

Toftwood Infant School
School Lane
Toftwood
Dereham
Norfolk
NR19 1LS

01362 692612

infantreception@toftwoodfederation.co.uk



Toftwood Junior School
Westfield Road
Toftwood
Dereham
Norfolk
NR19 1JB

01362 694919





juniorreception@toftwoodfederation.co.uk

Website: www.toftwood.norfolk.sch.uk
Toftwood Infant and Junior School Federation
Executive Headteacher – Mrs Joanna Pedlow




Learning in Reception

In Reception, also called the Early Years Foundation Stage (the EYFS), the children learn in many ways, through play based activities, adult led activities and through activities they may choose.


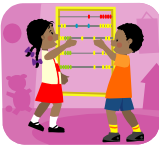


The work and activities we plan are around four main themes.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Every child is a competent learner from birth who can be resilient, capable, confident and self assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and/or an adult in school	The environment plays a key role in supporting and extending children's development and learning	Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected
What does this mean for my child?			
<p>All children need to be given a chance to grow and develop, to make progress and to 'shine' When we plan we look at what interests them, what they need as individuals and what will support them. Every child will have targets and they may all be different.</p> 	<p>When children feel safe and happy they learn and make progress. They need to feel safe and secure at home and at school. In school, we work hard to get to know everything about your child, what they like, what they find difficult and when they need extra help or are more independent.</p> 	<p>We make sure we provide a school environment that is exciting, inviting and encourages children to want to learn. We make sure we have high quality resources matched to the children's needs and interests and update them regularly so our children have the highest quality environment possible.</p> 	<p>There are many different things to learn in school. We need to learn how to listen, to sit still, to play with others, to think about others as well as learning skills for reading, writing and maths. We also need to learn to be active, to do physical activities, to understand the world around us and to express ourselves artistically.</p> 

There are three prime areas in the EYFS

<p>Personal, social and emotional development</p> <p>Developing confidence and independence and managing feelings and behaviours</p> 	<p>Communication and Language</p> <p>Listening and attention, understanding and speaking</p> 	<p>Physical development</p> <p>Improving control and co-ordination of the body and other objects. Basic hygiene and understanding of healthy and safe choices</p> 
<p>What does this mean for my child?</p>		
<p>If we are going to be a good learner, we need to be able to have good social skills. We need to learn to get along with other people, to develop our self confidence, build our self esteem, but also know when to listen, to take turns and to share. We also need to know how to manage our behaviour if we feel sad or unhappy, angry or cross so we don't hurt others, but we let them know how we feel and why.</p>	<p>To learn, we must be able to listen, to follow instructions and to take part in conversations. This does not come easily to all children, so we look for opportunities to develop these skills to develop our children as learners. We also need to be able to answer questions so we can see what children understand and what we need to do next to help them.</p>	<p>We have a range of physical activities, such as stepping stones, tricycles, stilts, balls to help improve the children's co-ordination. We need good co-ordination for a range of things, including when we learn to write.</p> <p>We also need to think about making healthy and safe choices, so we work on this too to ensure they have these skills for life.</p>

There are four specific areas

<p>Literacy</p> <p>Learning phonics and using sounds to support reading and writing development</p> 	<p>Mathematical Development</p> <p>Understanding of numbers and shapes and introducing position and measurement, money and time</p> 	<p>Understanding the world</p> <p>People and communities, the world and use of technology</p> 	<p>Expressive arts and design</p> <p>Exploring uses of colour, shape, sound, texture, movement and stories</p> 
<p>What does this mean for my child?</p>			
<p>We look at skills for reading and writing. The jolly phonics scheme will support this, and you can help by giving your child chances to write freely; lists, letters to Santa, postcards etc Reading poems and singing songs and rhymes all help in this area</p>	<p>We will be doing activities that show us how to count, recognise numbers and see number patterns. We also look at weighing, measuring, and at language such as above, behind, under and over. All things to help us become good mathematicians.</p>	<p>We need to see what our own community is like in our school and then in our country and then in other countries. By learning about each other we learn that everyone is special, and that we need to understand others are different but may also be the same as us.</p>	<p>We can build our confidence by exploring expressive arts and activities. We learn we can show how we feel in different ways and we can use our creative talents to show a range of skills. We could do this through art, drama, music, play, stories and a whole range of activities.</p>

Your child's learning journey

In Reception, each child has a Tapestry account which will form your child's 'learning journey' through the year. On Tapestry we will:

Celebrate children's achievements throughout their time in the Early Years Foundation Stage	Create something to serve as a reminder of the exciting experiences they have in Reception	Keep a record of the skills the children are developing to make sure we can build on them and fill any gaps	Create a meaningful record so staff can plan effectively in order to meet children's learning and developmental needs
Show children's progression from where they were at when they joined us to the point at which they move to their next class including learning at home	Record the children's views and opinions and the interesting things that they say. This allows us to assess their understanding and interests as a 'unique child.'	Highlight the discoveries the children make. They can find out how you make a moving toy, where worms live, what happens if you mix two colours of paint or even how to do their coat up.	Use what we record to support children when they find things more difficult. Through observing and recording we can work out what to help with and ensure their needs are met.

In their journals, you will see:

- Photos/videos
- Notes
- Observations from the staff
- Observations that you as parents have added about their learning at home
- Photos of pieces of work the children have produced

All of these things record some of the ways your child is travelling along their own learning journey which is unique and special to them.

Learning at home

Children learn lots of different skills at home and may carry out exciting activities which they cannot do in school. We fully encourage parents/carers to add their own observations and photos to their children's learning journey on Tapestry. These really help us to see what wider interests they have and what other skills they may have.

It doesn't have to be an academic (learning) activity, it can be anything, such as

- We went to visit Grandma, and Bob helped to feed her chickens. They ate corn.
- Lucy went to her first swimming lesson and was very brave as she does not like the water.
- Alex stayed overnight at his Auntie's for the first time and enjoyed sleeping in a bunk bed.
- Johnny tried Chinese food for the first time and he really enjoyed the noodles and the rice. He didn't like the seaweed though.
- Jack acted out the story of the Little Red Hen he has been reading from the library. He made really good animal sounds!
- We went on holiday and visited a temple. Lily really liked the colours in it.
- Freya stayed in her own room all night and didn't get up. She had a really good sleep.
- Ethan went to the library with his daddy and found some books about his topic at school and we read them together.
- We made some cakes and Alice enjoyed weighing the ingredients and eating them afterwards.
- Ryan rode his bike without stabilisers for the first time.
- Annabelle looked after her little sister who was poorly and made her a get well card.
- James was a big help with the shopping and counted how many bananas we bought.