



Chellaston Fields
SPENCER ACADEMY

Welcome

Welcome

Welcome to Reception EYFS

Chellaston Fields Spencer Academy

Starting school is a big step! At Chellaston Fields we aim to help each child look forward to, and settle quickly into a new school routine. We hope to develop a good partnership between home and the academy in the very early days - one that we hope will continue throughout your child's learning journey through our academy.

There is one reception class and we can have a maximum of 30 children in each class.



Mrs Tunney
Principal



Settling In

We hope your child will settle in easily and soon feels part of the academy family in their new surroundings. The following suggestions may help with this settling in period and enable your child to feel comfortable, safe and happy at Chellaston Fields.

Please encourage him/her to:

- Play and share with other children
- Go to the toilet independently
- Hang up his/her own coat
- Dress and undress independently
- Use a tissue or handkerchief
- Eat with a knife and fork
- Use table manners
- Tidy up toys and games.

To help your child's day run smoothly:

- Please label all uniform, including PE kit, and make sure your child brings their PE bag at the beginning of each half term.
- Please use the academy book bag to carry home reading books, flash cards, letters etc.
- Please send their reading book and diary every day as timetables can and do change regularly.
- Please arrive on time; aim to be at Chellaston Fields for 8:45am.
- We are always happy to see you – please catch us before 9.00 am or after 3.30 pm for an informal chat!



Characteristics of Effective Learning

In our Early Years Foundation Setting (EYFS), our learning is play based, both inside and outside of the classroom. It is a balance between child-initiated and adult led or adult initiated activities. It gives children a chance to:

- Play independently or with others
- Play with adult support
- Work in a group or independently
- Work together as a whole class

We focus our learning on achieving early learning goals in 17 areas. We support all children to achieve a good level of development in their early years, ensuring they are ready to learn as they progress through the school.

The Characteristics of Effective Learning are fundamental to all children's early development. We constantly strive to provide an environment that enables the children to develop these skills through:

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

The Curriculum

Our curriculum covers seven areas of learning. Each area of the curriculum is broken down into further subgroups to allow us to plan for and assess the children's learning effectively. All seven areas are of equal importance, but they fall into two groups, Prime Areas and Specific Areas:

Active learning – motivation

- Being involved and concentrating
- Keep on trying
- Enjoying and achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways of doing things

Emotional well-being

- Emotional literacy
- Being connected
- Demonstrating positive self-esteem and self-worth

These fundamental skills at the forefront of our planning and assessment - children in EYFS learn through practical experiences, developing their thinking skills and solving problems. They learn and understand at their own pace.

The aim is for all children to achieve 'a good level of development'. This means that they are achieving or exceeding the Early Learning Goals in the prime areas of learning, English and Mathematics.

The Three Prime Areas of Learning

The prime areas are taught through learning to play together. The children share and take turns, develop understanding of the feelings of others and know the difference between right and wrong. We encourage all children to talk and verbalise their feelings and emotions and to care for others and their environment. Our children access the indoors and outdoors every day to develop both gross and fine motor skills.

Physical Development (PD)

(Moving & Handling, Health & Self-Care)

Involves providing opportunities for children to:

- Be active and interactive
- Develop their co-ordination, control, and movement
- Understand the importance of physical activity
- Make healthy choices in relation to food.

Communication and Language (CL)

(Listening & Attention, Understanding, Speaking)

Involves giving children opportunities to:

- Experience a rich language environment, igniting their interest in reading and writing
- Develop their confidence and skills in expressing themselves
- Speak and listen in a range of situations.

Personal, Social & Emotional Development (PSED)

(Making Relationships, Self-Confidence and Self-Awareness, Managing Feelings & Behaviour)

Involves helping children to:

- Develop a positive sense of themselves, and others
- Form positive relationships and develop respect for others
- Develop social skills and learn how to manage their feelings
- Understand appropriate behaviour in groups
- To have confidence in their own abilities.



The Four Specific Areas

Literacy - Reading & Writing

We focus on reading every day, teaching early reading skills to foster a love of books. Our daily phonics sessions further support reading and writing as children learn pure sounds and how to blend and segment simple words. Children begin to mark make, establishing good pencil control and letter formation, developing into emergent writing.

Maths - Number & Shape, Space and Measure

Maths is taught through practical real life experiences. Children explore number and shape through playing a wide variety of games, sharing, playing shops, measuring, building, pattern making and sorting. They use scales, clocks, timers, rulers, tape measures, counting objects, beads, number pebbles and many other exciting resources to support children to develop maths skills and concepts.

Understanding the World - People and Communities, The World, Technology

Children experience technology in a variety of forms using robots, calculators, iPads, interactive white boards and computers. During cooking, they program microwaves and timers. They discover the world around them by exploring the local environment, growing plants, experiencing life cycles and researching animals and habitats in the wider world. Children also learn about their local community and the people around them.

Expressive Art & Design - Exploring & Using Media & Materials and Being Imaginative

We offer a wide range of creative experiences to give children the opportunity to develop their skills across a variety of areas. Imagination can be developed through role play, small world play, building, making, drawing, painting, modelling, singing, music making, storytelling, puppets and a range of other mediums.



A Typical Day

During a day in school the children will experience an array of activities for them to enjoy and excel in. Here are some of the activities that your child will join in with during their time in Reception at Chellaston Fields:

- Solving Problems
- Reading
- Investigation
- Writing
- Creativity
- Role play
- Exploring outdoors
- Making friends
- Construction

Throughout the day, we encourage children to talk about, describe, explain, ask questions, share thoughts and ideas encouraging them to talk about everything that interests them. We want to motivate them to learn and to become independent learners who can make choices and know how to find out about things they are curious about.

Outdoor Learning

Our outdoor area will resemble a classroom – you will find reading, writing and maths activities, water and sand, small world activities, apparatus to enable the children to develop their gross motor skills and much, much more! It would be really

helpful to provide children with clothing suitable for outdoor play and a pair of wellies! These could stay at Chellaston Fields or they could bring them with them on a wet day!

Teacher Assessments

- Ongoing observations using ipads to record notes, photos and videos – capturing the learning as it happens
- Online learning journey
- Contributions from parents/carers

We will offer you regular opportunities to discuss your child's progress with their teacher.

How you can help with early reading skills

All children can take home a book each week to share with their family. The book should be returned weekly and then each child can enjoy new book the following week.

Sharing books together

- Find a quiet time and quiet place to sit comfortably together
- Look at a book together – talk about the author, illustrator, front cover, pictures
- Listen to what your child has to say and encourage them to talk about the pictures
- Guess what might happen next
- Read the book aloud to and with you child
- Say 'Nursery Rhymes' together
- Play games using rhyming words

- Use CDs and story books
- Listen to your child read and always be encouraging and positive
- Make your child aware of print around them – street names, buses, road signs, food packets etc.



How you can help with early writing skills

Encourage your child to enjoy making marks and creating pictures as often as possible with a wide variety of equipment.

Let your child use a variety of different mark making tools –

- Thick crayons and large sheets of paper
- Felt tip pens
- Paint
- Chalk
- Cutting pictures from magazines and around shapes
- Tracing pictures, letters, shapes and words
- Writing patterns moving from left to right
- Draw pictures and talk about them

- Use the outdoor environment as much as possible
- Help your child to write their own name and the names of their family members. Always start with a capital letter and then lower case letters to follow:

Wendy John Peter Susan

How you can help with early number skills

- Use the outdoor environment as much as possible

Counting

- Always make counting meaningful, counting first to 5, then 10, then 20 by;
- Picking up and touching items
- Putting items into a bag or box
- Singing number rhymes
- Helping with shopping (4 pears...)

Sorting

- Put all the spoons together
- Put all red buttons in a box
- Sort the apples, oranges and bananas in the bowl

Games

- Play games to help the children to learn to take turns. Use spinners, counters and dice
- Play lotto games and pair games
- Complete jigsaws
- Play money games
- Take part in sorting, matching and comparing activities.



How you can help with early shape, space & measure skills

- Use the outdoor environment as much as possible

Shapes

- Look for circles, triangles, squares and rectangles in the environment
- Count the number of sides and corners shapes have
- You can also learn rhymes about shapes.

Matching

- Put a cup on each saucer
- Give each toy a biscuit
- Match the buttons to the button holes

Comparing

- Rough/smooth
- Tall/short
- Heavy/light
- Big/small
- Thick/thin

We are really looking forward to sharing your child's learning journey with you over the next seven years.





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SPENCER ACADEMY

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