

Welcome!



What is Early Years Foundation Stage (EYFS)?

How the Government and Early years professionals describe the time in your child's life between birth and age 5.
A very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes.

**Personal, Social
and Emotional
Development**

**Communication
and Language**

**Physical
Development**



Mathematics

Literacy

**Understanding
the World**

**Expressive Arts
and Design**

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development (3 prime and 4 specific areas)**.
EYFS statutory framework for group and school-based providers

Early learning goals that the children are working towards by the end of Reception

<https://www.twinkl.co.uk/teaching-wiki/elg-early-learning-goals>

Early Learning Goals (Applies from 1 st September 2021)		
Area of Learning	Age Band	Early Learning Goals
Personal, Social and Emotional Development	Self-regulation	- Shows an understanding of their own feelings and those of others, and begins to regulate their behaviour accordingly - Set and work towards simple goals, being able to tell for what they want and control their feelings when they experience disappointment - Use focused attention to complete a task, responding appropriately when interrupted, and show an ability to follow instructions/learning around home or school
	Managing Feelings	- Be confident to try new activities and show independence, confidence and persistence in their activities - Express their views, ideas, thoughts and feelings to others - Manage their own feelings and personal needs, including sharing, going to the toilet and understanding the importance of healthy food choices
	Building Relationships	- Work and play independently with the teacher and others - Prompt and be able to make a contribution to group activities - Show sensitivity to the use and abuse of words
Communication and Language	Understanding Speech and Understanding	- Understand clearly and respond to what they hear with relevant questions, comments and actions when engaged in a learning activity where discussion is an integral part of the session - Make meaningful observations and ask questions to clarify their understanding - Follow instructions and respond to the needs and feelings of others
	Speaking	- Participate in conversations and use language to express their views, ideas, thoughts and feelings - Use language to play imaginatively, to tell stories, to sing and to make up rhymes, songs and poems - 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 the teacher
Early Learning Goals (Applies from 1 st September 2021)		
Physical Development	Gross Motor Skills	- Merge space and shape by using their bodies to move in different ways - Move imaginatively and creatively, exploring different ways of moving, jumping, sliding and climbing - Hold objects steadily by grasping, holding and writing – using the tripod grip for most activities - Use a range of small tools, including scissors, pencils, pens and crayons - Engage in creative and construction play
	Fine Motor Skills	- Use a range of small tools, including scissors, pencils, pens and crayons - Engage in creative and construction play
Literacy	Comprehension	- Demonstrate a understanding of what has been said to them by asking questions and responding using their own words and usually in a simple way - Apply skills before, during and after reading - Use and understand words and sentences during discussion about stories, non-fiction, poems and songs and during play
	Word Reading	- They are able to read letters in the alphabet and at least 10 digraphs - Read words connected with their knowledge by sound and sight - Read about simple sentences and books that are connected with their physical knowledge, including some common sight words
	Writing	- Use a range of letters, words and sentences to write - Use a range of letters, words and sentences to write
Maths	Number	- Have a deep understanding of numbers up to 10, including the concept of one-to-one correspondence - Use a range of objects to count up to 10 - Use a range of objects to count up to 10, including the concept of one-to-one correspondence
	Shape and Space	- Use a range of objects to count up to 10, including the concept of one-to-one correspondence - Use a range of objects to count up to 10, including the concept of one-to-one correspondence
Early Learning Goals (Applies from 1 st September 2021)		
Understanding the World	People and Places	- Talk about the lives of the people around them and their roles in society - Know some of the differences between things that are past and present, and how they have changed over time - Understand the world through using their own experiences and knowledge
	People, Culture and Communities	- Know some of the differences between things that are past and present, and how they have changed over time - Understand the world through using their own experiences and knowledge
	The Natural World	- Know some of the differences between things that are past and present, and how they have changed over time - Understand the world through using their own experiences and knowledge
Expressive Arts and Design	Creating with Materials	- Understand the world through using their own experiences and knowledge - Know some of the differences between things that are past and present, and how they have changed over time
	Using Technology and Design	- Understand the world through using their own experiences and knowledge - Know some of the differences between things that are past and present, and how they have changed over time

Topics – Autumn 1

Family and Friends

Key Vocabulary

Mother (mum)	A female parent
Father (dad)	A male parent
Sister	a female who has the same parents
Brother	a male who has the same parents
Grandparents	the father or mother of a parent
Aunt	the sister of a mother or father
Uncle	the brother of a mother or father
Cousin	the son or daughter of an aunt or uncle
Grow	Becoming larger
Change	Something becomes different
Like	To enjoy
Dislike	To not enjoy
Baby	A very small girl or boy

Reception Knowledge Organiser Family & Friends



The children will learn:

- To talk about past and present events in their own lives and in the lives of family members,
- That other children don't always enjoy the same things, and are sensitive to this.
- About similarities and differences between themselves and others, and among families, communities and traditions.

FUN FACTS

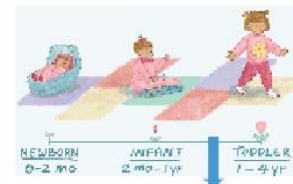
We all enjoy doing different things!



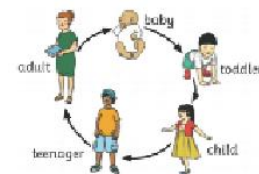
Taking care of your body helps it to grow. Food, exercise, water and plenty of sleep helps your body grow.



You have changed a lot since you were a baby.



New born babies can recognize their mother's voice straight away!



These are ways of saying hello!



Babies in mummy's tummies grow very quickly. In just 9 months they grow from the size of a grain of rice to the size of a small watermelon!



Topic – Autumn 2 Celebrations

KEY VOCABULARY

Celebration- A special time that is important for families or a group of people.
Autumn starts on September 1 every year and ends on November 30. And the rest of the seasons are defined as Spring, Summer, **Autumn** and Winter

Diwali- Is the Hindu 'Festival of lights' usually lasting 5 days.

Halloween Halloween takes place on October 31. It is a time when people dress up in costumes, go **trick-or-treat**

Guy Fawkes Night.
 On 5th November every year, is the UK mark **Bonfire**

Night with big fires and fireworks

Christmas- The time when Christians believe God's son Jesus was born.

Nativity- The story of the birth of Jesus.

Jesus- Son of God



For diwali children enjoy drawing colourful 'Rangoli' patterns using colour



Father reind... 9 led: Dasher, cer, Vixen, Comet, Cupid, Donner, Blitzen and Rudolph!



We will learn:

that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. Learn about similarities and differences between themselves and others, communities and traditions.



We will be reading the story 'The stickman' by Julia Donaldson. The stickman gets saved by Father

Christmas.

We will also using sticks to learn through play.

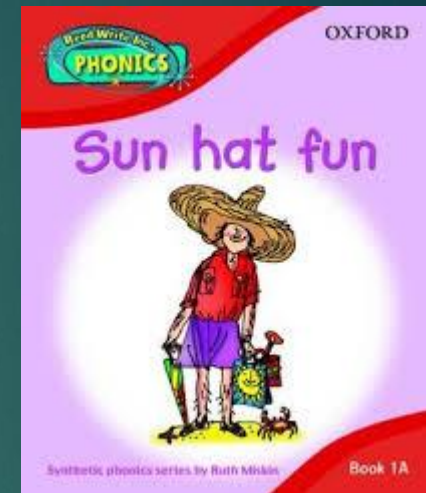
Sticks can be used in so many



There are 4 seasons. Autumn, Winter, Spring and Summer



Phonics – Learning to Read and Write



**You can find out more information about Read, Write Inc.
(RWI) on the website:**

<http://www.ruthmiskintraining.com/home/index.html>

We will be holding RWI information sessions shortly after your child starts school. Keep an eye out for dates in the newsletter and on the school website.

Classes

St Peter's Primary school- Reception classes Paddington and Wimbledon



Paddington was found a Paddington railway station in London, which is why our class is called Paddington.



The Wombles lived in Wimbledon common, near Wimbledon station, London

Extended School

Daily Early morning and Afterschool Club

Early morning club – 7.45-8.40am

Afterschool club – 3.30-6.00pm

Sign up at the school office

For more information – see our school website

[https://www.st-
petersprimary.co.uk/page/?title=Extended+School&pid=56](https://www.st-petersprimary.co.uk/page/?title=Extended+School&pid=56)

School Uniform

At St Peter's primary, pupils are expected to wear full uniform. We are proud that our uniform is practical, smart and reflects the standards of our school.

School uniform can be purchased through Hewitts online shop

<https://www.hewittsofcroydon.com/school-st-peters-primary-school-72>

<https://www.st-petersprimary.co.uk/page/?title=School+Uniform&pid=63>



School Uniform



Physical Education (PE)

In PE





ST. PETER'S
PRIMARY
SCHOOL
EVERYONE COUNTS

The first few weeks...

Parents/carers or familiar adults can stay to settle their children in the classroom if necessary for the first week.

It's important for you to say goodbye to your child clearly, so that your child knows what is happening and can express how they feel about it. Reassure them that you will see them after school.



Your child may be sad at the moment of parting, but if the settling in process has gone well they will be able to manage this with the support of the staff. This often only lasts a few minutes. If your child continues to be upset after you have gone, please be assured that the staff would contact you.

At any stage of the process – if you would like to talk to someone, or need ideas, or support or help, then please talk to a member of the Early Years team.

Things to Encourage Your Child to do to help them when settling into school

Before starting Reception at SPPS, it is very important for children to be prepared for learning. When children are ready for Reception they should be able to do the following:

Use the toilet independently We would like all Reception children to use the toilet independently. This means they should be able to undo fastenings, take down their pants, use the toilet and wipe their bottom on their own and wash their hands. We understand that young children occasionally have accidents and we keep spare uniform at school and will support them when changing their clothes. We aim for children to be dry right throughout the day. If your child has an additional need, we will of course support them as needed.

Dress themselves independently Please work with your child, so that they know how to put on and take off both their jumper and coat. Show your child how to do up and release fastenings (buttons, snaps, zips etc). Your child will be responsible for this but we will help if necessary. Model to your child how to ask for help e.g. "Please help me...."

Use Social Skills Social skills that are necessary for Reception include sharing, taking turns, playing with other children and participating in pretend play.

Things to look out for...

- Absences – email the office
- RWI phonics meetings -
- Reading and Writing Workshop
- Early Maths Workshop
- SeeSaw – Observations Profile - messages and comments are fine
- Class DoJo's – Whole school messages – not monitored by us
- Trips and events – volunteers needed!



Attendance and First Day Calling Policy



Attendance and First Day Calling Policy can be found on our website
<https://www.st-petersprimary.co.uk>

- * Good attendance promotes good outcomes for children in all 7 areas of learning.
 - * Underachievement is often linked to lower attendance.
- Unless your child is very ill, we do expect them to attend school.

Where can I go for further information?

The most important place to find out more is **your child's teacher** – do ask as many questions as you need to.

You can find more information about the **Early Years Foundation Stage Framework** which includes the early learning goals at www.foundationyears.org.uk.



Key members of staff you need to know



Mrs Barriball
Principal / DSL



Mr Sonnar
Deputy Headteacher
/ DDSL



Mrs Amin
SENCo / DDSL

St Peter's Primary School

Key members of staff you need to know



Mrs Walker
EYFS Lead / Reception
class Teacher



Mrs Askew
Teaching Assistant



Mrs Sone and Mrs Mander
Reception Class Teacher



Ms Wilson
Teaching Assistant