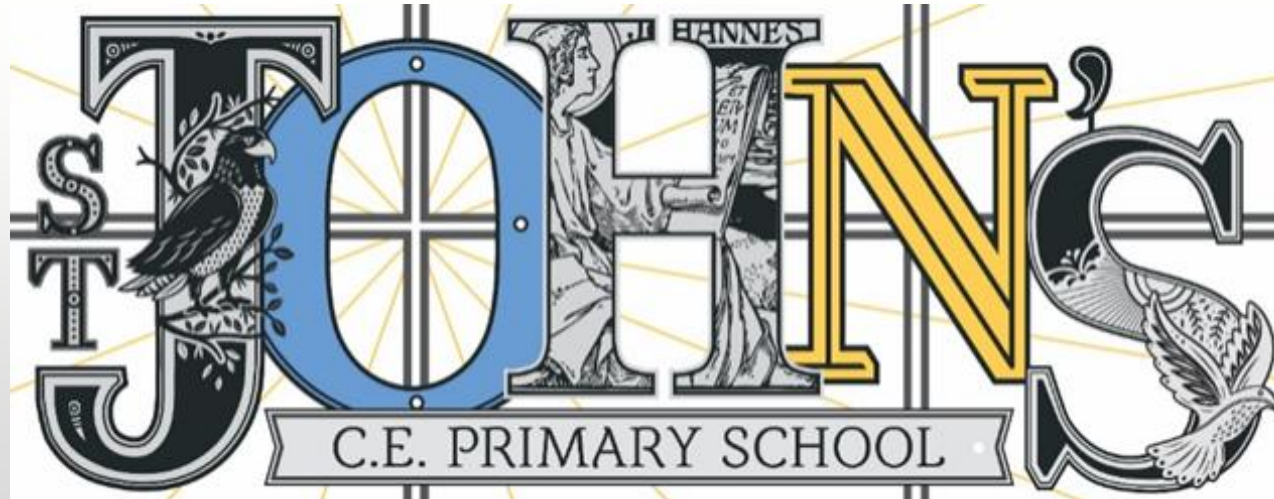




WELCOME TO EARLY YEARS

SQUIRRLS, BADGER & HEDGEHOG CLASSES 2026-2027

MEET THE TEAM



Mrs Shah

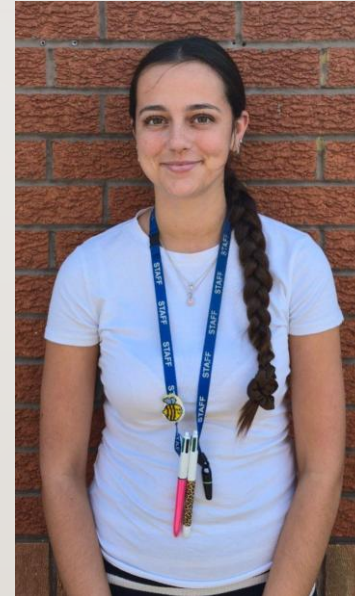


Mrs Saunders

Teachers



Mrs Shrivastava



Miss Gowers

Learning Support Assistants



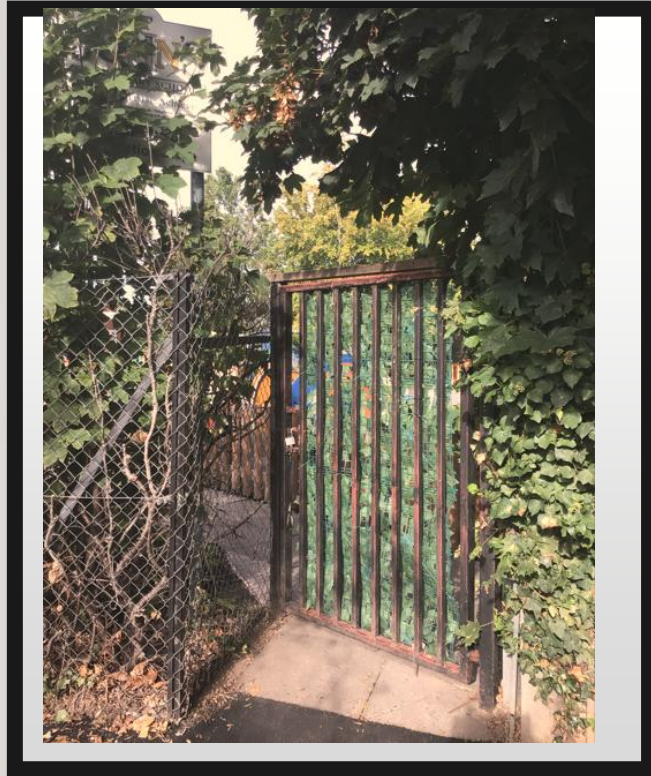
Mrs Slark



Miss Nelhams

EYFS Lead/Nursery

DROP OFF AND COLLECTION (Nursery)



- Nursery children begin their school day at **8:30am**, when gates open, and finish at **11:30am** for **Morning**. **12:30pm** to **3:30pm** for the **Afternoon**
- If you are late, please go to the front office of the school and the children will be brought down to the classrooms by a member of staff.

DROP OFF AND COLLECTION (Reception)



- Reception children begin their school day at **8:40am**, when gates open, and finish at **3:10pm**.
- Parents drop their children off at the Reception Gate and collect from here at the end of the session.
- If you are late, please go to the front office of the school and the children will be brought down to the classrooms by a member of staff.

365 days in a calendar year

Good attendance means being in school at least 95% of the time (180 to 190 days)



DID YOU KNOW? A two week holiday in term time means that the highest attendance you can achieve is **94.7%**

...being in school, on time, every day, ready to learn.



DID YOU KNOW? If you are 15 minutes late each day you will have missed a full 2 weeks of school in one year?

DAILY ROUTINE AND TIMETABLE (Nursery)

Our daily routine in FSI consists of:

- Whole class group time (Phonics, Maths, or Topic)
- Indoor and Outdoor Continuous Provision (Children choose activities)
- Fruit and Milk time
- Whole Class Story times and Rhyme times



DAILY ROUTINE AND TIMETABLE (Reception)

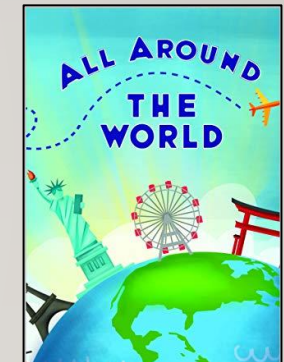
Our daily routine in FS2 consists of:

- Topic Lessons (Learning about the world)
- Indoor and Outdoor Continuous Provision (Children choose activities)
- Phonics Lessons
- Lunchtime
- Maths Lessons
- Indoor and Outdoor Continuous Provision (Children choose activities)
- Fruit and Milk Time
- P.E.
- Whole Class Story times and Rhyme times



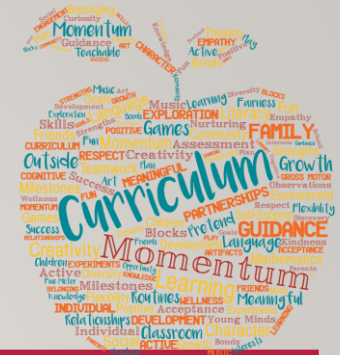
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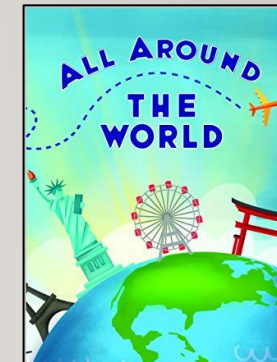


In the Night Sky

OUR CURRICULUM (Reception)

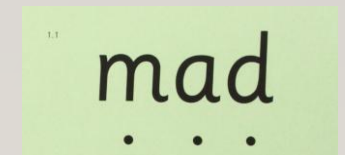
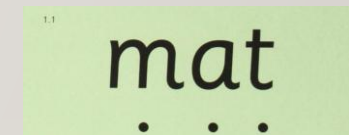
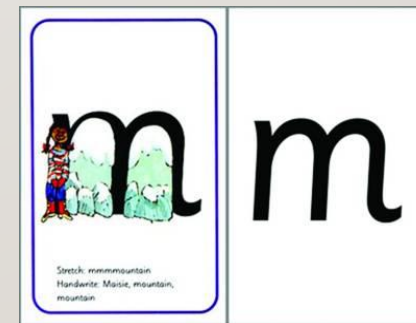
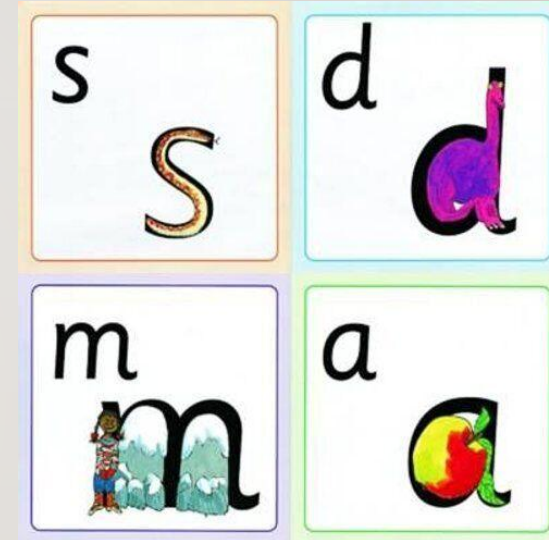


- Our whole school curriculum begins in Reception and covers a broad range of areas:
- Autumn 1: All About Me
- Autumn 2: Under the Stars
- Spring 1: All Around the World
- Spring 2: Traditional Tales
- Summer 1: Minibeasts and Animals
- Summer 2: Dinosaurs

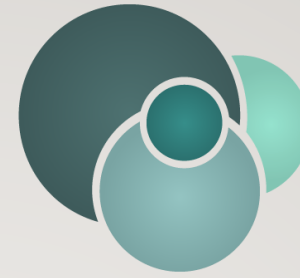


READING & PHONICS

- Reading is at the heart of our school.
- Reading is the gateway to all learning and is the foundation skill all children must secure as early as possible.
- Our children make the strongest start in Reception by following the phonics programme Read Write Inc.
- Our highly trained and experienced staff teach the programme with fidelity every day to smaller groups of children to maximise their progress.
- Children begin by learning the Set 1 initial sounds and matching pictures (called Set 1 Sounds) before learning 'special friends' (where two or more letters make one sound eg. 'ch' and 'th')
- Children then learn to blend these sounds independently until they can decode and read words accurately.
- Reading at home has a huge positive impact on children learning to read fluently and we encourage all families to prioritise reading in the same way.



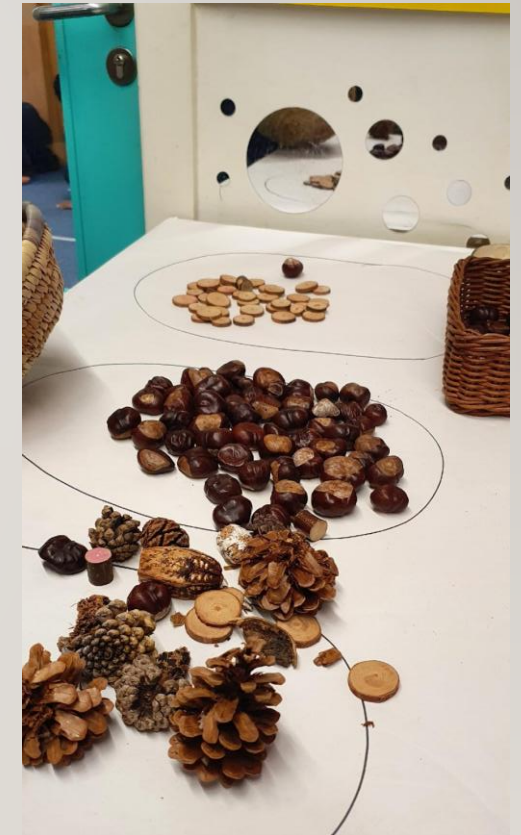
MATHS



NCETM

NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

- We follow the NCETM Mastering Number scheme of learning.
- Children are explicitly taught new mathematical skills in short whole class inputs where they then work in small groups or one-to-one with their teacher to put their new learning into practice.
- Children also consolidate their maths learning in different activities throughout the classrooms during their provision time.
- We encourage parents to read the 'Week Ahead' in our newsletters to stay up-to-date with what your child will be learning in Maths each week.



Expectations at the end of Nursery

- Children in Nursery are expected to meet the end of Nursery expectations, as set out by the Early Years Foundation Stage Framework.
- There are 'specific' and 'prime' areas of the goals which children work towards. There are also 'Characteristics of Effective Learning' that children are assessed against.

Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

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

Active Learning

MOTIVATION

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

Creative and Critical Thinking

THINKING

Having their own ideas
Making links
Working with ideas

Areas of Learning and Development

Prime Areas

Personal, Social and Emotional Development

Making Relationships
Sense of Self
Understanding Feelings

Physical Development

Moving and handling
Health and Self-care

Communication and Language

Listening and Attention
Understanding
Speaking

Specific Areas

Literacy

Reading
Writing

Mathematics

Mathematics

Understanding the World

People and Communities
The World
Technology

Expressive Arts and Design

Creating with Materials
Being Imaginative and Expressive

EYFS Development Matters 3 & 4-Year-Olds - Prime Areas

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."



Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.



Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.



EYFS Development Matters 3 & 4-Year-Olds - Specific Areas

Literacy

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.



Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

THE EARLY LEARNING GOALS

- Children in Reception are expected to meet the Early Learning Goals, as set out by the Early Years Foundation Stage Framework in order to achieve a Good Level of Development.
- There are 'specific' and 'prime' areas of the goals which children work towards. There are also 'Characteristics of Effective Learning' that children are assessed against to make sure they are fully prepared for their future academic progress in Year 1 and onwards.

Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

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

Active Learning

MOTIVATION

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

Creative and Critical Thinking

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Listening and Attention
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Speaking

Specific Areas

Literacy

Reading
Writing

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Mathematics

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People and Communities
The World
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Being Imaginative and Expressive

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.

'EVIDENCE ME' – LEARNING JOURNEY



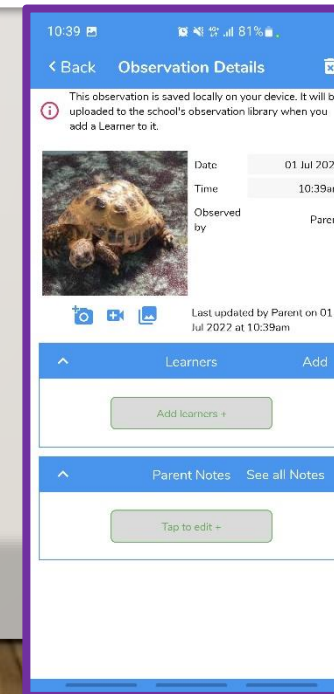
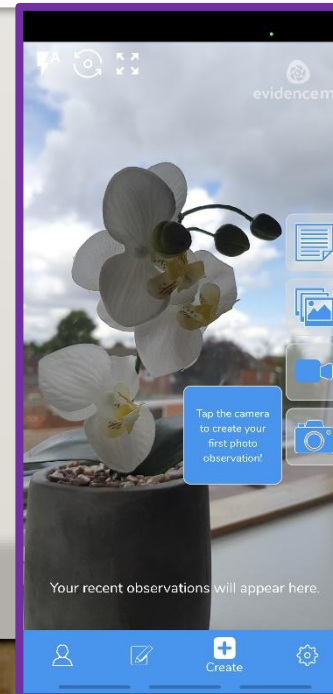
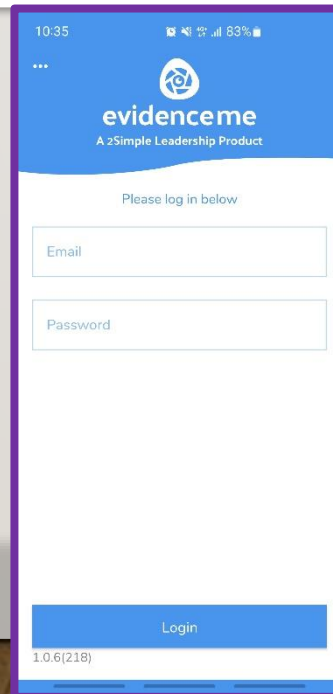
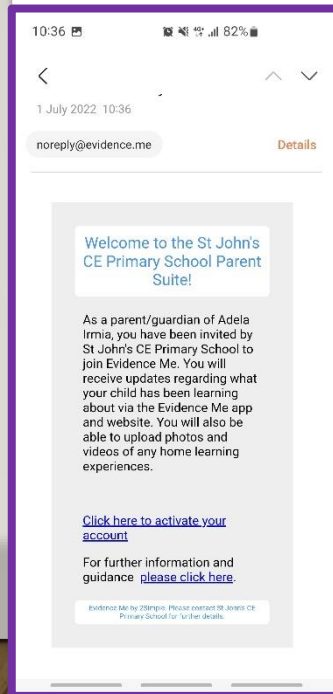
- Evidence me is a software tool that we use at St John's to record your child's learning.
- This takes place through 'observations', where your child will demonstrate their knowledge and understanding through an activity or in play.
- These observations are collated in what is called a 'learning journey' which is like a digital book of all your child has achieved throughout their time in EYFS.
- Here you will be able to see 'Wow!' moments throughout the academic year where your child has demonstrated new learning and important milestones in their development.





With Parent Share in Evidence Me you will be able to:

- View reports (complete with photos) via the app or web suite, showing you what your child has been learning and the new skills they are developing.
- Send us your comments and feedback by simply adding them to the reports which will help our staff to support your child more effectively in the classroom.
- Upload things that your child has done outside of school that you think the teacher would like to see.



My Child at School (MCAS)

This is the app you will receive all communication, updates, alerts and announcements on.

You can track your child's attendance.

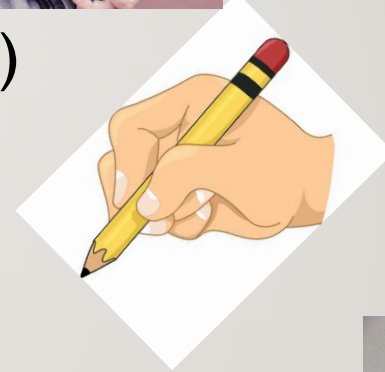
You can pay for school trips and pay for After School Club/Breakfast Club places in advance also.



PREPARING FOR SCHOOL

Please help your children learn to:

- Fasten and unfasten their coats (zips)
- Get dressed and undressed on their own (jumpers)
- We recommend Velcro shoes if possible
- Hold a pencil correctly
- Write their name clearly
- Use a knife, fork and spoon
- Toilet independently
- Sharing/turn taking/working together



The background image shows a child-friendly bathroom. On the left, there is a white and blue hand-drying machine mounted on a wall with white and yellow tiles. Below it is a white sink with a chrome faucet. In the background, there are colorful doors with yellow and red panels. One door has a large yellow number '3' and a small dinosaur sticker. Above the sink, there is a small poster with illustrations of hands being washed.

SELF-CARE

- Children have their own smaller toilets to use as well as low level sinks.
- We help children to use these independently.
- It is important your child is toilet trained and confident in being able to go independently before starting Reception.

CHILDREN'S BELONGINGS

Please make sure **all** of your child's belongings are named, including:

- Book bag/ small back-pack
- All items of school uniform (jumpers, cardigans, shoes)
- Coats, scarves, gloves when needed
- Water bottles
- Lunch boxes



FURTHER INFORMATION

- If you have any questions about starting school in September, please contact:
- admin@stjohns.reading.sch.uk
- Or call **01189375540**
- Or visit our school reception between 8:00am and 5:00pm where we can provide you with further information and arrange a school tour should you wish.