

## **Welcome to the Reception class at Bearpark Primary**

We hope that your child will be happy with us and enjoy playing and learning. We aim to create a caring, happy, friendly and secure atmosphere which will nurture all children to their maximum potential in all areas of their growth and development. We hope that your child's learning experiences will be fun, exciting, and active. We seek to provide a rich and varied curriculum matched to the individual needs of each child and we support all children, regardless of their gender, race, disabilities or educational needs.

As parents you have a detailed knowledge and understanding of your child and we know it is important for us to work together. We value your presence in the classroom and the things you have to say about your child.

**'Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning'. (EYFS PRC 2:2)**

Four Guiding Principles shape the practice in our Reception setting:

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.
- Children develop and learn in different ways and at different rates

We foster the characteristics of effective early learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

### **What is the Early Years Foundation Stage curriculum?**

The Early Years Foundation Stage was introduced in September 2008 and is the period of education from birth to 5 years. It has now been revised and the new curriculum has been in place since September 2014. In the new curriculum there are three **Prime areas of learning** which are fundamental to learning and development:

**Communication and Language development (C&L):** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical development (PD):** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of exercise and to make healthy food choices.

**Personal, Social and Emotional development (PSED):** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn to manage feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

There are then four **Specific areas of learning** which grow out of the prime areas and they are:

**Literacy (L):** involves encouraging children to link sounds and letters and begin to read and write. Children must be given access to a wide range of reading materials to ignite their interest.

**Maths (M):** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, space and measures.

**Understanding the World (UW):** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive Arts and Design (EAD):** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feeling through a variety of activities in art, music, movement, dance, role-play, and design and technology.

### **How is the curriculum delivered?**

At Montrose the curriculum is delivered through a combination of whole class activities, adult led focussed activities and child initiated activities. There is a strong emphasis on learning through play, both child initiated and planned purposeful play. Play is essential for children's development, building confidence as they learn to explore, to think about problems, and relate to others.

A great deal of our learning in all of the areas takes place in the outdoor environment. Many Foundation Stage children learn best when they are active and outside. The outdoors has a positive impact on children's sense of well-being and helps all aspects of their development. It offers opportunities for doing things in different ways and on different scales. It gives children first hand contact with the weather and the seasons and the natural world, and offers freedom to explore, use their senses and be physically active and exuberant.

### **How are the children assessed?**

Within our Reception class children work towards the **early learning goals**. The majority of pupils will achieve these goals by the end of the year. Some children will make further progress and some pupils may still need to work towards some of the goals. The **Early Years Foundation Stage Profile** will be completed in final term. Each child's level of development will be assessed against the 17 early learning goals and the results will be shared with you.

You can find more information about the EYFS from [www.foundationyears.org.uk](http://www.foundationyears.org.uk)

If you have any questions we will be happy to discuss them with you.