



# Welcome to Kingfisher Class

2025 / 2026

Miss Snooks and Mrs Harris

Year Group: EYFS



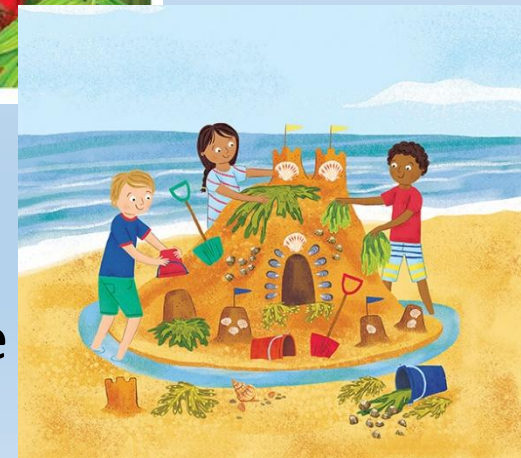
# The Year Ahead...

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What makes me special?	Amazing animals	Who can help us?	Dinosaurs	Let's go outside.	At the seaside

Information about school trips, any visitors and additional events will follow nearer the time.

In reception, we follow the Childrens' interests.

At the beginning of each half term, you will receive a **topic map** explaining what your child will be learning. This will also be **page on the school website**.



# Statutory Assessments

EYFS government baseline assessment. Please see link sent for more information about this.

Teachers will assess pupils in all year groups at regular intervals throughout the year and your child's progress will be shared with you in parent teacher consultations (usually October and February) and in the final annual written report (July).

# Weekly Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.35-9am	Morning jobs	Morning jobs	Morning jobs	Morning jobs	Morning jobs
9-9.30	RWI	RWI	RWI	RWI	RWI
9.30-9.45	Snack and milk Wake and shake	Snack and milk Wake and shake	Snack and milk Wake and shake	Snack and milk Wake and shake	Snack and milk Wake and shake
9.45-10	UTW/experience/EA & D.	UTW/experience/EA & D.	UTW/experience/EA & D.	UTW/experience/EA & D. /PSHE.	<u>R.E</u>
10-11.30	Explore and challenge Group activities	Explore and challenge Group activities	Explore and challenge Group activities	Forest school	Explore and challenge Group activities
11.50-1	Lunch time				
1-1.30	Pinny time Nursery rhymes	Pinny time Story time	Pinny time Nursery rhymes	Pinny time Story time	Pinny time Nursery rhymes
1.30-	Maths	Maths	<u>P.E</u>	<u>P.E</u>	Maths
2.35-	Whole school assembly	Picture news	Church/Open the book	Singing assembly	Celebration assembly

P.E days are on Wednesday and Thursday. Forest school is on Thursday.

## These are the 7 areas of learning in EYFS.

Educational Programmes			
Communication and Language	Personal, Social and Emotional Development	Physical Development	
<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p>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. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct 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 peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life</p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. 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.</p>	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<p>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 them 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 including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension</p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe</p>

The early learning goals summarise the knowledge, skills and understanding that all young children should have gained by the end of the academic year in which they turn 5, the reception year.

The Early Learning Goals are on the Oak page on the school website.

## 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.

# Read Write Inc. Phonics

We teach phonics through Read, Write Inc.

- There will be a phonics workshop on Friday 26<sup>th</sup> September.

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## Read Write Inc.

In April 2018, we started using Read Write Inc. to form our daily phonics teaching sessions in Reception. This is a programme written by Ruth Miskin. Please use the links on this page or speak with your child's class teacher if you would like to find out more about how you can support your child with reading at home.



[Rhymes for Letter Formation](#)

[Read Write Inc Powerpoint for Parents](#)

# Uniform

- Our school uniform colour is a combination of **royal blue and grey**. Most items can be bought from High Street shops. Items marked with a \* below, some of which have the school logo on, are sold in AF Joy, North Street, Wareham
- We also sell pre-loved items through Uniformd (online)

## Main Uniform

- Grey skirt, pinafore dress, shorts/trousers or blue gingham dress/playsuit
- Royal blue sweatshirt or cardigan with school logo \*
- Royal blue polo T-shirt with school logo\*
- Plain white, black or grey socks
- Plain grey tights
- Plain black, flat, school shoes that can be polished (not boots)
- Book bag\*

## P.E. Kit

- Navy/black shorts; leggings/joggers
- Royal blue crew neck T-Shirt with school logo\*
- Trainers
- Plain sports jumper/hoody if you would like (not essential)

For health and safety reasons we do not allow children to wear jewellery. The exceptions to this rule are earring studs in pierced ears, watches and small objects of religious significance. Children are required to remove any items during PE lessons to prevent them from causing injury. Alternatively, children can use suitable tape to cover studs.

Hair bands, ribbons/bows or 'scrunchies' should be plain and should not have large decorative items attached.

Make up and nail varnish should not be worn to school.

Extreme hairstyles are not appropriate for school. The use of styling products should be kept to a minimum and children should not have decorative patterns cut into their hair or have hair coloured or dyed.

# Equipment

- Children should bring in a named water bottle every day with water in. They can bring in a separate lunch drink (e.g. squash) as well if they would like to. Please ensure the water bottles are easy for the children to use independently.
- Children should bring in their reading book and reading record every day. Children do not need to bring a backpack into school.
- EYFS will be provided with a free fruit/vegetable snack
- Please ensure EVERYTHING is labelled.

# Forest school

- Your child will need a pair of named wellies that can be left at school for the half term.
- I recommend a puddle suit or waterproof trousers and coat. These can be left at school for the half term.
- During the Autumn and Winter terms, please ensure your child has warm clothes.
- **Forest school is on Thursday.**
- Children wear P.E kit into school on Forest school day.

# Positive Learning Behaviour



Trackit Lights

- Children are awarded Trackit lights throughout the school day (both in and out of lessons).
- Green Trackits are awarded for displaying our school values and positive learning behaviour.
- If a child does not respond to a warning, they may receive an amber Trackit and red Trackits are then given for a significant disruptive action.
- Parents/carers will be informed if staff are concerned about the learning behaviour of a child and they will work together to complete a Support Plan

# Positive Relationships

- Weekly Celebration assembly takes place with certificates for reading, Learner Awards, Values Awards, Lunchtime Awards and 'Best Seat in the House' popcorn treat!
- School responsibilities (School Council, Prefects, Eco-Warriors)



# Home Learning

Expectations for EYFS:

- daily reading to be recorded in child's Reading Record at least 3 times a week. Your child's reading record will be checked every Friday.
- Weekly home learning task to be completed on Tapestry or to be handed in. This will go home every Friday on the newsletter.
- A newsletter will be sent every Friday on Tapestry. This will explain what the children have learnt during the week and any home learning ideas to support their learning.

# Wordless picture books

Sharing wordless books with a child provides an opportunity for literacy-rich conversations. Each "reader" listens and speaks and creates their own story in their own words. Sharing wordless books also reinforces the idea that, in many books, the story and the pictures are connected.



Sharing wordless books is a terrific way to build important literacy skills, including listening skills, vocabulary, comprehension — and an increased awareness of how stories are "built," as the storyteller often uses a beginning, middle, end format. For a book with few words, you'll be surprised at all the talking you will do, and all the fun you'll have!

Let your child create their own story. There is no right or wrong. It is their story!

Spend some time looking at the title of the story. Predict what it could be about.

Look at the expressions on characters' faces and the setting.

Talk to each other about what you see.

Add different voices for the characters and add sound effects.

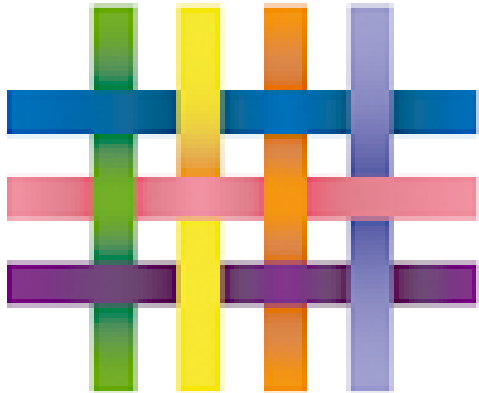
Help your child expand their sentences or thoughts by encouraging them to add information.

Ask questions- why, where, when, who.

At the end of the book, ask some questions- what was your favourite part of the story? Have you had an experience like the one in the story?

### **How we use Tapestry in Reception:**

- We will share some key photos.
- To communicate between staff and parents/carers.
- Friday newsletter to share learning from the week and home learning ideas.
- For parents/carers to send pictures.



TAPESTRY  
ONLINE LEARNING JOURNAL

# What To Do If You Have A Concern/Question

The class teacher will be stood at the doorway to greet children every morning and will also show them out every afternoon. This is a great time to ask quick questions if needed.

If you have a more specific concern or question, please email: [Wool.Office@coastalpartnership.co.uk](mailto:Wool.Office@coastalpartnership.co.uk) where Mrs Robinson/Mrs Woolley will forward your query to the teacher.

Staff are happy to arrange phone calls and meetings if needed, at a mutually convenient time.

Parent Teacher consultations will take place this half term.



# E-Safety

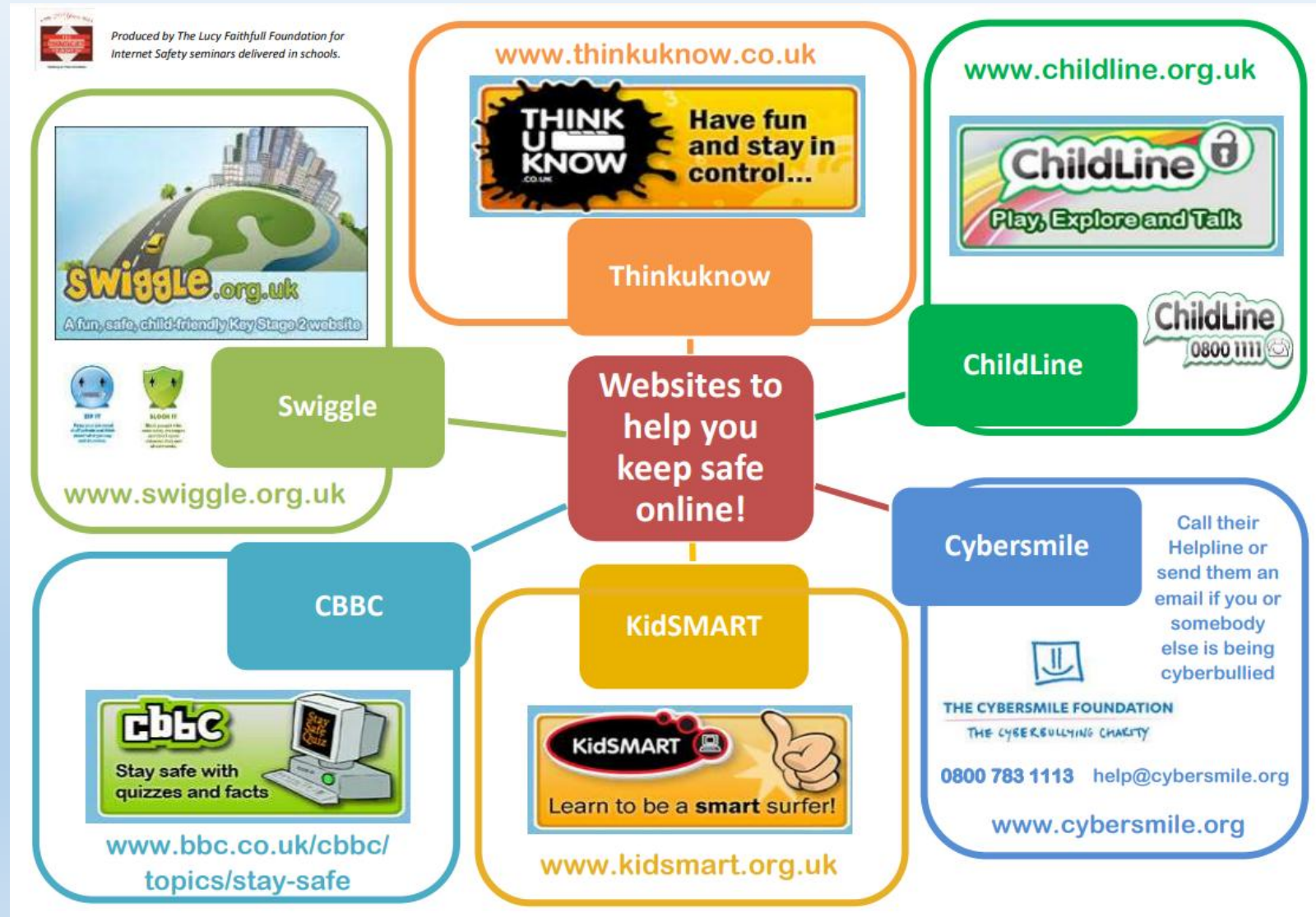
Children are often able to access various types of social media through mobile devices such as phones, laptops or gaming devices like Xbox or Wii.

Lots of information to support families can be found on our school website:  
[www.woolprimary.com](http://www.woolprimary.com)

[Tips for Parents and Children \(0 - 5yrs\)](#)

[Tips for Parents and Children \( 6 - 10yrs\)](#)

[Tips for Parents and Children \(11 - 13yrs\)](#)



If you do have any questions/worries, please do come and talk to a member of staff. We are here to help!

Thank You  
FOR YOUR  
SUPPORT

Any Questions?

