

What does a morning look like in Reception Class?



Registration and fine motor development

Including opportunities to recognise name, write name and build finger strength.

Message Board

Including daily opportunities to develop understanding of number, days/months/dates, ordinal numbers, phonics, seasons and events.

Small Group Time and Child Initiated learning

The focus for this is based upon the needs and interests of the cohort. This is loosely mapped out on the medium term planner.

Child initiated learning will be in all areas of the environment and curriculum with adults to play partner.

Challenges will be planned in key areas across the term.

Storytime

The stories will follow a theme each week or over a series of weeks, e.g. traditional tales, stories linked to PSED or a significant author

Playtime on the Yard

PSED and physical development opportunities

Phonics

Our school follows the Read Write Inc programme and it's recommended structure. The time spent on this will increase as the year progresses.

Lunchtime

What does an afternoon look like in Reception Class?



Maths Blast

We follow the Mastering Number programme in reception (this continues into Year 1 and 2).

Plan

All children make a plan of where they would like their play to take place and what their intentions are. For some children in each group, this will be a more detailed plan with the adult. This may be recorded in a range of ways, including as a written plan

Do

Children follow their interests and 'Plans' either independently, with adults there to play alongside, support their play or to extend their play through Sustained Shared Thinking. All aspects of the EYFS curriculum are on offer both indoors and outdoors.

Review

The children who made a plan with an adult are chosen to share their learning and any outcomes in review time. Children can ask questions and the reviewer can consider next steps for their learning.

Movement Time

Gross Motor development – this includes Playdoh Disco, actions songs, yoga, peer massage, helicopter stories and active circuits

Special Person Time

Each day a child is chosen to be Special Person and take Bertie Bear home. It is an opportunity to share experiences from home; celebrate why each child is special and to develop both PSED and People and Communities aspects of EYFS

Storytime and Singing before home time

Forest School Fridays



Registration and fine motor development

Including opportunities to recognise name, write name and build finger strength.

Message Board

Including daily opportunities to develop understanding of number, days/months/dates, ordinal numbers, phonics, seasons and events.

Forest School Activities

These will vary week by week and follow the outdoor learning medium term plans as well as follow children's interest

Lunchtime

Maths Blast

Adult led activity linked to a key maths related storybook.

Small Group Time and Child Initiated learning

The focus for this is based upon the needs and interests of the cohort. This is loosely mapped out on the medium term planner.

Child initiated learning will be in all areas of the environment and curriculum with adults to play partner.

Phonics Game

Opportunity to consolidate and apply learning linked to phonics.

Movement Time

Gross Motor development – this includes Playdoh Disco, actions songs, yoga, peer massage, helicopter stories and active circuits

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