



Welcome to our EYFS class...

'Explorers'

(Reception and Pre-School)

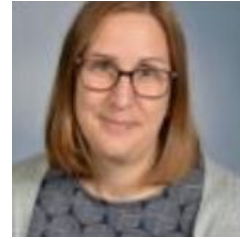


The Staff

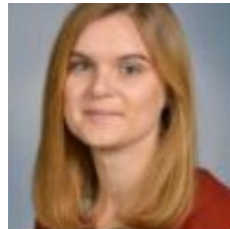
Executive Headteacher: Mrs Howe



Executive Deputy Headteacher: Mrs Beasley



SENCo: Mrs Lodge



2026-2027

We have taken the decision to mix Reception and Pre-School due to small cohort numbers.

Reception will have independent focused classes for phonics, writing and maths in a calm classroom environment.

Pre-School will learn through play with short adult led inputs in our focused area for provision.

For continuous provision, the reception and pre-school children will have full access to our fully equipped indoor and outdoor environments.

Transition Dates

Stay and Play:

Thursday 18th June - 2:00pm to 3:10pm.

Open Mornings:

Wednesday 15th July - 8:45am to 12pm.

Thursday 16th July - 8:45am to 12pm (Optional 1pm).

First week at School!

All children will start full time on the first day in September.

We will be helping your child settle in and finding out what the children already know, using this information to help us develop an understanding of your child and their development.

Your child will be very tired even if they have been used to a full week of Nursery. Please be mindful of this and plan for some quiet evenings and weekends!

Please complete the 'All About Me' form with your child as this will give us important insights into your child's world and helps us to plan learning opportunities that will interest them.

Reception Baseline Assessments

As well as our own internal assessments which happen day to day, there is a statutory assessment for all children starting reception.

It involves a couple of short, one to one sessions with their class teacher. One is maths based and the other is language based. There are different practical and interactive tasks your child will complete.

There is no pass mark and your child will not know they are doing an assessment.

More information on the baseline assessments can be found in your starter pack and on the Government website.

EYFS - Early Years Foundation Stage

The EYFS stage of education is for children from birth to the end of the reception year. It is based on the recognition that children learn best through play and active learning.

There are seven main areas of learning and development, all areas are connected and are equally important.

- Communication and Language.
- Physical Development.
- Personal, Social and Emotional Development.
- Literacy.
- Mathematics.
- Understanding the World.
- Expressive Arts and Design.

Learning in EYFS

We plan the environment and resources to inspire play linked to the seven main areas of learning. Adults in the environment are playing, modelling, communicating, asking questions and setting challenges.

Children learn by doing, getting messy, finding their creativity and leading their own learning.

We have half termly topics which link to our environment, these are:

- All About Me.
- Transport.
- Space.
- Growing and Changing.
- Kings and Queens.
- Stories from the Past.

The Early Learning Goals

Each of the areas of development lead to an Early Learning Goal that we hope your child will achieve by the **end** of reception.

We look for children developing these skills independently in child initiated activities and through adult led activities.

They are primarily to help the Year One teachers know where the children coming up are in their learning.

Half Termly Curriculum Plan

Understanding the World

- We will learn about:
- In England we have a King.
 - The crown of England is passed down through the Royal Family.
 - A palace is a special building where a King or Queen lives.
 - The King's Guard protects the King.
 - Kings and Queens have a coronation ceremony.
 - Royal coronations happen at Westminster Abbey.
 - King John made some promises in the Magna Carta.
 - The Magna Carta contains important rules and promises.
 - Our Government makes choices for our country.

Expressive Arts and Design

- Art:**
- Look at the Henry Moore sculpture King and Queen.
 - Build a model from clay playdough in the style of Henry Moore sculpture.
 - Look at portraits of Kings and Queens both past and present.
 - Design: Make crowns.
- Music:**
- Listening to our Composer of the week.
 - Learning to sing different songs and revisiting other nursery rhymes and action songs.
 - Playing instruments within the song.
 - Improvisation using voices and instruments.
 - Share and perform the learning that has taken place.

English

- We will learn about:
- Fiction and non-fiction texts about Kings and Queens.
 - Create fact sheets about kings and queens and notice the difference between writing stories and writing information.
 - Writing simple instructions for a familiar process in a numbered list.
 - Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the slide.
 - Write simple phrases and sentences with phonetically plausible attempts at unknown spellings.
 - Consolidate sounds from Unit 1-11 in Sounds Write.

Communication and Language

- Describe a pretend object in play based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre.
- Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know.
- Use intonation and rhythm when joining in with stories and rhymes.
- Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults in all curriculum areas.

Visits or Visitors

We are hoping to have a school trip to a local Nature Reserve.



Explorers Summer One Kings and Queens!

Maths

- To 20 and Beyond**
- Build numbers beyond 10.
 - Continue patterns beyond 10.
 - Verbal counting beyond 20.
 - Verbal counting patterns.
- How many now?**
- Add more: How many did I add?
 - Take away: How many did I take away?
- Manipulate, compose and decompose**
- Select shapes for a purpose.
 - Rotate shapes.
 - Manipulate shapes.
 - Explain shape arrangements.
 - Compose and decompose shapes.
 - Copy 2-D shape pictures.
 - Find 2-D shapes within 3-D shapes.
 - Sharing and Grouping
 - Explore sharing.
 - Explore grouping.
 - Even and odd sharing.
 - Play with and build doubles.

Physical Education

- Team games including relay races, using rackets and balls, throwing and catching. Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope.
- Small tools: cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals.
- Drawing, painting and modelling dough, pencil control.

Personal, Social and Emotional

- Make suggestions about how to keep themselves safer in a range of situations.
- Understand simple safety rules at home, at school and when out and about.
- Be able to say 'No' if they feel unsafe or unsure about something.
- Be able to tell people who care for them if they feel worried or upset.
- Name some trusted adults who can help to keep them safe.
- Understand some reasons why people use medicines.
- Be able to give some safety rules relating to medicines.

ICT

- Digital writing - Learning how to spell first and last names. Using paper keyboards to begin to recognise keys. Identifying capital letters.
- Digital footprint and Identity - Jesse and Friends
- Watching Videos.

Religious Education

Christian Value: Generosity.

- What places are special to different people?
- We will be articulating which places are special to us and why. We will also be learning about the places that are special to religious people, including opportunities to engage with Christian, Hindu, Jewish, Muslim and Sikh worldviews. Using questions drawn from the human/social sciences, children explore what makes these places special.



Half Termly Home Learning

<u>Personal, Social and Emotional Development</u> -If you were a King or Queen, what rules would you create to make sure everyone was safe? What would you do to show you were a kind and generous King or Queen?	<u>English</u> -Watch some documentaries about the King and Queen and write or tell a story about what you have learned. -The King wants afternoon tea. Write a menu for him. You could draw some pictures of the delicious foods he might like to eat. -Can you discover a good book about Kings and Queens at home or in your local library?	<u>Maths</u> -Play Hit The Button and practice your doubles to 10. How many can you get correct? Can you beat your previous score? -Can you play a game of 10 frame fill? Take it in turns to roll a dice and put that number of counters on a 10's frame. The first to fill it wins! -Make a role play cafe, can you label the items with a price above 10p? Can you role play going to the cafe and use coins to buy different items?
<u>Understanding the World</u> -Use the internet or books to look at famous London landmarks such as Big Ben, Buckingham Palace, the London Eye or the Tower of London. -Draw pictures of London landmarks and label them. -Can you find countries around the world that have King Charles III as their monarch? -Create your own family tree.	<u>Value</u> -Can you show generosity by leaving a note of kindness for someone, do some chores without being asked or donate some food/toys to charity? 	<u>Communication and Language</u> -Ask an adult to be a King or Queen and pretend you are a Royal servant. Can you listen carefully to the instructions they give you? Maybe you could swap roles and give some instructions to your adult!
<u>Physical Development</u> -Can you follow rules in a game of hopscotch, tag or stuck in the mud? -Can you make up your own game that gets you moving and write down the rules for other people to follow?	<u>Show and Tell</u> -This half term please try to focus what your child shares to reflect about our topic, Kings and Queens. These opportunities enrich communication, listening and attention skills. Please take a photo or a video, share on Dojo and we will share this with the class on our interactive whiteboard. 	<u>Expressive Arts and Design</u> -Create a palace you would live in if you were a King or Queen. What would it look like? You could create your own palace using different materials or drawing and labelling your design.

Class Dojo



As a school, we use Class Dojo to communicate parents.

Information is shared on the whole school as well as on class pages, e.g. trips and events. We also share weekly updates of what we have been learning, including photographs.

Each child has their own portfolio where we can share individual photos and you can share anything from home.

Please make sure you return the login form so we can get you connected.

It is really important to let us know if you do not want your child to feature in class posts.

A Typical Day for Reception in Explorers...

8:40-8:45 - Our gates open. (Children will say goodbye at the main gate and hang up their coats/bags in the cloakroom. There will be a short early morning task for them to complete before registration).

8:50-9:00 - Registration.

9:00-9:10 - Sensory Circuits (Morning Movement Break).

9:10-9:40 - Focused phonics session.

9:40-10:20 - Continuous Provision.

10:20-10:40 - Focused maths session.

10:40-10:50 - Snack Time (We have free fruit in school or children can bring in their own healthy snack).

10:50-11:30 - Continuous Provision.

11:30-12:00 - Focused writing session (Drawing Club).

12:00-13:00 - Lunch Time (Children can choose to have a school lunch or bring in a healthy packed lunch from home).

13:00-13:20 - Focused Topic/RE/PSHE session.

13:20-14:40 - Continuous Provision.

14:40 - 15:00 - Get ready for home!

15:00-15:15 - Story and Home time!

Learning Continued...

We will have an organised PE session once a week.

On PE days, we ask that children come to school in their PE kit.

Reception day finishes at 3:15pm and the children are collected from the main playground.

Wrap around care is available for reception children and must be booked as soon as possible.

Book Bags

School book bags are available to purchase from the school office.

We encourage children to have a school book bag but if you choose to have a rucksack for your child, please make sure it can accommodate an A4 folder.

Children need to bring their reading book and reading record to school **everyday**.

We also visit the school library once a week.

School Uniform - Friends

	Girls	Boys
Winter	Grey Skirt or Trousers, Grey Pinafore Dress, Gold Polo Shirt, Purple Cardigan or Sweatshirt	Grey Trousers, Gold Polo Shirt, Purple Sweatshirt
Summer	Purple Gingham Checked Dress or Grey Skirt and Gold Polo Shirt	Grey Shorts, Gold Polo Shirt. Purple Sweatshirt

Snack Time

Children are entitled to free milk up to the age of 5 which will be offered to them at snack time.

Children are also entitled to a piece of fruit daily which is funded by the Government, this is offered to children during snack time (You are welcome to send one healthy snack for your child if preferred).

Water is extremely important for busy children! Children will need an easy to open, named water bottle in school everyday which can be refilled.

Please remember we are a nut free school!

Lunch Time

School lunches are free for reception children. These can be booked in advance or children can choose during registration.

Children can choose from a wide variety of options including hot/vegetarian meals, jacket potato, tomato pasta or a ham/cheese sandwich. Please let us know if your child has any allergies by filling in our allergies form.

The children collect their own meal and sit down at the table.

Staff are on hand to serve drinks, help cut up food and encourage the children to eat.

After they have eaten, the children will have outdoor play in our EYFS garden.

Medical Matters

Please let us know of any medical conditions so we can be prepared.

All medicine must be handed into the office and a form signed.

If your child needs an inhaler in school, please ask for and complete the form so we can have one in school.

If we administer any first aid, you will receive an email.

If your child is unwell or unable to attend school, please phone the school office, informing them of this each morning.

Head lice are common! Please check your child regularly and treat as recommended.

Please inform the office of any known absences or medical appointments as soon as you can.

Other Matters...

Please name **all** clothing, footwear and belongings your child brings/uses in school.

We like to learn outside and at times, it can get messy! Accidents can also happen so we would appreciate a set of spare clothes in a small drawstring bag to leave at school for your child.

We know children love their toys and special things from home but they can be very upset if they get lost or broken so please do not let your child bring their personal items in to school.

Starting Reception...

We do not expect your children to come in reading or writing!

Things to practice...

Recognising their own name, particularly in clothes.

Eating with a knife and fork.

Opening own snack boxes, water bottles.

Opening snacks including fruit.

Putting on and zipping up their own coat.

Taking off and putting on a jumper or cardigan.

Putting on shoes and socks.

Using the toilet independently, including wiping their bottom!



Thank you for choosing
St. Martin at Shouldham.

We are very excited for your
child to become a member of
Explorers class!

Please let me know if you have
any questions?

