



# Welcome to Polehampton C of E Infant School Foundation Stage Presentation



# Reception Baseline Assessment (RBA)

The RBA is a short, interactive and practical assessment of your child's early **literacy, communication, language and mathematics skills** when they begin school, using materials that most children of your child's age will be familiar with. It is statutory for all schools from September 2021.

The purpose of the assessment is to provide a helpful **snapshot** of where your child is when they enter reception, so they can be supported in the most appropriate way.

It is also the starting point for a new measure that will help parents understand how well schools support their pupils to **progress between reception and year 6** / the end of key stage 2.

As a parent or carer, you won't be given your child's score – in fact, even schools aren't told pupils' individual scores. Instead, teachers receive a **series of short statements** about each child that outlines the skills and knowledge that they demonstrated.

Please see the parent information leaflet on our website if you would like to know more about the RBA.



# The Revised EYFS Curriculum 2021

We were early adopters of the new curriculum last academic year.  
The revised EYFS curriculum is now statutory.

## **The four guiding principles:**

- Unique child
- Positive relationships
- Enabling environments
- Learning and development

## **The three characteristics of effective learning:**

- Creating and thinking critically** – observing how children are thinking
- Active learning** – observing how children are motivated to learn
- Playing and exploring** – observing how children engage with their learning

## **The seven areas of learning, split into prime and specific:**

### **Prime**

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

### **Specific**

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

# Communication and Language

Listening, Attention and Understanding. Speaking



Non-verbal communication can be as subtle as a raised eyebrow and as obvious as a raised hand. How we communicate without words, as human beings, is just as important as how we communicate with them.

***A play-based environment is the perfect place for acquiring and rehearsing language and communication skills.***

When children have the opportunity to play alongside their peers, in environments where they feel secure, they can experience a range of different scenarios that require lots of methods of communication and interaction. As adults, we also play a really crucial role in modelling effective communication. This is through our interactions with children, especially in play.

A great way to fill children's 'language bank' and give them new words to talk with is through the use of stories. We know that reading to children has a whole host of benefits, not only in terms of language acquisition but also in developing their imagination and understanding of the reading process.

# Personal, Social and Emotional Development

Self Regulation. Managing Self. Building Relationships

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

At Polehampton, children are supported with managing emotions, developing a ***positive sense of self***, setting themselves simple goals, having the ***confidence*** in their own abilities, to persist and wait for what they want, ***directing attention*** as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including ***healthy*** eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, ***co-operate and resolve conflicts*** peacefully.

These attributes will provide a secure platform from which children can achieve at school and in later life.



# Physical Development

Gross Motor. Fine Motor.



By ensuring there are opportunities for physical play indoors and out, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility.

Physical activity is vital in children's all round development, enabling them to pursue happy, healthy and active lives.

Gross motor skills lay the foundations for fine motor development and are very much linked to how we gain control and build strength in our muscles, joints and tendons. Our bodies also rely on the effective development of the vestibular system. This is linked to balance, and proprioception, which is your awareness of your own body and how you manipulate it.

Gross motor skills provide the foundations for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand eye coordination and early literacy.

***Children are not just learning to move, they are moving to learn!***



# Literacy

Comprehension. Word Reading. Writing.

***We want to foster a love of stories and books both fiction and non-fiction and develop a community of readers who read for pleasure.***

Children have access to a wide range of books inside and out. They enjoy regular trips to the library to share books together and choose new books for our class book box. We love to share children's personal favourite from home as part of 'Our Best Books' initiative. Story time is always a valued, special and enjoyable time in Blue class.

In the EYFS curriculum Reading has two sections:

Comprehension – understanding of what has been read.

Word Reading - the decoding of the words using a range of strategies including phonics.

Literacy is of course also linked to children's ability to record what they think and what they hear by writing. Being able to organise their ideas and also record them in a way that others can read, which involves their writing being legible and decodable, i.e. handwriting and spelling.



# Mathematics

Number. Numerical Patterns.

Developing a ***strong grounding*** in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between numbers and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary, from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics. This includes shape, space and measure.

It is important that children ***develop a positive attitude and interest in mathematics.*** They should look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice. ***They should not be afraid to make mistakes.***





# Understanding the World

The Natural World. People, Culture and Communities. Past and Present.

We have a brilliant opportunity in the Early Years to allow our children the time and the space to become ***absorbed*** in the natural world around them. Children will gain a broad understanding and appreciation of other cultures and countries. We have to be careful that this doesn't become a tokenistic exercise or re-enforce stereotypes e.g. Egypt has cities and green spaces as well as sand dunes and pyramids. Stories, songs and rhymes are a great way of ***celebrating*** different cultures whilst giving children information and an appreciation of them. Visitors and trips are also powerful ways to enable learning.

The concept of 'past and present' has also been added to this section as an explicit teaching point. Children to develop a sense of change over time

***differentiate between past and present.***

This concept can be challenging for children to grasp. Photo albums or scrap books that you refer to often are a great way to introduce the concept of past. They help children to move beyond yesterday to a time that was weeks, months or even years ago. Of course, we will still read stories, sing the songs and make references to imagery and vocabulary of the past.



# Expressive Art and Design

Creating with materials. Being Imaginative and Expressive.

## ***Explore, experiment and create.***

We provide children opportunities to draw, paint, make, perform songs and rhymes, move to music and act out stories with others. Ensuring children have the opportunity to experiment creatively, they really develop an understanding of the processes involved. Children will then be able to make more informed choices when it comes to being truly unique, individual and creative.

Continuous open-ended art and design provision with greater level of ambiguity will really help children to be able to create, interpret and explore, in a way that will help them to develop all of these essential skills. Children can then readily access resources and opportunities to consolidate, rehearse and extend what they know.



# Early Learning Goals

## Communication and Language

### Listening, Attention and Understanding

- 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.

### Speaking

- 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.

## Understanding the World

### Past and Present

- 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.

### People, Culture and Communities

- 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.

### The Natural World

- 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.

## Personal, Social and Emotional Development

### 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.

## Expressive Arts and Design

### Creating with Materials

- 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.

### Being Imaginative and Expressive

- 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.

## Mathematics

### Number

- 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.

### Numerical Patterns

- 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.

## Physical Development

### Gross Motor Skills

- 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

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## Literacy

### Comprehension

- 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.

### Word Reading

- 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.

### Writing

- 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.



# Phonics

## [Read Write Inc Phonics](#)

- 26 letters – 44 sounds
- Pure sounds
- Bouncy and stretchy sounds
- Blending to read and segmenting to write
- Digraphs – 2 letters 1 sound
- Trigraphs – 3 letters 1 sound
- Children will learn that there is more than one way some sounds are written e.g. ee as in tree and ea as in tea.
- Green words – phonetically decodable words
- Red words – non phonetically decodable, common words

### Useful links

[Oxford Owl – help your child to read](#)

[Read Write Inc – Parent Page](#)

[Teach your Monster to Read](#)



# Forest School ..... coming soon!



## What benefits will my child get from participating in Forest School?

Forest School supports the holistic development of the child:

- Health and fitness – being active in an outdoor, natural environment.
- Increased emotional wellbeing – just being among trees has been shown to have a very positive impact.
- Social development – self-confidence, communicating, sharing, negotiating and problem-solving.
- Skills development – developing fine and gross motor skills and coordination for real purposes.
- Gaining knowledge and understanding of the natural world– multi-sensory, real-life learning, learning to care for our green spaces and wildlife.
- Personalised learning – careful observation allows adults to tailor support to children's own interests and stage of development.
- Curriculum Links – Forest School supports many areas of the Early Years Foundation Stage Curriculum.



# Your child will need to wear.....

-Long sleeves and trousers in all weathers – protection from scratches, stings and ticks during certain seasons.



In cold or wet weather.....

- When cold layer up (base layer, mid-layer and outer layer)
- A hat and pair of finger gloves
- Winter coat
- Waterproof outer layer
- Waterproof footwear
- Warm socks

In warmer weather

- Sun cream protection
- Sun hat
- Sturdy closed toe shoes

Please provide a spare pair of socks in your child's bag.

