

# Meet the Teacher – Reception

Mrs Bishop

# Meet the Team

## **Teachers**

### **Mrs Bishop**

Mrs Hawkes (Wednesday  
afternoon)

Miss Bowers (Friday afternoon )

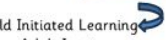
## **Support Staff**

**Mrs Fennessy/Miss Davies**

### **Miss Emery**

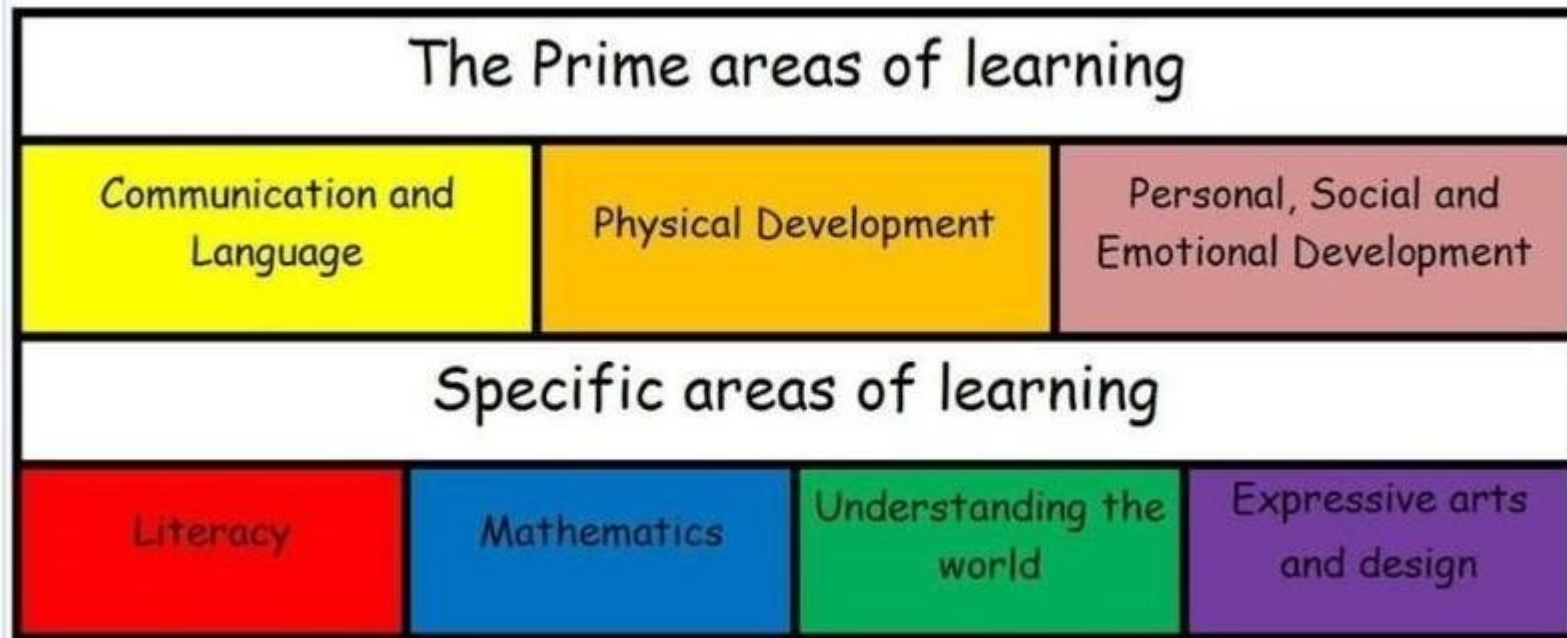
Mrs Honey (Lunch)

# Timetable

| St Mary's C of E Primary School Reception Timetable |                                                                                                               |                                                                                                             |                                                                                                                 |                                                                                                                             |                                                                                                                 |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Timings                                             | Monday                                                                                                        | Tuesday                                                                                                     | Wednesday                                                                                                       | Thursday                                                                                                                    | Friday                                                                                                          |
| 8.40                                                | Welcome, Organising Belongings (coat, book bag, water bottle),                                                |                                                                                                             |                                                                                                                 |                                                                                                                             |                                                                                                                 |
| 8.40                                                | Fluency Activities (Maths & Phonics) Registration Name Writing & Number recognition                           |                                                                                                             |                                                                                                                 |                                                                                                                             |                                                                                                                 |
| 9.00                                                | Maths Fluency ① ② ③                                                                                           |                                                                                                             |                                                                                                                 |                                                                                                                             | Celebration Assembly                                                                                            |
| 9.05                                                | Phonics Input                                                                                                 |                            | Jonathan Visits Wednesday<br>RE Opportunities                                                                   | Adult Input<br>PE                        |                                                                                                                 |
| 9.25                                                | Phonics Groups                                                                                                | Child Initiated Learning<br>Adult Input                                                                     |                                                                                                                 | Child Initiated Learning<br>Adult Input  |                                                                                                                 |
| Snack<br>10.30                                      |                                                                                                               |                           |                                                                                                                 |                                          |                                                                                                                 |
| 11.15                                               | Tidy Up Time                                                                                                  |                                                                                                             |                                                                                                                 |                                                                                                                             |                                                                                                                 |
| 11.30                                               | Review of UW/Literacy Input                                                                                   | Song                                                                                                        | Toilet & Wash Hands - Line up for Lunch                                                                         | Prayer                                                                                                                      |                                                                                                                 |
| 11.45                                               | Lunch Time                                                                                                    |                                                                                                             |                                                                                                                 |                                                                                                                             |                                                                                                                 |
| 13.00                                               | Drink, Toilet & Registration (Phonics Fluency) m a s d t                                                      |                                                                                                             |                                                                                                                 |                                                                                                                             |                                                                                                                 |
| 13.10                                               | Adult Input                                                                                                   | Maths Input<br>            | Prepare for Forest School<br> | Maths Input<br>                          | PSED                         |
| 13.25                                               | Child Initiated Learning<br> | Library Book Selection<br> |                                                                                                                 | Child Initiated Learning<br>             | Child Initiated Learning<br> |
| 14.45                                               | Tidy up Time & Star of the Day & Meal Choice                                                                  |                                                                                                             |                                                                                                                 |                                                                                                                             |                                                                                                                 |
| 15.00                                               | Story Time Prayer                                                                                             |                                                                                                             |                                                                                                                 |                                          |                                                                                                                 |
| 15.20                                               | Home Time                                                                                                     |                                                                                                             |                                                                                                                 |                                                                                                                             |                                                                                                                 |

The timetable is flexible and may change at any point during the day to ensure the needs of the children are met.

# The EYFS Curriculum.



# Reception Goals

The EYFS Profile is a statutory assessment of children's development at the end of the academic year in which children turn 5, usually reception year. **Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning in the EYFS.** For each ELG, teachers must assess whether a child is **meeting the level of development expected at the end of the EYFS, or if they are not yet reaching this level and should be assessed as 'emerging'**. The Profile is intended to provide a reliable and accurate summative assessment of each child's development at the end of the EYFS in order to support children's successful transitions to year 1.

# Communication & Language Expectations

| Area of Learning                 | Aspect                                 | Early Learning Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication and Language (C&L) | Listening, Attention and Understanding | <ul style="list-style-type: none"><li>• 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.</li><li>• Make comments about what they have heard and ask questions to clarify their understanding.</li><li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul>                                                                                                                                  |
|                                  | Speaking                               | <ul style="list-style-type: none"><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>• 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.</li></ul> |

# PSED Expectations

## Personal, Social and Emotional Development (PSED)

### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

# Physical Development Expectations

| Area of Learning          | Aspect             | Early Learning Goals                                                                                                                                                                                                                                                                                          |
|---------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical Development (PD) | Gross Motor Skills | <ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>• Demonstrate strength, balance and coordination when playing.</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul> |
|                           | Fine Motor Skills  | <ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li><li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li><li>• Begin to show accuracy and care when drawing.</li></ul>        |

# Literacy Expectations

|              |               |                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Literacy (L) | Comprehension | <ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate (where appropriate) key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul> |
|              | Word Reading  | <ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>• Read words consistent with their phonic knowledge by sound-blending.</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul>                                                                            |
|              | Writing       | <ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be read by others.</li></ul>                                                                                                                      |

# Mathematical Expectations

|           |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Maths (M) | Number             | <ul style="list-style-type: none"><li>• Have a deep understanding of number to 10, including the composition of each number.</li><li>• Subitise (recognise quantities without counting) up to 5.</li><li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li></ul>                                      |
|           | Numerical Patterns | <ul style="list-style-type: none"><li>• Verbally count beyond 20, recognising the pattern of the counting system.</li><li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li><li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li></ul> |

# Understanding the World Expectations

| Area of Learning              | Aspect                          | Early Learning Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understanding the World (UtW) | Past and Present                | <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>                                                                                                                                                    |
|                               | People, Culture and Communities | <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul> |
|                               | The Natural World               | <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>                                                                  |

# Expressive Arts Expectations

|                                      |                                        |                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Expressive Arts and<br>Design (EA&D) | Creating<br>with Materials             | <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>• Share their creations, explaining the process they have used.</li><li>• Make use of props and materials when role playing characters in narratives and stories.</li></ul> |
|                                      | Being<br>Imaginative<br>and Expressive | <ul style="list-style-type: none"><li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li><li>• Sing a range of well-known nursery rhymes and songs.</li><li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li></ul>                                          |

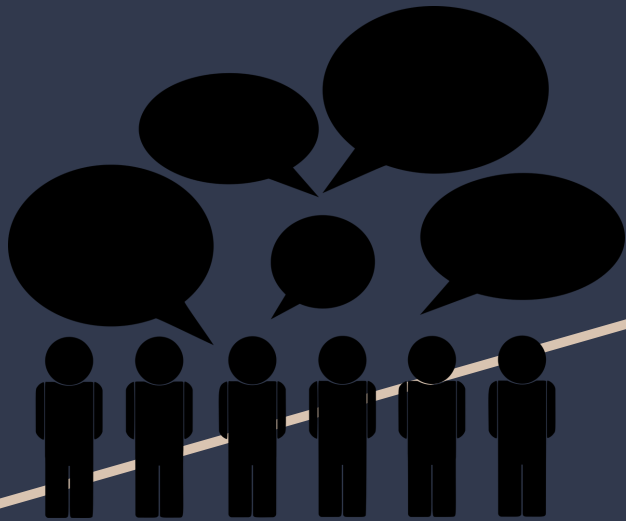
# Home Learning

- Library books go out weekly for you to read with your child.
- Reading books for your children to read will go home weekly (when appropriate)
- Videos of sounds learned will be posted on Tapestry

# Key Dates

- PE Days - Friday
- Library Book Days - Tuesday
- Children's individual photos - Thursday 1st October
- Harvest Festival at the Church - Friday 2nd October at 9:10am
- Parents' Evening - Wednesday 21st & Thursday 22nd October
- End of Term - Friday 23rd October

# Communication



Class email:

reception@[stmarys916.herts.sch.uk](mailto:stmarys916.herts.sch.uk)

[admin@stmarys916.herts.sch.uk](mailto:admin@stmarys916.herts.sch.uk)