



Reception Class



Staff:

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What to expect in Reception

Learning through play!

In Reception, your child will follow the **Early Years Foundation Stage (EYFS) curriculum**.

This sets the standards for the learning, development, and care of your child. The things your child will learn in Reception have been organised into

Three prime areas of learning:

- **Communication and Language**
- **Physical Development**
- **Personal and Social Development**



Four specific areas of learning:

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



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The key things we learn to do in 'Communication and Language,' are:

- To pay attention and concentrate during group time and when we are choosing our own learning.
- To follow instructions.
- To answer 'how' and 'why' questions.
- To talk in front of a group and the class.
- To be a good listener.
- To use tenses correctly



Communication and language ELG

Listening, Attention and Understanding

- Children at the expected level of development will:
 - - 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.
 - - Make comments about what they have heard and ask questions to clarify their understanding.
 - - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.



Communication and language ELG

- ELG: Speaking
- Children at the expected level of development will:
 - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
 - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
 - 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



Physical development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



Physical development ELG



- Physical Development ELG:
- Gross Motor Skills ELG:
- Children at the expected level of development will:
 - - Negotiate space and obstacles safely, with consideration for themselves and others.
 - - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Fine Motor Skills ELG:
- Children at the expected level of development will:
 - - Hold a pencil effectively in preparation for fluent writing.
 - – using the tripod grip in almost all cases.
 - - Use a range of small tools, including scissors, paint brushes and cutlery.
 - - Begin to show accuracy and care when drawing.



Personal, social and emotional development.

Personal, Social and Emotional Development is recognised as one of the building blocks of success in life. It supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others. However, this does not happen in isolation and relies on influential adults such as parents and carers providing them with positive feedback and modelling appropriate behavior.

Self-Regulation.

Managing Self

Building Relationships





Personal, social and emotional development ELG

- Self-Regulation Children at the expected level of development will:
 - 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.



Personal, social and emotional development ELG



Managing Self

Children at the expected level of development will:

- 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.



Personal, social and emotional development ELG



Building Relationships

Children at the expected level of development will:

- 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.

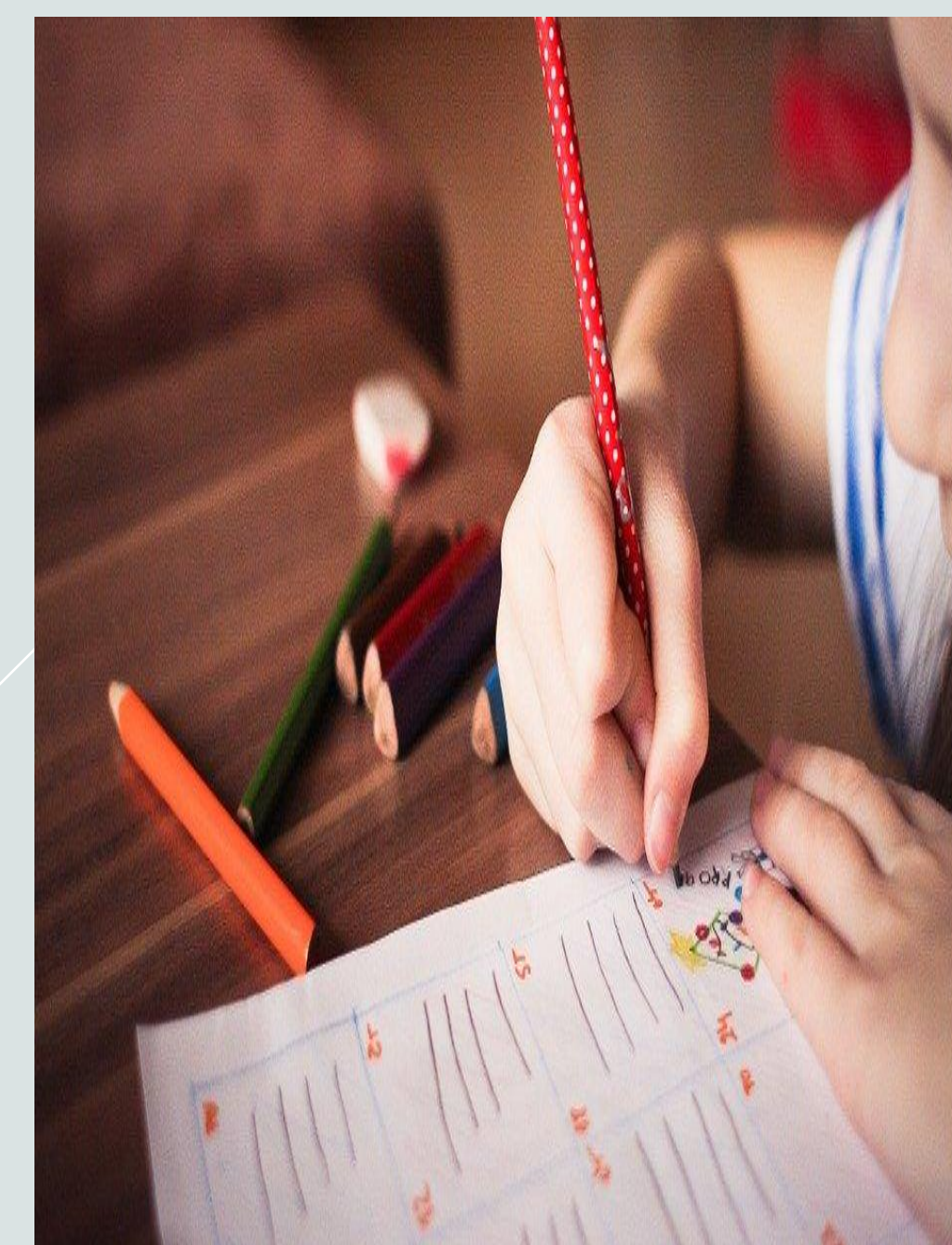


Literacy

EYFS Reading and Writing

Through practice and development with EYFS reading and writing, children should be able to pick up several skills. They will typically be able to read and understand simple words and sentences, as well as using phonics to read them aloud. An understanding of about what they have read could be shown in discussions with other people. Literacy is part of the prime areas of learning which gives a range of necessary skills that should be taught from a young age.

With regards to writing, children at this level should pick up the skills to write words phonetically to match their sounds. Often, they can write basic sentences which others can understand, with some words spelt correctly and others with phonetic spellings. A simple grasp of English language and the ability to understand spoken and written words is key.



Literacy ELG

Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



Literacy ELG

Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



Literacy ELG

Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.



Mathematics numbers

- Numbers
 - Recognise some numerals of personal significance.
 - Recognises numerals 1 to 5.
 - Counts to three or four objects by saying one number name for each item.
 - Counts actions or objects which cannot be moved.
 - Counts objects to 10 and beginning to count beyond 10.
 - Counts out up to six objects from a larger group.
 - Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
 - Counts an irregular arrangement of up to ten objects.



Mathematics numbers (continued)

- Estimates how many objects they can see and checks by counting them.
 - Uses the language of 'more' and 'fewer' to compare two sets of objects.
 - Finds the total number of items in two groups by counting all of them.
 - Says the number that is one more than a given number.
 - Finds one more or one less from a group of up to five objects, then ten objects.
 - In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
 - Records, using marks that they can interpret and explain.
 - Begins to identify own mathematical problems based on own interests and fascinations.
- Early Learning Goal Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

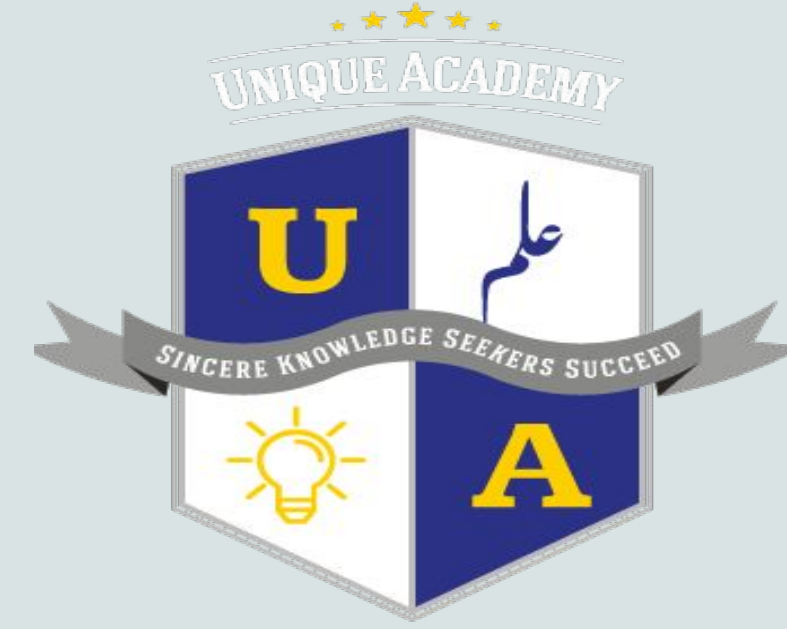


Mathematics numbers ELG (continued)

- Number
- Children at the expected level of development will:
 - - Have a deep understanding of number to 10, including the composition of each number.
 - - Subitise (recognise quantities without counting) up to 5; - 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.



Mathematics numbers ELG (continued)



- Numerical Patterns
- Children at the expected level of development will:
 - - Verbally count beyond 20, recognising the pattern of the counting system.
 - - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
 - - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



Mathematics: Shape, space and measure

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.



Understanding the world

- **What is it?**
- Understanding of the World is about how children get to know about other people, the place where they live and about all aspects of the environment.
- In the Revised Early Years Foundation Stage, Understanding the World is broken down into three aspects:
 - Past and Present.
 - People, Culture and Communities.
 - The Natural World



Understanding the world ELG

Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



Understanding the world ELG



People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- 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.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

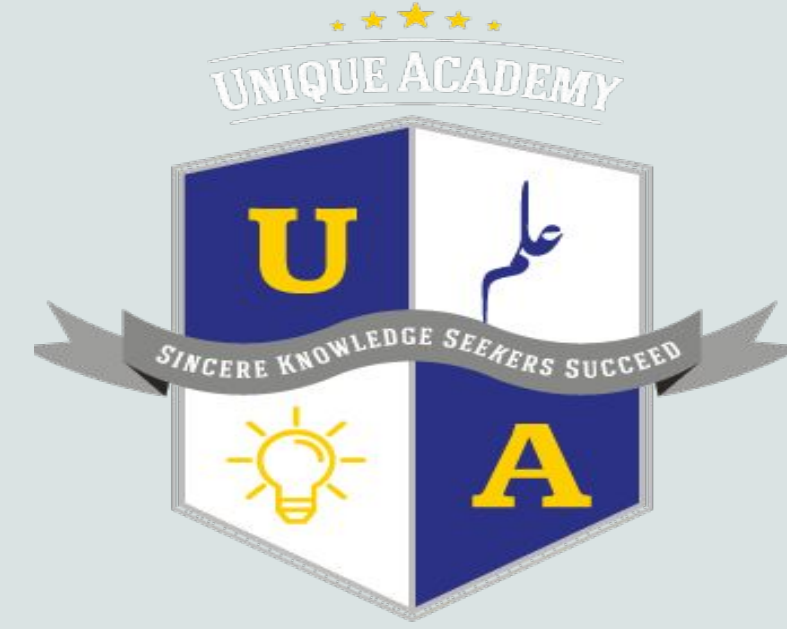


Understanding the world ELG

- The Natural World
- Children at the expected level of development will:
 - Explore the natural world around them, making observations and drawing pictures of animals and plants.
 - 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.
 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



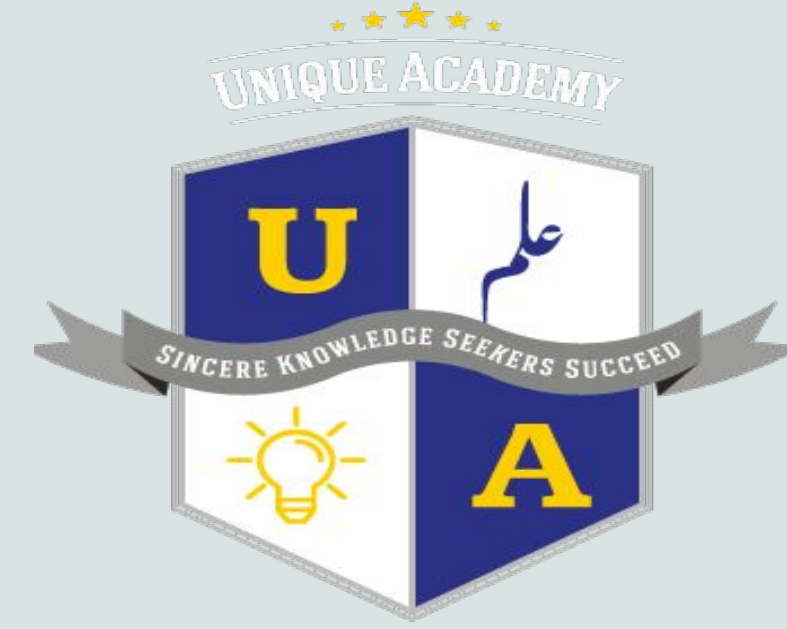
Expressive Arts and Design (EAD)



In the Revised Early Years Foundation Stage, EAD is broken down into two aspects:

- Exploring and Using Media and Materials
- Being Imaginative
- **Exploring and Using Media and Materials**
- This is about how children experiment with media and materials finding out about their properties and modifying and manipulating them. It includes exploring sounds, patterns, movement and different tools and techniques.
- **Being Imaginative**
- This is about children's explorations into the world of pretence, building on their experiences of the real world and transforming them into something new – whether through role play, music, pretend play, block play or small world play or a range of other areas.





Expressive Arts and Design ELG

- ELG: Creating with Materials
- Children at the expected level of development will:
 - - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
 - - Share their creations, explaining the process they have used;
 - - Make use of props and materials when role playing characters in narratives and stories.
- ELG: Being Imaginative and Expressive
- Children at the expected level of development will:
 - - Invent, adapt and recount narratives and stories with peers and their teacher;
 - - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.





Reception Class

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:00	Assembly/Registration	Assembly/Registration	Assembly/Registration	Assembly/Registration	Assembly/Registration
9:00 – 9:20	Phonics/Handwriting	Phonics/Handwriting	Phonics/Handwriting	Phonics/Handwriting	Phonics/Handwriting
9:20 – 10:20	Literacy/Free flow	Literacy/Free flow	Literacy/Free flow	Literacy/Free flow	Literacy/Free flow
10:20 – 10:35	Wash hands Snack, milk/drink break				
10:35 – 11:35	Mathematics/Free flow	Mathematics/Free flow	Mathematics/Free flow	Mathematics/Free flow	Mathematics/Free flow
11:35 – 12:00	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan
12:00 – 13:00	Lunch/Outdoor play/Salah				
13:00 – 13:45	Halaqah	Halaqah	CL	PD (13:00 – 14:00)	RE
13:45 – 14:45	Free flow/PSED	Free flow/PSED	Free flow/UW	CL (14:00 – 14:45)	Free flow/EAD
14:45 – 15:10	Rhymes/Reading/ Storytime	Rhymes/Reading/ Storytime	Rhymes/Reading/ Storytime	Rhymes/Reading/ Storytime	Rhymes/Reading/ Storytime
15:10 – 15:15	Home time				

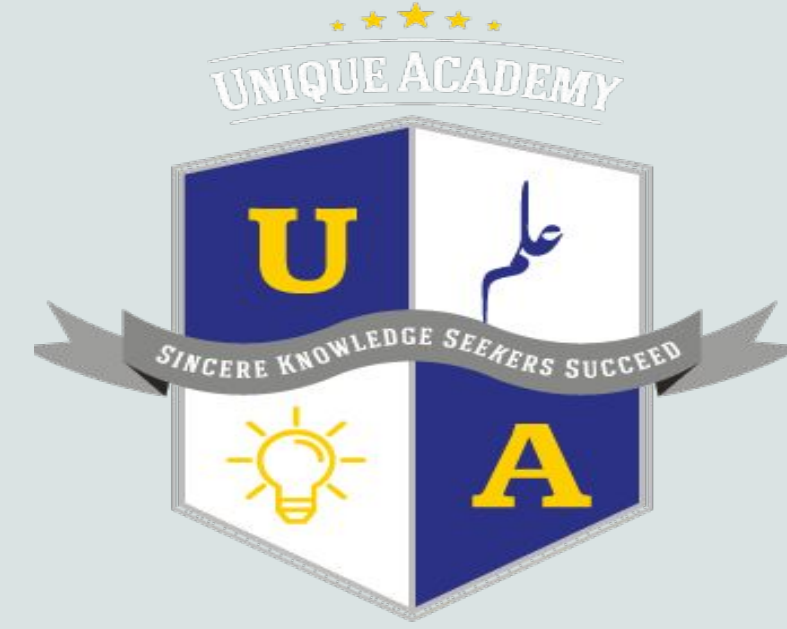
Lateness

- Your child will miss out!
- If your child is late, he/she will miss out the morning part of his/her learning.

How is that?



Top Tips for Parents:



- 1) Bring spare clothes that we can keep in the class in case of an accident.
- 2) Bring Wellington boots that can stay in school as it will rain sometimes, and normal shoes will become muddy.
- 3) Listen to your child reading daily basis and write a comment in the yellow reading record.
- 4) Help your child complete their phonics homework- they should do a little bit every day.
- 5) Include healthy lunch box items - no chocolate, crisps. Reduce snacks in lunch box
- 6) Remind your child to say duaas that we are also doing at school (e.g., dua before going to the toilet, before and after eating, dua when we wake up and before sleeping etc)
- 7) Breakfast every morning
- 8) Homework should be presented in a neat and tidy way



Reception assessment

- 1 child is observed every week and free flow activities are planned support this child to meet their next steps.

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