

Welcome to Haddenham Community Infant School, Early Years Foundation Stage



Haddenham Community Infant School

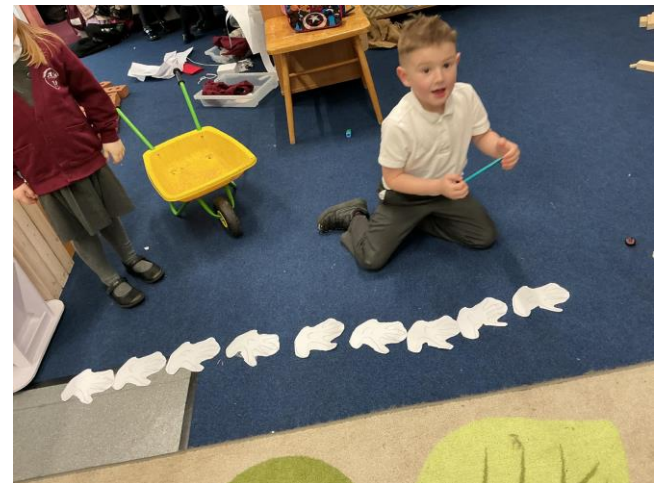
Welcome, families, to the start of an incredible journey for your children! We're thrilled to have you join our learning community.

Learning in the Foundation Stage

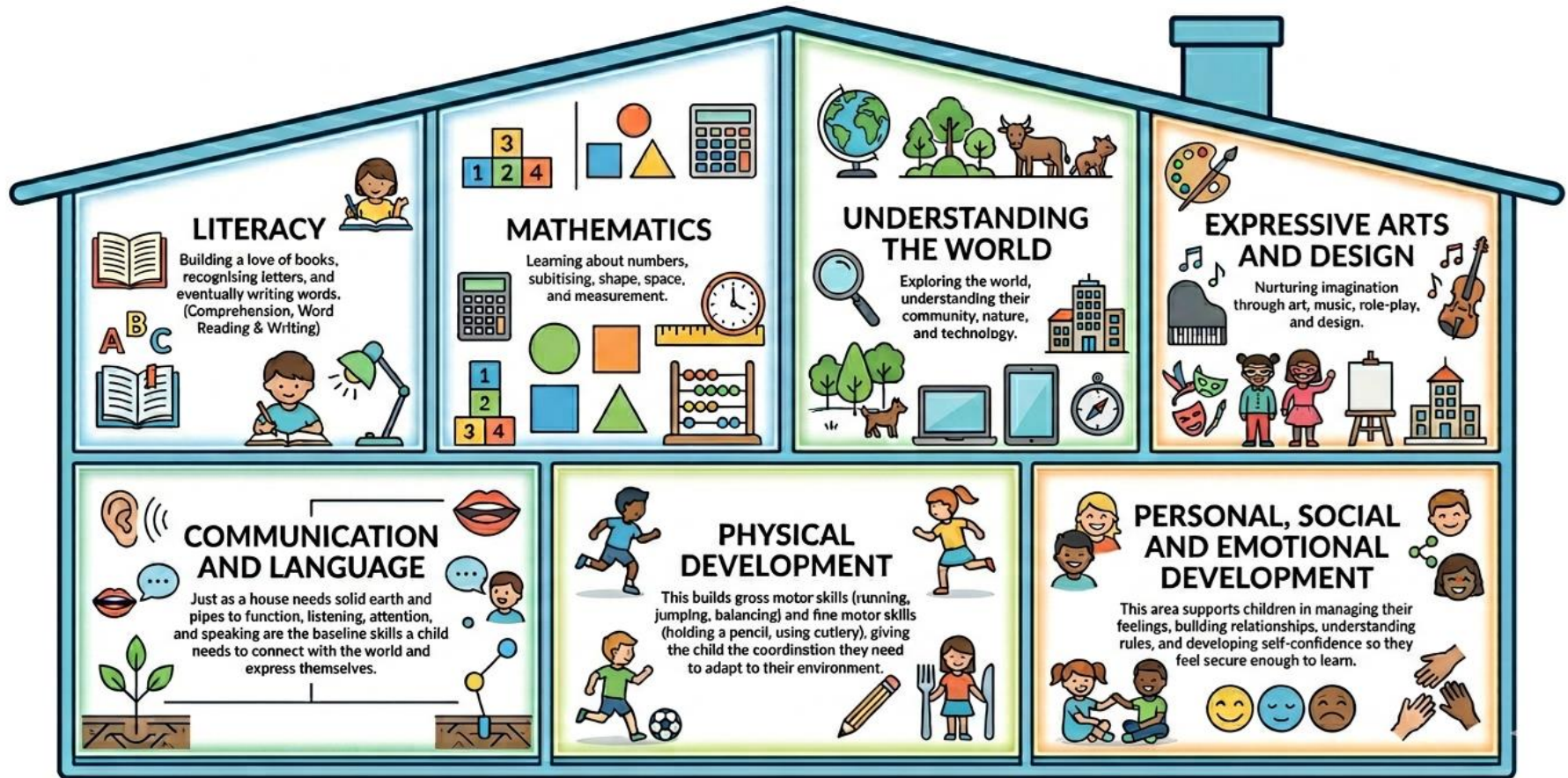
In Reception, children learn through a balance of play, exploration, and adult-guided activities. We follow children's interests while supporting them to develop confidence, independence, communication, early reading, writing, maths, and social skills through meaningful, hands-on experiences.

Learning in the Foundation Stage

We place a strong focus on helping children become confident, curious, and resilient learners. Through play, exploration, and trying new experiences, children develop important learning behaviours such as independence, perseverance, creativity, and problem-solving, helping them build a positive and lifelong love of learning.



THE EARLY YEARS FOUNDATION STAGE (EYFS) HOUSE OF LEARNING





The Depths of Play

Above the Surface (What You See)



'Today I did a painting'



Today I explored the texture of paint and was fully emerged in the sensory experience that helps my brain to develop. I used my gross motor skills to make large marks on the paper. I squeezed the paint between my fingers and rubbed my hands together and made the colour green. Today I showed educators my hand-eye coordination skills and self-expression. It was a wonderful way for me to explore my every growing imagination.



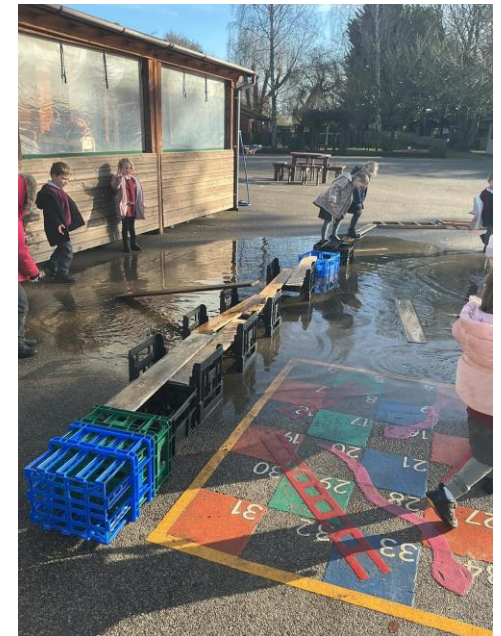
EYFS curriculum – Throughout the Reception year, children are supported through carefully planned activities, play opportunities, and learning experiences to help them work towards the national expectations for the end of the Early Years Foundation Stage (EYFS), known as the Early Learning Goals.(see handout)

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.	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.	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.
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.	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.
		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.

Indoor and Outdoor Curriculum

The outdoor curriculum is considered to be of equal importance. We are outside in all weathers!



Learning Together

We very much welcome your contributions to your child's learning journey. While we bring our professional experience in learning and development, you know your child best, and we look forward to working in partnership with you.

- **Tapestry:** A secure online learning journal where we share your child's school moments. Please upload your own photos and observations from home so we can celebrate their learning together!
- **Newsletters:** Reception Weekly: Outlines upcoming adventures and suggested fun activities to do at home. (Alternative formats available upon request).

Whole School: Keeps you up to date with wider school news.

Learning Together

- **Reading at Home:** Boosts your child's vocabulary, self-esteem, imagination, and even sleep patterns.
- **Stay & Play Sessions:** Come into school to join our adventures!
- **Parent Workshops:** Practical sessions to give you the best strategies for supporting your child at home.
- **Parent Feedback:** Help us improve through our regular questionnaires and parent forum meetings.

The Reception Team so far



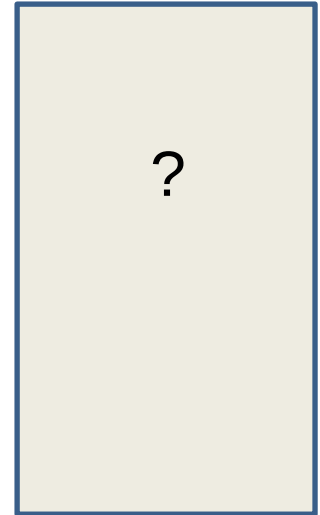
Mrs Crump
Teacher and
EYFS Lead



Mrs Bryson
Higher Level
Teaching
Assistant



Mrs Teggart
Teaching
Assistant



The School Day

Soft Start Arrival: 8:35am – 8:45am

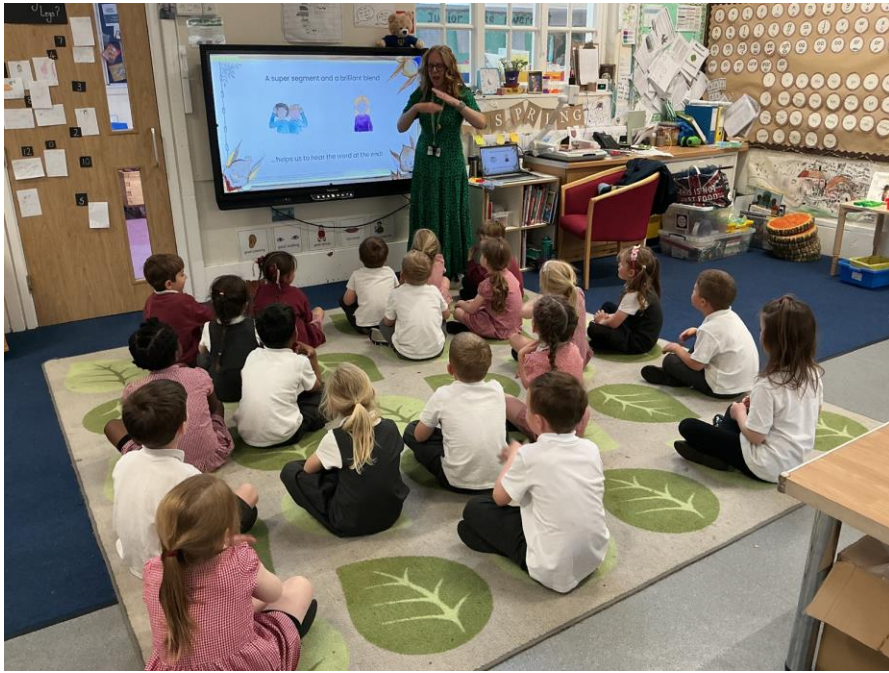
Morning Drop-Off: Walk with your child to the Early Years outdoor gate. Walking into the classroom on their own helps children settle quickly and build confidence.

Lunch: 11.30am

End of the Day: 3.15pm, collect from the Early Years outdoor gate.







Our adventures...

Autumn 1 - Super Me, Super You

Autumn 2 - Let's Celebrate

Spring 1 - Once Upon a Time

Spring 2 - Here, There and Everywhere

Summer 1 - Growing and Changing

Summer 2 - Brilliant Beasts

Past adventures from previous years; African Drumming workshop, Fun with Fairytale at Waddesdon, Bekonscot Model Village, Cotswold Wildlife Park

Settling in to new adventures

Please attend one of our transition sessions with your child on **Tuesday 7th July**.

Choose the time that suits you best:

- Morning: 9:00 AM – 10:30 AM
- Afternoon: 1:15 PM – 2:45 PM

Please sign up to one of these sessions at the end of this meeting or email the school office.

Settling in to new adventures

September

This gradual start gives your child the time and space to gently adjust to school life. Everything is brand new to them right now—new faces, new routines, and a big new environment! The first few days can be emotionally and physically tiring as they process it all, so plenty of rest and downtime at home will help them recharge.

Thursday 3rd September 9.15-11.30am	Settling in session
Friday 4th September 9.15-11.30am	Settling in session
Monday 7th September 8.35-11.30am	Settling in session
Tuesday 8th September 8.35-12pm	Settling in session with lunch
Wednesday 9th September 8.35-1.15pm	Settling in session with a full lunch time.
Thursday 10th September 8.35-3.15pm	Full day for all Reception children

Getting to Know You

**Thursday 3rd September – Wednesday 9th September
(Afternoons)**

We would love to invite you in for a chat! This is a wonderful opportunity for us to:

- Begin getting to know each other.
- Share your child's unique interests and strengths.
- Discuss any specific needs they may have so we can support them perfectly.
- **How to Book:** Please sign up to a meeting slot this evening, or email the school office.
- **All About Me:** Please bring along a completed 'All About Me' booklet which is available to take home tonight.

Things to bring to school:

- Named **Water** Bottle: Inexpensive and clearly labelled.
- Daily Book Bag: Please do not send rucksacks.
- School-Keepers: Named wellies and in a bag a full change of named clothes to stay at school.
- Weather-Ready Gear: A warm coat, hat, and gloves for the cold; a hooded waterproof coat for mild/wet days; a sun hat for hot days.
- **Tuesdays** P.E.: Come to school wearing P.E. kit (no P.E. bag needed).



Please name all items!



Messy play is a valuable and important part of hands-on learning in Reception. Keeping a named spare set of clothes in school will help your child continue enjoying their learning and play comfortably if they need to change during the day.

Any questions or concerns

- **We are always here to help:** Come talk to teachers or Teaching Assistants about any questions or worries, big or small.
- **Daily catch-ups:** Look out for us on the gate at the beginning and end of every school day.
- **Quick chats:** After school is the best time for a brief conversation.
- **Longer meetings:** Please book an appointment through the school office.



Useful Information

We have a class page on our school website that provides you with useful links and information;

[Reception Classes Page](#)

We also have a phonics page to provide you with useful information on how to support your child at home with phonics. [Reception Phonics Support](#)

We will be providing you with more information on how to support phonics and maths at home.

Working together to enrich our learning

At HCIS, we love involving our families. As we start this exciting new school year, we want your input!

How you can help:

Topic Ideas: What themes or experiences should we add to our curriculum?

Trip Suggestions: Where should we visit to spark the children's curiosity?

Share Your Talents: Do you have a job, hobby, or skill you could showcase to the class?

How to share:

Add your thoughts to the mind maps around the room or send a quick email to the school office. Your ideas help us create a personalised learning journey for every child!

Starting School Bingo!

(see handout)

Starting School

Tick off each box as you go — can you get a full house before school starts?



I can share toys with others	I can put my jumper on and off by myself	I can sing a nursery rhyme	I can use scissors safely and correctly	I can recognise my written name
I can tidy up my toys	I can use the toilet on my own	I can wash and dry my hands	I can eat with a fork or spoon	I can talk about how I am feeling
I can say please and thank you	I can tidy up my toys	I can recognise numbers to 3	I can put my coat on by myself	I can open and close water bottles and food packets
I confidently say goodbye to my carer	I notice things in nature	I can recognise how many there are (up to 3) without counting	I can begin to put my shoes on by myself	I can try new things and have a go, There's so much fun and stuff to know!

Family Photo

Please could we have a family photo so that we can create a welcoming classroom display ready for September. This could be emailed to the office or brought with you at your 'Getting to Know You' meeting in September.

Tonight....

- **Get your 'Starters Pack'** from Mrs Busby.
- **Sign up** for the July transition session and September 'getting to know you' meeting.
- **Collect resources:** 'All About Me' booklet, 'Starting School' bingo sheet, and the Early Learning goals document.
- **Contribute ideas** to the curriculum mind maps around the room.
- **Grab a 'Ready, Set Throw!'** packet before you leave to save for their first day in September!