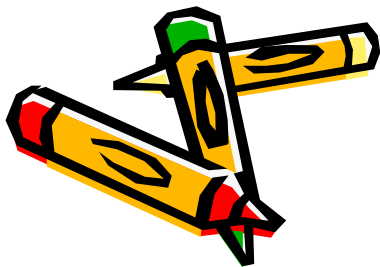
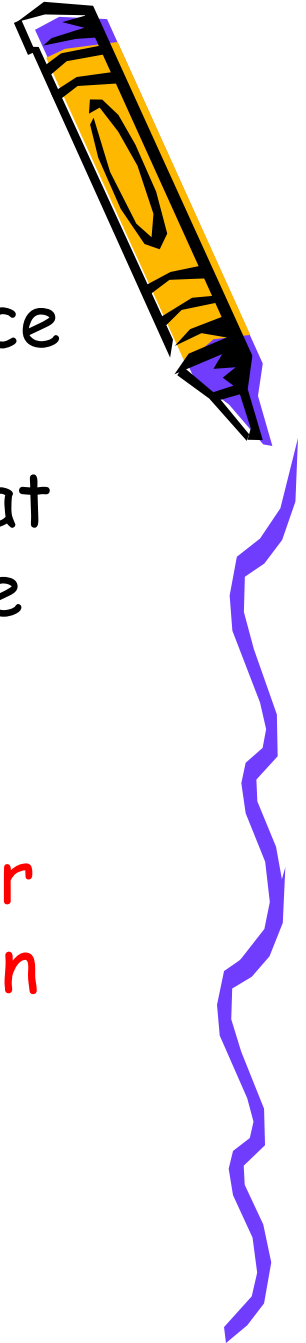
# Madressah

- ✚ This year for Reception children, Madressah will take place in the mornings.
- ✚ Children will be taken in small groups into the hall to do Madressah. Each group will be in Madressah for half an hour before coming into the classroom and swapping.
- ✚ Therefore 2 groups will be doing Madressah a day.



# Reading

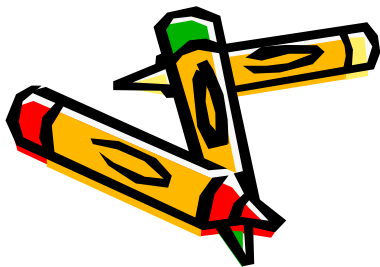
- ✚ All children will read with Jamila Apa twice a week. The majority of children will stay on picture books for a while to ensure that children pick up the key skill of being able to discuss what is happening in a book using the pictures
- ✚ This helps their comprehension skills later on. Children will then, when ready, move on to stage 1 books





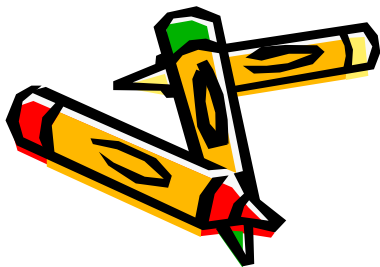
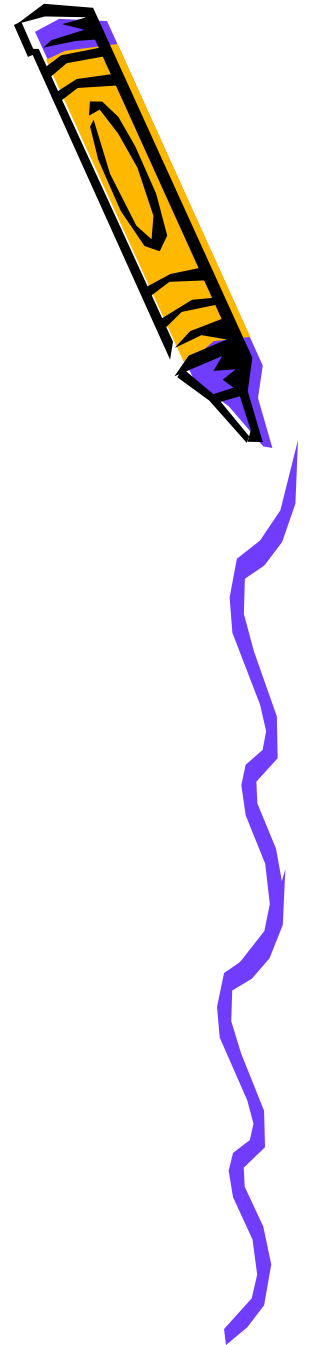
# Homework

Homework will be given once a week (On a Friday and will be due in on Wednesday). The homework policy states that reception aged children should spend approximately 30 minutes a week on their homework (This includes practicing their reading/ spellings). They will normally be given 2 short pieces a week (1 literacy and 1 maths), however they may be given 1 longer piece or 2 of the same subject i.e 2 maths pieces depending on children's needs/ what we have covered in class that week.



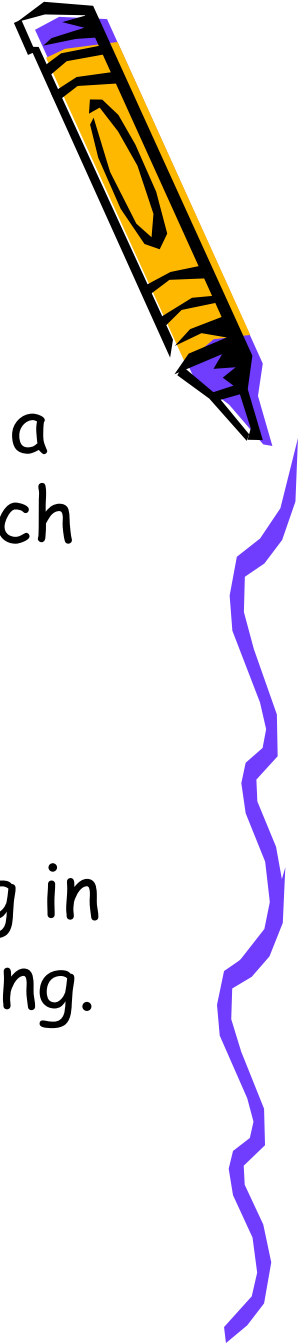
# Uniform Reminder

- ✚ Uniform (especially jumpers) and bags need to be clearly labeled with names please!
- ✚ PE kits also need to be labelled clearly



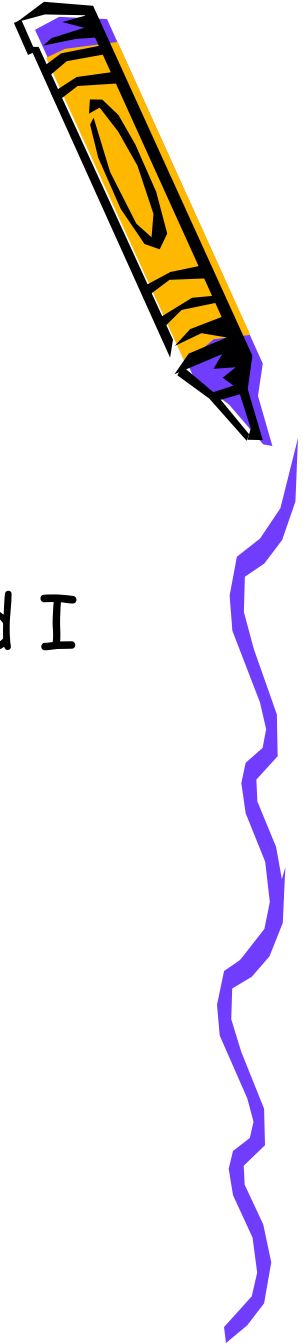
# Snack/ Lunch time

- ✚ Please ensure that your child has a healthy snack throughout the week. If a child comes with anything unhealthy such as chocolate, crisps, they will not be allowed to eat it.
- ✚ On Fridays children can have a little treat at lunch time. They can also bring in money for tuck shop on a Friday morning. Please ensure that they also bring a healthy snack to eat before they have their tuck shop treat.



# Class Dojo

- ✚ Class Dojo allows you to see how your child is behaving in class.
- ✚ Class Dojo is also a quick and effective way of messaging me if you need to and I will be using it throughout the school year to set general reminders to all parents (i.e- Homework is due in, Remember to... Etc.)
- ✚ Please sign up if you have not already!



# Home- School

If your child achieves anything at home that you are proud of PLEASE make me aware of it.

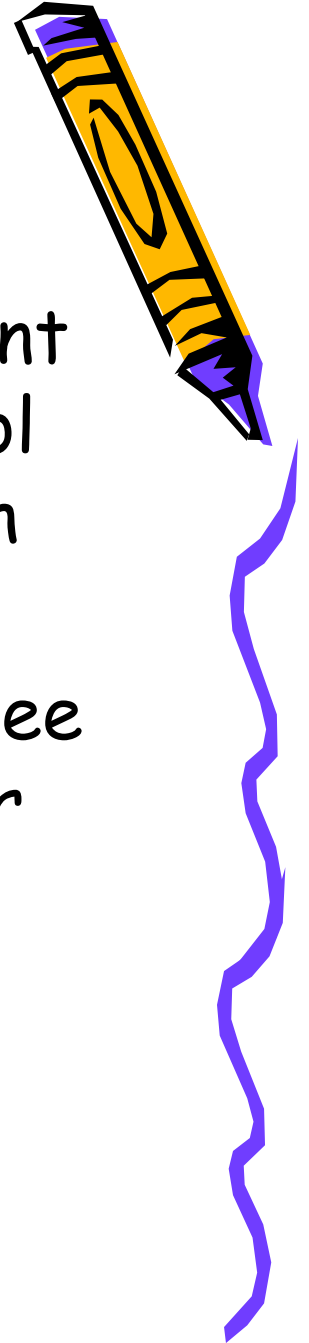
All parents were provided with WOW vouchers that you can use to showcase what your child has done.

Please bring them in throughout the year so I can put them on the wow wall/ in the learning journeys.



# Parent Appointments

- ✚ If you would like to make an appointment to see me at any point during the school year please schedule a meeting through the office.
- ✚ Please note that I will only be able to see parents on a Thursday morning or after school.



Thank you for coming !

